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A Longitudinal Study of the Leisure Activities of a Group of Intermediate Grade School Children in a Select Socio-Economic Area

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**A LONGITUDINAL STUDY OF THE LEISURE ACTIVITIES OF A
GROUP OF INTERMEDIATE GRADE SCHOOL CHILDREN
IN A SELECT SOCIO-ECONOMIC AREA**

by

Sister M. Madeleva, O.S.F.

**A Thesis Submitted to the Faculty of the Graduate School
of Loyola University in Partial Fulfillment of
the Requirements for the Degree of
Master of Arts**

June

1953

LIFE

Sister M. Madeleva Metten was born in Kenosha, Wisconsin, December 7, 1922.

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CHAPTER I

STATEMENT OF THE PROBLEM

In order to attain her objectives, a teacher must know her students as perfectly as she can, both their in-school and out-of-school life, as it is the two combined that make the complete individual. Much has already been done in the field of education to study and improve in-school life, but much less has been attempted in the field of the leisure activities of childhood. This knowledge of interests, play, and other recreation can be readily utilized in the teaching profession. Instructing youth is much more effective when teachers are aware of the activities children enjoy and when school work is related to these. School can be so much more vital when the pupils learn the basic facts in terms that are realistic to them and within their own range of interests.

In this thesis I have undertaken a study of the leisure activities of my pupils. In choosing this topic, I did some preliminary research to see if my problem had already been undertaken. On discovering that my consideration of the problem had not been treated similarly before, I did not do any intensive

reading on the problem as I did not want to be prejudiced in any way in determining my results. The boys and girls used in my study range in age from nine to eleven years. The children come from professional family groups whose financial income is far above the average. All the families of these children own their own homes. Their residences generally boast of a front and back lawn, and many of these families have their own gardens and flower plots which beautify the area. About one-third of these families also possess one or two pieces of playground equipment in their own yard; several have their own outdoor pools.

During the past year, by means of a self-made check list, I endeavored to discover every game my pupils played, every hobby they enjoyed, every trip they took, every radio and television program they heard and watched, every book they read, every musical talent they utilized, every out-of-school organization they were affiliated with, every type of playground equipment they used, and every extra chore they undertook. Forty-one children participated in this activity, twenty girls and twenty-one boys. Daily the children marked their activities on this check list. Through it I was able to discover the changes in leisure activities according to season, and also the changes caused by growth and development during the nine month period. It was amusing to note that some games are not affected by seasons or growth, but that at very definite times, in fact almost overnight, an activity will spring up and just as quickly die out

to make way for another one.

In conducting this study I came upon several unforeseen problems. Before school opened, I undertook to make a check list using my own personal recollections and the experience of my past teaching as a guide. To my great surprise I discovered that I was not aware of half of the activities in which my students engaged. This fact was brought to my attention by the many individual additions listed in the spaces left for such at the end of each classification. Consequently, I found it necessary to make a new and much more comprehensive check list later in the year.

Several difficulties arose in the radio and television section. Being a religious teacher, I was not familiar with television and the programs it offered, as my many pursuits kept me from enjoying such recreation. Consequently, I found that some children in indicating their programs listed them under the company sponsoring the program, others under leading stars in the program, and still others under the regular title listed in the newspaper. This led to some confusion, since the same program was listed on my final tabulation sheet as three separate programs. On becoming aware of this situation, my pupils and I decided upon the exact title by which the program should be listed. Adjustment was made on the tabulation record and that situation was cleared. The next difficulty lay in the fact that so many programs were transient. I desired to discover which

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programs the children liked best without any coaching or biasing on my part. Therefore, this year I purposely made no reference to desirable and undesirable programs, but rather trusted in the discretion of the parents. Some programs, such as, Hopalong Cassidy, Space Cadet, and Kukla, Fran, and Ollie, were greatly enjoyed by the majority of the students, but because these programs discontinued during the year, the total rating is lower than would otherwise be indicated had they continued. However, in the monthly comparisons, it was noted which programs ceased and which other programs were substituted in their place.

Another problem arose in the classification of movies. On the check list the movies were classified according to twenty-one types. We had a discussion at the beginning of the term on what the types were and what each included. Since I did not attend these movies myself, I had to depend upon the judgment of the children in this matter. Some students had difficulty selecting the specific type, since several types could be found in some movies. We decided, then, to classify the movies under the type that predominated. If some pupil still had difficulty deciding which type was most evident, we discussed this matter in our weekly class meeting with the other students who had seen the show. In this way we endeavored to minimize the amount of error.

The section on Trips also presented its problems. Just what would one consider a trip? Did it have to be to some out-of-the-city place? We decided that any place other than home,

church, school, and the theater should be listed. Thus, trips could include anything from visiting a friend's or relative's house to vacationing in Florida.

Regarding Recreational Reading, we classified the books read according to type rather than title. In completing this section of the check list, I had the children write the name of the book, the author, and the type they thought it was. They had been prepared to do this in a previous class meeting.

Another section on Hobbies brought up the question: What is a hobby? A hobby, we concluded, was any activity in which we gathered, collected, or assembled a number of objects of the same type and kept them for our future enjoyment. This definition made it relatively easy for the children to list their collections.

There was not any particular problem dealing with Music and Dancing other than the question as to whether definite lessons had to be taken before they could be listed on the check list. It was decided that any recreation taken in these forms could be listed.

The section entitled Organizations presented only one minor problem. Several children had formed various neighborhood clubs and they inquired whether these could be listed as organizations. Some of these groups met only once or a few times, and then, due to the changeableness of youth, were dropped completely. If the club met more than once, the children were requested

to list it as an organization.

Regarding the use of playground equipment, instead of considering the number of times the children used the various equipment in one day, they checked the day on which they played on this equipment. Hence, in one week, a total of no more than seven points could be indicated for any one piece of equipment.

The last section of the check list consisted of all the extra duties the children did around their home or neighborhood. No problem was raised here.

I have attempted to state the problem and the purpose of this thesis in the above paragraphs. The following chapters will discuss each of these headings and their findings: Games, Hobbies, Movies, Radio and Television, Trips, Recreational Reading, Music and Dancing, Organizations, Playground Equipment, and Other Duties. A copy of a blank check list can be found in Appendix I. In conclusion, I wish to state that this paper was made possible through the fine, cooperative effort of my forty-one students. At times during the year, when interest ebbed, a little pep talk was all that was needed to arouse renewed effort. Through their persevering endeavor, may this thesis help readers to understand the child in an intermediate grade more completely.

CHAPTER II

GAMES

From a concentrated study of a group of children's play activities over a definite period of time, one is able to gather valuable information which may lead to a fuller understanding of other children of the same age and social bracket. Games are one of the main phases of leisure activities; consequently, they shall receive the prominent position in this work. Throughout the entire nine months of the past school year, my students daily recorded the play activities in which they participated. By means of this study I was able to detect the differences in children's choices--differences caused by seasonal changes, by growth both mentally and physically, and by the desire to conform to the group. Occasionally outside influences which I shall explain later also had a share in the choice.

It is a definite fact that games are affected by seasonal changes; this was readily noted from the results of the monthly comparisons. In September, such games as red rover, hide and-go-seek, cops and robbers, running relays, dodge ball, keep away, badminton, yo-yos, and bicycling received greatest atten-

tion, bicycling far exceeding any other activity.

October was definitely football month for the boys; the girls centered their fun mainly on playing ghosts and "Oh, Susannah." Here one can see the influence holidays have on choice.

During November, basketball became the favorite indoor game for both boys and girls since we have excellent facilities for such sports at our school. This was the month of the first snowfall; consequently, snowballing, building of forts, and follow the leader were the choicest outdoor means of entertainment. I was amused to note that follow the leader was classed as a first in this month. Probably this was due to the fact that children enjoyed hopping in each other's footprints in the snow.

December came, bringing with it definite preference for jacks, trains, whittling, dolls, pom pom, amateur shows, and king of the mountain. The majority of these games for this month were of the quieter indoor type. This was most likely because of the weather. There were several heavy snowfalls, but the snow was not the right type for such activities as tobogganing and sledding. The weather was not cold enough to warrant an ice pond for skating. The boys particularly delighted this month in knocking each other off the huge mounds of snow created by the snow plow.

The new year opened with ice skating being the favorite sport; sliding on ice and snow carving were close seconds.

Other sports which rated the highest scores during this month were tobogganing, quick on the draw, church, soldiers, chemistry set, checkers, chess, crafts, school, sleigh riding, skiing, detective, building blocks, and hockey. I believe some of these sports received added impetus because of the pupils' having received these games or this equipment as Christmas gifts.

February introduced the cowboy and Indian season. It also marked the opening of the pingpong tournaments. Other activities worthy of mention in this month were playing with dogs, drawing, painting, parchesi, cars, bingo, and dressing up. And hand manipulated puppets made their appearance at this time.

March, according to the results of this study, was the quietest month of the year. Few new games made their appearance. The only activities performed often enough to be mentioned were boxing, cards, reading, archery, five hundred baseball, and spud. The girls delighted in playing house. Many activities previously mentioned were enjoyed but not nearly so often as in former months.

April marked the beginning of the baseball, volleyball, and jump rope season. The weather was just right for the flying of kites. Neighborhood gangs met in the evening to enjoy red light.

The prominent games and activities for the month of May included tag, marbles, hop-scotch, tennis, roller skating, broad jumping, high jumping, fishing, horseback riding, croquet, and

golf. Other activities for this month closely resembled those for September.

In general, these games did not spring up and run their course in the one month mentioned. Most of them followed the normal curve. The month designated was the one in which they reached their peak.

Physical growth also affects play activity. This was evident when the younger students in my class as a whole tended to prefer the more individualistic, imaginative types of "made-up" games rather than the organized play of the older children. Between the ages of nine and eleven, there is a distinct difference in maturation. My nine-year-old pupils and early ten-year-olds preferred pretence games. They enjoyed pretending they were stage coach robbers, fairies, nurses, movie stars, amateurs, gardeners, statue makers, rich ladies, poor ladies, house decorators, road makers, hunters, princesses, rodeo riders, car racers, pirates, printers, fortune tellers, bankers, secretaries, and artists. Acting out many professions was a source of much fun for them. The later ten-year-olds and the eleven-year-olds, on the contrary, banded together and preferred more competitive games such as basketball, baseball, volleyball, football, pom-pom, keep away, marbles, running relays, tennis, hockey, and the like. This class as a whole had a very fine spirit. Each member was considered an active part of the social group; yet there were two very distinct groups when it came to play. This would

definitely seem to indicate that growth plays an important part in the children's selection of their favorites.

Besides seasonal changes and maturation, three other factors had a definite influence on the children's play activities. The pupils enjoyed imitating several of their favorite radio and television programs. Thus on reading the statistical list of games one will notice such titles as quick on the draw, truth or consequences, I love Lucy, exploring for fossils, what's my line, space cadet, beat the clock, and quiz kids.

Another important factor was a carry over of school activities. In our art program in school, the children learned such things as finger painting, freehand drawing, soap carving, snow carving, and other crafts. The enjoyment that the children received from this in-school activity resulted in a frequent repetition of it in their leisure time.

It was surprising to note that some games sprang up as if overnight and just as quickly were dropped after several weeks of intense play. The one in particular to which I am referring is the use of the yo-yo. For a long stretch of time no sign of yo-yos was in evidence. Then one day a salesman, who could do many tricks with the yo-yo, appeared on our school grounds during the noon recess and gave several demonstrations. As if by magic yo-yos appeared on all sides; big, little, young, and old had them and enjoyed performing many antics with them. Even competitive demonstrations were held in which the winner won another yo-

yo. These factors, then, play an important part in influencing children's sports and game life.

One other interesting problem should be mentioned. In comparing sex differences in choice of games, I noticed that girls will play practically everything that the boys play. Nothing, not even football, will deter them. But this statement cannot be reversed. Boys definitely will have nothing to do with any game which is typically considered a girl's sport. Therefore, such activities as dolls, house, drop the hat, grown-ups, drop the handkerchief, Pollyanna, Captain may I, fairies, nurse, queen, princess, and the like are distinctly feministic in type, and rather than be classified a "sissy", the boys leave them solely for the girls. There is an evident "hands-off" attitude among the boys in this regard.

In summary, we have seen that games are influenced by seasonal changes, mental and physical maturation, other outside influences, and sex differences. The following page contains a table giving examples to prove that certain factors do affect games.

TABLE I

EXAMPLES PROVING CERTAIN FACTORS AFFECT GAMES

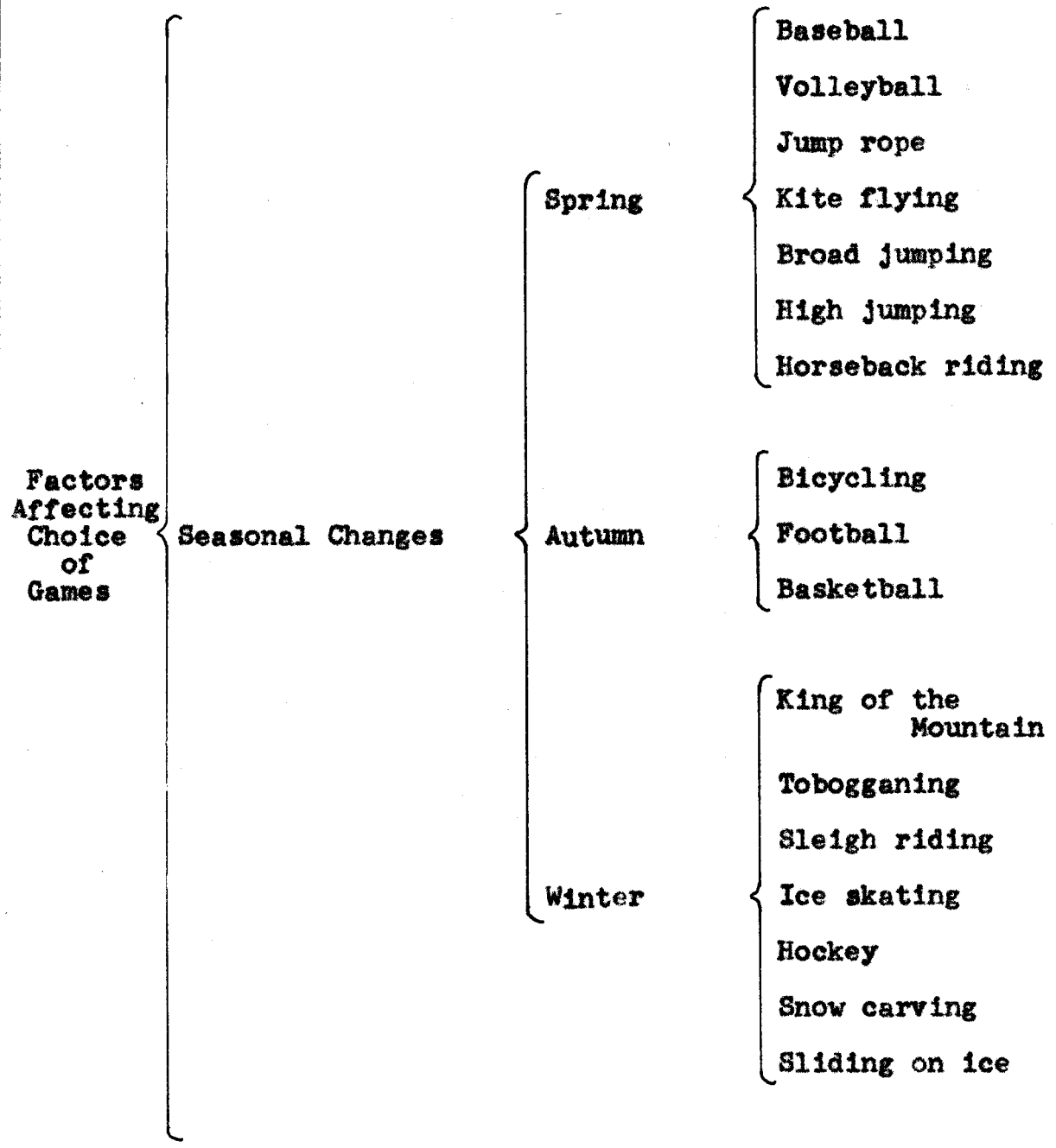


TABLE I (continued)

EXAMPLES PROVING CERTAIN FACTORS AFFECT GAMES

Factors Affecting Choice of Games	Mental and Physical Growth	Younger children	{ Pretense games
		Older children	{ Competitive games
	Sex Differences	Girls play all games	Boys will not play girl games
	Outside Influences	Demonstrations	Transfer of in-school activities

CHAPTER III

HOBBIES

Life to a child is like a treasure trove of surprises. It is not a monotonous day by day struggle. To the young, life is vital, exciting, chuck-full of pleasures and fun. Pain and unpleasantnesses are looked upon as accidentals. This most likely is true because of their many and varied interests. There is always something new to learn, something interesting to see, or something educational to experience. Life is a thrilling adventure. A child with multiplied interests cannot find minutes enough in a day to accomplish his many plans, much less can he find time to waste in futile or harmful activities. That is why it is so very expedient to channel and cultivate these interests. If permitted unrestrained freedom in this respect, children will collect most anything. Hobbies, which may prove most beneficial to mental health in later life, will find their beginning here.

This year I made the attempt to familiarize myself with the hobbies of my students and to put them into statistical form so that through this method other readers and I would be able to note another phase of children's out-of-school activity.

Fifty-two hobbies were listed as playing an active part in the interests of these forty-one children; in some cases, many children enjoyed the same hobby. Most of the hobbies were collections of items such as stamps, candy, popsicle and gum wrappers, charms, matchbooks, playing cards, baseball, football, and other sport pictures, pressed leaves, holy pictures, medals, gun shells, stones, coins, photographs, autographs, marbles, paper dolls, box tops, sea shells, tin foil, post cards, bottle caps, old clocks, and jewelry. Other children spent much leisure time assembling such objects as boats, airplanes, cars, and jigsaw puzzles. Enjoyment was also found in sewing, cooking, knitting, crocheting, embroidering, making puppets, making valentines, modelling swords, making samplers, listening to records, mounting butterflies and bugs, weaving and beadwork, gardening, and keeping a diary. As one can readily see, all of these hobbies are educational and will prove beneficial in many ways to the child himself and to those who associate with him. I found that in these intermediate grade children the most popular hobbies were the collecting of stamps, gun shells, playing cards, sport pictures, and initiation into the culinary art.

Seasons had an effect on the collection of sport pictures and pressed leaves, gardening activities, and the mounting of butterflies and bugs. In the football season, football players' pictures were in great demand. Then the baseball season came, bringing with it the desire for pictures of the Cubs, the

White Sox, the Yankees, the Giants, the Dodgers, and others. The remaining three activities mentioned were performed during all seasons, winter excepted. None of the other hobbies were affected by seasonal changes.

Again certain hobbies had their beginnings in events that occurred during the year. Our home and school association conducted a bazaar during November. One booth at the bazaar contained collections of old jewelry which the mothers had scrubbed and shined and sold again. Some of my students noticed this was one of the most popular booths at the bazaar. Shortly after, these children showed me how many pieces of old jewelry they had collected and shined until they flashed and sparkled from their second coat of newness. I do not know whether their mothers and sisters approved of this engagement though. It was most amusing to note that several boys were more interested in this activity than the girls, probably because they could see the money value it held for them.

Mental and physical maturation had very little effect on the choice of hobbies. I believe that is owing to the fact that hobby interests spread over a wider range of time than games.

Most of the hobbies listed were enjoyed by both sexes. Only such activities as knitting, embroidering, crocheting, sewing, and the making of doll clothes and samplers were specifically for the girls. I was quite amused at the number of boys interested in cooking, although their number fell far short of the

girls' score.

In conclusion, hobbies are excellent means of keeping the growing child's mind occupied in a useful manner. Interests are varied and no matter what locality a child is in, this is a valuable activity obtained very cheaply. All it costs is interest and time.

The following page contains a table showing the number of girls and boys of the twenty girls and twenty-one boys who were interested and enjoyed the hobbies listed.

TABLE II
PUPIL PARTICIPATION IN HOBBIES

Hobbies	Girls	Boys	Hobbies	Girls	Boys
Modelling of:			Keeping a Diary	1	0
Boats	1	12	Collections of:		
Airplanes	2	17	Stamps	11	13
Cars	0	9	Charms	10	6
Making of:			Matchbooks	6	4
Swords	0	1	Jewelry	9	3
Valentines	0	1	Pressed Leaves	7	3
Samplers	1	0	Autographs	7	4
Puppets	0	1	Jigsaw Puzzles	11	9
Doll clothes	15	0	Medals	7	5
Knitting	9	0	Gunshells	2	8
Crocheting	4	0	Stones	1	4
Embroidering	10	0	Coins	3	8
Tatting	1	0	Photographs	4	1
Sewing	9	0	Marbles	4	3
Cooking	16	5	Paper Dolls	9	0
Gardening	0	3	Box Tops	1	2
Weaving and Beadwork	4	4	Sea Shells	4	3
Mounting Butterflies	1	0	Tin Foil	2	5
Listening to Records	10	8	Bottle Caps	1	1

TABLE II (continued)
PUPIL PARTICIPATION IN HOBBIES

Hobbies	Girls	Boys	Hobbies	Girls	Boys
Old Clocks	0	1	Holy Pictures	12	11
Candy Wrappers	5	5	Baseball Pictures	6	13
Popsicle Wrappers	4	2	Sport Pictures	8	12
Gum Wrappers	3	5	Football Pictures	1	10
Playing Cards	15	9	War Pictures	3	7
Post Cards	1	1	Movie Star Pictures	7	3
Airplane Pictures	4	7	Jet Spacemen Pictures	0	5
Bird Pictures	4	2			

CHAPTER IV

MOVIES

Children's interests are frequently discovered in the movies they attend. As a result of the study of movie preferences, I noticed that, in general, children's choices are quite set. Neither seasonal changes nor growth and development in the nine to eleven year old range have much influence on the choice of movies. Two outstanding factors chiefly affecting the choice of movies for a great number of my pupils were the Catholic Herald Citizen's Movie List and class discussion. All of the children had been trained from early childhood to check with the approved list in our Catholic weekly paper. If the movie rated Class A, the children knew that from the angle of moral value alone, there was nothing holding them back from attending. Most of the children have been very careful about consulting the list before visiting the neighborhood theater. Occasionally during the year if an undesirable movie was being presented, the teachers encouraged the pupils to refrain from making their appearance at the showhouse. Otherwise the choice was left mainly to them.

On the whole, my pupils did not attend movies frequent-

ly; there were so many other interests and activities that caught the children's fancy. Only a few children attended weekly; very rarely did it happen that several of them saw two movies in a week.

In our check list study, I classified the movies according to twenty-one types. These types were decided upon by the pupils and myself at a class meeting in the first week of school. The types listed were religious, animal, western, comedy, crime, sport, musical, travel, war, mystery, aviation, nature, navy, cartoon, historical, romance, adventure, Indian, fantasy, science, and news. As one can readily see by this grouping, some movies could be listed under several types--a western movie would very frequently contain Indian attacks; war pictures may include aviation or navy maneuvers; some movies could be comedies and yet contain music. We solved this problem by listing each movie under the most predominant type. Children who were unable to decide about the classification of the movies they saw, settled their mind by asking the opinion of other children in the room who had seen the same show. In some cases I was able to give my assistance by reading the movie previews from the Sunday paper. Occasionally, the title itself gave the cue. Through these methods we endeavored to eliminate as much error as possible.

The following table indicates the children's preferences during the past year as determined by their attendance.

TABLE III
 NUMERICAL VALUE OF MOVIE PREFERENCES

Type	Girls	Boys	Total	Type	Girls	Boys	Total
Comedy	53	57	110	Religious	12	13	25
Western	30	56	86	Mystery	11	8	19
War	19	51	70	Adventure	11	7	18
Animal	23	29	52	Navy	1	8	9
Science	20	22	42	Travel	3	4	7
Musical	28	13	41	Romance	6	1	7
Fantasy	16	19	35	Nature	1	5	6
Sport	14	17	31	Crime	2	3	5
Indian	11	20	31	Aviation	2	2	4
Cartoon	19	12	31	News	0	1	1
Historical	12	18	30				

Comedies, since they are a source of simple recreational amusement and are not beyond the comprehension of fifth grade pupils, received the highest rating. The fact that western movies received second place is not surprising. The life and ways of the American cowboy hold such a fascination for these children at this time since they are now going through the "cowboy and Indian age"--a time when revolvers, ten gallon hats, high top boots, and lassoes spell excitement and anticipation for the

child. War pictures have received such a prominent place in the line of popularity because of the present world situation, I presume. It is to be expected that animal movies would naturally rate quite high, since children are so attracted to them. The love for animals seems to be instinctive in children. Religious movies rated quite low in the list, the reason being the production of fewer movies of this type. The movie which received the greatest acclaim from my students this year was one which I would definitely classify as religious. It is "Quo Vadis." Practically all of the children saw this movie, and those who did not, expressed an intense hope to see it in the near future. One can easily understand why crime shows are not proper entertainment for any child, and news productions do not attract children, as they are too immature to appreciate them. The only surprise I experienced in the results of this project was to find aviation so low in the choice. Flying, as a rule, captivates the young, boys especially. This discrepancy may be owing to the fact that few aviation pictures were shown at the theater these children frequent.

CHAPTER V

RADIO AND TELEVISION

A great amount of the leisure time of children is spent before the radio and television. This is evidenced in the check list study in which I inquired how many of my pupils had television at home; the results indicated that all families except two have sets, and from the number of programs and the frequency with which they were seen, I would judge that they make considerable use of them. In the course of one year, my forty-one students had watched two hundred thirty-seven different programs.

My purpose now is to note the factors that influenced the hearing and watching of the programs and to discover what types of programs are particularly enjoyed by this selected group of children. Seasonal changes do not have too great an effect. However, the winter months were the most popular months in which the majority of the programs were seen and heard. This most likely resulted because of the other activities which enticed the children during the spring and fall months. February was outstanding as TV month. As a whole, neither the time of year nor the age of the children was a prominent factor in their choice of

program. The two factors which did seem to influence it most, I would say, were the time of day element and the type of program. Programs that occurred late at night or during the school hours were necessarily eliminated except for the days on which the children were absent from school.

In order to indicate the type of programs these children liked best, I listed all of those which they watched fifty times or more than fifty times in the course of one month. Those that rated fewer than fifty, I considered not popular enough to be listed in the best choice group. Besides listing these programs in order from the highest to the lowest on or above the fifty point bracket, I shall indicate also the greatest number of times they were seen in the course of one month. Then, too, sex preferences will be shown. Neither sex is predominantly radio and television minded. Some scores compare very closely; others tend to show slight preferences one way or the other. The following table contains a comparative study of these most popular programs as they rate according to sex choices for the month during which they were most popular.

TABLE IV

RADIO AND TELEVISION PROGRAMS RATED ACCORDING TO
SEX CHOICES AND POPULARITY

Program	Girls	Boys	Times per month
Foreman Tom	171	218	389
Howdy Doody	133	119	252
News Caravan	76	137	213
Kukla, Fran, and Ollie	63	100	163
WTMJ News	16	112	128
I Love Lucy	63	49	112
Space Cadet	28	66	94
Milton Berle	44	44	88
Sports Review	34	48	82
Mama	42	34	76
Comedy Hour	35	40	75
Crusade in the Pacific	27	43	70
Your Show of Shows	32	35	67
Lone Ranger	15	52	67
Groucho Marx	39	28	67
Amos 'n' Andy	32	34	66
Fireside Theater	37	27	64
Young Mr. Bobbin	31	32	63
Kate Smith Evening Hour	31	31	62
Hopalong Cassidy	31	30	61

TABLE IV (continued)

RADIO AND TELEVISION PROGRAMS RATED ACCORDING TO
SEX CHOICES AND POPULARITY

Program	Girls	Boys	Times per month
Saturday Night Theater	26	34	60
Red Skelton	32	26	58
One Man's Family	35	21	56
What's My Line	26	27	53
All Star Review	28	25	53
You Asked For It	22	30	52
Firestone	29	22	51
What's My Name?	26	24	50

As can be gleaned from the above table, boys tend to exceed girls in cowboy programs and news casts. Girls overrule the boys slightly in the theater programs and such programs as "I Love Lucy" and "One Man's Family". Since some program titles sound predominantly feminine, the boys show a lack of interest without bothering to investigate the program.

From the above discussion one is able to see what a powerful influence radio and television have on the children of today. It is vitally important, then, that the programs are of the moral caliber that every decent boy and girl can enjoy without harm to him or her physically, morally, emotionally, or

intellectually. Therefore, it is to be desired that the leading stars of radio and television be made aware of the tremendous influence they exert on youth. Some of the programs listed may not be of the best, but in order to have an objective report, I refrained from guiding the children's choices.

CHAPTER VI

TRIPS

Another important phase of leisure activity consists in the trips one takes. Since trips are a means of informal education, and since my students come from homes which are financially able to enjoy such recreation, I included this as part of my study. At first I planned to list only out-of-town places, but because it was during the school year, trips of this nature were relatively rare. Therefore, I enlarged the field to include any place outside of home, school, church, and the theater. Consequently, most of the trips mentioned might better be classified as excursions, since practically all of them, with a few exceptions, were carried out in the course of one day.

Only seven children enjoyed such distant trips as that to Florida, Georgia, and Washington, D.C., which covered a period of time from two weeks to one month. Twenty trips were listed to out-of-town cities not too far distant from Milwaukee, the children's home town. Chicago was the most frequently mentioned of these cities.

Seventy-three other places within the city were mention-

ed by the children as places visited quite frequently. The most common excursions were: the visiting of relatives and friends, shopping, birthday parties, trips to the museum, library, parks, and zoo. Twice I took the class as a group to the museum to attend the educational lectures and movies it presents. On several occasions the girl scouts made trips to the Journal building, a farm, the zoo, and the telephone company. When the circus came to town, it attracted five. I was surprised that more did not attend; I believe the reason for the lack of apparent enthusiasm, other than the fact that it occurred on school days, resulted because of the frequent television circus programs that can readily be seen several times a week.

Sights of interest, such as Holy Hill and the Fatima Shrine, drew a few spectators. As a whole, though, most of the trips occurred not too far distant from the children's home area. By this I mean necessary trips to the doctor, the oculist, the dentist, the barber, the post office, the bank, and the railroad depot, and recreational visits to the golf course, tennis courts, beach, parks, woods, river, baseball field, country club, lake, sport show, basketball game, ice follies, ice pond, football field, lagoon, and the harbor. Places of educational interest drew the children, such as the television station, Radio City, the armory, the art gallery, a monastery, the Cenacle, a hospital, the jail, the airport, the telephone company, the Journal building, an animal hospital, and the village hall.

A few events mentioned were the musical recital at school, the flower show, and the Memorial Day parade. The only effect seasons had on excursions and trips was the fact that the spring months were generally better adapted for such activities. Mental growth and maturation affected the choice of trips very little as the children went where they could when the opportunity presented itself. Because of their innate curiosity, they enjoyed going many places and seeing many things.

The table on the following pages indicates the three classes of trips or excursions in which these children participated during the past year.

TABLE V

CLASSIFICATION OF TRIPS AND EXCURSIONS TAKEN

Trips and Excursions Taken	Distant Trips	<ul style="list-style-type: none"> Florida Washington, D.C. Georgia
	Out of Town Trips	<ul style="list-style-type: none"> Green Bay, Wisconsin Chicago, Illinois Wauwatosa, Wisconsin Oshkosh, Wisconsin Silver Lake, Wisconsin Grafton, Wisconsin North Woods Pewaukee, Wisconsin Watertown, Wisconsin LaCrosse, Wisconsin West Bend, Wisconsin Madison, Wisconsin Cedarburg, Wisconsin Waukesha, Wisconsin Beloit, Wisconsin East Troy, Wisconsin Columbus, Wisconsin Holy Hill

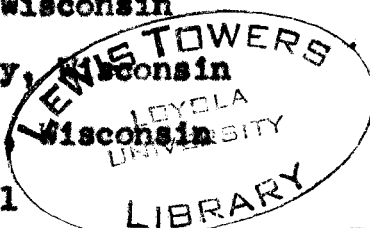


TABLE V (continued)

CLASSIFICATION OF TRIPS AND EXCURSIONS TAKEN

Trips and Excursions Taken	Out of Town Trips	Marshfield, Wisconsin Mount Calvary, Wisconsin Menominee Falls, Wisconsin
	Neighborhood Excursions	Visiting relatives and friends Library, bank, post office, stores Parties, Memorial Day parade, music recital, sport show, ice follies, flower show Lake, park, beach, woods, river, harbor, lagoon Museum, zoo, circus Airport, railroad depot, restaurant, hotel, village hall, farm, cottage, hos- pital, country club, cemetery Dentist, doctor, oculist, barber Golf course, tennis courts, track meet, football and baseball field, bowling alley, Y.M.C.A., ice pond Fatima shrine, Cenacle, monastery Television station, Journal building, jail, telephone company, art gallery, Radio City, armory

CHAPTER VII

RECREATIONAL READING

My observations seem to indicate that those children who have acquired facility in reading generally enjoy this recreation especially on days when the weather does not permit more vigorous outdoor activities. In our school we have a classroom library of about eighty books and a general school library containing over two thousand children's books. Besides this, the children could withdraw books from the village library at will. Certainly with these wonderful collections, our pupils had every opportunity to select the types of books they enjoy most. The books and magazines the children read were listed on the check list according to type. Twenty-three types were used as a basis on which to record reading enjoyment. The following table will contain a list of the types and the number of books and magazines read in the nine-month period of this study. It includes the most read to the least frequently preferred books and magazines. The fiction stories that could not be classed under any of the other types were grouped together under the title of general fiction. A distinction was also made between the ordinary comic

books and those which were specifically Catholic, such as the Treasure Chest.

TABLE VI
RECREATIONAL READING IN A NINE-MONTH PERIOD

Types	Number Read	Types	Number Read
Comics	169	Factual	15
General Fiction	144	Science	13
Animal	95	Fairy Tales	12
Mystery	94	Indian	7
Historical	72	Astronomy	7
Religious	39	Legends	6
Biography	32	Poetry	3
Catholic Comics	27	How To Do Books	2
Western	22	Riddle	2
Adventure	17	Sport	1
Geographical	17	Autobiography	0
Children's Magazines	17		

From the above table one can see what an attraction comics are in the life of these intermediate grade children. They prefer these magazines to many books because of the pictures which accompany the print. So many of the comics today contain no value whatsoever; some even tend to tear down one's moral and religious

principles. The Catholic Church, however, is trying to counteract this by presenting Catholic comics under the titles of Treasure Chest and Timeless Topix. These comics are really what the word implies--magazines full of good clean fun and entertainment.

Children's love for animal life is easily discernible in the large number of animal stories that are read by the youngsters. Dog and horse stories were the greatest attraction. The library cards for these books had to be replaced frequently.

Mystery stories followed very closely after animal books. The feeling of uncertainty, suspense, and excitement is the enticing item here. Whole series of these books were handed down from one child to the other. Girls seemed to prefer these books much more than boys, although many boys did read them.

In general, the boys were far more attracted to historical, geographical, and factual books. They also enjoyed the science and astronomy section almost exclusively. Indian and western stories likewise took up much of their leisure reading time.

The girls seemed to prefer the religious books more than the boys with the exception of pamphlets on vocational material. In our religion course, the children study the priestly and religious vocations when they study the seven Sacraments. At this time I lined up quite a bit of easy reading material on these vocations along the blackboard ledge. The boys showed a greater interest in reading these pamphlets than the girls. Girls, how-

ever, preferred reading larger religious books on the lives of the saints than did the boys.

Sport books rated very low on the list; only one child read one such book in the nine months of school. Such books, I believe, are more appealing to older children as they are written on a seventh and eighth grade level and higher. Then, too, these children are just beginning to work together in groups--many of them are still too individualistic during the first half of the year to enjoy books that stress the group spirit.

I believe the complete lack of autobiographical reading was due to the fact that not too many books of this type are in our library. I also think they appeal more to older children.

It was most interesting to note that the younger children in the group, both as to chronological age and to mental maturity, still enjoyed such books as fairy tales and legends, but with decreasing enthusiasm; the older children seemed to prefer the factual types of books. Several of the younger youngsters highly gifted in mental capacity were particularly attracted to history, science, biography, and astronomy books.

The knowledge I received from this check list study resulted in a better selection of books when they were changed at the mid-term. I think every teacher should delve into the reading problem and study it so thoroughly that she will be able to select the right book for the right child more efficiently.

As a result, children may attain a maximum of enjoyment and educational benefit from this form of leisure activity.

CHAPTER VIII

DANCING AND MUSIC

Dancing and music can be an exemplary source of cultural development if the finer forms of these arts are encouraged. Some leisure time is spent at music lessons and dancing school; much more time is spent in practice and in the entertainment of friends and relatives.

Dancing is a graceful art which, I believe, every child, especially every girl, should have a chance to develop to some extent. Poise and gracefulness are qualities which, if possessed, add to the charm of any young lady or man. I believe those who exercise their smaller or finer muscles just before entering the "awkward" age of adolescence have a far better chance to overcome the difficulties resulting from uneven development in the parts of the body. Eight forms of dancing were listed by the children as having been practiced by them sometime during the school year. They included square dancing, folk dancing, tap, toe, ballet, acrobat, ballroom, and rhumba. Girls were the only participants in all forms of dancing with the exception of square dancing and folk dancing. Each season, outside organizations offered new

sets of dancing lessons in which ten of my girls, at the most, participated. If we disregard square and folk dancing, tap was the most popular type, followed closely by ballet. Acrobatic dancing took third place. Then came toe, ballroom, and rhumba in that order. Regular lessons in ballroom dancing were not offered to children under the seventh grade level, but a number of my girls learned the steps from their older sisters. Since only one girl mentioned taking rhumba lessons, I think this form of dancing can be disregarded in this paper as it plays such a minor role. Square and folk dancing, however, were enjoyed by both girls and boys; in fact, some of my boys were much more enthusiastic than the girls.

During the winter months when the weather was too unfriendly for outdoor fun, I took the class down to our large gymnasium where I taught them various folk and square dances. Dance records, in which the steps are called off by a caller or leader, were purchased. These we used for the square dances. The first day I took the class to the gym, I did so with the intention of teaching them part of the Virginia Reel. To my surprise I discovered that over half of the boys were unable to skip backward. Skipping forward was mastered by almost all, but when reversing the process, anything but rhythmic movement resulted with many. Consequently, the first lesson was spent in teaching the entire class how to skip backward, as well as forward, to music. By the end of the winter months, the children knew several group dances.

They were so pleased and so happy with this manner of spending recess periods, that they pleaded to continue this activity in the spring months even though it meant staying indoors. However, I discontinued this project since I felt the outdoor sunshine and air were better for them at this time. I noticed that the boys' attitude toward the girls improved slightly. Through dancing, one can teach children to respect each other as individuals. By means of this activity, I was able to make the boys realize that girls were to be treated differently from the rough and tumble ways in which a boy likes to be treated. By the end of the year, a great deal of improvement was evident.

Table VII on the following page lists the types of dancing and the various musical instruments used during the year by my forty-one pupils. The number of girls and boys who practiced dancing or played on an instrument is also listed in this study.

TABLE VII

PUPIL PARTICIPATION IN MUSIC AND DANCING
OVER A NINE MONTH PERIOD

Kinds of Activity	Girls Participating	Boys Participating
Tap	7	0
Toe	6	0
Ballet	10	0
Acrobat	7	0
Ballroom	5	0
Square Dancing	20	21
Folk Dancing	20	21
Rhumba	1	0
Voice	17	17
Piano	12	12
Violin	2	2
Accordion	4	3
Harmonica	6	5
Baton Twirling	8	1
Drum	2	5
Trombone	1	0
Zither	1	0
Symphonette	1	0
Clarinet	1	0
Saxophone	2	0

CHAPTER IX

ORGANIZATIONS

Children do have their own little clubs and organizations just as most adults do. To them the activities of these groups are just as important as they are for grown-ups. Much leisure enjoyment and a feeling of security and belonging, which encourages self-respect and a moderate amount of ego-involvement, can be attained from organizations such as these.

The two divisions or classifications I will discuss here are the organized clubs and groups which met as a direct result of the school environment, and those ever-changing "so-called" clubs which were initiated on the spur of the moment by neighborhood gatherings. The characteristic differences between the two groups were the permanence and order which pervaded the first as compared with the instability and lack of method in the second. Our check list study indicated these two differences most noticeably.

Of the organized and well-functioning groups to which my boys belonged, there were the Cub Scouts, the Boy Scouts, the Altar Boys, and the Choir Boys. A number of girls in my class

joined the Brownies and the Girl Scouts. Since there were children from two parishes attending our school, and only one permitted altar boys to be trained in the fifth grade, only three of my boys belonged to this group which met in the priests' rectory. The Cenacle Children's Guild was comprised of children whose parents were affiliated in some way with the Catholic Cenacle or their work. Only one child from my class belonged to this group.

Eliminating the servers and the Cenacle Children's Guild, the remaining five groups attracted greater numbers. Only three boys in the class joined the Cub Scouts, and seven, the Boy Scout organization. I was rather surprised to note that ten boys did not belong to either group. This, I feel, was due to the fact that most of these boys live at great distances from the school and would be unable to attend the evening meetings. Some, too, felt it beneath their dignity to belong to the Cub Scouts when others of their classmates were old enough to be Boy Scouts. Only a very few boys showed no interest whatsoever in this activity.

The selection of Choir Boys was based on their vocal ability and academic standing. This latter condition had to be considered, as choir rehearsals were held three times a week during the school day. Those boys who found school a real challenge already, would have great difficulty trying to meet its demands and still partake in this activity. However, much individual help was given so that as many boys as possible could,

with a little effort and good will, join this group. Twelve boys applied and were accepted as active members of the church choir.

At the beginning of the school year only five girls were old enough to be accepted into the Girl Scout Troop. Eight of the twenty girls were Brownies. Seven did not belong to either group. On comparing this record with the one for May, fourteen girls were now affiliated with the Girl Scout Troop; there were no Brownies; three of the girls who had been Brownies dropped out without joining the Girl Scouts; one girl who had not belonged to the Brownies joined the Girl Scouts directly, and three never joined either group. I attempted to discover the reasons for withdrawal and for the refusal to join. It seems those who dropped out or failed to join took this stand mainly because of difficult transportation. Meetings were held directly after school, and unless a girl who lived a great distance could get some other means of travel, she went home on the school bus which left the grounds shortly after school. Two of the girls never joined because they said they were not interested. One dropped out because she said she lost interest in this activity. As a whole, though, the greater majority of both girls and boys who did join these organizations profited by them, especially in their social relationships. Friendships sprang up and were cultivated. Neither seasonal change nor mental growth affected this situation.

Children, at this time, are quite changeable and rather

flighty in their activities. They attempt many things; often they do not persevere in them for any length of time. This can readily be seen in the neighborhood clubs that are frequently started with enthusiasm and spirit but are very short-lived. In the study, some names of clubs such as these were added to the general list: Sports Club, Playmate Club, Acting Club, Ghost Club, Hobby Club, Little Cross Club, Players Club, and Little Helpers Club. Of these, six died after the first meeting. Only two survived. The Little Cross Club withstood three meetings, and the Little Helpers Club expired after the second session. Several of the children belonging to the Players Club showed me a notebook in which they had drawn up the rules for their club, a picture graph showing the exact location of their clubhouse, the results of the selection of officers, one page carefully prepared for the marking of dues, and the minutes of the one and only meeting they had. Nothing more was said about the "organization." Several weeks later, though, on one of those general clean-up days, the "secretary" found the notebook way back in the deep recesses of her desk. It had been shelved there when more pressing classwork demanded her concentrated attention. Evidently other interests seemed more attractive, and all thought of these "made-up" clubs was dropped. Observation of these peculiarities of children's choices throws a little added light on the whole problem of child growth and development.

The following table clearly indicates the permanence of

the organized clubs and the instability of the neighborhood groups.

TABLE VIII

COMPARATIVE STUDY OF MEETINGS HELD TO DETERMINE
THE PERMANENCE OF THE ORGANIZED CLUBS
AND THE INSTABILITY OF
NEIGHBORHOOD GROUPS

Organized Clubs		Neighborhood Groups	
Club or Organization	Meetings Held	Club or Organization	Meetings Held
Cub Scouts	27	Four H Club	1
Boy Scouts	33	Sports Club	1
Altar Boys	30	Playmate Club	1
Choir Boys	127	Acting Club	1
Brownies	12	GKC Club	1
Girl Scouts	31	Ghost Club	1
Cenacle Children's Guild	11	Hobby Club	1
		Little Cross Club	3
		Players Club	1
		Little Helpers Club	2

CHAPTER X

PLAYGROUND EQUIPMENT

Between the ages of nine and eleven, children seem to get the most enjoyment and use of playground equipment. Younger children delight in riding on swings, merry-go-rounds, and other apparatus. There is, however, an element of fear still present which removes the feeling of complete satisfaction that children in the intermediate grades seem to have. Through repeated use, these latter have mastered the intricacies of the various kinds of equipment and have learned how to balance themselves better. They are more confident and sure of themselves. Children in the upper grades or adolescent years ordinarily refrain from using playground equipment openly as they consider themselves too grown-up for such activity.

We have a fine selection of playground equipment on our school grounds. It has been my observation that the older children in the fourth grade and the younger children in the fifth grade made much more use of the variety of equipment than any other grades do. In making the check list, I have chosen eleven types of equipment to which the children had easy access, since

all except one are on our own school grounds. This apparatus includes rings, slides, teeter-totters, swings, a merry-go-round, monkey ladder, jungle gym, firemen's ladder, trapeze, stunt bars, and giant strides. During the school recess periods, the children were given special days on which they could use all the equipment except the merry-go-round. This was specifically kept for the use of the little ones. Consequently, the number indicating merry-go-round use was quite low. However, on week-ends and after school hours, my students manifested their desire to play on the merry-go-round by coming back and using it then.

Table IX indicates the equipment most enjoyed as determined by its frequency of use.

TABLE IX
POPULARITY OF TYPES OF EQUIPMENT DETERMINED BY USE

Types of Equipment	Frequency	Types of Equipment	Frequency
Rings	536	Merry-go-round	113
Swings	535	Jungle Gym	98
Teeter-Totters	261	Stunt Bars	83
Trapeze	179	Firemen's Ladder	78
Monkey Ladder	142	Giant Strides	42
Slides	133		

Giant strides rated the lowest because this apparatus is not on our school grounds; the children had to go to a nearby play-

ground to make use of this equipment. .

Although amusement park rides are not ordinarily considered playground equipment, I will include them here since they were also a means of spending leisure time. Just before the closing of school, I took my entire class to State Fair Park for the school picnic. There, such rides as Cuddle-Up, the Whip, self-directed cars, the Ferris Wheel, the Octopus, and the Bug received most attention. The Roller Coaster was also mentioned by one child who went to State Fair Park during the year, but on the day of our picnic, we requested that this ride be closed.

Naturally, seasons do have an effect on the use of equipment as some apparatus was removed during the winter months. Interest in playground equipment definitely waned, even toward the apparatus which remained up, when the ice skating pond was ready for use.

Regarding mental growth, only in a few cases did I notice that several girls who had used and enjoyed the equipment at the beginning of the year later refrained from using it openly as they considered themselves too grown-up for such activity. Volleyball and basketball attracted them more.

CHAPTER XI

LEISURE TIME CHORES

Training children to assume lesser responsibilities should begin early in life and be increased gradually so that when one is ready to start his own career, he will not become maladjusted because of a lack of self-confidence. All play and no work during leisure hours is not beneficial for children's training. Most children attending the school in which I teach are products of homes where physical work is not a necessity in childhood. Yet many of the parents have assigned certain duties which they expect their children to fulfill and which they will correct if neglect is evident. Many children on their part enjoy the grown-up feeling of earning their own spending money; it gives them a feeling of importance. And so this, too, is an encouraging factor. I will admit, there are some in my group who consider any job requested of them a drudgery and something to be completed as soon as possible. Generally, much depends on how the task is presented to them. If they are told very emphatically that they have to do this now, without considering the activity in which they are presently engaged, resentment will most likely

follow. But when children are made to feel that they are partners with mom and dad, they will more readily look for chances to please, whether money will result from performing the duty or not. Doing a job in partnership with a parent is much more enjoyable than performing the task alone.

On inquiring what activities in the line of work the children undertook in their leisure time, a variety of forty-nine jobs was listed. Most of these were tasks the parents requested the children to perform. Several, however, were duties the children took upon themselves, either as a means of pleasing the party involved, or, predominantly, in order to earn a little more spending money, although a number of these children are seldom short of funds. The most common tasks undertaken were doing the dishes and cleaning up their room. Errand running and baby sitting were two duties many children were also called upon to perform. Other more common tasks arranged in the descending order of importance included cleaning house, shoveling walks, preparing the food, setting the table for meals, cutting grass, assisting with peddling of papers, pulling weeds, watering lawns and flowers, washing the car, picking flowers for indoor display, raking leaves, washing windows, walking the dog, planting a garden, helping the teacher, chopping ice, and ironing clothes. Other tasks which were performed far less frequently were scrubbing floors, washing clothes, dressing the baby, painting a house, packing and unpacking before and after a trip, cleaning

the basement, garage, and attic, carrying wood, decorating and removing the Christmas tree, pitting fruit, cleaning sinks, polishing shoes, selling food, feeding the baby, shining silverware, removing refuse, carrying wash baskets, removing wash from the line, serving at table, and building bird houses. Many of these activities had been performed in cooperation with one or other of the parents. The main purpose was not so much the necessity for child help, as the desire to develop a sense of responsibility in these children.

Naturally, the type of many tasks was influenced greatly by the season of the year. Mental maturation also was a factor, as the most responsible jobs were bestowed on those children who manifested an aptitude for responsible tasks. Both girls and boys had their share of duties. Many of the household chores fell to the lot of the girls, whereas most of the outdoor tasks were assumed by the boys. However, some exceptions were noticeable: several boys delighted in preparing meals, another enjoyed scrubbing the floor, and a few were coaxed into cleaning the house. A few girls, likewise, preferred outdoor jobs, such as, planting and weeding the garden and watering and cleaning up the yard, to indoor household tasks. But, on the whole, the regular method of procedure was followed.

On the following pages, Table X indicates the frequency with which the girls and boys performed these various assigned tasks in the course of nine months.

TABLE X

FREQUENCY OF HOUSEHOLD CHORES AMONG FIFTH GRADE GIRLS AND BOYS

Duties	Total	Girls	Boys	Duties	Total	Girls	Boys
Doing Dishes	1,215	728	487	Chopping Ice	12	3	9
Making Beds	1,036	646	390	Ironing Clothes	11	11	0
Running Errands	517	143	374	Scrubbing Floor	5	1	4
Baby Sitting	505	470	35	Dusting	4	4	0
Cleaning House	419	276	143	Washing Clothes	4	4	0
Shoveling Walks	305	92	213	Dressed Baby	3	3	0
Cooking	300	170	130	Painting House	3	0	3
Setting Table	245	204	41	Unpacking Christmas	3	3	0
Cutting Grass	153	58	95	Decorating	3	0	3
Peddling Papers	123	10	113	Cleaning Attic and Basement	2	0	2
Pulling Weeds	115	49	66	Packing	2	2	0
Carrying Wood	112	10	102	Selling Food	2	1	1
Watering Lawns	79	29	50	Repairing Bicycle	2	0	2
Washing Car	51	12	39	Scouring Sinks	2	0	2
Picking Flowers	48	33	15	Polishing Shoes	2	0	2
Raking Leaves	41	17	24	Pitting Fruit	2	1	1
Washing Windows	33	16	17	Carrying Wash Baskets	1	0	1
Walking the Dog	28	2	26	Cleaning Garage	1	1	0
Making Garden	19	6	13	Removing Wash from Line	1	0	1
Helping Teacher	13	2	11	Planting Grass Seed	1	1	0

TABLE X (continued)

FREQUENCY OF HOUSEHOLD CHORES AMONG FIFTH GRADE GIRLS AND BOYS

Duties	Total	Girls	Boys	Duties	Total	Girls	Boys
Sewing	1	1	0	Shining Silverware	1	1	0
Sprinkling	1	0	1	Firing the Furnace	1	1	0
Removing Refuse	1	1	0	Removing the Christmas Tree	1	1	0
Building Bird Houses	1	0	1	Feeding the Baby	1	0	1
Peeling Potatoes	1	1	0				

CHAPTER XII

SUMMARY AND CONCLUSION

Now that this thesis is completed, I can truly say that the project has proved very valuable to me. I did not aim by this study to be able to make generalizations about other children of the intermediate grades from the results I obtained. My main purpose in conducting this study was to understand my pupils and their characters with their likes and dislikes more thoroughly. Then I could apply the best means of assisting them to develop their capabilities to the utmost and to grow to be well-adjusted individuals in this world and occupy a place of sanctity in the next. I feel that I learned to know my pupils much more completely this year than I have ever done before. The class cooperated beautifully with this project; it seemed to bind us closer to each other in a real spirit of friendship. The children could see the good that came directly from this study: they received the type of library books that appealed to them; sessions in which they could discuss their hobbies were held; trips and excursions to places of educational value were encouraged. In every possible way, I endeavored to make my teaching methods

more tangible by using the children's interests to guide my procedure. For example, much difficulty in teaching arithmetic was avoided when I based the problems, as much as I could, on situations and objects that were in the children's environment.

By this project I was able to determine what effect change of season and mental maturity had on children's leisure activities which included their games, hobbies, trips, radio and television programs, movies, reading material, music and dancing, organizations, use of playground equipment, and extra chores. Other factors which influenced these activities were noted likewise.

After the completion of this project, I endeavored to learn what results others who attempted studies somewhat similar had reported. Four writers, in particular, have conducted studies along similar lines. They are Arnold Gesell, who wrote the book The Child from Five to Ten, Eleanor Volberding, who wrote two articles entitled "Out of School Behavior of Eleven Year Olds" and "Out of School Living of Eleven Year Old Boys and Girls from Differing Socio-Economic Groups", Paul A. Witty and H. C. Lehman, who composed the article "Further Studies of Children's Interests in Collecting", and Paul A. Witty, who also composed "Sex Differences: Interest in Tasks Requiring Mechanical Ability and Motor Skill" and "Children's Interest in Comics, Radio, Motion Pictures and TV". Although most of these authors used a larger sampling of children in their studies, my study

covered a longer period of time and more out-of-school activities. The subjects for this thesis all belong to the upper economic bracket. My purpose was to study these children in particular, as they are the ones with whom I work.

It was gratifying to discover that the results of my study correlated quite well with the above mentioned authors. In regard to games, Eleanor Volberding¹ divided the subjects of her study into the competitive group and the noncompetitive group. I noted, too, that there were these two distinct classes when tabulating the results of my study, although the greater number of the younger children of my class belonged to the noncompetitive group, whereas the older ones enjoyed competitive games much more. Many games in Eleanor Volberding's study rated high in the check list results of my endeavor. Eleanor Volberding says, "The typical recreation of noncompetitive groups was playing 'house' or 'dressing up,' playing with paper dolls, playing with a dog, bicycle-riding, and hunting and fishing."² Interest in roller skating was also mentioned later in the article.³ In her later article, Eleanor Volberding⁴ found that girls are somewhat less

1 Eleanor Volberding, "Out of School Behavior of Eleven Year Olds", Elementary School Journal, XLVIII, April, 1948, 437.

2 Ibid.

3 Ibid. 438.

4 Eleanor Volberding, "Out of School Living of Eleven Year Old Boys and Girls from Differing Socio-Economic Groups", Elementary School Journal, XLIX, February, 1949, 353.

active, less adventurous, and less fond of team games than are the boys. An article entitled "Sex Differences: Interest in Tasks Requiring Mechanical Ability and Motor Skill" written by Paul A. Witty⁵ contained two tables listing certain games which were predominantly played by the boys, and those which the girls, in particular, enjoyed. In making a comparison, I noted the similarity in my results with the above, although I believe the modern girl tends to play those games listed as predominantly boy games more than girls formerly did. However, boys still exceed the girls by far in such games as basketball, football, catch, cops and robbers, and the like. Arnold Gesell, in his book, The Child from Five to Ten, states: "Boys play football until they are black and blue, or they coast until they are soaked to the hips. Girls play dolls or paper dolls the whole day through. . . ." ⁶ Later he says, "Baseball is a favorite outdoor sport both for boys and girls. Bicycling, roller skating, and ice skating, swimming, sliding, skiing, and coasting are enjoyed by both sexes." ⁷ He also states that girls "put simple abilities in sewing and cooking to practical use." ⁸ On comparing

5 P. A. Witty, "Sex Differences: Interest in Tasks Requiring Mechanical Ability and Motor Skill", Journal of Educational Psychology, XXI, April, 1930, 241-242.

6 Arnold Gesell, The Child from Five to Ten, New York, 1946, 205.

7 Ibid.

8 Ibid. 370.

this with the previous chapters of this thesis, one can note close correlation.

In regard to hobbies, I was quite surprised to note that so many children in my group enjoyed hobbies of some kind or other. Almost all of the children had at least one hobby; several had four or five or even more. Paul A. Witty and H. C. Lehman made a study of children's interest in collecting. In this article, they stated: "It is of interest that most of the children report that they are actively making collections. Particularly noticeable is the fact that CA ten is the age at which the maximum number of active collections is reported."⁹

On comparing Gesell, Volberding, and Witty's studies with this thesis in reference to movies, almost complete agreement is evident. Eleanor Volberding says, "The type of pictures which the eleven-year-olds preferred was the 'western,' followed by movies of war and aviation, comedies, and pictures starring animals."¹⁰ In Table III on page 23 of this study, comedy rated the highest, followed by western, war, and animal pictures. Aviation rated very low; however, possibly fewer movies of this type were shown in the nine months period of this study. Another

⁹ Paul A. Witty and Harvey C. Lehman, "Further Studies of Children's Interests in Collecting", Journal of Educational Psychology, XXI, February, 1930, 120.

¹⁰ Volberding, "Out of School Behavior of Eleven Year Olds", Elementary School Journal, XLVIII, 438.

reason may be that war and aviation are frequently closely allied. Arnold Gesell states that among ten-year-old children, "girls like musicals. Boys like action, war, cowboy, and Indian pictures. Both sexes like animal stories and dislike love stories."¹¹ From Table III of this study one can see that musicals are favored by the girls. The boys, in every case, rated higher than the girls in their interest in war, cowboy, and Indian pictures. Quite a close similarity existed in reference to animal pictures between the girls and the boys; however, regarding romance productions, only six girls and one boy reported having seen this type. I agree wholeheartedly with Paul A. Witty¹² in his remark that choices depend to a large extent on what happens to have been available at the time.

Radio, in particular, was studied by these writers, and, again, a similarity is observed in their results and Table IV, page 27. Paul Witty¹³ was the only one of these who made a passing reference to television when he mentioned that television is preferred over radio. Probably the reason may be because all of these articles were composed in the early years of television. With reference to the radio, Eleanor Volberding states:

11 Gesell, The Child from Five to Ten, 370.

12 Paul A. Witty, "Children's Interest in Comics, Radio, Motion Pictures, and TV", Educational Administration and Supervision, XXXVIII, March, 1952, 139.

13 Ibid.

Few of the eleven year olds listened to the so-called "children's programs". They preferred the mystery programs, the "funny" programs, and the "westerns", like the "Lone Ranger." Few reported listening to or enjoying music, and all expressed great disgust at having to listen to news commentators, though some boys followed the sports news.¹⁴

Gesell, in his studies, has this to say of radio programs:

Nines know the time and station of radio programs by heart. The detective and mystery serials are becoming more important to him although he still may cling to a selected few of the adventure stories, and he continues to enjoy the domestic life serials, quiz and information programs and adult comic programs. A few Nines listen to the News.¹⁵

About the only major discrepancy between these studies and the present one rests with the newscasts. The WTMJ News program and Sports Review rated very high in my study. The fact that they are television programs and that the present war is of major interest to these children explains the lack of agreement, I believe.

Very little could be found about trips taken by children except that Arnold Gesell¹⁶ mentions that children of these age groups enjoy hiking and going for walks in the woods. The reason more has not been done in this regard, I believe, is be-

¹⁴ Volberding, "Out of School Behavior of Eleven Year Olds", Elementary School Journal, XLVIII, 438.

¹⁵ Gesell, The Child from Five to Ten, 206.

¹⁶ Ibid. 370.

cause children will ordinarily grasp at the chance to take any trip, so long as it is pleasurable.

Arnold Gesell has made several observations regarding recreational reading which correlate quite closely with this study. He states:

Nine is a great reader. He rarely reads fairy tales now. He is very fond of animal stories. Biographies, mysteries, and the encyclopedia for reference all interest him. Although he enjoys the classics he is still very fond of his comic books, which deal with adventure, war, and slapstick domestic humor.¹⁷

Paul A. Witty¹⁸ draws one's attention to the fact that reading comics is a favorite reading pursuit. Table VI on page 36 of this study lists comics as the most common type of reading interest. Animal stories, mysteries, biographies, and adventure stories rate high, too; whereas fairy tales rate quite low. Autobiographies, riddles, practical books, poetry, and legends also remained at the lower extremity of reading frequency because there were fewer books of these types available for children's use and because the children's interest was not centered on them as much.

Only one reference to music and dancing from previous studies was noted. Arnold Gesell says that at this age,

17 Gesell, The Child from Five to Ten, 206.

18 Witty, "Children's Interest in Comics, Radio, Motion Pictures, and TV", Educational Administration and Supervision, XXXVIII, 140.

there is not much companionship between the sexes. They keep apart by intermittent feuds and separatist truces, but they also enjoy group games of one sex against the other and the formal situation of dancing school.¹⁹

At the children's request, we did folk and square dancing during recess periods at school. It was kept on a voluntary basis, yet all the children of my class participated in it and looked forward to each period.

In her study of a typical group of middle-western eleven-year-olds, Eleanor Volberding²⁰ stated that several children belonged to the Girl Scouts and 4-H Clubs, but, as a whole, there was little interest in clubs manifested. The boys, in her observation, were not permitted to be Boy Scouts, and the Cub Scout group did not function well. In our school the Brownies, Girl Scouts, Cub Scouts, and Boy Scouts were organized, but not many children, boys especially, belonged. The Girl Scout group was, by far, more successful.

Arnold Gesell²¹ made a reference to spontaneous clubs when he said they were short-lived. This fact I, too, noted and discussed in my study in Chapter IX.

I was unable to discover any references to children's

19 Gesell, The Child from Five to Ten, 216.

20 Volberding, "Out of School Behavior of Eleven Year Olds", Elementary School Journal, XLVIII, 439.

21 Gesell, The Child from Five to Ten, 370.

likes and dislikes in regard to the use of playground equipment. Therefore, no comparison can be made.

Eleanor Volberding²² writes of jobs for earning money in which she states that the eleven-year-old boys do peddle papers, mow lawns, shovel snow, run errands, and collect and sell old papers, bottles, scrap iron, and junk, whereas the main occupation of the girls is caring for babies. All of these occupations, with the exception of collecting papers, bottles, scrap iron, and junk to sell, are at the top of the list in Table X of Chapter XI on page 55 of this thesis. I am sure the parents of children used in this study would not permit their children to sell the above mentioned articles.

The conclusion, then, that can be drawn from the comparison of the present study with former ones is that there is a great similarity in results. Minor differences have been observed, and a possible explanation given. An attempt has been made to keep this study as accurate as possible; however, all results were obtained from the children's responses. These are not always reliable although honesty was stressed and the check lists were marked daily.

God grant that this project may encourage other teachers to use similar or different methods in order to understand

²² Volberding, "Out of School Behavior of Eleven Year Olds", Elementary School Journal, XLVIII, 440.

their pupils as thoroughly as possible in the year they have them under their care. If it accomplishes this aim, I shall feel amply rewarded.

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APPENDIX I

**CHECK LIST BASED ON THE LEISURE ACTIVITIES OF THE
FIFTH GRADE STUDENTS OF SAINT MONICA SCHOOL**

Name _____ Week of _____

Part I Games and Sports: Kindly check any games or sports in which you participated.

	M	T	W	T	F	S	SU		M	T	W	T	F	S	SU
1. Airplanes								26. Clay							
2. Amateur Show								Modelling							
3. Archery								27. Climbing Trees							
4. Badminton								28. Cops & Robbers							
5. Balloons								29. Cowboys & Ind.							
6. Baseball								30. Crafts							
7. Basketball								31. Croquet							
8. Bicycling								32. Detective							
9. Bingo								33. Dodge Ball							
10. Blindman's								34. Dolls							
Buff								35. Drawing							
11. Blowing								36. Dress Up							
Bubbles								37. Fairies							
12. Bowling								38. Fishing							
13. Boxing								39. Flying Kites							
14. Broad Jumping								40. Follow the							
15. Building a								Leader							
Fort								41. Football							
16. Building								42. Golf							
Blocks								43. Guessing							
17. Camping								44. Guns							
18. Cards								45. Hay Riding							
19. Cars								46. Hide & Go							
20. Catch								Seek							
21. Checkers								47. Hiking							
22. Chemistry Set								48. Hockey							
23. Chess								49. Hon Scotch							
24. Chins								50. House							
25. Church								51. Hunting							

Part I Games and Sports (continued)

	M	T	W	T	F	S	SU		M	T	W	T	F	S	SU
52. Ice Skating								79. Running							
53. Jacks								Relays							
54. Jumping Rope								80. Sailing							
55. Keep Away								81. School							
56. Kick the Can								82. Scooters							
57. Little Sally Saucer								83. Shuffle- board							
58. Monopoly								84. Skiing							
59. Movie Stars								85. Sledding							
60. Nurse								86. Sliding on Ice							
61. Oh Susannah								87. Slingshot							
62. Painting								88. Snowballing							
63. Parchesi								89. Snow Carving							
64. Ping-Pong								90. Soap Carving							
65. Played with Cat								91. Soccer							
66. Played with Dog								92. Stage Coach Robber							
67. Playing Marbles								93. Stilts							
68. Pole Vaulting								94. Store							
69. Pom-Pom								95. Swimming							
70. Puppets								96. Tag							
71. Queen								97. Tennis							
72. Quick on the Draw								98. Tobogganing							
73. Reading								99. Top							
74. Red Light								100. Trains							
75. Red Rover								101. War of Soldiers							
76. Riding Horses								102. Whittling							
77. Roller Skating								103. Yo-Yo							
78. Run My Black Sheep Run								104.							
								105.							

Part II Hobbies: Kindly check the day you worked on any of these hobbies.

	M	T	W	T	F	S	SU		M	T	W	T	F	S	SU
1. Beadwork								8. Sewing							
2. Cooking								9. Tatting							
3. Crocheting								10. Weaving							
4. Embroidering								11. Collecting:							
5. Gardening								Airplane pic.							
6. Knitting								Autographs							
7. Listening to Records								Baseball Pic.							
								Bird Pic.							

Part II Hobbies (continued)

		M	T	W	T	F	S	SU			M	T	W	T	F	S	SU	
11. Collecting:									11. Collecting:									
Butterflies									Paper Dolls									
Box Tops									Photographs									
Candy Wrap.									Playing									
Charms									Cards									
Coins									Popsicle									
Football Pic.									Wrappers									
Gum Wrappers									Pressed									
Gun Shells									Leaves									
Holy Pictures									Sea Shells									
Jewelry									Sport Pic.									
Jig Saw									Stamps									
Puzzles									Stones									
Marbles									Tin Foil									
Matchbooks									War Pic.									
Medals									12. Modelling:									
Movie Star									Airplanes									
Pictures									Boats									
									Cars									

Part III Movies: Kindly list the movies you attended and the type of each. Check the day.

		M	T	W	T	F	S	SU
1.								
2.								
3.								

Part IV Radio and Television: Please check the radio and television programs you watch.

		M	T	W	T	F	S	SU			M	T	W	T	F	S	SU	
1. All Star									10. Chester the									
Revue									Pup									
2. Amos 'n' Andy									11. Comedy Hour									
3. Armstrong									12. Crusade in									
Circle T.									the Pacific									
4. Arthur									13. Dragnet									
Godfrey									14. Dr. Chris-									
5. Baseball									tian									
6. Bob Hope Show									15. Enchanted									
7. Big Story									Hour									
8. Boxing Bout									16. Fireside T.									
9. Burns and									17. Firestone									
Allen									18. Football									

Part IV Radio and Television (continued)

	M	T	W	T	F	S	SU		M	T	W	T	F	S	SU
19. Foreman Tom								51. Our Gal							
20. Gabriel Heatter								Sunday							
21. Gang Busters								52. Peter Salem							
22. Grenadiers								53. Philco Play- house							
23. Groucho Marx								54. Racket Squad							
24. Hall of Fantasy								55. Red Skelton							
25. Hopalong Cas.								56. Sat. Night Theater							
26. Horace Heidt								57. Schlitz Play- house							
27. Howdy Doodv								58. Sky King							
28. I Love Lucy								59. Sound Off Time							
29. James Melton								60. Space Patrol							
30. Kate Smith Eve. Hour								61. Sports Review							
31. Kieran's Ka- leidoscope								62. Starlight Theater							
32. Kraft TV Playhouse								63. Super Circus							
33. Kukla, Fran, and Ollie								64. Ted Mack Show							
34. Let's Pre- tend								65. Tele-Talent Time							
35. Little Amateur								66. The Shadow							
36. Lone Ranger								67. Tinchair Theater							
37. Lovell Thomas-News								68. T Men in Action							
38. Lucky Strike Theater								69. TV Theater							
39. Lux								70. Uncle Norm Club							
40. Mams								71. Wayne King							
41. Ma Perkins								72. What's My Line							
42. Martin Kane								73. What's My Name							
43. Milton Berle								74. Welcome Travelers							
44. Movies for Kids								75. Wrestling							
45. Mr. Malone								76. WTMJ News							
46. Mr. Moto								77. You Asked for It							
47. Mystery Hour								78. Young Mr. Bobbin							
48. News Caravan								79. Your Show of Shows							
49. Old Timer's Party								80.							
50. One Man's Family															

Part V Trips: Kindly list the trips you took and check the days you were away.

	M	T	W	T	F	S	SU
1.							
2.							
3.							
4.							
5.							

Part VI Recreational Reading: Kindly list the title, author, and type of book you read.

1.
2.
3.
4.
5.

Part VII Music and Dancing: Please check the day on which you took part in any of the following activities.

	M	T	W	T	F	S	SU		M	T	W	T	F	S	SU
1. Accordion								1. Acrobat							
2. Baton Twirling								2. Ballet							
3. Clarinet								3. Ballroom							
4. Drum								4. Folk							
5. Harmonica								5. Square							
6. Piano								6. Tap							
7. Saxophone								7. Toe							
8. Symphonette								8.							
9. Trombone								9.							
10. Voice								10.							
11. Violin								11.							
12. Zither								12.							
								13.							

Part VIII Organizations: Kindly check the days on which you meet.

	M	T	W	T	F	S	SU		M	T	W	T	F	S	SU
1. Cub Scouts								1. Brownies							
2. Boy Scouts								2. Girl Scouts							
3. Altar Boys								3. Little Help- ers Club							
4. Choir Boys															
5.								4.							

Part IX Use of Playground Equipment: Kindly check the day on which you used the following equipment.

	M	T	W	T	F	S	SU		M	T	W	T	F	S	SU
1. Fireman's Ladder								7. Slides							
2. Giant Strides								8. Stunt Bars							
3. Jungle Gym								9. Swings							
4. Merry-go-round								10. Teeter-Totters							
5. Monkey Ladder								11. Trapeze							
6. Rings								12.							
								13.							
								14.							
								15.							

Part X Household Chores: Kindly check the day on which you performed any of these activities.

	M	T	W	T	F	S	SU		M	T	W	T	F	S	SU
1. Assistant Paper Car.								11. Pulling Weeds							
2. Baby Sitting								12. Raking Leaves							
3. Carrying Wood								13. Running Errands							
4. Cleaning House								14. Shoveling Walks							
5. Cooking								15. Washing Car							
6. Cutting Grass								16. Washing Windows							
7. Doing Dishes								17. Watering Lawns							
8. Making Beds								18.							
9. Picking Flowers								19.							
10. Pitting Fruit								20.							
								21.							