

AN INVESTIGATION OF THE PLAY ACTIVITIES OF
THIRD- AND SIXTH-GRADE CHILDREN OF THE
WEATHERFORD INDEPENDENT SCHOOL SYSTEM

by

Adrienne Williams

A THESIS

Approved:

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CHAPTER I

INTRODUCTION OF STUDY

Play is an accepted part of the life of today's child; however, few people stop to consider the prominent role this activity actually has in an individual's development. Play has a stabilizing effect upon a person's entire organism, and is as necessary to growth as food and sleep. A child's elementary school years are a golden age during which he enjoys more forms and varieties of play activities than at any other period in his life.

Play activities in this study refer to children's free-time and free-choice play activities, in contrast to directed and prescribed play at school or in other organized groups such as scouts and supervised clubs or church groups. The two chief aspects of the activities studied are their informality and the fact that they are self-chosen. Few studies have been made regarding the play interests of children; therefore, there is a need for many investigations of this type. There have been no previous investigations of the play activities of Weatherford children. Studies available to this writer included children of states other than Texas, and were made several years prior to this report.

A. Statement of the Problem

By means of extensive reading and a survey of children's play activities, the investigator secured data concerning play interests of third- and sixth-grade children. Since there is a need for educators and parents to understand the true significance of play, an endeavor was made to present this information in a manner that will acquaint persons with outstanding facts related to play. Questions specifically under study were: How has attitude toward play changed? Why do children play? How does play contribute to total growth? In what types of play activities do children engage today? Have play activities changed? Are sex, tradition, season, location of home, and age important factors which contribute to variations in play activities?

B. Purposes of the Study

The purposes of the study were: (1) to determine, from authorities, why children play, the values and characteristics of play, as well as the factors which influence play; and (2) to discover the play interests of children in order to determine whether such factors as sex, tradition, season, where the children lived, and age were contributing factors to the various forms of play activities which Weatherford children choose.

C. Limitations of the Study

This study was limited to the play activities of 217 third-grade and 170 sixth-grade children attending the Weatherford Independent School System during the week of November 19-23, 1956. No effort was made to determine the entire leisure-time activities. The free play activities, which were not organized to the extent that they were supervised, were considered. The concern was focussed upon the play in which the children participated when they could do what they wished. Activities requiring some effort and initiative were the main interest, although some passive activities were included to show that children at times prefer them.

D. Methods of Investigation

The first method of investigation employed in this study was the reading of books, periodicals, and other materials obtained from Sam Houston State Teachers College at Huntsville, North Texas State Teachers College at Denton, Abilene Christian College at Abilene, and Weatherford College at Weatherford. Play data were secured from questionnaires given to 387 children, including 217 third-graders and 170 sixth-graders. The investigator personally visited each of the four elementary schools in Weatherford and assisted the groups in filling out the inquiries. The

information was analyzed, interpreted, and summarized in this report.

E. Organization of Report

This report comprises four chapters. The first chapter is an introduction to the study; it includes: (1) the statement of the problem; (2) the purpose of the study; (3) the limitations of the study; (4) the methods of investigation; and, (5) the organization of the report. The second chapter is a review of the literature and contains discussions of: (1) the theories and value of play; (2) the characteristics of play; (3) factors which influence play, and including the researches which have been made concerning play interests; (4) some fundamental needs of children; (5) the growth characteristics of third- and sixth-grade children; (6) play as an aid to complete growth; (7) recreational agencies; and, (8) a summary of the chapter. The third chapter presents a study of the play activities of two particular groups and includes: (1) the situation; (2) the technique used to determine the number and types of play activities; (3) the findings from an analysis of data; and, (4) a summary and interpretation of the chapter. The fourth chapter is the summary and conclusions, and is composed of: (1) a summary of the literature; (2) conclusions from the study made; (3) the

implications; and, (4) recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter gives a brief summary of the literature related to the play activities of children. The prominent topics discussed are: (1) the theories and value of play; (2) the characteristics of play; (3) factors which influence play; (4) some fundamental needs of children; (5) growth characteristics of third- and sixth-grade children; (6) play as an aid to complete growth; and (7) recreational agencies providing for play. Where available, specific researches pertaining to the factors are cited.

A. Theories and Value of Play

For years educators have attempted to understand play. Jersild¹ defines this activity as something "which the child undertakes because he wants to, because it is sufficient and rewarding in itself." Play helps to heal hurts and sadness, and it is the working partner of growth. This activity affords a child the chance of trying himself out, not only in fantasy by way of daydreams, but actively in the flesh. "Play is the stuff of which a child's life

¹Arthur T. Jersild, Child Psychology (New York: Prentice-Hall, Inc., 1954), p. 501.

is made."²

Philosophers have advanced these theories, which are discussed in succeeding paragraphs, in an effort to explain why children play: (1) the surplus energy theory; (2) the preparation for adulthood theory; (3) the recapitulation theory; (4) the instinct theory; (5) the relaxation theory; and, (6) the self-projection theory.

Spencer,³ in harmony with Schiller's earlier suggestion, thought of play as an outlet for surplus energy. This theory failed to account for the various forms of play activity; it failed to show why release of energy in the form of work was not as effective with children as play; and, the surplus energy theory did not give a reason why children continued to play when they were almost completely exhausted.

A Swiss psychologist, Groos,⁴ endeavored to explain play as preparation for adulthood. He concluded that children intuitively played at what later was to become their

²Children's Bureau Publication, Your Child from Six to Twelve, Number 324 (Washington: Government Printing Office, 1949), p. 31.

³Herbert Spencer, The Principles of Psychology (second edition; New York: Appleton-Century-Crofts, Inc., 1896), pp. 627-48.

⁴Karl Groos, The Play of Man (second edition; New York: D. Appleton and Company, 1919), pp. 361-406.

life work. This theory failed to consider the myriads of games in which children participated that had no obvious reference to a future occupation.

The idea that children re-enacted the physical activities of their primitive ancestors was advanced by Hall,⁵ the pioneer American psychologist. This theory has been discredited because it neglected the fact that even primitive children played ardently, though they had no long evolving stage of racial and social history to relive.

McDougall⁶ insisted that the tendency to play rested upon an instinctive basis. This instinct, although not present at birth, supposedly ripened with development and was present when needed. Instead of explaining play, this theory merely described play, while hiding behind the uncertain assumption of inherited tendencies.

The relaxation theory was advanced by Patrick⁷ who thought of play in terms of recuperation from the strenuous use of small muscles. A change of activity which required the use of larger muscles tended to lessen fatigue and

⁵G. Stanley Hall, Youth (second edition; New York: D. Appleton and Company, 1925), pp. 73-79.

⁶William McDougall, Social Psychology (third edition; Boston: John W. Luce and Company, 1926), pp. 110-19.

⁷George Thomas White Patrick, Psychology of Relaxation (Boston: Houghton Mifflin, 1916), pp. 29-90.

relax the individual. This theory was inadequate in that there was no proof that higher brain centers fatigued more rapidly than lower ones. Primitive children subjected these higher centers to little de-energizing use, but played a great deal. Also, children continued to play long after any relaxational effect was dissipated.

According to Averill:⁸

A far more sensible standpoint from which to approach an interpretation of the play life of boys and girls is that of self-realization, or self-projection. Beyond the native, instinctive drive to achieve comfort and to avoid pain common to every member of the race, there exists one other instinctive urge--and perhaps only one: that is, the urge to express oneself; to project oneself into and upon one's environment; to bend the world to one's will; to assert one's personality creatively or persuasively. Through the satisfaction of this drive, children are able to achieve security, status, and self-feeling . . .

Although these theories differ widely, each has contributed something of value, but has been incomplete within itself. However, no theory is necessary to account for play activity when its innumerable forms and types are visualized from the angle of self-realization. "Early writers thought that play was a waste of time, nothing of

⁸Lawrence A. Averill, The Psychology of the Elementary-School Child (New York: Longmans, Green and Company, 1949), p. 110.

value was accomplished through play . . ."⁹ Work and play were considered entirely separate. The purpose of education was work, which would bring the desired results. This position taken toward play was the product of religious convictions brought from the old world. Modern writers realize that both work and play are necessary in the development of the well-balanced individual. They also know that: "Work and play are not two separate activities. There is no distinct line of demarcation between the two. They overlap, and at times it is difficult to see the difference."¹⁰ To present a better understanding of play activity, certain characteristics of play, as well as specific factors which influence play, are reviewed in the succeeding pages.

B. Characteristics of Play

There are undeniable characteristics of play which may be found in any group of children. Skinner¹¹ cites three criteria of play: (1) play is pleasurable; (2) play involves freedom; and, (3) play is strongly motivated.

⁹Charles E. Skinner and Philip Lawrence Harriman, (eds.), Child Psychology (New York: The Macmillan Company, 1941), p. 329.

¹⁰Ibid.

¹¹Ibid., pp. 329-30.

Healthy children play because they want to play. The activity is an end in itself; satisfaction results because children think the participation is fun. Some activities generally considered work by the majority may be play to others. To make an activity play, the attitude toward that activity must be pleasurable.

Spontaneous action is usually accompanied by the play attitude. The activity is not forced or necessary; the children's attitude toward play is free and experimental.

One child observing another practicing a certain skill may be motivated to attempt the same feat. When the feat has been accomplished by the first child, the activity will possess pleasurableness, freedom from conflict, and the added element of strong motivation.

These three criteria govern each of the different types of play. Hurlock¹² cites the following types as typical of childhood: (1) free, spontaneous play; (2) make-believe play; (3) construction as a type of play; (4) collecting as a type of play; and, (5) games and sports as a type of play. A sixth, rhythmic activity as a type of play, is suggested by Thorpe.¹³

¹²Elizabeth B. Hurlock, Child Development (third edition; New York: McGraw-Hill Book Company, Inc., 1956), pp. 327-39.

¹³Louis P. Thorpe, Child Psychology and Development (second edition; New York: The Ronald Press Company, 1955), pp. 267-68.

Children's first play is free, spontaneous activity. This type of play is characterized by a lack of rules and regulations. The children play as they wish, and cease the activity when interest lags. Informal play of this type loses popularity in late childhood, and competitive games gain favor.

Make-believe play is activity in which the children, through language or overt behavior, deal with materials or situations as if they had attributes other than those they actually have. The usual patterns of make-believe play are: (1) domestic patterns; (2) selling and buying; (3) activities connected with transportation; (4) punishing, playing policeman, and gun play in general; (5) playing fireman; (6) killing and dying; and, (7) playing the part of legendary persons.¹⁴

Interest in construction is an important element in play of children. Up to the age of six years, children use materials specifically and appropriately for building and construction. This type of play is popular in late childhood and manifests itself in the building of tents, playhouses, huts, snowmen, and dams. Construction generally takes the form of large, crude work in the case of boys and

¹⁴L. B. Murphy, Social Behavior and Child Personality (New York: Columbia University Press, 1937), p. 63.

is carried out in connection with their outdoor play. Among girls, on the other hand, construction is of a finer sort, as is seen in such activities as making doll clothes and paper dolls.

Making collections is one of the most popular types of play among girls and boys from six years to adolescence. As early as the third year, there is a desire on the part of normal children to collect things which interest them. In early years, the collections are usually trivial and are generally soon forgotten. As a rule, girls collect more things than do boys. Older children keep their collections in attics, cellars, old trunks, boxes, or some other place where they will not be disturbed.

By the time children are ten or eleven years of age their games become largely competitive in spirit. Solitary play is abandoned; typical neighborhood games which reigned in favor earlier give way to team games. Interest is now concentrated on skill and excellence. The children are not good team players at first because each child wants to dominate the play. Gradually, however, they learn to cooperate with the other players and, as a result, have more enjoyment.

Children of all ages enjoy rhythmic activity in the form of singing and dancing, either individually or in groups.

Not all children play alike. Variations in these types of play activity will depend upon a number of contributing factors.

C. Factors Which Influence Play

The form a type of play takes may be traced to one or more of the following factors given by Hurlock:¹⁵

(1) health; (2) motor development; (3) intelligence; (4) sex; (5) tradition; (6) season; (7) environment; (8) socio-economic status; (9) amount of leisure time; and, (10) amount and type of equipment. An additional factor, the age of a child, is suggested by Skinner.¹⁶

Healthy children play more than sickly ones; the healthier a child the more surplus energy he has over and above the requirements for living, and hence the greater his energy for play.

The degree of motor development attained at a given age has an important role in determining what the children's play will be. Children who are incapable of catching and throwing balls cannot take part in the many ball games their friends may enjoy.

As early as the first year, an individual's play is

¹⁵Hurlock, op. cit., pp. 359-65.

¹⁶Skinner, op. cit., p. 331.

greatly influenced by intelligence. Bright babies are more active and playful than dull ones, and their play shows greater ingenuity. Differences in play among older children with high and low IQs become even more marked. Studies of gifted children have been made by Hollingworth and Carroll.

Hollingworth¹⁷ studied gifted children on the Atlantic coast for a period of twenty-three years. She noted that individuals testing above 160 IQ played little with other children unless special conditions were provided. Ordinarily, the difficulties were too immense in finding playmates appropriate in size and congenial in mentality. The gifted children always wanted to organize play into a complicated pattern with some remote and indefinite climax as the goal. They enjoyed more complicated and competitive games than youngsters usually did, age for age. Their vocabulary often included words that the average children did not know, and at play the gifted and the average children sometimes literally did not understand each other.

Carroll,¹⁸ who was Hollingworth's colleague, found

¹⁷Leta S. Hollingworth, Gifted Children, Their Nature and Nurture (second edition; New York: Macmillan Company, 1926), pp. 135-39.

¹⁸Herbert A. Carroll, Genius in the Making (New York: McGraw-Hill Book Company, Inc., 1940), pp. 97-108.

that even though many children with IQs above 170 did succeed in making satisfactory play adjustments, the chances were remote that this would happen. They were much more apt either to remain on the sidelines to watch or to find solace in solitary play instead of participating in the activities of their peers. Carroll concluded it was difficult to determine to what extent an extremely brilliant child should be forced into play activities typical of children his own age. Certainly, in some instances this action resulted in irreparable damage.

During the early years of life, there is no real difference in the play activities of girls and boys. Given the same environment and the same toys, no really significant difference would be apparent until the gang age. But inasmuch as there are, in most homes, different environments and different toys for the two sexes, discriminations in play begin to appear at an early age. Girls usually engage in more passive activities, and favor play which involves domestic qualities. Boys, as a rule, participate in more strenuous activity, and prefer such games as baseball and football. "Modern little girls, however, are indulging more and more in those forms of play that at one time were supposed to be limited to boys."¹⁹

¹⁹Lester D. Crow and Alice Crow, Human Development and Learning (New York: American Book Company, 1956), p. 86.

Nevertheless, tradition has continued to have a prominent influence upon play in many instances. Girls are frequently expected to play with dolls and household toys, regardless of whether they interest the girls. Playing with soldiers and with trains are activities traditionally attributed to boys. Certain traditional games which children have enjoyed for generations are taught to each new generation as soon as they are able to learn them. Among these are hide-and-go-seek, tag, blindman's buff, and cops and robbers.

The activities in which the children participate depend to a certain extent upon the season of the year. Roller skates, jumping ropes, jacks, and bicycles come out with the first warm days of spring. Summer brings a shift of interest to wading, swimming, and boating. The cool days of fall renew interests in the more active play enjoyed during the spring months. With the approach of winter, the children look forward to fun in the snow. As a general rule, the more active games, as football, are reserved for the cooler months of the year, and those games that require less exertion, as baseball, for the warmer months.

The environment in which children live has a marked influence on how much they play and what their play activities are. The amount of space available for play, as

well as the equipment available, is important. Offspring from poor environments have fewer toys, less time, and less space in which to play than do those who come from economically better environments. While it is true that there are often more play companions available in the poorer environments, this factor alone is inadequate to compensate for the other factors mentioned. Some rural children, because of their geographic isolation, play few games due to the difficulty of organizing peer groups.

Among children of the higher socio-economic groups, there is an increasing preference for play activities which cost money, as tennis, swimming, or watching athletic contests. Children of the lower socio-economic classes engage in play activities requiring little expenditure of money, as jacks, ball games, or tag.²⁰ Volberding²¹ made a study of eleven-year-olds who lived among families belonging to the upper-middle, lower-middle, upper-lower, and lower-lower socio-economic classes. Since families from these differing social classes lived differently, some variations also

²⁰P. L. Boynton and J. D. Wang, "Relation of the Play Interests of Children to Their Economic Status," Journal of Genetic Psychology, LXIV (1944), 129-38.

²¹Eleanor Volberding, "Out-of-School-Living of Eleven-Year-Old Boys and Girls from Differing Socio-economic Groups," The Elementary School Journal, XLIX (February, 1949), 348-53.

existed in the eleven-year-olds' out-of-school living. Volberding determined the children's living space from an individually administered map test. This revealed the parts of the community over which the children moved freely and frequently. The amount of activity per person was made by observation during a calendar year. Also, conversations and interviews were used in characterizing play preferences. These findings were cross-checked by observation, conversation with other children or interested adults, diary records, and specially planned compositions and tests. The findings tended to justify the assertion that boys are somewhat more active and adventurous than girls. Girls were as active movie goers as boys and they listened to the radio more than boys. Radio-listening correlated with the girls' smaller living space and their greater confinement to the home. The happiest picture was probably presented by the children from the homes in the upper-lower class. They were allowed more freedom than the middle-class. They were usually sufficiently secure, well nourished, and cared for to have the needed drive for strenuous living. The middle class children reflected social confidence, security, and social experience. Especially the girls of the middle class were expected to be in their homes after dark. Fighting and rough behavior were not favored by the parents, who were respected and desired

members of the community; they belonged to numerous social, civic and professional groups. They had many social contacts in which their children often shared. The eleven-year-olds of the lower-lower class were an insecure group. They often stayed home even when their parents were not there to supervise them. They did not like to fight and would take more heckling and punishment than the middle class children before retaliating. Observations supported the fact that they were more often attacked. Poverty can cause basic insecure feelings, and insecure youngsters are not attacking ones. These children were extremely aware of their lack of prestige. They attended motion pictures as much as the other children; however, they listened to the radio less. The lower-lower class offspring had fewer radios, and their crowded and noisy environments were not conducive to radio-listening. The families did not belong to the community's clubs and seldom attended church. Volberding found it desirable that communities expand their work with children's out-of-school-living. Youth centers, nursery schools, after school and summer play programs, clubs and summer camps would be beneficial if supervised adequately by responsible and trained adults. The children's out-of-school-living would be improved and their development affected if their lives were enriched to the extent that each individual felt wanted and worthwhile.

The amount of leisure time the children have greatly influences their play activities. With little free time, the children engage in play that can be completed in the period available. When limited leisure time is the result of duties imposed upon them, children are apt to be tired when playtime comes. The hours spent viewing television also lessen free time. The result is that fewer hours are spent in active play, especially out-of-doors activity and time spent with peers.

The amount and type of equipment available have a marked influence upon the play life of children. Given certain types of toys, the children will use them, and their play activities will thus be influenced. Because children's play is creative, dramatic, imitative, imaginative, and inventive, equipment for all types of indoor and outdoor play is needed. Bott²² investigated the reaction of a group of nursery school children to a variety of classified toys. The play materials were classified as: (1) pattern toys, as beads, puzzles, tinker builders, peg boards, and wooden dolls, whose construction tended to determine the manner of their use; (2) raw materials used as toys, as

²²Helen Bott, "Observation of Play Activities in a Nursery School," Genetic Psychology Monographs, IV (1928), 44-88.

beans, blocks, color cubes, blackboards, and spools, whose use depended largely upon the ingenuity of the children; (3) locomotor toys, as trains, tricycles, wagons, kiddy-kars, doll carriages, and dump trucks, whose design lent itself to the transportation function; and, (4) small mechanical toys, as animals and automobiles which could be pushed or wound up and watched as they ran down, and whose structural design did not lend itself to imaginative functions. The following conclusions were made:

1. Children two or three years of age spent about the same amount of time with all types of toys, but tended to discriminate among toys as they grew older.

2. Pattern toys also became more popular with children as the children matured.

3. Raw materials were most popular with three- and four-year-old children, but were still enjoyed by those who were older.

4. Locomotor toys were extensively used by children of all ages, but preference for certain toys in this class varied with age. Younger children were interested in kiddy-kars and older ones preferred tricycles.

5. Mechanical toys were least interesting to nursery school children.

Van Alstyne,²³ in her investigation involving more than one hundred children ranging from two to five years of age, found that raw material toys were preferred to all other kinds. There was considerable overlapping between the play interests of boys and girls even though the former tended to prefer wagons, small cars, and dump trucks, and the girls were more interested in crayons, scissors, cubes, beads, and doll corners.

Every age is characterized by specific play interests. The important fact is that there is continuity in play behavior; the changes are never abrupt. As the children mature, they tend to become more social in their play and engage in more and varied activities. With added maturity the youngsters become somewhat more individualistic and selective in their play, and the number and variety of play activities decrease. Investigations of play activities of children varying in age have been made by: (1) Foster; (2) Lehman and Witty; (3) Dimock; and, (4) Seeds.

Foster,²⁴ who investigated a group of children ranging

²³Dorothy Van Alstyne, Play Behavior and Choice of Play Materials of Pre-School Children (Chicago: University of Chicago Press, 1932), pp. 92-98.

²⁴Josephine C. Foster, "Play Activities of Children in the First Six Grades," Child Development, I (1930), 248-54.

in age from six to thirteen, found that both girls and boys preferred outdoor games to indoor games, and that play activities changed noticeably during the first six grades. Outdoor games which included catching and throwing, chasing and fleeing, and hiding and seeking were most popular with girls and boys of all ages. Boys displayed more interest than girls in catching and throwing games, while girls showed more interest in the jumping and hopping games. The same types of play were popular in the indoor games with the addition of table games and play which involved simple dramatization. This investigation also suggested that inactive types of play as sewing, painting, and listening to the radio were of little interest at the elementary school level.

In 1923 to 1926, Lehman and Witty²⁵ used the check list technique to make a thorough investigation of children's play activities. Children from primary school level to college level checked from a list of two hundred activities each one in which they had engaged of their own free will during the week preceding the date of the investigation. The interests of some 6,886 Kansas City children were analyzed. The favorite activities of the children were given

²⁵Harvey C. Lehman and Paul A. Witty, The Psychology of Play Activities (New York: A. S. Barnes and Company, 1927), pp. 27-43.

by Lehman and Witty.²⁶ Reading of the Sunday funny paper was the highest ranking activity for each age of each sex of the children studied. The five activities in which the eight-year-old girls engaged with the greatest frequency were: (1) looking at the Sunday funny paper; (2) reading books; (3) jumping or skipping rope; (4) drawing with pencil, pen, chalk, or crayon; and, (5) cutting paper things with scissors. The eight-year-old boys preferred: (1) looking at the Sunday funny paper; (2) reading books; (3) just playing catch; (4) drawing with pencil, pen, chalk or crayon; and, (5) whistling. The activities in which the eleven-year-old girls engaged with greatest frequency were: (1) looking at the Sunday funny paper; (2) reading the newspapers; (3) reading books; (4) reading short stories; and, (5) chewing gum. The eleven-year-old boys preferred: (1) looking at the Sunday funny paper; (2) just playing catch; (3) reading books and reading newspapers tied for third place; (4) playing football; and, (5) chewing gum.

Lehman and Witty²⁷ found in comparing play activities of younger children to those of older children, that in general the younger group, who were from eight and one-half to

²⁶Ibid., pp. 51-53.

²⁷Ibid., p. 72.

ten and one-half years of age, engaged in the following activities:

1. Activities involving pleasurable bodily movements, usually of a rhythmic sort.
2. Activities involving hiding and finding.
3. Activities involving the imitation of adults.
4. Activities involving a relatively high degree of skill.
5. Activities involving efforts at construction.
6. Activities depending for their enjoyment primarily upon sense organ stimulation.
7. Tag games.
8. Singing games and ring games, which were chiefly for girls.

At the upper age levels the same activities were enjoyed with the exception of:

2. Activities involving hiding and finding.
3. Activities involving the imitation of adults.
7. Tag games.
8. Singing and ring games.

The principal findings of Lehman and Witty were:

1. The number of play activities engaged in decreased with age. This number dropped from forty for boys and thirty-four for girls at age eight to twenty for both boys and girls at age sixteen. A further but less marked drop

occurred up to age twenty-two.

2. Changes in play activities occurred gradually with age.

3. The majority of play activities reached the peak of their popularity before the children were eleven years of age.

4. Both sexes engaged in most of the play activities and participated in many with equal frequency. Lehman and Witty observed that it was difficult and unsatisfactory to classify various plays and games as characteristic ones of either sex.

5. Some conspicuous differences were found between the sexes in play behavior. The boys engaged more frequently than the girls in active, vigorous plays and games; plays and games involving muscular dexterity and skill; games involving competition; and, organized plays and games. The girls were more conservative in their play life than the boys and displayed less variability. The conservatism may have been inherent or may have been due to the fact that girls were more closely supervised.

6. The greatest sex differences were found at ages eight and a half to ten and a half inclusive. As chronological age increased the sexes tended to engage more frequently in the same activities. Consequently, sex differences were less prominent at the higher age levels.

7. Rural children of ages eight and a half to ten and a half inclusive engaged in fewer activities than town children of the same age. Lehman and Witty thought it likely that rural life gave little opportunity for play in homogeneous age groups. City children were probably compelled to suppress certain natural modes of self-expression such as whistling and singing. Rural life permitted freer expression to these natural modes of behavior. However, country life afforded less opportunity for participation in certain organized mature group activities.

Dimock²⁸ made a study including about two hundred boys in Kenosha and Milwaukee, Wisconsin. This investigation was smaller but more intensive than the one made by Lehman and Witty. Dimock's results paralleled very closely indeed the findings of Lehman and Witty and lent notable support to their conclusions.

Seeds²⁹ gave a graphic account of the large variety of activities of 109 girls and boys, who were nine to twelve years of age, during one Saturday.

²⁸Hedley Seldon Dimock, Rediscovering the Adolescent (second edition; New York: Association Press, 1941), pp. 33-63.

²⁹Corinne A. Seeds, "What Learning Experiences Are Likely to Prove Developmental During Later Childhood," California Journal of Elementary Education, X (August, 1941), 41-45.

Ninety-six of the children participated in strenuous physical activities, as climbing garages and trees, riding bicycles, digging trenches, swimming, gardening, and riding horse-back. Eighty of the children on this one day engaged in dramatic play, much of it of a momentary nature, as a circus, cowboy and Indians, fireman, midget racers, and school. Large numbers of the group worked at some form of construction, usually in connection with dramatic play, and satisfied their curiosity by direct experimentation and by reading. The entire picture was one of strenuous activity, often in groups, with more social interests in the play of the girls.

These eleven factors, which have been discussed, cause much deviation in play activities, and play in its many forms helps to meet the fundamental needs of children.

D. Some Fundamental Needs of Children

Need is the origin of children's behavior; hence, understanding the fundamental needs of individuals is of utmost importance to those who would understand the motivation of certain activities.

1. Biological Needs

The first of the fundamental needs set forth by leading authorities³⁰ is biological needs, which are closely

³⁰Glenn Myers Blair, R. Stewart Jones, and Ray H. Simpson, Educational Psychology (New York: The Macmillan Company, 1954), p. 43; Henry J. Otto, Hazel Floyd, and

related to survival. This includes needs for oxygen, liquids, and food; evacuation of waste products; avoidance of pain; reduction of bodily activity following fatigue; expressive reactions of random motor activity following rest; relief from tension following temperature changes; and, sex impulses.

2. Social and Emotional Needs

Many needs arise from an individual's efforts to live harmoniously with himself and with others. Rath³¹ classified these social and emotional needs as: (1) the need for belonging; (2) the need for achievement; (3) the need for economic security; (4) the need for freedom from fear; (5) the need for love and affection; (6) the need to be free from intense feelings of guilt; (7) the need for sharing and self-respect; and, (8) the need for understanding.

No children should feel unwanted and neglected. Individuals have a basic desire to be members of the group, to contribute to the ongoing activities, and to win the approval

Margaret Rouse, Principles of Elementary Education (second edition; New York: Rinehart and Company, Inc., 1955), pp. 301-2; and Thorpe, op. cit., p. 339.

³¹Louis Rath, An Application to Education of the Needs Theory (Bronxville, New York: Modern Education Service, 1950), pp. 6-19.

of their peers.

The need for achievement is closely allied to the need for belonging. The individuals should realize successful efforts and have the benefit of praise of both efforts and results.

Children who feel that the economic security of the family is uncertain often feel insecure and inferior. Economic security here is not identified with wealth or possessions, but with the children's feelings about their own situations.

Children with fears are unstable and these fears often interfere with their social and mental development. The children may evidence anxiety concerning persons in authority, sickness or death, certain types of animals, bad grades in school work, or the fact that they belong to the minority group.

The need for love and affection is shown early in life and is basic to well-developed personalities at all stages of life.

The process of growing up is also the process of making mistakes; some children have such high standards set for them that they have a sense of guilt concerning their achievements. These children need help in understanding their shortcomings and in realizing that allowances should be made for them.

Children need to share in some of the decisions affecting them, and need to believe in themselves as a result of this sharing.

Many children are bewildered and confused by not understanding what is going on about them. They need help in finding answers to their many questions.

3. Intellectual Needs

Otto³² included intellectual needs among the basic needs of children. One need that causes tension in the organism frequently is the need to satisfy curiosity or the need to find out. Need for the ability to solve problems confronts the individuals many times a day. Mastering of the communicative skills is necessary for successful living, since many of the situations that the individuals meet in life demand the use of one or more of these skills.

If the biological, social and emotional, and intellectual needs are met as they should be, the children will grow and develop normally.

E. Growth Characteristics of Third- and Sixth-Grade Children

The various phases of an individual's personality pattern do not grow and develop apart

³²Otto, op. cit., p. 302.

from one another. There is a constant interaction among them whereby one area of development is helped or hindered by what is taking place in one or more other areas.³³

At one and the same time individuals are physical, emotional, social, and mental beings. To understand the whole child, one must be aware of these personality interrelations. Play is one of the most important means by which children grow.

1. Physical and Motor Development

The general aspects of physical and motor development are becoming increasingly well understood. Emphasis is upon the children maturing as individuals within the framework of their own growth pattern. Children of the same age vary widely in physical stature and weight. "Weight is more variable than height at all ages."³⁴ From birth to the achievement of maturity the weight of the brain multiplies approximately three times; the heart, ten times; the lungs, fifteen times; and the total body weight about eighteen to twenty times. "Sex differences in favor of boys are present

³³Lester D. Crow and Alice Crow, Human Development and Learning (New York: American Book Company, 1956), p. 35.

³⁴Hurlock, op. cit., p. 112.

from birth until eleven or twelve years in both height and weight."³⁵

Different parts of the body grow at different rates. In general, development occurs first in the upper portion of the body and later in the lower part of the body. The brain and facial features attain maturity before the organs and features of the trunk and limbs. The large muscles of the body, especially of the trunk and arms, develop before the small muscles of the eyes and hands. As the muscles grow there is a change in motor capacities and strength; this change is reflected in activities in which the children engage, as well as the degree of their participation in the activities. The individuals' play at all ages is dependent to a large degree upon their muscular development, especially in games and sports.

The heart grows more rapidly than the rest of the circulatory system and the body as a whole during childhood. Saucier³⁶ states that "at adolescence the heart has increased very much in size and strength." Hurlock³⁷ asserts

³⁵Ibid., p. 114.

³⁶W. A. Saucier, Theory and Practice in the Elementary School (New York: The Macmillan Company, 1951), p. 10.

³⁷Hurlock, op. cit., p. 111.

that "the heart requires more than twenty years to reach its mature size." Because a child's heart is small and weak, there is apt to be permanent injury from overstrain.

Skinner³⁸ says:

Improvement of endurance with age up to maturity is undoubtedly associated with the well-known facts of physical growth--change in size and character of muscle fibers, heart size, blood pressure, oxygen carrying power of red blood cells, lung capacity, and changes in glands of internal secretion.

"Brightness and mental keenness in children appear to be correlated to a slight degree with good physical condition; dullness and mental passivity with the opposite."³⁹

There is an extraordinary regularity of growth during the period children are in the third grade. Due to the nature of muscle development, these youngsters are physically restless. "It is probably next to if not entirely impossible for an eight-year-old boy to sit quietly at his desk for more than two or three minutes at a time."⁴⁰ At eight years of age children have arms almost fifty per cent longer than they had at two years of age. Their arms,

³⁸Skinner, op. cit., p. 96.

³⁹Averill, op. cit., p. 96.

⁴⁰Ibid., p. 92.

representative of the rest of the body, are very thin, without marked musculature development. These muscles need exercise; they cannot grow by sitting still. The motor coordinations from the age of eight become remarkably skillful. Play affords children much of their needed exercise for the development of muscles and motor skills. "Note, for example, the kinds of skills developed through such activities as roller skating, skipping rope, follow-the-leader, cutting paper figures with scissors, sewing, and coasting on a sled."⁴¹

By the time average boys complete the sixth grade of school, they possess a musculature weighing close to forty pounds; at six years their probable muscle weight was twenty pounds. The girls make approximately the same growth. "Physiologically, the girls at the age of eleven are a full year ahead of the boys."⁴² Girls are likely to be more quick in their reaction time than boys. "At eleven years some girls and fewer boys, through sudden and rapid growth, show signs of approaching adolescence."⁴³ The eleventh year is

⁴¹Otto, op. cit., p. 69.

⁴²Arthur Witt Blair, and William H. Burton, Growth and Development of the Preadolescent (New York: Appleton-Century-Crofts, Inc., 1951), p. 139.

⁴³Ibid.

a period of slow growth when compared with the years just preceding and the years to follow, with the exception of a small group who mature early.

By this age, the eyes have reached adult size and are thoroughly developed in function. There is increased resistance to fatigue and the children are able to engage in activities involving the use of small muscles and finer motor performance over greater periods of time. The wrists are nearing maturity since they are completely formed between the twelfth and fifteenth years. In relation to sixth-grade children, Blair⁴⁴ asserts:

They improve in muscular agility, accuracy, and endurance. They can play strenuous games longer, run faster, throw and catch much better, and can jump and climb with greater ease and assurance.

2. Social and Emotional Development

"The relationships an individual maintains with others can be used as a rough measure of his emotional and social maturity."⁴⁵ Children who are socially and emotionally ill-adjusted live under a severe handicap. The persons who know how to live harmoniously and acceptably with their

⁴⁴Ibid.

⁴⁵Luella Cole, Psychology of Adolescence (third edition; New York: Rinehart and Company, Inc., 1948), p. 114.

fellows are best able to achieve their purposes. Patterns of emotional and social response are not inherited by offspring; they begin to be developed soon after children are born, and the development is a continuous process. The play group is a very potent influence in the development of social and emotional patterns of elementary school children. Concerning a typical elementary school child, Saucier⁴⁶ comments: "Commonly, the approval or disapproval of his play group, or gang, is of more concern to him than that of adults, including his parents."

In regard to children from eight to eleven years of age, Burrows⁴⁷ states:

Fears exist, some as a carry-over from earlier years, some as characteristic of the emerging personality, but on the whole this age is one of courage. . . . Children in the middle grades worry about school work, about satisfying parental standards, about family finances, about measuring up to the expectations of the gang. Reassurance is often needed. With a reasonable amount of encouragement from parents and teachers these middle grade children rise above their jealousies, fears, and worries with surprising vigor and with surprising directness.

⁴⁶Saucier, op. cit., p. 35.

⁴⁷Alvina Treut Burrows, Teaching Children in the Middle Grades (New York: D. C. Heath and Company, 1952), pp. 66-67.

Due to social pressures, evidence of modesty may be increasing in third-grade children. Group projects are absorbing, even though the children are not yet fully capable of team play. Third-grade children are more comfortable when in groups of two or three rather than many. These groups are loosely knit and may change frequently. If training has been sound, recognition of property rights is well established. Manners often are more frequently exercised away from home. The need to play with other children is acute, and the child "is becoming more selective in choice of friends."⁴⁸ He appreciates playmates with whom he can communicate easily and readily. There is generally a background of emotional stability.⁴⁹

Organized and competitive games are becoming increasingly more prominent. Team work and submission to fixed rules is now possible. Sixth-grade children have a desire for occasional privacy; a room of their own at home, and secret caches for personal property are important. These children form intense loyalties beyond their families; gangs have gained in significance. Gangs dominate their play, dress, and mannerisms. "And hard is the lot of the

⁴⁸Children's Bureau Publication, op. cit., p. 7.

⁴⁹Burrows, op. cit., p. 66.

child who because of personal or physical oddity or parental injunction is left out."⁵⁰

Burrows⁵¹ concludes that in spite of the persistence of some emotional problems, this period is one of extraordinary steadiness.

3. Intellectual and Educational Development

"A young person's development of skills, knowledge, and attitudes is influenced by all the elements in his environment that affect his behavior at any one stage of his growth."⁵² No two persons enjoy the same opportunities; therefore, children differ greatly in the amount of intelligence they exhibit. There are some striking sex differences with respect to mental development during the elementary school years. The average mental ability of boys and girls seems to be equal; however, the boys tend to be superior to girls on mathematical and scientific achievements, while the girls may exceed the boys in materials dealing with the humanities.⁵³

⁵⁰Ibid., p. 64.

⁵¹Ibid., p. 67.

⁵²Lester D. Crow and Alice Crow, Human Development and Learning (New York: American Book Company, 1956), p. 12.

⁵³Ibid., p. 48.

Third-grade children are realistic; they insist upon relating a story with details. Although these children have little conception of time in the historical sense, they are interested in what happened in the distant past. They enjoy making such things as Indian costumes and tepees. Both girls and boys appreciate fairy tales. Third-grade children can tell the day of the month and year; they can make change for small amounts.⁵⁴ Reading the funnies is a favorite pastime. One of the main interests is listening to the radio, but the children begin to be skeptical of the reality of the programs. A marked sense of humor is seen, especially in bright children. Far-off places have a real meaning to them.

"A few reliable studies have been reported which show that the child's capacity for more accurate thinking is developed during the years just preceding adolescence."⁵⁵ The majority of these girls and boys make rapid gains in seeking reality. They are extremely interested in science, invention, and mechanical operations. "These children appear capable of using casual relationships effectively in their thinking about physical, mechanical, and natural

⁵⁴Children's Bureau Publication, loc. cit.

⁵⁵Blair and Burton, op. cit., p. 149.

phenomena."⁵⁶ Sixth-grade children show an independence from adults. This period is distinguished by wide reading and rapid general educational achievement. "The amount of leisure reading done at this level probably exceeds that of any other period."⁵⁷ Children of this age may have been interested in earning money for some time. Small earnings will afford some independence in spending sums on certain interests and hobbies.⁵⁸

As children develop physically, socially, emotionally, and intellectually, play is one of the greatest aids to growth.

F. Play as an Aid to Complete Growth

The general play experiences of children make a number of contributions to the evolution of the individual's total personality. Play activity contributes to the development of the children's bodies, to the development of skill in dealing with other people, and to the gaining of knowledge of the world about them. Skinner⁵⁹ states:

⁵⁶Ibid., p. 172.

⁵⁷Ibid., p. 173.

⁵⁸Children's Bureau Publication, op. cit., p. 13.

⁵⁹Skinner, op. cit., p. 336.

In wholehearted play an individual is more truly adjusted than at any other time. The physical, mental, social, emotional, and moral responses are so interwoven in play that they can hardly be defined. Each one contributes to the total adjustment of the individual, but all are essential to make the adjustment complete.

1. Play as an Aid to Physical and Motor Development

The total muscle weight of average individuals increases from around two pounds at birth to approximately seventy-five pounds at the end of adolescence. Play years build big muscles as well as neuromuscular coordination and precision. Through play, a child "is physically stronger; his whole bodily tone is speeded up."⁶⁰ The running, jumping, climbing, bending, throwing and tumbling involved in play activity stimulate the organs to do their tasks more effectively. "The child who is active through play tends to resist disease and to avoid accidents more readily than the passive child."⁶¹ Play builds strong bodies which are not as susceptible to illness. An agility and bodily control may be developed through play that give children more self-assurance in time of danger.

"Eight- and nine-year-olds have a greater variety of play interests than children of any other age."⁶² They

⁶⁰Ibid., p. 333.

⁶¹Ibid.

⁶²Children's Bureau Publication, op. cit., p. 3.

"delight in strenuous physical activity--running, climbing, playing ball, chasing, dancing, skating, building play houses large enough to play in."⁶³ This activity maintains continual development. For example, as the children balance themselves as they walk along the top of a fence, or jump a rope, forward or backward, they are developing balance among muscles, sense organs, and innervating motor nerves. Tongue twisters, alliterative jingles, trilling, and yodeling help the vocal muscles and their innervating nerves undergo similar coordinated and balanced growth. In regard to the great variety of play activities in which children participate during this age, Averill⁶⁴ says:

There is probably no muscle group anywhere in the skeletal system, and certainly there can be few if any involuntary or cardiac muscles, that are not exercised and developed by such play activities. . . .

As a general rule, preadolescents are an eager, active, and alert group who are able to run fast and breathe easily again quickly. They exercise good control over their bodies. Play activities have a significant part in the growth and achievements made by these youngsters.

⁶³Otto, op. cit., p. 68.

⁶⁴Averill, op. cit., p. 112.

2. Play as an Aid to Social and Emotional Development

For most children, play is not a solitary activity, but is definitely a social and participative one. Children best express their egos and project themselves most satisfyingly upon their environments when there are peers present to provide provocative settings. "Good play habits will lead to overcoming timidity, shyness, moodiness, oversensitiveness, and bullying."⁶⁵ "Other things being halfway equal, the unsocial or antisocial adult is but the child who grew up without the salvaging influences of play at its best . . ."⁶⁶ Averill⁶⁷ also asserts that play activity provides

a rich, provoking setting in which children may express their emotions to the point of saturation. The pent-up energies of restricted and formalized home life and school life seek and find grateful release. The joy emotion, in particular, has its innings amid such surroundings. It is difficult to conceive greater or more unalloyed delight among children than that commonly experienced by them in spending physical and emotional energy, freely and without restraint, on games and sports. Under these circumstances, too, swift-mounting rage and anger may flare into harmless eruption; gnawing jealousies, likewise, may be worked off and replaced by appreciation and pride; and mutual juvenile

⁶⁵Skinner, op. cit., pp. 335-36.

⁶⁶Averill, op. cit., p. 115.

⁶⁷Ibid., p. 116.

admiration may fleetingly tower above the petty differences and the carping belittling and the flung taunts that accompany the play behavior of any juvenile group.

Play, in its numerous forms, helps to socialize the individual and to stabilize the emotions.

In their play of small groups, the third-grade children undergo a profound degree of socializing. They learn that cooperation is necessary if the activity is to be successful; they must submerge themselves for the best interests of the group and must follow the lead of another whose ideas are more acceptable at the time. They learn to take the lead at times and to successfully bring others under their leadership.⁶⁸ They become aware of the need to adapt themselves to various changes of activities and groups. The third-grade children are beginning to realize the need for standards or rules. "By the third or fourth grades, team games flourish on every hand, and the process of final socialization through play contacts is in full swing."⁶⁹ Wholesome play activity makes for emotional balance and helps to adjust the children to their environments.

"Eleven-year-olds value play with their peers above

⁶⁸Skinner, op. cit., p. 335.

⁶⁹Averill, op. cit., p. 117.

all other forms of recreation."⁷⁰ Sixth-grade children have more interest in team play than the third-graders. They play in large groups or gangs, where they

learn to be sympathetic, to appreciate the rights and the abilities of others, to play the game fairly and honestly, to submerge their own personal wishes and motives in the wishes and motives of the group, to take criticism and censure and to give it, to manifest loyalty, to contribute to the common task or purpose, to follow the rules, and, in general, to round off the rough corners of their own individual natures in the general melee of childhood play.⁷¹

Participative play with others helps the individuals to gain self-control, confidence in themselves, tolerance, creative thinking, and good sportsmanship. Children with these traits are in harmony with themselves and their environments.

3. Play as an Aid to Intellectual and Educational Development

While contributing to the growth of the children physically and socially, play activities also contribute to the parallel intellectual growth. As the children mature,

⁷⁰Otto, op. cit., p. 69.

⁷¹Averill, op. cit., p. 115.

they develop many skills from playing games and sports. A great part of children's play activity is extremely serious.

In games, in sports, in isolated constructional activity, in the dramatic moment of imitation, or invention, or analysis, or creation, the minds of children are quite as absorbed as are those of their elders in their peculiar adult settings and goal seekings.⁷²

Thus, an adult frequently finds it difficult to attract children away from their play settings. In less serious play, too, their minds are inevitably developing. For instance,

In mimicry, in clowning and horseplay, in rough-and-tumble wrestling and tripping and throwing, in chatting and shouting and yelling, in romping and milling about, in teasing and joking, in darting and skipping to and fro like wild dervishes, in shinning and climbing, in creeping up furtively upon one's unsuspecting mate, in tumbling and rolling, in burying in leaves or sand or snow, and in the thousand-and-one other unassorted and unclassifiable antics and buffooneries and gaucheries of children's play, mental evolution keeps parallel pace with neuromuscular.⁷³

Third-grade children gain much knowledge from their peers. "During the school-age period the learning that comes through play and association with other children is as broad as the whole field of a child's education."⁷⁴ Many

⁷²Ibid., p. 113.

⁷³Ibid.

⁷⁴Otto, loc. cit.

skills are learned through activities as playing school, house, store, or in building and repairing things. Third-grade children delight in learning through these various play activities.

The sixth-grade children especially appreciate games involving skill and wits; these are significant in their intellectual and educational development.

Since play is such an important aid to development, children should have ample equipment and space for this activity. There are certain recreational agencies which create the environment in which youngsters play.

G. Recreational Agencies

The two main recreational agencies responsible for the surroundings in which the children play are the home and the community. Each of these agencies should endeavor to provide a wholesome environment to help the children become wholesome personalities.

1. The Home

A child is entitled to privacy and has a right to learn for himself. He will thrive on well-directed inattention; he will wither, grow irritable and defiant when made the victim of dictatorship.⁷⁵

⁷⁵Irv Leiberman and Rose Leiberman, "Go Away and Let Them Play," Better Homes and Gardens, XXXI (October, 1953), 266.

Youngsters have many lessons to learn; most of them can be learned only by individual investigation and individual thinking. Children need many real-life experiences in order to have rich, full lives and to make their play richer. Through play girls and boys absorb their experiences and better understand what is going on around them. They cannot play or act out something unfamiliar. From about the age of nine, children begin to gain special interests. Each requires time and causes other interests to be dropped. "Swimming, making a collection of butterflies, drawing cartoons--anything that becomes a hobby--will crowd out other forms of play."⁷⁶

Parents can help children to play by not interfering.

Give them the toys and tools they seem to need, and stand out of the way. Open the doors of your home to the neighboring children, for from them comes the inspiration of companionship that fertilizes the growth of your own. . . . Soon the play spirit changes to concentration of purpose. When that happens, your child will be a master of living.⁷⁷

2. The Community

The community should provide adequate playgrounds for

⁷⁶Children's Bureau Publication, op. cit., p. 35.

⁷⁷Leiberman and Leiberman, op. cit., p. 290.

children. Large grassy plots that can be marked off as needed are essential in conducting outdoor recreational programs; however, the grassy area must be supplemented by hard-surfaced areas which are adaptable to a wide variety of uses. A model recreation area, which is located in Sanford, Florida, has: (1) a swimming pool; (2) a young children's games and play area; (3) a small fishathon lake; (4) a tourist center including shuffleboard courts and game rooms; (5) a club house; (6) two tennis courts; (7) two ball fields; (8) boating facilities; (9) a memorial library; (10) a band shell; (11) a zoo; and, (12) a civic center building which includes a lounge, game rooms, large patio skating area, auditorium, banquet hall, lobby, and kitchen.⁷⁸

Qualified adults in the community should supervise Scouts, various clubs, and organizations. When places such as pool rooms, clubhouses, or swimming pools are not properly supervised, they tend to destroy other worthwhile community influences. "An enlightened community spirit may do much to eliminate community forces that unmake character and to strengthen the power of those that upbuild character."⁷⁹

⁷⁸Louis E. Means and others, "Outdoor Recreational Areas," Journal of Health, Physical Education, Recreation, XXVIII (May, 1957), 27.

⁷⁹Skinner, op. cit., p. 268.

H. Summary of Chapter

Through the years philosophers have attempted to explain why children play by advancing numerous theories. Spencer thought play was an outlet for surplus energy while Groos said play was a preparation for adulthood. Hall believed children relived the activities of their ancestors in opposition to the idea that play was instinctive as McDougall thought. The theory was advanced by Patrick that play was for relaxation; however, the modern interpretation of the play life of children is that of self-realization, because authorities no longer consider play a waste of time.

There are certain characteristics of play activity which may be found in any group of children. Play is pleasurable, involves freedom, and is strongly motivated. The types of play typical of childhood are: (1) free, spontaneous play; (2) make-believe play; (3) construction as a type of play; (4) collecting as a type of play; (5) games and sports as a type of play; and, (6) rhythmic activity as a type of play.

Children play differently, and variations in the activity may be attributed to one or more of these factors: (1) health; (2) motor development; (3) intelligence; (4) sex; (5) tradition; (6) season; (7) environment; (8) socio-economic status; (9) amount of leisure time;

(10) amount and type of equipment; and, (11) age of children. The following is a summary of the research findings pertaining to the factors related to play interests:

Intelligence	Gifted children played little with peers except under special conditions.	Hollingworth
Intelligence	Gifted children appreciated more complicated and competitive play than other children.	Hollingworth
Intelligence	Vocabulary of gifted children frequently included words unknown by average youngsters.	Hollingworth
Intelligence	Chances were remote that gifted children would make satisfactory play adjustments.	Carroll
Intelligence	Gifted children were prone to observe play of others or play alone.	Carroll
Sex	Boys were more active and adventurous than girls.	Volberding
Sex	Each sex preferred outdoor games to indoor games.	Foster
Sex	Boys were more interested in catching and throwing games than girls, while girls preferred jumping and hopping games.	Foster
Sex	It was difficult to classify play activities as characteristic of one sex.	Lehman and Witty
Sex	Boys participated in more active play, in play requiring muscular dexterity and skill, and more competitive games than girls.	Lehman and Witty
Sex	Girls were more conservative and displayed less variability in play than boys.	Lehman and Witty
Sex	The most marked sex differences were at eight and a half through ten and a half.	Lehman and Witty
Sex	Girls displayed more social interests in play than boys.	Seeds

Environment	There was a need for communities' enlarging children's out-of-school living.	Volberding
Environment	Rural children from eight to ten participated in fewer activities than town children.	Lehman and Witty
Type of equipment and age	Two- and three-year-olds spent equal time with all types of toys; children tended to be more selective as they aged.	Bott
Type of equipment and age	Pattern toys were appreciated to a greater extent as the children matured.	Bott
Type of equipment and age	Raw materials were most popular with three- and four-year-olds, but remained popular later.	Bott and Van Alstyne
Type of equipment and age	Locomotor toys were enjoyed by children of every age studied.	Bott
Type of equipment and age	Mechanical toys were least interesting to the pre-school group.	Bott
Sex and type of equipment	Boys tended to prefer wagons, small cars, and dump trucks, while girls enjoyed crayons, scissors, cubes, beads, and dolls to a greater extent.	Van Alstyne
Age	Play activity changed noticeably during the first six grades.	Foster
Age	Inactive play was of little interest during elementary school years.	Foster
Age	There were gradual changes in play activities as children matured.	Lehman and Witty
Age	Most play activities reached the peak of their popularity before the children were eleven.	Lehman and Witty
Age	Number of play activities in which children participated decreased as children aged.	Lehman and Witty
Age	Eleven-year-olds enjoyed strenuous play activity.	Seeds

Through play many needs of children are satisfied. The fundamental needs are: (1) biological; (2) social and emotional; and, (3) intellectual. The biological needs have to do with survival. The social and emotional needs are: (1) the need for belonging; (2) the need for achievement; (3) the need for economic security; (4) the need for freedom from fear; (5) the need for love and affection; (6) the need to be free from intense feeling of guilt; (7) the need for sharing and self-respect; and, (8) the need for understanding. The intellectual needs deal with satisfying curiosity, learning to solve problems, and mastering the communicative skills.

There is constant interaction among the various phases of an individual's personality whereby one area of development is helped or hindered by what is taking place in one or more other areas. Children are physical, emotional, social, and mental beings. Today emphasis is upon individuals maturing within the framework of their own growth patterns. Play is one of the most important means by which physical and motor, social and emotional, and intellectual and educational development is achieved.

The principal recreational agencies which create the environment for children's play are the home and the community. Children should have the space, the toys and equipment, and the companions necessary for wholesome play.

CHAPTER III

A STUDY OF THE PLAY ACTIVITIES OF TWO PARTICULAR GROUPS

This chapter deals with a study made of 387 third- and sixth-grade children who were attending school in Weatherford, Texas. Most of the children fell in two age categories; they were either eight or eleven years old. The topics under discussion in this section are: (1) the situation; (2) the technique used to determine number and types of activities; and, (3) the findings from an analysis of data.¹ The author was primarily concerned with the play activities of children as participants. In some activities as listening to the radio, viewing television, and attending movies, the children were not active; however, these were included only to show that sometimes youngsters choose them.

A. Situation

Weatherford, located twenty-nine miles west of Fort Worth, was founded in 1856, and is the county seat of Parker County. The average annual rainfall is 31.67 inches, and the

¹Additional material was gathered, but not included in this report, since it did not pertain directly to play activities.

climate is moderate. The coldest month, January, has an average temperature of 44 degrees; the warmest month, July, has an average of 83 degrees. A recent local newspaper² estimated the population of this town to be 11,305. There are four elementary schools for white children. The total white enrollment of the Weatherford Independent School System during the 1956-57 school term was 2,861; this included 1,554 children in the first six grades. Town and rural youngsters of families from all socio-economic levels attend these schools; some live directly across the street from their school while many rural children ride busses several miles a day in order to get a formal education.

B. Technique Used to Determine Number and
Types of Play Activities

Questionnaires were used to determine the number and types of activities in which the children participated voluntarily. These inquiries were given during the week of November 19-23, 1956, in each of the four elementary schools of Weatherford. Only the activities that were self-chosen were under consideration.

²News item from The Weatherford Democrat, August 15, 1957.

1. Constructing Questionnaire

Activities listed on the questionnaire came from two sources: (1) as material was read by the investigator, any play activity was noted which was suggested as suitable for children on the third- or sixth-grade level; and, (2) Dr. Hazel Floyd's graduate Curriculum class reported play activities of children they knew in these age groups. A questionnaire including 106 play and leisure-time activities was constructed. The various activities were grouped under the typical headings of: (1) sports; (2) outdoor activities; (3) table games; (4) creative activities; (5) activities that may be enjoyed alone; and, (6) dramatic activities. These categories were chosen in order that each activity might be placed under a suitable heading without any one section becoming too lengthy. An explanation of each category is given in the succeeding pages prior to the discussion of the related data.

The heading of the questionnaire included the additional information of each child's name, age, sex, whether his home was located in town or the country, and his grade level. (See Appendix A.) Directions were that as each child read the list of activities, he should draw a circle around the number in front of anything that he "liked" to do. Two circles were to be drawn around the number in

front of the activities which were "liked very much." Spaces were left blank for suggestions of well-liked activities which were not listed on the questionnaire. The children were to underline any activity in which they would like to engage, but had never had the opportunity.

2. Using Questionnaire

Early in the fall of 1956, Dr. Hazel Floyd, the investigator's major professor, wrote letters to each of the principals of Weatherford's elementary schools authorizing the study and thanking these persons in advance for their cooperation. Prior to the giving of the questionnaire, each principal and third- and sixth-grade teacher mentioned in the acknowledgment was contacted and arrangements were made for visits to the schools. During the week of November 19-23, the writer frequented the classrooms and personally assisted the pupils in answering the inquiries. Full explanations and directions were given before the children began work. Questions asked by the girls and boys were answered readily. The children were reminded often that this was not a test; words were spelled frequently. Absolutely no suggestions were made concerning any activity the youngsters should check or write on their papers. Eight groups of the third-grade children, and eight groups of the sixth-grade children were contacted. Three of each of these grades were located

in T. W. Stanley Elementary School; two groups of each were schooled in James Bowie Elementary School and in William Travis Elementary School, while David Crockett Elementary School had one group of each grade level.

C. Findings from an Analysis of Data

A total of 217 third-grade children and 170 sixth-grade children participated in answering the questionnaire. In the third grade there were 77 town girls; 21 rural girls; 98 total girls; 87 town boys; 32 rural boys; and, 119 total boys. The sixth grade consisted of 62 town girls; 16 rural girls; 78 total girls; 68 town boys; 24 rural boys; and, 92 total boys. The majority of the third-grade pupils were eight years of age; the majority of the sixth-grade pupils were eleven years of age. In analyzing the data the town and rural girls and the town and rural boys were considered separately on each grade level. The interests of boys and the interests of girls were considered, and the two grade levels were studied. In the succeeding pages the activities are listed in order of their popularity; the popularity of each activity is based on the percentage of children who indicated they either "liked" or "liked very much" that activity. Repetition of numbers in a list signifies that the activities numbered in that manner were checked by the same percentage of children. Also, in case of equal

percentages, if one activity was checked as "liked very much" by a larger percentage of pupils, this activity is placed leading the activities which were "liked" by a corresponding number of children. The decimal points are omitted in the percentages, and the numbers are given in terms of the nearest round figures. As a general rule, the ten highest ranking activities are listed.

1. Activities in Which Children Participated

The activities in which the children participated were grouped under the headings of: (1) sports; (2) outdoor activities; (3) table games; (4) creative activities; (5) activities which may have been enjoyed alone; and, (6) dramatic activities.

a) Sports Checked

Table I presents the data which concern sports. These activities include those usually thought of as sports plus some other strenuous activities. The ten activities in this category most frequently checked by the third-grade town girls were: (1) riding a bicycle; (2) swimming; (3) skating; (4) riding a horse; (5) doing acrobatics; (6) watching athletic sports; (7) watching ball games; (8) hiking; (9) playing miniature golf; and, (10) baseball. The third-grade rural girls liked eight of the same activities with a

TABLE I

PERCENTAGE OF 217 THIRD-GRADE CHILDREN AND
170 SIXTH-GRADE CHILDREN WHO CHECKED SPORTS

o denotes the activities liked.
oo denotes the activities liked very much.
-- denotes the activities in which the children
would like to participate, but have never
had the opportunity.

Percentages of the third-graders are listed above percentages of the
sixth-graders.

Activities	Town Girls		Rural Girls		Total Girls		Town Boys		Rural Boys		Total Boys		Total Children	
SPORTS	o	oo	--	o	oo	--	o	oo	--	o	oo	--	o	oo
1. Baseball	26	9	1	14	5	0	23	8	1	41	52	1	38	52
	44	39	0	13	56	0	37	42	0	40	49	0	38	51
2. Basketball	12	6	5	38	0	10	17	5	6	38	9	7	37	10
	42	11	8	31	13	0	40	12	6	38	10	3	41	10
3. Badminton	1	1	4	19	0	14	5	1	6	11	2	10	10	2
	16	3	8	0	6	13	13	4	9	12	3	7	11	3
4. Dodge ball	13	5	1	14	0	0	13	4	1	22	21	11	19	12
	29	6	2	31	6	0	29	6	1	34	7	1	35	7
5. Football	8	9	0	10	5	0	8	8	0	36	57	3	35	58
	15	8	5	38	6	0	19	8	4	18	69	0	23	62
6. Soccer	3	0	0	5	0	0	3	0	0	10	0	11	3	1
	2	0	11	0	6	6	1	1	10	15	7	7	12	8
7. Volley ball	25	5	4	33	19	10	27	8	5	21	10	8	22	9
	52	13	2	44	25	0	50	15	1	28	4	1	30	5
8. Swimming	34	53	8	33	43	14	34	51	9	32	49	8	34	45
	34	42	8	31	38	13	33	41	9	29	54	3	33	50
9. Watching athletic sports	45	9	0	48	5	5	46	8	1	39	28	3	37	26
	32	6	0	13	0	0	28	5	0	38	13	1	36	12
10. Skating	40	42	8	33	48	19	39	43	10	32	22	14	28	24
	31	47	10	38	31	13	32	44	10	31	18	6	30	16
11. Hiking	43	6	5	43	10	5	43	7	5	33	33	6	34	29
	39	11	13	31	0	13	37	9	13	31	40	4	33	38
12. Watching ball games	40	10	3	24	19	5	37	12	3	49	33	1	45	34
	19	18	0	25	6	0	28	17	0	46	15	4	42	18
13. Riding a bicycle	42	47	8	33	33	24	40	44	11	44	47	3	41	45
	45	39	3	38	50	6	44	41	4	49	31	0	49	33
14. Wrestling	8	5	0	19	0	0	10	4	0	38	26	5	36	33
	10	2	3	19	0	0	12	1	3	40	16	1	37	16
15. Shooting bows and arrows	13	9	1	19	24	0	14	12	1	41	41	6	40	42
	13	6	8	6	6	6	12	6	8	42	33	8	41	25
16. Playing miniature golf	22	21	9	24	10	0	22	18	7	25	25	11	21	26
	31	29	5	31	19	25	31	27	9	37	29	6	36	28
17. Riding a horse	19	62	10	48	48	24	20	52	13	28	56	9	28	52
	34	45	13	31	38	19	33	44	14	29	46	9	28	52
18. Making and playing with Soap box cars	9	3	5	14	10	5	10	4	5	25	29	14	24	18
	9	0	3	6	0	0	3	1	3	22	15	12	20	12
19. Tennis	17	6	13	0	10	19	13	7	14	28	24	6	22	16
	18	18	23	13	6	25	17	15	23	13	9	19	22	21
20. Doing acrobatics	35	22	14	19	29	19	32	23	15	36	15	8	32	13
	19	3	8	25	0	13	21	3	9	13	4	6	13	4

variation in percentages; they included volley ball and shooting bows and arrows instead of miniature golf and baseball. The group of third-grade girls, as a whole, favored the sports in this order; (1) swimming; (2) riding a bicycle; (3) skating; (4) riding a horse; (5) doing acrobatics; (6) watching athletic sports; (7) hiking; (8) watching ball games; (9) playing miniature golf; and, (10) volley ball. These girls displayed very little interest in badminton, dodge ball, football, soccer, wrestling, and making and playing with soap box cars.

The third-grade town boys preferred: (1) football; (1) baseball; (2) riding a bicycle; (3) riding a horse; (4) shooting bows and arrows; (4) watching ball games; (5) swimming; (6) hiking; (7) watching athletic sports; and, (8) wrestling. The third-grade rural boys selected identical activities in their list of top ten, although there were variations in percentages. The third-grade boys, as a group, ranked the sports in this manner: (1) football; (2) baseball; (3) riding a bicycle; (4) riding a horse; (5) shooting bows and arrows; (6) swimming; (6) watching ball games; (7) wrestling; (8) hiking; and, (8) watching athletic sports. These boys exhibited a great deal of interest in every sport except badminton and soccer; the boys cared more for sports than the girls.

The favorite sports of the third-grade children, as a

a bicycle; (5) riding a horse; (6) hiking; (7) playing miniature golf; (8) shooting bows and arrows; (9) watching ball games; and, (10) wrestling. The sixth-grade rural boys selected basketball instead of wrestling in their list of best-liked sports. The sixth-grade boys, as a unit, ranked the sports as: (1) baseball; (2) football; (3) swimming; (4) riding a bicycle; (5) riding a horse; (6) hiking; (7) shooting bows and arrows; (8) playing miniature golf; (9) watching ball games; and, (10) wrestling. These boys exhibited the least concern toward badminton and doing acrobatics. Although the sixth-grade girls displayed a high degree of interest in sports, the boys displayed even a greater interest.

The favorite sports of the total sixth-grade girls and boys were: (1) baseball; (2) riding a bicycle; (3) swimming; (4) riding a horse; (5) playing miniature golf; (6) skating; (6) hiking; (7) football; (8) watching ball games; and, (9) basketball. The range of percentage of sixth-grade children who marked these sports was from 38 per cent who "liked" and 47 per cent who "liked very much" to play baseball, to 41 per cent who "liked" and 11 per cent who "liked very much" to play basketball.

The sports were well-liked by both the third- and sixth-grade children.

b) Outdoor Activities Chosen

Table II presents the data which concern activities usually practiced outdoors. Some of these require large groups; others may be enjoyed by a small number of participants. Most of the activities demand a certain amount of organization. The most frequently indicated outdoor games by the third-grade town girls were: (1) Red Rover, Red Rover; (2) jumping the rope; (3) hopscotch; (4) hide and seek; (4) follow the leader; (5) jacks; (6) tag; (7) see-sawing; (8) sliding; and, (9) making a garden for fun. There was one variation in the choice of the third-grade rural girls; going in and out the windows was in their best-liked list and jacks was omitted. The third-grade girls, as a whole, designated: (1) jumping the rope; (2) Red Rover; (3) hopscotch; (4) hide and seek; (5) follow the leader; (6) see-sawing; (7) jacks; (8) tag; (9) making a garden for fun; and, (10) sliding. These girls manifested considerably less interest in prisoner's base and prisoner's ball than the other activities.

The outdoor activities which the third-grade town boys preferred were: (1) camping; (2) playing catch; (3) cops and robbers; (4) tag; (5) marbles; (6) tug of war; (7) hide and seek; (8) Red Rover, Red Rover; (9) sliding; and, (10) see-sawing. The third-grade rural boys chose the same

TABLE II

PERCENTAGE OF 217 THIRD-GRADE CHILDREN AND
170 SIXTH-GRADE CHILDREN WHO
CHOOSE OUTDOOR ACTIVITIES

o denotes the activities liked.
oo denotes the activities liked very much.
-- denotes the activities in which the children
would like to participate, but have never
had the opportunity.

Percentages of the third-graders are listed above percentages of the
sixth-graders.

Activities	Town Girls		Rural Girls		Total Girls		Town Boys		Rural Boys		Total Boys		Total Children	
OUTDOOR ACTIVITIES	o	oo	--	o	oo	--	o	oo	--	o	oo	--	o	oo
1. Prisoner's base	2	1	4	10	0	0	13	8	0	6	3	11	8	10
	2	0	11	0	0	10	7	1	4	0	8	17	1	12
2. Cops and robbers	14	12	0	24	29	0	54	31	3	53	31	54	31	37
	11	2	2	6	6	3	26	9	0	29	17	27	11	37
3. Hopscotch	53	29	1	57	29	5	15	1	5	6	3	13	2	3
	63	2	0	50	6	0	6	1	0	8	0	7	1	0
4. Hide and seek	55	26	3	48	33	0	48	24	0	34	31	45	26	1
	48	6	0	56	0	0	26	7	0	38	4	29	7	1
5. Jacks	48	30	4	43	24	10	15	2	2	28	9	18	4	3
	56	11	0	63	6	0	7	1	0	0	0	5	1	1
6. Marbles	23	13	1	33	5	5	49	28	2	53	16	50	24	4
	15	2	0	13	0	0	24	9	1	38	17	27	11	1
7. Tug of war	32	13	3	43	14	5	34	41	2	22	47	31	43	3
	24	5	5	25	0	0	24	13	1	46	17	37	14	2
8. Red Rover, Red Rover	53	43	0	33	52	0	38	32	1	31	34	36	33	1
	50	10	0	63	13	0	28	4	1	33	8	29	5	1
9. Going in and out the windows	36	17	4	52	19	0	22	16	7	19	13	21	15	8
	24	3	10	13	0	6	7	1	16	4	4	7	2	3
10. New York	26	14	6	52	0	10	28	9	8	16	16	24	11	7
	21	3	10	25	6	25	12	0	9	8	4	11	1	10
11. Tag	57	17	4	67	10	5	52	31	0	47	28	50	30	0
	60	6	0	44	6	0	46	3	0	54	8	48	4	0
12. Prisoner's ball	6	3	6	10	0	0	18	7	9	9	3	16	6	8
	6	0	6	0	0	13	4	3	3	4	4	4	3	4
13. Follow the leader	60	21	1	57	19	0	39	14	1	31	9	37	13	1
	45	0	0	31	0	0	26	0	0	29	4	27	1	0
14. Playing catch	45	10	0	43	14	0	53	33	2	47	25	51	31	3
	39	10	0	56	6	0	35	12	1	58	4	41	10	1
15. Jumping the rope	39	45	1	48	43	0	25	2	1	22	3	24	3	2
	44	6	0	44	13	0	9	3	0	17	0	11	2	0
16. See-sawing	42	31	0	52	43	0	47	9	0	44	13	46	10	0
	31	3	0	19	6	0	15	0	0	17	0	15	0	1
17. Sliding	42	23	4	62	9	0	51	11	0	44	16	49	13	0
	31	5	0	19	6	0	21	3	0	21	4	21	3	2
18. Camping	32	26	10	38	14	19	37	53	7	34	38	36	49	9
	35	13	11	25	19	13	41	38	9	42	33	41	37	9
19. Making a garden for fun	43	21	14	67	14	10	46	9	0	28	6	41	8	0
	35	8	0	25	13	0	16	3	0	21	0	17	2	2

activities with variations in percentages. The third-grade boys, as a group, ranked the outdoor games as: (1) camping; (1) cops and robbers; (2) playing catch; (3) tag; (4) tug of war; (4) marbles; (5) hide and seek; (6) Red Rover, Red Rover; (7) sliding; and, (8) see-sawing. These boys showed the least amount of interest in prisoner's base and hopscotch. The third-grade girls and boys had a comparable degree of interest in outdoor activities; the main difference was that the girls enjoyed hopscotch and jacks, while the boys had rather play cops and robbers or marbles.

The favorite outdoor activities of the total third-grade children were: (1) Red Rover, Red Rover; (2) tag; (3) hide and seek; (4) camping; (5) see-sawing; (6) sliding; (7) tug of war; (7) playing catch; (8) cops and robbers; and, (9) follow the leader. The range of percentage of children who marked these outdoor activities was from 42 per cent who "liked" and 38 per cent who "liked very much" to play Red Rover, Red Rover, to 47 per cent who "liked" and 11 per cent who "liked very much" to follow the leader.

Table II reveals that the most frequently checked outdoor activities by the sixth-grade town girls were: (1) jacks; (2) tag; (3) hopscotch; (4) Red Rover, Red Rover; (5) hide and seek; (6) jumping the rope; (7) playing catch; (8) camping; (9) follow the leader; and, (10) making a garden for fun. The sixth-grade rural girls selected the

identical outdoor activities although the percentages differed. The sixth-grade girls, as a whole, favored:

(1) jacks; (2) Red Rover, Red Rover; (2) hopscotch; (3) tag; (4) hide and seek; (5) jumping the rope; (6) playing catch; (7) camping; (8) making a garden for fun; and, (8) follow the leader. The sixth-grade girls showed very little interest in prisoner's base, cops and robbers, marbles, and prisoner's ball.

The outdoor activities which the sixth-grade town boys preferred were: (1) camping; (2) tag; (3) tug of war; (3) playing catch; (4) cops and robbers; (5) marbles; (5) hide and seek; (6) Red Rover, Red Rover; (7) follow the leader; and, (8) sliding. With a modification in percentages, the sixth-grade rural boys chose nine identical activities; prisoner's base was indicated rather than sliding. The sixth-grade boys, as a unit, ranked the outdoor activities in the following order: (1) camping; (2) tag; (3) tug of war; (3) playing catch; (4) cops and robbers; (4) marbles; (5) hide and seek; (6) Red Rover, Red Rover; (7) follow the leader; and, (8) sliding. The sixth-grade boys displayed least interest in hopscotch, jacks, going in and out the windows, New York, jumping the rope, see-sawing, and prisoner's ball. Therefore, there was discrimination in the interests of the girls and boys; the girls preferred hopscotch, jacks, and jumping the rope; whereas, the boys had more

appreciation for cops and robbers, marbles, and tug of war.

The favorite outdoor activities of the total sixth-grade children were: (1) camping; (2) tag; (3) playing catch; (4) Red Rover, Red Rover; (5) hide and seek; (6) tug of war; (7) follow the leader; (8) jacks; (9) hopscotch; and, (10) jumping the rope. The range of percentage of sixth-grade children who checked these outdoor games was from 38 per cent who "liked" and 26 per cent who "liked very much" to camp, to 26 per cent who "liked" and 5 per cent who "liked very much" to jump the rope.

The third-graders manifested a higher degree of concern in this section than the older group. In every instance there was a marked drop in the percentage of the total sixth-grade children when compared to the percentage of the total third-grade children who enjoyed participation in the outdoor activities.

c) Table Games Selected

Table III presents the data which concern table games. These are games played indoors and requiring a table or other flat surface for holding the equipment used. The most frequently chosen table games by the third-grade town girls were: (1) old maid; (2) checkers; (3) dominoes; (4) Chinese checkers; (5) monopoly; (6) fish; (7) Pollyanna; and, (8) canasta. Because of deviations in the percentages of

TABLE III

PERCENTAGE OF 217 THIRD-GRADE CHILDREN
AND 170 SIXTH-GRADE CHILDREN WHO
SELECTED TABLE GAMES

o denotes the activities liked.
oo denotes the activities liked very much.
-- denotes the activities in which the children
would like to participate, but have never
had the opportunity.
Percentages of the third-graders are listed above percentages of
the sixth-graders.

Activities	Town Girls			Rural Girls			Total Girls			Town Boys			Rural Boys			Total Boys			Total Children		
TABLE GAMES	o	oo	--	o	oo	--	o	oo	--	o	oo	--	o	oo	--	o	oo	--	o	oo	--
1. Canasta	13	9	26	19	0	5	14	7	21	18	13	16	6	9	16	15	12	16	15	10	18
	13	13	13	25	0	6	15	10	12	13	13	10	17	8	17	14	12	12	15	11	12
2. Old maid	47	42	1	52	33	5	48	40	2	39	29	1	50	22	0	42	27	1	45	33	1
	60	13	0	75	6	6	63	12	1	35	6	0	46	4	0	38	5	0	49	8	1
3. Fish	29	21	7	62	10	0	36	18	6	34	24	5	28	28	0	33	25	3	34	22	5
	42	10	0	38	13	6	44	10	1	35	7	1	38	17	4	36	10	2	39	10	2
4. Dominoes	38	22	3	52	19	5	41	21	3	44	32	6	47	31	3	45	32	5	43	27	4
	34	18	6	36	13	6	35	17	6	46	19	0	46	25	0	46	21	0	41	19	3
5. Checkers	47	29	9	29	43	0	43	32	7	45	45	2	50	31	3	46	41	3	45	37	5
	52	31	3	50	31	0	51	31	3	60	18	0	58	38	0	60	23	0	56	26	1
6. Chinese checkers	31	25	16	19	24	19	29	24	16	36	32	6	22	19	9	32	29	7	30	27	11
	50	24	3	56	25	6	51	24	4	53	6	0	50	25	0	52	11	0	52	17	2
7. Pollyanna	19	19	14	33	10	10	22	17	13	20	13	6	16	13	3	19	13	5	20	15	9
	37	18	6	19	13	6	33	17	6	29	9	4	29	4	13	29	8	7	31	12	6
8. Monopoly	29	26	10	10	29	5	24	27	9	33	40	5	25	22	6	31	35	5	28	31	7
	39	29	5	25	38	6	33	31	5	53	21	0	42	17	13	50	20	3	44	25	4

preferences of rural girls, the third-grade girls, as a whole, favored the table games in this manner: (1) old maid; (2) checkers; (3) dominoes; (4) fish; (5) Chinese checkers; (6) monopoly; (7) Pollyanna; and, (8) canasta.

The third-grade town boys preferred: (1) checkers; (2) dominoes; (3) monopoly; (4) Chinese checkers; (4) old maid; (5) fish; (6) Pollyanna; and, (7) monopoly. Since the rural boys selected the games in a different sequence, the third-grade boys, as a group, placed the table games as: (1) checkers; (2) dominoes; (3) old maid; (4) monopoly; (5) Chinese checkers; (6) fish; (7) Pollyanna; and, (8) canasta. The boys, as well as the girls, appreciated table games.

The entire third grade ranked the table games in this order: (1) checkers; (2) old maid; (3) dominoes; (4) monopoly; (5) Chinese checkers; (6) fish; (7) Pollyanna; and, (8) canasta. The range of percentage of third-graders who marked table games was from 45 per cent who "liked" and 37 per cent who "liked very much" to play checkers, to 15 per cent who "liked" and 10 per cent who "liked very much" to play canasta.

As may be seen in Table III, the sixth-grade town girls designated the table games in this order: (1) checkers; (2) Chinese checkers; (3) old maid; (4) monopoly; (5) Pollyanna; (6) dominoes; (6) fish; and, (7) canasta.

There was some disagreement in the taste of the rural girls; consequently, the sixth-grade girls, as a unit, ranked the table games as: (1) checkers; (2) Chinese checkers; (2) old maid; (3) monopoly; (4) fish; (5) dominoes; (6) Pollyanna; and, (7) canasta.

The sixth-grade town boys chose: (1) checkers; (2) monopoly; (3) dominoes; (4) Chinese checkers; (5) fish; (6) old maid; (7) Pollyanna; and, (8) canasta. The dissimilarity of percentages of rural boys, who checked the games, caused the table games to be placed by the total sixth-grade boys as: (1) checkers; (2) monopoly; (3) dominoes; (4) Chinese checkers; (5) fish; (6) old maid; (7) Pollyanna; and, (8) canasta. The data gave evidence that both sexes enjoyed participation in table games.

The total sixth-grade children placed the table games in this sequence: (1) checkers; (2) monopoly; (2) Chinese checkers; (3) dominoes; (4) old maid; (5) fish; (6) Pollyanna; and, (7) canasta. The range of percentage of sixth-graders who marked these table games was from 56 per cent who "liked" and 26 per cent who "liked very much" to play checkers, to 15 per cent who "liked" and 11 per cent who "liked very much" to play canasta.

The third-graders and the sixth-graders exhibited a comparatively high degree of interest in table games. Pollyanna and canasta were checked by the smallest percentage of

children; however, table games were popular with all groups.

d) Creative Activities Marked

Table IV introduces the data which concern creative activities. These are activities which demand creativity on the part of the children, and aid individuals in expressing their ideas. The creative activities most often designated by the third-grade town girls were: (1) drawing or painting; (2) cooking for fun; (3) telling and listening to stories; (4) clay modeling; (5) playing records; (6) sewing; (7) writing letters; (7) art exhibits; (8) singing for fun; and, (9) making up and putting on plays. The third-grade rural girls selected nine of these activities with a variation in percentages; however, they preferred writing stories or poems rather than clay modeling. The third-grade girls, as a whole, favored: (1) cooking for fun; (2) drawing or painting; (3) telling and listening to stories; (4) playing records; (4) singing for fun; (5) sewing; (6) writing letters; (7) clay modeling; (8) art exhibits; and, (9) making up and putting on plays. The third-grade girls manifested little concern in building model airplanes, building or repairing things with tools, making or using wireless or electrical apparatus, and essay contests.

The third-grade town boys indicated the creative activities in this order: (1) building huts and tree houses;

TABLE IV

PERCENTAGE OF 217 THIRD-GRADE CHILDREN
AND 170 SIXTH-GRADE CHILDREN WHO
MARKED CREATIVE ACTIVITIES

o denotes the activities liked.
oo denotes the activities liked very much.
--- denotes the activities in which the children would like to participate, but have never had the opportunity.
Percentages of the third-graders are listed above percentages of the sixth-graders.

Activities	Town Girls		Rural Girls		Total Girls		Town Boys		Rural Boys		Total Boys		Total Children	
CREATIVE ACTIVITIES	o	oo	---	o	oo	---	o	oo	---	o	oo	---	o	oo
1. Making up and putting on plays	48	27	9	48	24	10	43	18	1	28	3	9	39	14
	34	18	3	31	13	13	24	4	1	21	4	4	25	10
2. Sewing	43	36	4	48	29	10	8	1	1	6	0	0	8	1
	58	19	0	50	13	0	4	1	0	4	0	4	4	1
3. Cooking for fun	44	42	2	52	38	5	20	7	5	28	6	0	22	7
	48	35	2	50	19	6	21	9	0	17	4	4	20	8
4. Building huts and tree houses	20	12	17	14	14	24	39	45	9	38	34	16	39	42
	15	10	6	25	6	6	56	26	3	63	21	0	58	25
5. Collecting things	39	20	14	48	10	5	41	38	9	41	22	6	41	34
	35	16	3	44	0	13	38	16	1	67	8	4	46	14
6. Fortune telling	29	14	8	29	19	24	17	11	9	13	9	8	16	11
	13	5	5	6	0	13	13	0	3	4	0	8	11	0
7. Writing stories or poems	39	14	6	38	29	10	24	11	3	16	6	6	22	10
	21	3	2	25	6	6	10	1	1	29	0	0	15	1
8. Building model airplanes	5	3	4	5	5	0	33	48	7	34	41	9	34	46
	3	2	3	0	0	6	28	29	4	54	17	8	35	26
9. Building or repairing things with tools	6	8	0	5	5	5	43	34	6	44	31	3	43	34
	6	5	2	6	0	6	41	15	3	63	4	0	47	12
10. Drawing or painting	45	42	1	33	38	10	46	31	1	50	9	3	47	25
	32	39	0	25	31	0	24	13	0	38	13	4	27	13
11. Making or using wireless or electrical apparatus	10	4	1	14	5	5	31	18	11	28	16	3	30	18
	2	0	3	0	0	0	18	18	6	38	13	8	23	16
12. Telling and listening to stories	51	31	1	62	24	10	46	10	1	38	9	3	27	10
	29	15	3	63	0	0	21	1	0	25	8	0	22	3
13. Writing letters	43	35	6	43	29	5	38	22	0	38	13	0	38	19
	27	11	2	44	0	0	13	0	0	25	8	0	16	2
14. Essay contests	4	5	8	5	0	10	8	3	8	6	6	6	8	4
	11	3	8	13	0	6	3	3	1	13	0	13	5	2
15. Art exhibits	47	31	4	43	19	5	43	28	6	38	22	0	41	26
	31	10	5	13	13	6	9	6	3	25	8	0	13	7
16. Clay modeling	47	34	4	48	10	19	46	32	6	38	25	6	44	22
	29	13	3	31	0	6	29	4	3	29	13	13	29	7
17. Playing a musical instrument	27	34	30	29	19	33	33	29	22	28	19	25	32	26
	27	26	15	25	13	19	31	7	9	17	17	17	27	10
18. Playing records	32	48	16	38	38	24	44	23	5	28	16	13	39	21
	45	47	2	63	13	0	37	7	1	54	4	4	41	7
19. Singing for fun	48	29	4	71	19	0	34	9	2	31	3	0	34	8
	42	23	0	50	6	0	24	4	0	38	8	4	27	5
20. Secret club	25	17	23	29	10	38	32	33	6	22	28	13	40	32
	21	15	6	19	13	6	28	12	4	29	17	21	27	13

(2) building model airplanes; (3) collecting things; (4) clay modeling; (5) building or repairing things with tools; (5) drawing or painting; (6) art exhibits; (7) playing records; (8) secret club; and, (9) playing a musical instrument. The third-grade rural boys selected telling and listening to stories and writing letters instead of playing records and secret club membership. The third-grade boys, as a group, ranked the creative activities as: (1) building huts and tree houses; (2) building model airplanes; (3) building or repairing things with tools; (4) collecting things; (5) secret club; (5) drawing or painting; (6) art exhibits; (7) clay modeling; (8) playing records; and, (9) playing a musical instrument. The third-grade boys had very little interest in sewing and essay contests. The prominent influence of tradition in play is demonstrated by the boys who enjoyed building huts and tree houses, building model airplanes, and building or repairing things with tools, to a greater extent than the girls, and the girls who preferred sewing, cooking, telling and listening to stories, and writing stories or poems.

The total third-grade children placed the creative activities as: (1) drawing or painting; (2) clay modeling; (3) art exhibits; (4) playing records; (5) collecting things; (5) telling and listening to stories; (6) writing letters; (7) making up and putting on plays; (8) building huts and

tree houses; and, (8) singing for fun. The range of percentage of third-grade children who marked these activities was from 45 per cent who "liked" and 32 per cent who "liked very much" to draw or paint, to 42 per cent who "liked" and 16 per cent who "liked very much" to sing.

Table IV (page 75) also discloses that the creative activities most frequently chosen by the sixth-grade town girls were: (1) playing records; (2) cooking for fun; (3) sewing; (4) drawing or painting; (5) singing for fun; (6) playing a musical instrument; (7) making up and putting on plays; (8) collecting things; (9) telling and listening to stories; and, (10) clay modeling. The sixth-grade rural girls favored the same list of activities with one exception; they interchanged writing letters for clay modeling. The sixth-grade girls, as a unit, preferred: (1) playing records; (2) cooking for fun; (3) sewing; (4) drawing or painting; (5) singing for fun; (6) playing a musical instrument; (7) making up and putting on plays; (7) collecting things; (8) telling and listening to stories; and, (9) writing letters. The sixth-grade girls displayed little interest in fortune telling, building model airplanes, building or repairing things with tools, making or using wireless or electrical apparatus, and essay contests.

The creative activities preferred by the sixth-grade town boys were: (1) building huts and tree houses;

(2) building model airplanes; (3) building or repairing things with tools; (4) collecting things; (5) playing records; (6) secret club; (7) playing a musical instrument; (8) drawing or painting; (9) making or using wireless or electrical apparatus; and, (10) clay modeling. The sixth-grade rural boys selected nine identical activities; they ranked singing for fun in their ten best-liked creative activities, and omitted playing a musical instrument. The sixth-grade boys, as a whole, placed the creative activities in this manner: (1) building huts and tree houses; (2) building model airplanes; (3) collecting things; (4) building or repairing things with tools; (5) playing records; (6) drawing or painting; (6) secret club; (7) making or using wireless or electrical apparatus; (8) playing a musical instrument; and, (9) clay modeling. These boys cared little for sewing, fortune telling, writing stories or poems, writing letters, and essay contests. There was a more marked contrast between the interests of the sexes in the sixth-graders than in the third-graders. The boys had rather build huts and tree houses, build model airplanes, build or repair things with tools, and make or use wireless or electrical apparatus. The girls appreciated more passive activities as making up and putting on plays, sewing, cooking, telling and listening to stories, and writing letters.

The total sixth-grade children ranked the creative activities as: (1) playing records; (2) building huts and tree houses; (3) collecting things; (4) drawing or painting; (5) cooking for fun; (6) singing for fun; (7) playing a musical instrument; (8) secret club; (8) making up and putting on plays; (9) sewing; and, (9) clay modeling. The range of percentage of sixth-grade children who checked these activities was from 45 per cent who "liked" and 32 per cent who "liked very much" to play records, to 29 per cent who "liked" and 8 per cent who "liked very much" to model clay.

The sixth-grade children did not show the zeal for as many of these creative activities that the third-grade children displayed. The data indicated the older children were focusing their attention upon fewer activities.

e) Favorite Activities That May Be Enjoyed Alone

Table V submits the data which deal with activities enjoyed alone. These include some quiet activities as well as strenuous ones children might enjoy unaccompanied. The most frequently chosen activities, which the children may have enjoyed alone, by the third-grade town girls were: (1) watching television; (2) swinging; (3) playing with pets; (4) going to the movies; (5) reading funny books; (6) picking flowers; (7) reading books; (8) working puzzles; (9) climbing; and, (9) listening to the radio. The third-

TABLE V

PERCENTAGE OF 217 THIRD-GRADE CHILDREN AND
170 SIXTH-GRADE CHILDREN WHO DESIGNATED
ACTIVITIES THAT MAY BE ENJOYED ALONE

Percentages of the third-graders are listed above percentages of
the sixth-graders.

Activities	Town Girls		Rural Girls		Total Girls		Town Boys		Rural Boys		Total Boys		Total Children	
ACTIVITIES THAT MAY BE ENJOYED ALONE	0	oo	--	0	oo	--	0	oo	--	0	oo	--	0	oo
1. Reading a magazine	34 40	12 10	3 0	57 44	10 0	0 0	39 41	11 8	2 0	41 21	6 0	3 0	37 25	7 1
2. Reading books	40 39	38 27	1 0	62 56	24 13	0 0	45 42	35 24	1 0	44 29	19 21	0 0	40 27	16 15
3. Reading funny books	39 53	44 24	1 0	57 69	29 19	0 0	43 56	41 23	1 0	63 33	31 29	3 0	55 40	35 26
4. Reading a newspaper	25 34	16 9	1 2	24 19	10 6	0 0	24 28	14 8	1 1	22 29	6 0	6 0	32 28	9 4
5. Playing with pets	47 50	45 21	3 0	67 56	29 19	0 0	51 51	42 21	2 0	50 54	50 29	0 0	50 52	45 18
6. Picking flowers	48 42	32 8	6 0	67 31	29 6	5 0	52 40	32 8	6 0	16 13	3 0	3 0	26 8	4 0
7. Working puzzles	52 44	25 6	3 0	67 38	29 13	5 0	55 42	26 8	3 0	50 50	9 0	3 4	48 46	22 0
8. Listening to the radio	36 29	25 23	3 0	67 25	14 13	0 0	43 28	22 21	2 0	47 38	6 4	0 0	38 32	12 5
9. Watching television	30 40	65 55	0 0	52 31	38 63	5 0	35 38	59 56	1 0	34 63	59 29	3 0	39 50	54 39
10. Going to the movies	36 40	52 44	4 0	52 31	48 31	0 0	40 38	51 41	3 0	44 38	47 38	0 4	46 41	40 36
11. Bouncing a ball	41 27	16 5	1 0	67 25	19 6	0 0	49 27	16 5	1 0	50 30	13 4	6 0	45 21	14 3
12. Spinning a top	22 10	5 0	3 2	19 6	0 0	5 0	21 9	4 0	3 1	44 50	25 4	13 4	50 28	18 4
13. Whistling	26 23	16 5	6 0	24 25	10 6	5 0	26 23	14 5	6 0	56 46	22 21	0 0	55 30	24 15
14. Climbing	31 29	30 13	1 0	33 19	38 13	0 0	32 27	32 13	1 0	38 58	50 21	0 4	49 52	43 22
15. Running	38 19	19 8	3 0	29 13	24 13	5 0	36 18	20 9	3 0	56 38	34 13	0 0	55 32	30 11
16. Swinging	55 45	38 13	0 0	71 38	29 13	0 0	59 44	36 13	0 0	41 33	13 8	6 0	49 24	14 7
17. Playing with a yo-yo	44 24	16 5	5 2	57 6	10 19	5 0	47 21	14 8	5 1	63 38	13 8	6 4	61 28	15 7
18. Jumping on pogo stick	22 29	19 10	27 18	43 6	0 38	0 0	27 24	15 8	28 22	16 21	19 21	28 21	33 16	22 7
19. Walking on stilts	26 27	14 15	25 16	33 19	0 25	38 0	28 26	11 17	28 13	22 29	13 13	25 8	33 25	16 14
20. Flying a kite	35 21	23 10	6 6	38 19	14 6	6 0	36 21	21 9	7 0	22 50	53 21	13 4	41 50	6 16

o denotes the activities liked.

oo denotes the activities liked very much.

-- denotes the activities in which the children would like to participate, but have never had the opportunity.

grade rural girls did not include climbing in their best-liked list; however, they did include bouncing a ball. The third-grade girls, as a whole, favored: (1) swinging; (2) watching television; (3) playing with pets; (4) going to the movies; (5) reading funny books; (5) picking flowers; (6) working puzzles; (7) reading books; (8) listening to the radio; and, (8) bouncing a ball. The third-grade girls had considerable interest in each activity listed in this section of the questionnaire.

The third-grade town boys preferred the following activities which children may have enjoyed alone: (1) watching television; (1) climbing; (2) playing with pets; (3) reading funny books; (4) flying a kite; (5) going to the movies; (6) running; (7) whistling; (8) playing with a yo-yo; and, (9) working puzzles. The third-grade rural boys designated nine identical activities; they added spinning a top, and omitted working puzzles. The third-grade boys, as a group, ranked the activities as: (1) playing with pets; (2) watching television; (3) climbing; (4) reading funny books; (5) going to the movies; (6) flying a kite; (6) running; (7) whistling; (8) playing with a yo-yo; and, (9) working puzzles. The third-grade boys, also, showed a high degree of interest in this category. Only five corresponding activities were listed on the girls' and boys' list of favorite ten activities. The girls enjoyed reading

books, picking flowers, listening to the radio, bouncing a ball, and swinging; the boys marked whistling, climbing, running, playing with a yo-yo, and flying a kite in contrast.

The total third-grade children placed the following activities, which the children may have enjoyed alone, as favorites; (1) watching television; (1) playing with pets; (2) going to the movies; (3) reading funny books; (4) climbing; (5) swinging; (6) working puzzles; (7) flying a kite; (7) running; and, (7) playing with a yo-yo. The range of percentage of third-grade children who checked these activities was from 37 per cent who "liked" and 56 per cent who "liked very much" to watch television, to 54 per cent who "liked" and 19 per cent who "liked very much" to play with a yo-yo.

Table V (page 80) shows that the most often indicated activities, which the children may have enjoyed alone, by the sixth-grade town girls were: (1) watching television; (2) going to the movies; (3) reading funny books; (4) playing with pets; (5) reading books; (6) swinging; (7) listening to the radio; (8) reading a magazine; (8) picking flowers; and, (8) working puzzles. The sixth-grade rural girls included walking on stilts in their ten highest ranking activities instead of picking flowers. The sixth-grade girls, as a unit, favored: (1) watching television; (2) going to the movies; (2) reading funny books; (3) playing with pets;

(4) reading books; (5) swinging; (6) working puzzles; (7) listening to the radio; (7) reading a magazine; and, (8) picking flowers. These girls manifested a great deal of interest in each activity listed in this portion of the questionnaire with the exception of spinning a top.

The sixth-grade town boys marked the following activities which may have been enjoyed alone: (1) watching television; (2) going to the movies; (3) climbing; (4) reading funny books; (5) playing with pets; (6) flying a kite; (7) running; (8) working puzzles; (9) walking on stilts; and, (9) reading books. The sixth-grade rural boys selected spinning a top and whistling in their ten highest ranking activities, and omitted walking on stilts. The sixth-grade boys, as a whole, ranked the activities as: (1) watching television; (2) going to the movies; (3) climbing; (4) playing with pets; (5) reading funny books; (5) flying a kite; (6) running; (7) working puzzles; (8) whistling; and, (9) reading books. These boys displayed little interest in picking flowers, while the girls were not interested in spinning a top.

The total sixth-grade children placed the following as their favorite activities which they may have enjoyed alone: (1) watching television; (2) going to the movies; (3) reading funny books; (4) playing with pets; (5) climbing; (6) reading books; (7) flying a kite; (8) working

puzzles; (9) listening to the radio; and, (9) swinging. The range of percentage of sixth-grade children who checked these activities was from 45 per cent who "liked" and 47 per cent who "liked very much" to watch television, to 33 per cent who "liked" and 9 per cent who "liked very much" to swing.

The third-grade children registered the higher degree of interest in these activities. Although the sixth-graders showed a great deal of interest, there was a distinct drop in the percentage of the older boys and girls in comparison to the younger group. The only three activities which had as little as a six per cent drop in percentage were reading a newspaper, watching television, and walking on stilts.

f) Dramatic Activities Preferred

Table VI deals with the data which concern dramatic activities. Most of these require initiative and imagination. The dramatic activities most often chosen by the third-grade town girls were: (1) playing dolls; (1) dressing up; (2) playing house; (3) twirling a baton; (4) playing school; (5) playing doctor and nurse; (6) playing store; (7) riding in a car; (8) tap dancing; (9) using code; and, (9) leading a band. The third-grade rural girls designated similar activities with the omission of leading a band. The third-grade girls, as a whole, favored: (1) dressing up; (2) playing dolls; (3) playing house; (4) playing school;

TABLE VI

PERCENTAGE OF 217 THIRD-GRADE CHILDREN
AND 170 SIXTH-GRADE CHILDREN WHO
INDICATED DRAMATIC ACTIVITIES

o denotes the activities liked.
oo denotes the activities liked very much.
-- denotes the activities in which the children
would like to participate, but have never
had the opportunity.
Percentages of the third-graders are listed above percentages of
the sixth-graders.

Activities	Town Girls		Rural Girls		Total Girls		Town Boys		Rural Boys		Total Boys		Total Children	
DRAMATIC ACTIVITIES	o	oo	--	o	oo	--	o	oo	--	o	oo	--	o	oo
1. Dressing up	47	36	8	71	19	5	33	3	0	28	0	3	32	7
	32	10	2	31	6	0	10	3	0	8	0	0	10	2
2. Tap dancing	28	17	22	29	24	24	16	8	3	6	6	3	13	8
	8	3	18	13	0	6	6	0	4	4	0	8	5	0
3. Loafing or talking	19	14	1	38	5	0	38	10	2	34	9	0	37	10
	35	21	2	25	13	0	29	19	0	38	17	4	32	18
4. Using code	16	22	8	19	22	10	44	24	5	34	16	9	41	22
	24	3	3	6	6	6	21	16	4	4	25	4	16	18
5. Playing cars	13	10	0	38	0	0	46	16	0	38	16	6	44	16
	8	2	2	13	0	0	22	1	0	25	8	0	23	3
6. Playing dolls	35	48	3	38	43	0	8	1	1	3	3	0	7	2
	34	5	0	25	6	0	1	0	0	4	0	4	2	0
7. Playing doctor and nurse	36	40	5	48	19	14	41	13	0	19	3	6	25	10
	23	3	0	6	6	0	7	0	0	4	0	8	7	0
8. Playing with ships	19	6	0	19	0	0	51	26	2	47	28	6	50	27
	2	3	2	6	0	0	34	9	1	50	4	8	38	8
9. Leading a band	21	17	21	29	5	19	24	9	7	13	3	6	21	8
	13	5	15	6	0	0	6	0	1	17	0	13	9	0
10. Playing firemen	8	8	3	19	5	10	44	13	3	41	16	6	43	13
	3	0	0	0	0	0	7	0	0	8	0	8	8	0
11. Playing pirates	14	12	0	14	14	10	51	24	2	31	22	6	45	24
	5	0	2	6	0	0	13	0	0	17	0	8	14	0
12. Playing cowboys	16	19	1	19	19	0	41	31	1	56	25	0	45	29
	13	6	2	19	0	0	29	1	0	42	13	0	33	4
13. Playing house	42	38	3	57	29	0	11	3	2	9	0	0	11	3
	29	10	0	13	6	0	1	0	0	8	4	4	3	1
14. Playing school	51	26	6	57	29	0	31	9	1	16	6	0	27	8
	37	10	0	31	6	0	6	0	0	8	0	4	7	0
15. Playing war	19	10	1	19	10	5	52	38	3	31	59	0	46	44
	8	3	2	6	0	0	49	18	0	58	13	4	51	16
16. Playing space men	9	6	3	10	5	5	51	17	1	44	19	0	49	16
	5	2	2	6	0	0	19	1	0	17	4	8	18	2
17. Playing store	42	25	6	48	19	10	31	9	1	13	3	9	26	8
	19	3	2	6	0	0	7	0	0	17	0	4	10	0
18. Twirling a baton	30	48	10	48	24	29	18	1	3	9	0	6	16	1
	27	32	9	38	6	0	1	0	1	0	0	8	1	0
19. Riding in a car	40	23	5	52	29	0	55	14	0	53	16	0	55	14
	32	15	0	38	0	0	32	6	0	33	8	0	33	7

(5) twirling a baton; (6) playing doctor and nurse; (7) riding in a car; (8) playing store; (9) tap dancing; and, (10) using code. Playing firemen and playing space men were checked by the least percentage of third-grade girls.

The third-grade town boys indicated these dramatic activities; (1) playing war; (2) playing with ships; (3) playing pirates; (4) playing cowboys; (5) riding in a car; (6) using code; (6) playing space men; (7) playing cars; (8) playing firemen; and, (9) playing doctor and nurse. The third-grade rural boys preferred loafing or talking rather than playing doctor and nurse. The third-grade boys, as a group, ranked the activities as: (1) playing war; (2) playing with ships; (3) playing cowboys; (4) playing pirates; (4) riding in a car; (5) playing space men; (6) using code; (7) playing cars; (8) playing firemen; and, (9) loafing or talking. Playing dolls, playing house, and twirling a baton were the lowest ranking activities with these boys. They preferred games concerned with adventure as found in play related to ships, firemen, pirates, cowboys, war, space men, and using code; the girls preferred domestic activities as dressing up, tap dancing, playing dolls, playing doctor and nurse, playing house, playing school, playing store, and twirling a baton.

The total third-grade children placed the following as their favorite dramatic activities: (1) riding in a car;

(2) playing war; (3) dressing up; (4) playing cowboys; (5) playing school; (6) using code; (6) playing doctor and nurse; (6) playing with ships; (7) playing pirates; and, (7) playing store. The range of percentage of third-grade children who marked these activities was from 49 per cent who "liked" and 19 per cent who "liked very much" to ride in a car, to 34 per cent who "liked" and 15 per cent who "liked very much" to play store.

As shown in Table VI (page 85), the most frequently checked dramatic activities by the sixth-grade town girls were: (1) twirling a baton; (2) loafing or talking; (3) riding in a car; (3) playing school; (4) dressing up; (5) playing house; (5) playing dolls; (6) using code; (7) playing doctor and nurse; and, (8) playing store. The sixth-grade rural girls displayed significant interest in only six of the activities: (1) twirling a baton; (2) loafing or talking; (2) riding in a car; (3) dressing up; (3) playing school; and, (4) playing dolls. The sixth-grade girls, as a unit, chose: (1) twirling a baton; (2) loafing or talking; (3) riding in a car; (3) playing school; (4) dressing up; (5) playing dolls; (6) playing house; (7) using code; (8) playing doctor and nurse; and, (9) playing store. These girls exhibited very little interest in tap dancing, playing cars, playing with ships, leading a band, playing firemen, playing pirates, playing cowboys,

playing war, and playing space men.

The sixth-grade town boys showed noteworthy interest in only eight dramatic activities: (1) playing war; (2) loafing or talking; (3) playing with ships; (4) riding in a car; (5) using code; (6) playing cowboys; (7) playing cars; and, (8) playing space men. The sixth-grade rural boys selected the same activities with a modification in percentages. The sixth-grade boys, as a whole, ranked the dramatic activities as: (1) playing war; (2) loafing or talking; (3) playing with ships; (4) riding in a car; (5) playing cowboys; (6) using code; (7) playing cars; and, (8) playing space men. These boys were not interested in tap dancing, playing dolls, playing doctor and nurse, leading a band, playing firemen, playing pirates, playing house, playing school, playing store, or twirling a baton. Again, the boys chose more adventurous play, and the girls chose more domestic activities.

The total sixth-grade children placed the dramatic activities in this manner: (1) loafing or talking; (2) riding in a car; (3) playing war; (4) using code; (5) playing cowboys; (6) playing with ships; (7) twirling a baton; (8) dressing up; (9) playing school; and, (10) playing house. The range of percentage of sixth-grade children who checked these activities was from 32 per cent who "liked" and 19 per cent who "liked very much" to loaf or

talk, to 14 per cent who "liked" and 5 per cent who "liked very much" to play house.

Again, the sixth-grade did not manifest the interest in the activities that the third-grade manifested. Loafing or talking was the only activity the older group checked by a greater percentage. In all other instances there was a marked drop.

The third-grade children marked an average of 53 per cent of the total activities listed on the questionnaire, while the sixth-grade children marked an average of only 38 per cent.

2. Activities Most Popular with the Children

Table VII summarizes the fifteen highest ranking activities with the third-grade children. Of the complete list on the questionnaire the total third-grade girls favored: (1) swinging; (2) watching television; (2) Red Rover, Red Rover; (3) playing with pets; (4) going to the movies; (5) old maid; (6) cooking for fun; (7) jumping the rope; (8) swimming; (8) dressing up; (9) riding a bicycle; (9) drawing or painting; (9) reading funny books; (9) picking flowers; (10) playing dolls; (10) telling and listening to stories; and, (10) hopscotch. The range of percentage of third-grade girls who checked these activities was from 95 per cent who selected swinging to 83 per cent who marked

TABLE VII
 ACTIVITIES MOST POPULAR WITH THE
 217 THIRD-GRADE CHILDREN

GIRLS (98)		BOYS (119)	
Activities	Percentage	Activities	Percentage
Swinging	95	Playing with pets	95
Watching television	94	Football	93
Red Rover, Red Rover	94	Watching television	93
Playing with pets	93	Climbing	92
Going to the movies	91	Baseball	90
Old maid	88	Playing war	90
Cooking for fun	87	Reading funny books	90
Jumping the rope	86	Checkers	87
Swimming	85	Riding a bicycle	86
Dressing up	85	Going to the movies	86
Riding a bicycle	84	Riding a horse	85
Drawing or painting	84	Camping	85
Reading funny books	84	Flying a kite	85
Picking flowers	84	Cops and robbers	85
Playing dolls	83	Running	85
Telling and listening to stories	83		
Hopscotch	83		

hopscotch.

The most frequently chosen activities of the complete list by all the third-grade boys were: (1) playing with pets; (2) football; (2) watching television; (3) climbing; (4) baseball; (4) playing war; (4) reading funny books; (5) checkers; (6) riding a bicycle; (6) going to the movies; (7) riding a horse; (7) camping; (7) flying a kite; (7) cops and robbers; and, (7) running. The range of percentage of third-grade boys who designated these activities was from 95 per cent who appreciated playing with pets, to 85 per cent who enjoyed running.

The third-grade girls preferred more passive activities than the third-grade boys. The girls included eleven, while the boys included only five passive activities in these highest ranking participations.

Table VIII presents the fifteen top ranking activities enjoyed by the sixth-grade children. The sixth-grade girls, as a whole, preferred: (1) watching television; (2) playing records; (3) riding a bicycle; (4) checkers; (5) cooking for fun; (6) baseball; (6) going to the movies; (6) reading funny books; (7) riding a horse; (8) skating; (9) Chinese checkers; (9) old maid; (10) swimming; (10) sewing; and, (11) playing with pets. The range of percentage of sixth-grade girls who checked these activities was from 94 per cent who designated watching television, to 72 per

TABLE VIII
 ACTIVITIES MOST POPULAR WITH THE
 170 SIXTH-GRADE CHILDREN

GIRLS (78)		BOYS (92)	
Activities	Percentage	Activities	Percentage
Watching television	94	Baseball	89
Playing records	89	Watching television	89
Riding a bicycle	85	Football	85
Checkers	82	Swimming	83
Cooking for fun	81	Building huts and tree houses	83
Baseball	79	Checkers	83
Going to the movies	79	Riding a bicycle	82
Reading funny books	79	Camping	78
Riding a horse	77	Riding a horse	77
Skating	76	Going to the movies	77
Chinese checkers	75	Climbing	74
Old maid	75	Hiking	71
Swimming	74	Monopoly	70
Sewing	74	Playing with pets	70
Playing with pets	72	Dominoes	67
		Playing war	67

cent who indicated playing with pets.

The most frequently checked activities of the entire questionnaire by all the sixth-grade boys were: (1) baseball; (1) watching television; (2) football; (3) swimming; (3) building huts and tree houses; (3) checkers; (4) riding a bicycle; (5) camping; (6) riding a horse; (6) going to the movies; (7) climbing; (8) hiking; (9) monopoly; (9) playing with pets; (10) dominoes; and, (10) playing war. The range of percentage of sixth-grade boys who selected these activities was from 89 per cent who chose baseball, to 67 per cent who marked playing war.

The sixth-grade girls also preferred a greater number of passive activities than boys of the same age level. These girls included ten, while the boys included six passive activities in the listed top ranking activities.

3. Activities in Which Children Would Like to Participate

Table IX reveals the most popular activities in which the third- and sixth-grade children would like to participate, but have never had the opportunity. Repetition of numbers denotes identical percentages. The third-grade girls checked most frequently: (1) playing a musical instrument; (2) jumping on a pogo stick; (2) walking on stilts; (3) secret club; (4) tap dancing; (5) canasta; (6) leading a band; and, (7) building huts and tree houses.

TABLE IX

PERCENTAGE OF 217 THIRD-GRADE CHILDREN AND
170 SIXTH-GRADE CHILDREN WHO WOULD LIKE
TO PARTICIPATE IN THE ACTIVITIES

Activities	Town Girls	Rural Girls	Total Girls	Town Boys	Rural Boys	Total Boys	Total Children
Jumping on a pogo stick	27 18	29 38	28 22	16 13	28 21	19 15	23 18
Playing a musical instrument	30 15	33 19	31 15	22 9	25 17	23 11	26 13
Tennis	13 23	19 25	14 23	6 19	16 29	8 22	11 23
Walking on stilts	25 16	38 0	28 13	13 10	25 8	16 10	21 11
Canasta	26 13	5 6	21 12	16 10	16 17	16 12	18 12
Making and playing with soap box cars	5 3	5 0	5 3	14 12	9 25	13 15	14 9
Secret club	23 6	38 6	27 6	6 4	13 21	8 9	15 8
Riding a horse	10 13	24 19	13 14	9 9	6 4	8 8	11 11
Tap dancing	22 16	24 6	22 14	3 4	3 8	3 5	12 9
Doing acrobatics	14 8	19 13	15 9	8 6	19 13	11 8	13 8
Skating	8 10	19 13	10 10	14 6	16 13	14 8	12 9
Camping	10 11	19 13	12 12	7 9	16 8	9 9	11 10
Leading a band	21 15	19 0	20 12	7 1	6 13	7 4	13 8
Playing miniature golf	9 5	0 25	7 9	11 6	13 8	12 7	10 8
New York	6 10	10 25	7 13	8 9	3 13	7 10	7 11
Building huts and tree houses	17 6	24 6	18 6	9 3	16 0	11 2	14 4

Percentages of the third-graders are listed above percentages of the sixth-graders.

The third-grade boys would like to participate in these activities: (1) playing a musical instrument; (2) jumping on a pogo stick; (3) walking on stilts; (3) canasta; (4) skating; (5) making and playing with soap box cars; (6) playing miniature golf; (7) doing acrobatics; and, (7) building huts and tree houses.

The third-grade children, as a whole, wished they could engage in the following: (1) playing a musical instrument; (2) jumping on a pogo stick; (3) walking on stilts; (4) canasta; (5) secret club; (6) making and playing with soap box cars; (6) building huts and tree houses; (7) doing acrobatics; and, (7) leading a band. The range of percentage of third-grade children who chose these activities was from 26 per cent to 13 per cent.

The activities in which the sixth-grade girls preferred to participate, if they had the chance, were: (1) tennis; (2) jumping on a pogo stick; (3) playing a musical instrument; (4) riding a horse; (4) tap dancing; (5) walking on stilts; (5) New York; (6) canasta; (6) camping; (6) leading a band; and, (7) skating.

The sixth-grade boys marked: (1) tennis; (2) jumping on a pogo stick; (2) making and playing with soap box cars; (3) canasta; (4) playing a musical instrument; (5) walking on stilts; (5) New York; (6) secret club; (6) camping; (7) riding a horse; (7) doing acrobatics; and, (7) skating.

The activities in which the sixth-grade, as a unit, would like to engage, if they had an opportunity, were: (1) tennis; (2) jumping on a pogo stick; (3) playing a musical instrument; (4) canasta; (5) walking on stilts; (5) riding a horse; (5) New York; (6) camping; (7) making and playing with soap box cars; (7) tap dancing; and, (7) skating. The range of percentage of sixth-grade children who selected these activities was from 23 per cent to 9 per cent.

Fewer sixth-grade children checked these activities than third-grade children. Also, fewer boys than girls on each grade level displayed interest in this section of the questionnaire.

4. Activities Suggested by Children

Table X shows the small number of activities other than those listed on the questionnaire which were suggested by the children. The third-grade girls indicated: (1) fishing; (1) rodeos; (2) chase; (3) table tennis; (4) rummy; and, (4) hunting.

The third-grade boys suggested the following activities: (1) fishing; (2) hunting; (3) table tennis; (3) chase; (4) rodeos; and, (5) rummy.

The third-grade, as a whole, wrote in: (1) fishing; (2) hunting; (2) table tennis; (2) rodeos; (2) chase; and,

TABLE X
 PERCENTAGE OF 217 THIRD-GRADE CHILDREN
 AND 170 SIXTH-GRADE CHILDREN
 WHO SUGGESTED ACTIVITIES

Activities	Town Girls	Rural Girls	Total Girls	Town Boys	Rural Boys	Total Boys	Total Children
Fishing	9 0	5 6	8 1	15 3	25 0	18 2	13 2
Making aluminum trays	0 19	0 19	0 19	0 3	0 0	0 2	0 10
Hunting	3 0	5 0	3 0	6 6	19 21	9 10	6 5
Table tennis	6 6	0 0	5 5	7 4	3 0	6 3	6 4
Textile painting	0 17	0 19	0 18	0 0	0 0	0 0	0 8
Rodeos	10 0	0 0	8 0	6 0	3 0	5 0	6 0
Chase	8 2	0 0	6 1	7 0	3 0	6 0	6 1
Races	0 3	0 6	0 4	0 7	0 13	0 9	0 6
Rummy	4 0	0 0	3 0	3 1	3 0	3 1	3 1

Percentages of the third-graders are listed above percentages of the sixth-graders.

(3) rummy. The range of percentage of third-grade children who wrote in these activities was from 13 per cent to 3 per cent.

The sixth-grade girls suggested: (1) making aluminum trays; (2) textile painting; (3) table tennis; (4) races; (5) fishing; and, (5) chase.

The sixth-grade boys wrote in: (1) hunting; (2) races; (3) table tennis; (4) fishing; (4) making aluminum trays; and, (5) rummy.

The sixth-grade children, as a unit, suggested the activities in this sequence: (1) making aluminum trays; (2) textile painting; (3) races; (4) hunting; (5) table tennis; (6) fishing; (7) chase; and, (7) rummy. The range of percentage of children who wrote in these activities was from 10 per cent to 1 per cent. At the time the investigator gathered data, two of the sixth grades had just finished some textile painting, and at the time they filled out the questionnaires these groups were engaged in making aluminum trays as art projects.

D. Summary and Interpretation of Chapter

The following facts are inferred from the findings of this study:

1. The girls chose more passive and domestic play activities than the boys, and the boys chose more active

and adventurous activities than the girls.

2. The difference in the play activities of the girls and boys increased as the children matured.

3. Tradition had a strong influence upon the play activities of the third- and sixth-grade children. Many games taught from one generation to another were popular. Also, the girls preferred playing with dolls, sewing, cooking, and many other activities usually attributed to girls; the boys preferred playing with tools, playing army, and many other activities usually attributed to boys. This is probably due, in part, to toys given to the youngsters early in life. Each sex receives certain toys and is expected to appreciate them since these toys are thought of in terms of being for that particular sex.

4. These modern girls engaged in a number of activities as basketball, riding a horse, and tug of war, as a matter of course; in the past, these activities were attributed only to the boys.

5. There was no great distinction between the play interests of the town and rural children. The latter are brought into town by bus each week day and spend most of their waking hours mingling with peers. With few exceptions, rural children live in modern houses, and today's modes of transportation have made the isolation of rural homes a thing of the past in this part of Texas.

6. The season of the year has little to do with play activity in Weatherford. Most games and play are popular the year round. There are many days each month that are suitable for outdoor play. Swimming is mainly a summer sport; however, there is little to be classified as customary winter activity. Playing in the snow and sledding is unusual since snow and thick ice are so rare that such an occasion is a real treat to the children. Also, games and toys may be readily bought in a number of stores during any season, and many are quite inexpensive.

7. The number of play activities in which the children participated gradually decreased as the children aged.

8. There was no evidence of an abrupt change in play activity; the change was gradual.

9. The sixth-grade children expressed desire to participate in fewer activities which they had never had the opportunity to enjoy than the third-grade children. This indicated the sixth-graders had opportunity for a greater variety of activities. The boys apparently had more opportunities than the girls.

10. Foster found that a group of elementary school children cared little for inactive play. This group of Weatherford youngsters manifested a high degree of interest in inactive play.

11. Included in the lists of their five favorite

activities of the eight-year-old girls and boys and of the eleven-year-old girls and boys, who were studied by Lehman and Witty, were: (1) looking at the Sunday funny paper; (2) reading books; (3) jumping the rope; (4) drawing; (5) cutting paper things with scissors; (6) just playing catch; (7) whistling; (8) reading the newspaper; (9) reading short stories; (10) chewing gum (this was not included in author's questionnaire); and, (11) playing football.

When considering the five highest ranking activities of the third-grade girls and boys and the sixth-grade girls and boys in this study, the following activities are listed:

(1) parties; (2) watching television; (3) Red Rover, Red Rover; (4) playing with pets; (5) swinging; (6) playing football; (7) climbing; (8) playing baseball; (9) playing records; (10) riding a bicycle; (11) checkers; (12) cooking for fun; (13) swimming; and, (14) building huts and tree houses. Football is in each list; however, the children of today evidently have greater advantages and enjoy a larger variety of activities than the children of yesteryear.

CHAPTER IV

SUMMARY AND CONCLUSIONS

This chapter terminates the report and includes:

(1) a brief summary of the literature dealing with play of children; and, (2) statements of conclusions, implications, and recommendations drawn from a study of the play interests of particular groups.

Throughout the report an endeavor has been made to answer these questions: Why do children play? How has attitude toward play changed? How does play contribute to total growth? In what types of play activities do children engage today? Have play activities changed? Are sex, tradition, season, location of home, and age important factors which contribute to variations in play activities?

The purposes of this study were twofold. First, an effort was made to establish, through literature of authorities, the theories and value of play; characteristics of play; factors which influence play; some fundamental needs of children; growth characteristics of children; play as an aid to complete growth; and, recreational agencies. The second purpose was to make a study of the play interests of two particular groups in order to determine whether sex, tradition, season, where the children lived, and age were important contributing factors to the play activities of

Weatherford children. The methods used to obtain data for the study were library research, and questionnaires given to 217 third-grade and 170 sixth-grade children who were attending school in Weatherford, Texas.

A. Summary of Literature Read

In an effort to account for children's play philosophers have advanced: (1) the surplus energy theory; (2) the preparation for adulthood theory; (3) the recapitulation theory; (4) the instinct theory; (5) the relaxation theory; and, (6) the self-projection theory. Each theory has differed considerably, but has contributed something worthwhile. The former attitude that play was useless was due to religious convictions brought from the old world. Authorities of today realize that children must be allowed to express themselves through play in order to achieve proper development.

Play possesses the elements of pleasure, freedom, and strong motivation. Types of play in which children engage are: (1) free, spontaneous play; (2) make-believe play; (3) construction as a type of play; (4) collecting as a type of play; (5) games and sports as a type of play; and, (6) rhythmic activity as a type of play. Variations in play may be due to one or more of these factors: (1) health; (2) motor development; (3) intelligence; (4) sex;

(5) tradition; (6) season; (7) environment; (8) socio-economic status; (9) amount of leisure time; (10) amount and type of equipment; and, (11) age.

There were few available studies concerning play activities of children. Those discussed in this report were made by: Hollingworth and Carroll, who were colleagues in studying gifted children; Volberding, who studied eleven-year-olds of differing socio-economic classes; Bott, who studied nursery school children; Van Alstyne, who observed the reaction of groups of pre-school children to various kinds of toys; Foster, Lehman and Witty, Dimock, and Seeds, who made studies of play activities of children of varying ages.

The fundamental needs of children are: (1) biological; (2) social and emotional; and, (3) intellectual. Many of these needs may be met through play.

Also, play activity aids youngsters in making physical and motor, social and emotional, and intellectual and educational development. There is constant interaction among the various phases of one's personality whereby an area of development is helped or hindered by what is taking place in one or more other areas. At the same time children are physical, social, emotional, and mental beings. Today emphasis is upon the individuals maturing within the framework of their own growth pattern. Play helps children grow

strong and healthy bodies, and maintain continual physical development. Usually play requires playmates, and play activity in its many forms is a potent influence in socializing children, helping them learn to get along with others, and stabilizing the emotions. In play, the children's minds are inevitably developing, and keeping pace with the physical and motor, and social and emotional development. The learning that comes through play with peers is as extensive as the entire field of a child's education.

B. Conclusions from Study Made

The following conclusions were indicated by the findings of this study:

1. The girls preferred more passive and domestic play activities than the boys; and, the boys preferred more active and adventurous play than the girls.
2. The difference in the play activities of the girls and boys increased with the maturity of the children.
3. Tradition was an important factor which influenced the play activities of the children.
4. These modern girls engaged in various activities which were once only attributed to boys.

5. The play interests of the town and rural children were similar; the rural children no longer have the problem of having no companions because of the location of their homes.

6. The season of the year is of little significance in determining play activities of Weatherford children. The climate is moderate, and toys and equipment are available throughout the year.

7. The number of play activities in which the children engaged gradually decreased as the children matured.

8. The change in play activity was gradual.

9. The sixth-graders expressed desire to participate in fewer activities which they had never had the opportunity to enjoy than did the third-graders. Evidently, the older children had chances for a greater variety of activities. The boys apparently enjoyed more advantages than the girls.

10. Contrary to the finding of Foster's study, this group of youngsters exhibited a high degree of interest in inactive play activity.

11. A comparison of the most popular activities of the group investigated by Lehman and Witty, and the group

investigated in this study indicated that these children have greater advantages and participate in a larger variety of play activities than children of the past.

C. Implications

The data in this report should aid the teacher in a number of ways. Some suggestions are:

1. The report should help the teacher realize the importance of play as an aid to complete growth.
2. Numerous play activities in which children enjoy participating have been established.
3. The teacher should realize that she can learn much about a child by observing him at play and by being interested in his play activities.
4. The teacher should appreciate the fact that many lessons can be taught through play activity and in the spirit of play.

D. Recommendations

The succeeding recommendations are in order:

1. Since there are few studies of this type, there is a need for many other investigations which concern the play

activities of children.

2. Teachers and other authorities should emphasize the significance of play in the lives of children whenever an occasion arises.

3. The home and the community should see that children have opportunities for numerous varied experiences. Because play activities are creative, dramatic, imitative, imaginative, and inventive, children need equipment and toys for all types of indoor and outdoor play.

4. Adequate playgrounds, clubs, and youth organizations need to be provided for children so that each young individual will feel wanted and worthwhile.

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you

APPENDIX

Hiking
Footwear

1.

2.

3.

and

Name _____ Age _____ Boy or girl _____

Do you live in town or in the country? _____ Grade _____

As you read through the following list of activities draw a circle around the number in front of anything you like to do just because you like to do it. Draw two circles around the number in front of the things that you like very much. In the spaces left blank write in others if you wish.

I. Activities (Things you do)

A. Sports

- | | |
|-----------------------------|---|
| 1. Baseball | 12. Watching ball games |
| 2. Basketball | 13. Riding a bicycle |
| 3. Badminton | 14. Wrestling |
| 4. Dodge ball | 15. Shooting bows and arrows |
| 5. Football | 16. Playing miniature golf |
| 6. Soccer | 17. Riding a horse |
| 7. Volley ball | 18. Making and playing with soap box cars |
| 8. Swimming | 19. Tennis |
| 9. Watching athletic sports | 20. Doing acrobatics |
| 10. Skating | 21. |
| 11. Hiking | |

B. Outdoor Activities

- | | |
|---------------------|---------------------------------|
| 1. Prisoner's base | 7. Tug of war |
| 2. Cops and robbers | 8. Red Rover, Red Rover |
| 3. Hop Scotch | 9. Going in and out the windows |
| 4. Hide and seek | 10. New York |
| 5. Jacks | 11. Tag |
| 6. Marbles | 12. Prisoner's ball |

- | | |
|--------------------------|-----------------------------|
| 13. Following the leader | 17. Sliding |
| 14. Playing catch | 18. Camping |
| 15. Jumping the rope | 19. Making a garden for fun |
| 16. See-sawing | 20. |

C. Table Games

- | | |
|-------------|---------------------|
| 1. Canasta | 6. Chinese checkers |
| 2. Old maid | 7. Pollyanna |
| 3. Fish | 8. Monopoly |
| 4. Dominoes | 9. |
| 5. Checkers | 10. |

D. Creative Activities (Ways to express your ideas)

- | | |
|--|---|
| 1. Making up and putting
on plays | 12. Telling and listening
to stories |
| 2. Sewing | 13. Writing letters |
| 3. Cooking for fun | 14. Essay contests |
| 4. Building huts and
tree houses | 15. Art exhibits |
| 5. Collecting things | 16. Clay modeling |
| 6. Fortune telling | 17. Playing a musical
instrument |
| 7. Writing stories or
poems | 18. Playing records |
| 8. Building model airplanes | 19. Singing for fun |
| 9. Building or repairing
things with tools | 20. Secret club |
| 10. Drawing or painting | 21. |
| 11. Making or using wire-
less or electrical
apparatus | 22. |

E. Activities That May Be Enjoyed Alone

- | | |
|---------------------------|---------------------------|
| 1. Reading a magazine | 12. Spinning a top |
| 2. Reading books | 13. Whistling |
| 3. Reading funny books | 14. Climbing |
| 4. Reading a newspaper | 15. Running |
| 5. Playing with pets | 16. Swinging |
| 6. Picking flowers | 17. Playing with a yo-yo |
| 7. Working puzzles | 18. Jumping on pogo stick |
| 8. Listening to the radio | 19. Walking on stilts |
| 9. Watching television | 20. Flying a kite |
| 10. Going to the movies | 21. |
| 11. Bouncing a ball | 22. |

F. Dramatic Activities

- | | |
|-----------------------------|-----------------------|
| 1. Dressing up | 11. Playing pirates |
| 2. Tap dancing | 12. Playing cowboys |
| 3. Loafing or talking | 13. Playing house |
| 4. Using code | 14. Playing school |
| 5. Playing cars | 15. Playing war |
| 6. Playing dolls | 16. Playing space men |
| 7. Playing doctor and nurse | 17. Playing store |
| 8. Playing with ships | 18. Twirling a baton |
| 9. Leading a band | 19. Riding in a car |
| 10. Playing firemen | 20. |

II. If there are any of the activities which you would like to do but never have had a chance, go back and underline these.

Vita was removed during scanning