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## Leisure Time Activities of Intermediate Grade Children at Mat[t]hew Whaley School.

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LEISURE TIME ACTIVITIES OF INTERMEDIATE GRADE  
CHILDREN AT MATHEW WHALEY SCHOOL

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A Project

Presented to  
the Faculty of the Department of Education  
College of William and Mary

---

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

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by  
Berta Lynnette Schneider  
August 1950

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## TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITIONS OF TERMS USED . . .	1
The Problem . . . . .	1
Statement of the problem . . . . .	1
Importance of the study . . . . .	2
Definitions of terms used . . . . .	3
Progressive education . . . . .	3
Traditional education . . . . .	4
II. REVIEW OF THE LITERATURE . . . . .	5
Children's interests . . . . .	6
Importance of play . . . . .	7
Pertinent research . . . . .	10
Children's radio interests . . . . .	13
Children's reading interests . . . . .	15
Youth organizations . . . . .	17
Role of educational agencies . . . . .	19
III. METHODS AND MATERIALS . . . . .	22
Procedures . . . . .	22
Sources of data . . . . .	22
IV. ANALYSIS AND DISCUSSION . . . . .	30
Significant school activities . . . . .	30
Children's reports . . . . .	32
Parent's reports . . . . .	36

CHAPTER	PAGE
V. SUMMARY . . . . .	45
Recommendations . . . . .	46
Problems for study . . . . .	47
BIBLIOGRAPHY . . . . .	50
APPENDIX . . . . .	52

## LIST OF TABLES

TABLE	PAGE
I. Average Participation of 53 Children at Mathew Whaley School in School Activities Significant for Out of School Selection . . .	31
II. Distribution of Freely Chosen Leisure Time Activities as Reported by 45 Children in the Intermediate Grades at Mathew Whaley School . . . . .	33
III. Distribution of Freely Chosen Leisure Time Activities as Reported by the Parents of 47 Children in the Intermediate Grades at Mathew Whaley School . . . . .	37
IV. Extent of Voluntary Participation by 53 Children at Mathew Whaley School in Organized Leisure Time Activities Provided in Williamsburg . . . . .	42

## LIST OF FIGURES

FIGURES	PAGE
1. Distribution of types of Radio Programs and Reading Material Freely Selected by 47 Children in the Intermediate Grades at Mathew Whaley School . . . . .	40
2. Frequency of Mention of Freely Chosen Activities of 47 Children at Mathew Whaley School Reported as the Opinion of Parents . . . . .	44

## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

During a routine observation made early in the session 1949-50 the writer became impressed by the modern progressive education philosophy in action at the Mathew Whaley School, Williamsburg, Virginia. The opportunities for self expression, the freedom of action of the pupils, and the large variety of activities in which the pupils were engaged under the guidance of their teachers, were a distinct revelation to the writer whose experience had been confined to teaching in elementary grades in a traditional school of a large eastern city. Mental comparison of these two programs was spontaneous, and subsequent reflection caused the writer some concern as to the effects of this kind of school experience on the total life pattern of the pupils. Thus evolved the problem with which this study is concerned.

#### I. THE PROBLEM

Statement of the problem. It is the purpose of this study to discover to what extent, if any, the school experiences provided for the children at Mathew Whaley School affect the free selection by these children of leisure time activities. Among the questions to be considered in connec-



tion with this problem are, what are the significant school experiences during the intermediate grades which would seem to influence the choice of leisure time activities? What are the popular out of school leisure activities of these children? What, if any, relationships between school activities and leisure time activities appear to exist?

Importance of the study. The way children tend to live their lives when adult controls of behavior are removed or minimized may be considered, in part at least, to be a direct reflection of the kind of formal education that these children are receiving in their schools. If the choice of activities at such times falls into the socially accepted pattern of their community, it would seem probable that their school experiences as determined by the curriculum are satisfactorily meeting their needs. One major purpose of education in this country is growth by children toward competent citizenship, one aspect of which is wise use of leisure time. Educators are all seeking better ways to determine the extent to which school programs are moving toward this goal. It seems conceivable that one way is to study the ways children behave in out-of-school situations. The findings obtained through such a study might well have value in aiding in the evaluation of school programs, particularly that of the Mathew Whaley School

since no such study has previously been made in this connection of this school. Therefore, this study seeks to determine whether or not there exists a direct relationship between the school experiences of intermediate grade children at the Mathew Whaley School and the leisure time activities that these children most frequently select.

Scope and limitations. For purposes of this study only children without physical handicaps from the fourth, fifth, and sixth grades of the Mathew Whaley School were chosen. Selection also was limited to children of city residence who had been in continuous attendance at this school through their current grade.

## II. DEFINITIONS OF TERMS USED

The essential objectives of progressive education<sup>1</sup> are: the development of pupil freedom, initiative and independence of thinking and an "Activity" curriculum based on children's experiences, not on subject-matter organized to be learned. The teachers and children plan the curriculum together on the basis of problems arising within their

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<sup>1</sup>Stella V. P. Henderson, Introduction to Philosophy of Education (Chicago: University of Chicago Press, 1947) p. 381.

experience. The selection of school experiences is based upon the concept of the basic needs of children. Subject matter is to be used in order to understand experience and thereby enable the individual to direct and redirect it better. Individual interests are used as the basis of motivation, schools are to be child-centered, learning must be purposeful to solve problems which seem important to the pupil. The aim for education is growth to produce further growth.

The traditionalist<sup>2</sup> advocates strict, authoritative discipline and an organized, planned curriculum, with emphasis upon the liberal arts. Logical use of symbols is important, while most "activity" should be mental and much memorization is needed. The traditionalist assumes that if the teaching is good, students will be interested in much of their work, particularly after they learn the joy that comes from exercising reason, but young people must learn to exert effort whether they are particularly interested or not, otherwise their mental powers do not develop. The purpose of education is to make man intelligent and good and so prepare him for eternal destiny.

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<sup>2</sup>Ibid., p.354.

## CHAPTER II

### REVIEW OF THE LITERATURE

With the length of the working day growing ever shorter, and the formerly time-consuming and tiresome tasks of the day being eliminated or vastly simplified by modern "know how," the American public is finding itself with an increasing amount of leisure time on its hands. More and more important is the problem of spending this new found leisure time wisely and constructively. It is a problem, toward the solution of which the people of today and the citizens of tomorrow must be educated. This educational task should be a part of the school's obligation to its children.

Campion<sup>1</sup> states that given a reasonable opportunity to participate in worthwhile activity, youth ceases to be a problem and becomes an asset. Consider the allotment of youth's time measured by the year: 41.7% for sleep, 8.3% for meals and home duties, 13.0% for school, 1.0% for religious instruction and 36.0% "left over" as leisure time. This "left over" time is significant for this study.

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<sup>1</sup>Howard A. Campion, "Youth's Leisure Time," Nation's Schools, 35:23, May, 1945.

According to Jersild<sup>2</sup>, children's interests are influenced by both instruction and learning. The opportunity and incentive the child has for learning to acquire an interest for this or that thing helps determine the particular interest a child will have. A child's interests may be determined by the equipment and facilities available and the enterprises open to him. Also important are the incentives that are provided, including the example of children and adults. Interests are to a large degree culturally determined.

Jersild<sup>3</sup> comments that the environment in which children's interests are learned is controlled by adults to a large extent. This adult-controlled environment should, therefore, try to encourage desirable activities and interests that are valuable in childhood and that also can be carried over into adult years.

It was further noted by Jersild<sup>4</sup> that many children lose spontaneity in their interests as time passes. There is a shift toward greater self-consciousness and conven-

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<sup>2</sup>Arthur T. Jersild, Child Psychology, (New York; Prentice-Hall, Inc., 1949) p.477.

<sup>3</sup>Ibid., p. 484.

<sup>4</sup>Ibid., pp. 512-13.

-tionality brought about in part no doubt by the formal requirements at school. A part of the shift also comes from within the child himself, for as he gains in ability and becomes more able to look upon his performance critically, he begins to recognize the discrepancy between his conception and his execution. The child's potential abilities and interests often bog down under the weight of stereotyped requirements.

As stated by Jersild<sup>5</sup>, as children get older, they tend to mention fewer different activities, and they tend to engage in more solitary games. The make-believe sort of play such as cowboys and Indians, cops and robbers, house, and play with dolls, diminishes sharply with increasing age. Children tend to become spectators rather than participants in many activities as they advance toward the adolescent years.

Blackstone<sup>6</sup> informs us that children's play is a sort of mirror of the changing scene. Play is one of the first activities to reflect altering attitudes, new discoveries and fresh interests. Simple games are no longer holding

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<sup>5</sup>Ibid., pp. 482-84.

<sup>6</sup>Josephine Blackstone, "Play and the Players," Recreation 40:202, July, 1946.

the interests of children. The trend is toward highly organized games, dances and dramatics. The present crowd-consciousness displayed by children reflects a change in their attitude toward play. The serious aspect of this is the children's anxiety to lose themselves in a large crowd rather than to endeavor to find themselves in creative activity which can be carried on at home or with only a few others. The trend seems to be toward getting away from childhood, its aims, activities and boundaries. Our children are becoming pseudo-adults. Blackstone further states that even though today's children display more poise and self-confidence than the children of the previous generation, they have forsaken good manners, respect for elders, the development of their imaginations and the enjoyment of their own homes.

According to Barclay<sup>7</sup>, play represents the child's way of learning; <sup>he adds that</sup> in play youngsters experiment with life. Adele B. Mossler, Director of the Play Schools Association says,

For "good play", the kind that provides complete absorption and intense interest, the kind that offers fun and excitement, or a chance to work off uncomfortable feelings, a youngster needs basic life experiences to build on, materials to work with, and space and freedom to do what he wants.<sup>8</sup>

<sup>7</sup>Dorothy Barclay, "Playing is Learning," New York Times Magazine, 59, March 19, 1950.

<sup>8</sup>Ibid., p. 59.

Play is actually necessary for a child if he is to grow in ability to get along with other people and himself.<sup>9</sup>

An article in Childhood Education<sup>10</sup> states that dramatic play is an expression of childhood which is universal. It is an expression on the child's part of something he has experienced first hand or vicariously. The essential difference between play as it is referred to in the usual sense, and dramatic play is that in the latter the child identifies himself with other persons or things. The nature of dramatic play changes as children mature. Children from 8 to 12 years of age construct properties for play such as clothing, houses, and utensils, which leads into understanding of the way in which people supply themselves with the fundamental needs of life. Many rich and varied materials and techniques are needed during this period.

According to Garrison<sup>11</sup>, all children are possessed by a strong creative urge. Children like to hammer and saw,

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<sup>9</sup>"Playtime is Growing Time," National Parent Teachers Magazine, 43:14, November 1948.

<sup>10</sup>"Dramatic Play as a Means to Social Living," Childhood Education 19:218-22, October, 1943.

<sup>11</sup>Charlotte G. Garrison, "Children Like to Make Things," Parent's Magazine, 18:22-23, October, 1943.



draw and paint, cut and sew, Every new sort of material a child can lay his hands on offers interesting possibilities for experimentation. For the development of this valuable curiosity in a positive direction, we must give the child the right place to work and the materials to work with, whether at home or at school.

Jersild<sup>12</sup>, in speaking of studies involving children states that children are likely to give a variety of answers concerning their interests, depending upon the way in which the question is phrased. Information concerning children's interests should, therefore, be interpreted in the light of the setting in which the information was obtained. It is often difficult to tell just what a child means when he reports a given item of leisure time interest without detailed description or supplementary observation. Two children may say they like hiking, one may be absorbed in hiking for its own sake while the other may like hiking because it enables him to be in the company of his friends.

Volberding<sup>13</sup>, in her study of the out-of-school

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<sup>12</sup>Jersild, op. cit., pp. 479-82.

<sup>13</sup>Eleanor Volberding, "Out of School Behavior of Eleven Year-olds," Elementary School Journal, 48:432-34, April, 1948.

behavior of eleven-year-old children, reports that the contacts established by children with their peers are an exceedingly important part of their experiences. Many of these child contacts are made outside the school and the home. It is in their out-of-school activities that the child is most free from adult's controls and direction. Children value play with their peers above all other forms of recreation. The study indicated that no other type of recreation consumed so much of a child's out-of-school time. An 18-month study was made of 60 children in a small rural community with the purpose of learning about the types of normal, daily, out-of-school activities of these children. The findings showed that the types of activities reported as carried on by eleven-year-old children were quiet play or organized games and play involving two competitive groups. Typical recreation of non-competitive groups were "playing house", or "dressing up", playing with paper dolls and bicycle riding. Next to play with other children in popularity, was attending motion picture theaters. Other studies of children's movie-going suggest that the majority of school age children attend movies about once a week. Types of pictures preferred were westerns, comedies, animal, war, and aviation pictures. Activities next in preference were radio listening and roller skating. Children reported

they did not listen to the radio as much as they had in the previous year; parents reported a similar trend. On the radio they preferred mystery and adventure, comedy and western programs. The children were increasingly attracted to activities which drew them from home.

Jersild<sup>14</sup>, reports on a study by James Foster, "Play Activities in the First Six Grades". In this study the favorite games listed by the children, ages 9 to 11, were, tag, hide and seek, baseball, jumping rope, checkers, dominoes, basketball, jacks, house, school, football, volleyball, and cards. The data were obtained by asking children to name their favorite activities; they were given no check list to serve as a reminder. If the children had been supplied with a long check list, the number of activities would probably have been considerably larger.

Macdonald<sup>15</sup>, in a study of the leisure time activities of fifth, sixth, and seventh grade children stated that "music lessons" are generally regarded as part of the middle class pattern of getting ahead. It is not a group activity and it seems to be indicated that the child feels

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<sup>14</sup>Jersild, op. cit., pp. 842-83.

<sup>15</sup>Margherita Macdonald, "Leisure Activities and the Socioeconomic Status of Children," American Journal of Sociology, 54:505-519, May, 1949.

that he is "improving himself" or his family is pushing him to do so. The most frequently mentioned leisure time activities revealed in this study, based on economic groups were radio 67-84%, movies 57-84%, and reading 25-44%.

Patrick<sup>16</sup> reports on a study by James and Moore in which it was found that before 16 years of age a greater part of leisure time is devoted to individual activities such as reading, radio listening and to like-sex activities.

Jersild<sup>17</sup>, makes several comments concerning the radio listening habits of children. The average child of school age spends many hours a week in listening to radio programs. Because there has been a decline in recent years in the number of "blood and thunder" children's programs, a recent survey shows a large proportion of adult programs among children's favorites. Certain adult comedians who supply a broad type of humor appeal strongly to children, perhaps partly because many adults select such programs and their children thus get the taste for them. Both boys and girls show a high preference for radio programs

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<sup>16</sup>Catharine Patrick, "Relation of Childhood and Adult Leisure Activities," Journal of Social Psychology, 21:65-78, February, 1935.

<sup>17</sup>Jersild, op. cit., pp. 496-504.

involving crime and violence. When children in large numbers prefer programs that adults deplore, there may be an argument for both viewpoints. Adults are inclined to judge such programs from their own adult viewpoint. Programs that may seem trashy to the adult may still be suitable for the child, just as a child's pants may fit him even though they don't fit the father. The development of radio has not brought about the form of behavior displayed by children in seeking vicarious excitement and thrills; they seek such thrills in their reading, and children have found vicarious adventure in their own make-believe play long before the radio was born. Adults may deplore the excitement and suspense in programs they themselves do not enjoy, even though the child can "take it" and show no harmful effects. Children listen to the radio many times for the lack of better things to do.

Dr. S. Harcourt Peppard<sup>18</sup>, child psychiatrist and acting Director of New York's Bureau<sup>u</sup> of Child Guidance, feels that children's radio programs must have enough suspense, fantasy, and aggression, or the child will get his satisfaction elsewhere. Typical replies of boys who were

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<sup>18</sup>Gertrude Samuels, "Too Much Murder, or Not Enough?" New York Times Magazine, 15, November 30, 1947.

asked why they listened to this type of program were: "I like Superman and Jack Armstrong because they aren't really murders, but you try to figure out what's going to happen the next day." and "I want to be kept on pins and needles!"

According to Jersild<sup>19</sup>, the reading interests of children vary with age, both in amount read and the range and nature of topics read. In a study by M. Rankin, children reported that their choices of books were more influenced by other children than by librarians or teachers. Most children become interested in comics of one sort or another at any early age. These may provide the child much practice in reading and sometimes serve as a transition to more mature reading. There is something in the comic strip format that has a strong appeal, as is evidenced by the large proportion of children and adults that are drawn to them.

Jersild<sup>20</sup>, also states that motion pictures occupy an important place in the leisure time activities of children, however, for practical reasons they take less of the child's time than does the radio. Children's movie interests

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<sup>19</sup>Jersild, op. cit., pp. 492-509.

<sup>20</sup>Jersild, op. cit., pp. 505-508.

roughly parallel their reading and radio interests. Studies of the educational uses of motion pictures show that when they are properly used, they may help by injecting interest into a topic, stimulate children's imagination, aid them in grasping concepts about abstract or remote conditions, and extend the limits of their observations.

An article by Samuels <sup>21</sup> stated that the 100 odd comic magazines which sell 40 million copies monthly to an estimated 90% of the children are troubling educators, psychiatrists, and parents. The topic of comic books offers conflicting points of view. Many experts believe that children need this exposure to violence and red-blooded adventures as part of the natural process of growing up. They reason that comic books, radio programs and some movies give children some release from their fears and hostilities. They escape from the dullness and routine of everyday living into a magic world where they can identify themselves with the hero. The experts argue that through such media the children work off tendencies toward anti-social behavior and juvenile delinquency. If as a result, children seem to express much more fear, anxiety, and hatred, as contended by other experts, this is a sugges-

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<sup>21</sup>Samuels, op. cit., p. 15.

-tion to look for the real causes, such as fear of adults or fear of their environments, instead of blaming the media.

Josette Frank of the Child Study Association in speaking of radio programs and comic books has this to say:

Children must have this kind of vicarious adventure. Normal children not only can "take it", they need it. This is partly because of the intense pleasure which they get out of it and partly because it helps them to handle their own fears. Some children frighten themselves deliberately and enjoy that experience, apparently it fills some needs which no other activity can fill. Other children need a hate object on which they can pour out their frustrations.<sup>22</sup>

Hughes<sup>23</sup> comments that the responsibility of assisting the child in making right choices of radio programs, reading material, and movies, lies largely with the parents. Motion pictures combine visual and aural education. They and the radio have a definite place in augmenting school education, particularly in such subjects as geography, history, and biography, but they must be used with the greatest care and caution. Their recreational value to the individual and to the community must not be overlooked.

Hughes<sup>24</sup>, also states that a significant factor in

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<sup>22</sup>Samuels, op. cit., p. 15.

<sup>23</sup>Edith E. Hughes, "Constructive Leisure Time Activities," National Parent Teachers Magazine, 36:33-34 March, 1942.

<sup>24</sup>Hughes, op. cit., pp. 33-34.



the recreational life of children is the growth of organizations that serve constructive purposes. It is more than ever necessary to encourage and assist such character building institutions as the Boy Scouts, Girl Scouts, Boy's Clubs, Campfire Girls, Y.M.C.A. and Y.W.C.A. and others of the same type. Their contribution to the education of the "whole" individual is significant and their stabilizing effect upon both youth and adults is one of the bulwarks of the community.

The growth of the youth club movement is widely regarded as one of the more promising trends in present day education. Many of these organizations should be strongly encouraged by the school, those particularly which offer activities of real educational value not easily obtained in the school. Many such organizations, however, are prone merely to repeat the recreational activities already offered by the schools.<sup>25</sup>

Jersild<sup>26</sup>, in discussing children's interests, states that in helping children to utilize and cultivate their interests, their abilities must be taken into account and

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<sup>25</sup>Times Educational Supplement, 1673:247, May 24, 1947.

<sup>26</sup>Jersild, op. cit., p. 511.

the program of opportunities and requirements scaled to their growing capacities. Interests thrive on successful effort. In teaching children it is equally important to be ready to learn from the children who are being taught, so the child's concerns and problems may be handled with a degree of give and take and adjustment by the teacher.

School activities, according to Curtis<sup>27</sup>, must be enjoyed if they are to meet the needs of children in developing wise use of leisure time. Children must not merely learn to read, but must form a love of reading, which is no less true of music, dramatics and other skills.

Urbanization, crowded conditions, unsatisfactory living quarters from which there can be no change for some time, and mounting cost in living are all factors which have increasingly curtailed the family's ability to give children direction in the use of their free time. Therefore, the programs developed by school and social agencies need to be day by day, so as to give a sense of security and the child has a progression of worthwhile experiences; centered in group living, so that he may learn how to become an effective member of a democratic society. The more fragmented his living, the more necessary it is for out-of-

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<sup>27</sup>Henry S. Curtis, "Education for Leisure," School and Society, 61:263, April 28, 1945.

-school experiences of this sort to be provided.<sup>28</sup>

Hicks<sup>29</sup>, has set up some suggestions whereby the schools can better help the child in his leisure time pursuits. The chief aim of education, he says, is to give the child those attributes which will aid him in participating in group activities or will assist him in self-guidance during moments of solitude. There are several ways in which the elementary school can contribute to this aim: It can provide an opportunity for cooperative living, work and play. The school can furnish examples of worthwhile leisure time activities. Leisure time activities taught in school should have such appeal that children will want to pursue them during after-school hours. The school should assume responsibility for developing a diversification of interests in the child. The school can be responsible for providing its pupils with opportunities for developing powers of discrimination and decision. The school should provide an opportunity for developing an integrated pattern of self-organization in the child so that he may have within himself the standards and the power for determining how he will use his undirected hours to the

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<sup>28</sup>"Our Children and the World They Live In."  
Recreation 43:3, April 1949.

<sup>29</sup>Hanne J. Hicks, "The Child and His Leisure,"  
Nation's Schools, 37:44-45, January, 1946.

best advantage of himself and his society.

From this review of literature it was apparent that a number of investigators have been concerned with problems dealing with child growth and development as reflected by the choices of leisure time activities which children make. The studies however have primarily dealt with such aspects as the amount of time available for leisure, the kinds of activities freely selected by certain age groups, the changing interests with advancing maturity, and the effect upon children's interests of an adult controlled environment. None of the material, however, had to do directly with the writer's problem, which is primarily concerned with discovering relationships between the leisure time activity choices by children and the controlled in-school experiences to which they are daily exposed.

## CHAPTER III

### METHODS AND MATERIALS

The environment in which children's interests are learned is to a large extent controlled by adults. This adult-controlled environment should, therefore, try to encourage activities and interests that are valuable in childhood and that also can be carried over into adult years. The extent to which the public school program contributes to this end has not been definitely determined. An attempt is here being made to establish some evidence of significant relationship.

In an effort to achieve this, interviews were held with six teachers. During these interviews the purpose of this study was explained and the teachers cooperation solicited. These teachers responded graciously and with their help a list of names and addresses of intermediate grade students at Mathew Whaley School was obtained. In order to secure the desired sample each teacher was given detailed instructions to include the names and addresses of only such pupils as would fall within the scope of the study. A total of 55 names was obtained by this procedure.

Consideration was first given to the development of a method whereby accurate data could be secured concerning

the activities of this group of children during their school hours, and the length of time devoted to each, which would seem to have implication for free choice during out-of-school hours. This involved the curriculum. At the Mathew Whaley School the Virginia course of study for elementary schools is used as a guide. With this as an aid, an activity record<sup>1</sup> was devised for the teacher's use. On this record were listed all of the activities which seemed significant, in which children might be engaged during school hours under teacher direction. Space was provided for a daily record extending over a three week period. The teachers were asked to keep this record for this period of time, and to indicate the approximate number of hours devoted to each activity during each of the three weeks.

Consideration was next given to the kinds of information which should be obtained from the children under study and the manner in which the information desired might be most effectively secured. It became apparent that a device would have to be developed whereby a record of leisure time activities could be made and that the record should cover an extended period of time. Such an instrument<sup>2</sup> was developed on which there appeared a comprehensive listing of the

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<sup>1</sup>See Appendix A.

<sup>2</sup>See Appendix B.

kinds of activities typical of children of this age group. This list was compiled by the writer and supplemented by activities chosen from authoritative sources. A sufficient number of spaces, each properly dated so as to give a rather complete activity history for a period of 45 consecutive days were provided.

Since the data to be obtained in this manner were to come directly from the children it was considered a desirable check to obtain spot records of activities from the parents of these children. Consequently an instrument<sup>3</sup> was devised to be sent to parents upon which they might list the activities in which they had observed their children to be engaged on a specific day. In order to secure a typical week's activities record and at the same time not burden the parents with an excessive amount of record keeping, these spot record sheets were sent to the parents once a week only, on a different day of the week for each of seven weeks. It was determined that these spot record sheets might be most effectively distributed by having them taken home by the children. They were folded, stapled, personally addressed, and given to the children to be taken home. On the following day they were returned by the children and collected by the teachers.

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<sup>3</sup>See Appendix C.

Since this procedure needed the cooperation of the parents, a personal letter<sup>4</sup> was drafted in which the purpose of the study and the extent to which their child was involved in it, together with the need for information which could best be supplied by them, was carefully explained to the parents. A strong plea was then made for their cooperation in the study, and assurances were given of the authenticity of the undertaking. The letter was personally signed and sealed in an addressed envelope. In order to assure a reasonably accurate reporting of actual observation of activities, as well as to secure additional data, a second device<sup>5</sup> was also included in this communication. This device provided an opportunity for the parents to state opinion as to which activities they considered most interesting to their children and at which the children spent most of their time. Upon this form the parents were asked to list three activities in which in their opinion their child seemed most interested or spent most time, the latter to be returned by the child to his teacher the following day. It was felt that the data obtained from this device would also be desirable and effective in validating the daily record of activities made by

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<sup>4</sup>See Appendix D.

<sup>5</sup>See Appendix E.



the children.

At this point it may be noted that data concerning activities, accumulated by the methods described in the foregoing paragraphs, concerned only activities of an unorganized nature. It was essential that a record of voluntary participation in organized activities also be available. With the cooperation of the guidance counselor at Mathew Whaley School a comprehensive list of the organized activities available to children of this age group was developed into a check sheet<sup>6</sup> identifying community, church, and other organizations. Space was provided for noting the names of organizations or groups not included on the sheet.

Arrangements were next made to meet with the selected children in the school auditorium. Here they were given suitable explanations concerning the purpose of the work and their participation in it. The activity check sheet<sup>7</sup> was shown to the children and instructions were given as to how it should be marked. The children were told that in order that they could begin the next morning, the sheets would be placed in their classroom after the meeting. Each child was then given a personally addressed

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<sup>6</sup>See Appendix F.

<sup>7</sup>See Appendix B.

envelope containing a letter<sup>8</sup> and a brief questionnaire<sup>9</sup> to be taken home to parents, with instructions that the questionnaire be returned to their teacher the following day. The writer sensed that many of the children seemed not yet to understand how to mark the activity check sheets<sup>10</sup>. Consultation with the teachers the following day verified this suspicion. Therefore, the children were assembled into smaller groups of six and seven and again given explicit instructions and guided in a practice session in making the check sheets for their first day's activities. With this additional help each child learned to mark the check sheet correctly. The children were also asked to note on the back of the check sheets any activities in which they had engaged which did not appear in the prepared list on the front of the check sheet. Of the 55 children originally selected, two were eliminated from the study group, one because he refused to participate; the second failed to appear because of extended illness. The records were kept for 45 days.

Observations of the children were made both during and after school hours. Frequent visits were made to the

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<sup>8</sup>See Appendix D.

<sup>9</sup>See Appendix E.

<sup>10</sup>See Appendix B.

school in order to collect the material which the children had returned to the teachers. The visits offered an opportunity for the investigator to observe the classroom activities in progress in each of six classrooms. In order to facilitate the observation of the children's activities during out-of-school hours, the address of each child was numerically coded and plotted on a map of Williamsburg<sup>11</sup>. The home areas of these children were found to be clustered in six regions. An attempt was made to use these regions as centers for observation. However, this procedure soon proved to be impractical and unprofitable because of the length of time required, the long distances between the observation centers, and the scattering among all the other children of the 53 children being observed. It was, therefore, abandoned.

Of the original 53 children, 20 returned 3 or less of the parent's weekly report forms. Of this number 6 provided no data on any of the forms and hence were eliminated from the study. Telephone calls were made to the remaining 14 children and each was asked what he or she had been doing that afternoon. The responses were recorded, and combined with the data previously accumulated through the parent's weekly reports.

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<sup>11</sup>See Appendix G.

The data collected by the devices here described were organized and tabulated. They were then analyzed and in the light of the problem the significant implications were determined and presented in the succeeding chapter.

## CHAPTER IV

### ANALYSIS AND DISCUSSION

The satisfactions which children derive from their play time activities contribute significantly to their total growth. Elementary schools have the responsibility to provide during school hours such experiences as should make an optimum contribution to the free choice of wholesome leisure time activities by children.

Among the experiences provided for intermediate grade children at Mathew Whaley School, which seemed most likely to make such a contribution, are those which appear on the teacher's daily activity record<sup>1</sup>. In Table I, on page 31, the data secured from teachers during fifteen school days reveal that the school program provides a maximum opportunity in art activities. The average child participated in such activities 26 times for a period of 12½ hours during the test period. Second only to art, music appears to receive greatest emphasis. Areas involving dramatization activities, reading for pleasure, playground activities and creative writing are given decreasing

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<sup>1</sup>See Appendix A.

TABLE I

AVERAGE PARTICIPATION OF 53 CHILDREN AT MATHEW WHALEY SCHOOL  
IN SCHOOL ACTIVITIES SIGNIFICANT FOR OUT OF SCHOOL SELECTION

<u>School activity</u>	<u>No. of times average child participated during 15 school days</u>	<u>Total hours average child participated during 15 school days</u>
Art	26	12½
Music	14	4½
Dramatization	10	3
Reading for pleasure	10	5
Playground	9	10
Creative writing	8	5
Handicraft	1	2

emphasis in this order while handicrafts appear to be minimized. It may be noted that participation in this activity occurred only once for a total of 2 hours during the fifteen-day period. It seems unfortunate that handicrafts activities are given so little emphasis, notwithstanding the fact that drawing and painting may also be considered under the art program. It would appear, therefore, that a critical evaluation of time allotments as assigned in the program at Mathew Whaley School is in order.

On the other hand, data secured directly from the children by the use of the children's activity check sheet<sup>2</sup> as shown in Table II, on page 33, indicate clearly that the most popular freely chosen activity of these children was listening to the radio. This activity was engaged in by all the children for an average of 21.1 times per child during the fifteen-day test period. Second only to the radio in popularity was reading the comic and sport sections of newspapers, while talking with friends, and reading comic books became a close third. All other activities freely chosen by the children were widely scattered in both variety and number. It may be noted that there are four activities in the following order: radio, reading comic books, reading newspapers (comic and sports) and talking

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<sup>2</sup>See Appendix B.

TABLE II

DISTRIBUTION OF FREELY CHOSEN LEISURE TIME ACTIVITIES AS  
 REPORTED BY 45 CHILDREN IN THE INTERMEDIATE GRADES AT  
 MATHEW WHALEY SCHOOL

<u>Activity</u>	<u>No. and percent of children choosing activity</u>	<u>Total no. of times activity was chosen</u>	<u>Average no. of times activity was chosen per child</u>
Radio	45 - 100%	954	21.1
Reading comic books	44 - 98	646	14.4
Reading newspapers	38 - 84	813	18.1
Talking with friends	37 - 82	787	17.5
Movies	36 - 80	171	3.8
Bicycling	34 - 76	436	9.7
Baseball	34 - 76	291	6.5
Reading magazines	33 - 73	291	6.5
Reading story books	31 - 69	264	5.9
Catch	29 - 64	217	4.8
Records	29 - 64	194	4.3
Climbing	27 - 60	230	5.1
Drawing	26 - 58	256	5.7
Card games	26 - 58	198	4.4
Marbles	23 - 51	205	4.6
Ping pong	21 - 47	131	2.9
Basketball	21 - 47	93	2.1
Singing	19 - 42	151	3.4
Cub Scouts	18 - 40	77	1.7
Catchers	17 - 38	149	3.3
Cops and robbers	17 - 38	134	3.0
Musical instruments	15 - 33	377	8.4
Cowboys and Indians	15 - 33	81	1.8
Church groups	15 - 33	48	1.1
Wrestling	15 - 33	41	.9
Roller Skating	15 - 33	34	.8
Other ball games	14 - 31	67	1.9
Street games	13 - 29	119	2.6
Play acting	13 - 29	69	1.5
Hiking	12 - 27	27	.6
Archery	12 - 27	33	.7
Puzzles	11 - 24	64	1.4
Table Games	11 - 24	60	1.3
Construction	10 - 22	24	.5
Creative dancing	10 - 22	73	1.6



TABLE II  
(continued )

Model airplanes	10 - 22	42	.93
Dolls	10 - 22	29	.64
Cutouts	10 - 22	27	.6
Football	10 - 22	18	.4
Hobbies	9 - 20	67	1.49
Tennis	9 - 20	37	.82
Girl Scouts	9 - 20	34	.8
Checkers	9 - 20	25	.55
Painting objects	9 - 20	19	.42
Cross word puzzles	8 - 18	17	.38
Red light	8 - 18	13	.29
Camping	8 - 18	9	.2
Kick the can	8 - 18	47	1.05
Creative writing	8 - 18	28	.62
Skipping rope	7 - 16	13	.29
Plays	7 - 16	12	.27
Tug of war	7 - 16	11	.245
Photography	7 - 16	8	.178
Children's Theater	7 - 16	30	.67
Puppets	7 - 16	23	.51
Carving	6 - 13	15	.33
Darts	6 - 13	14	.31
Boy Scouts	6 - 13	13	.29
Clay modeling	6 - 13	12	.27
Dominoes	6 - 13	11	.245
Sling the statue	6 - 13	10	.22
Dodge ball	6 - 13	8	.178
Chinese checkers	6 - 13	8	.178
Painting objects	6 - 13	6	.13
Story hours	6 - 13	97	2.15
Jackstones	6 - 13	87	1.9
Sewing	6 - 13	32	.71
Gardening	6 - 13	25	.55
Concerts	5 - 11	10	.22
Picnicing	5 - 11	6	.13
Knitting	5 - 11	19	.42
Doll house	4 - 9	8	.178
Model boats	4 - 9	7	.155
Social dancing	4 - 9	6	.13
Party games	4 - 9	6	.13
Soccer	4 - 9	17	.38
Woodwork	4 - 9	13	.29
Model stage sets	4 - 9	4	.085
Volleyball	3 - 7	8	.178
Hockey	3 - 7	6	.13

TABLE II  
(continued )

Sledding	3 - 7	4	.085
Band	3 - 7	3	.167
Parcheesa	3 - 7	3	.067
Bead work	3 - 7	34	.8
Swimming	3 - 7	11	.245
Brownies	3 - 7	11	.245
Folk dancing	3 - 7	9	.2
Horseshoes	2 - 5	4	.085
Boating	2 - 5	3	.067
Dance club	2 - 5	2	.045
Badminton	2 - 5	2	.045
Weaving	2 - 5	2	.045
Handicraft	2 - 5	13	.29
Bowling	1 - 2	4	.085
Croquet	1 - 2	16	.36
Mathew Whaley gym	1 - 2	1	.022
Model house	1 - 2	1	.022
Fireman	1 - 2	1	.022

The following activities were listed on the back of the children's activity check sheets:

flying kites	5 - 11	11	.245
Snow balling	4 - 9	4	.085
Mud slinging	4 - 9	5	.11
Play with friends	3 - 7	10	.22
Taking trips	3 - 7	5	.11
Crayoning	2 - 5	7	.155
Ballet dancing	2 - 5	6	.13
Play with dirt	2 - 5	4	.085
Hide and seek	2 - 5	4	.085
Hunting	2 - 5	3	.067
Television	2 - 5	2	.045
Breaking bricks	2 - 5	2	.045
Fishing	2 - 5	5	.11
Typing	1 - 2	3	.067
Play with water	1 - 2	1	.022
Shooting gun	1 - 2	1	.022
Swinging	1 - 2	1	.022
Crocheting	1 - 2	1	.022
Flower arranging	1 - 2	1	.022
Magicians tricks	1 - 2	1	.022
Baton twirling	1 - 2	10	.22

with friends which overshadow all other activities in a list of 119, in the interests of children.

Since it appears that listening to the radio constitutes such an important aspect in the free choice of children's activities, it is conceivable that extremely effective use could be made of this medium in the schools as a means of capitalizing on such interests. It may also be that an adequate supply of carefully selected comic books might be an effective tool in the school library for directing reading activities toward higher standards.

The data presented here which were obtained directly from the children are substantiated by similiar data obtained from the parents of these children when they reported the activities of their children which they had actually observed. Of the inquiries sent to parents 59.3% were returned. These represented 4.6 returns per child in the group studied. It will be noted from Table III, page 37, that these results parallel closely the findings shown in Table II.

From Table III, which shows the findings as obtained from the parent's weekly report<sup>3</sup>, it may be noted that again listening to the radio occupies first place in the leisure time interests of these children, being reported 125 times

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<sup>3</sup>See Appendix C.

TABLE III

DISTRIBUTION OF FREELY CHOSEN LEISURE TIME ACTIVITIES AS REPORTED BY THE PARENTS OF 47 CHILDREN IN THE INTERMEDIATE GRADES AT MATHEW WHALEY SCHOOL

<u>Activity</u>	<u>Total no. of times activity was mentioned</u>	<u>Average no. of times activity engaged in per child</u>
Radio	125	2.66
Reading	92	1.97
Baseball	37	.79
Music practice	32	.68
Movies	27	.58
Card games	23	.49
Bicycling	19	.41
Play with friends	16	.34
Cub Scouts	15	.32
Construction	14	.3
Trips	14	.3
Tag	13	.28
Ball games	13	.28
Television	12	.26
Play or show	11	.23
Make believe play	11	.23
Catch	11	.23
Pets	10	.21
Records	9	.19
Girl Scouts	9	.19
Marbles	8	.17
Dancing	8	.17
Baton twirling	7	.15
Climbing	7	.15
Sports spectator	6	.13
Drawing	6	.13
Dolls	6	.13
Shopping	6	.13
Walking	6	.13
Cowboys and Indians	6	.13
Boy Scouts	6	.13
Painting	5	.11
Hide and Seek	5	.11
Gardening	5	.11
Sand play	5	.11

TABLE III  
(continued)

Paper dolls	5	.11
Sewing	5	.11
Swimming	5	.11
Ping pong	4	.09
Picnicing	4	.09
Basketball	3	.08
Listening to stories	3	.08
Talking with friends	3	.08
Puzzles	3	.08
Shooting gun	3	.08
Fishing	3	.08
Football	3	.08
Hiking	3	.08
Crayoning	3	.08
Digging	3	.08
Skating	3	.08
Tennis	3	.08
Scrapbook	2	.04
Singing	2	.04
Crocheting	2	.04
Creative writing	2	.04
Typing	2	.04
Jumping rope	2	.04
Hobbies	2	.04
Golf	2	.04
Cooking	2	.04
Running games	2	.04
Handball	1	.02
Play in gym	1	.02
Knitting	1	.02
Flower arranging	1	.02
Campfire	1	.02
Chinese checkers	1	.02
Toy models	1	.02
Clay modeling	1	.02
Wrestling	1	.02
Hop Scotch	1	.02
Horseshoes	1	.02
Letter writing	1	.02
Concert	1	.02
Acrobatics	1	.02
Badminton	1	.02
Photography	1	.02

for an average of 2.66 times per child during the test period, also reading (comics) again appears as a close second. Further analysis reveals the manner in which the interests of children tend to spread among all other activities. Radio, it will be noted appears to have from two to three times the importance of reading and from 20 to 30 times the importance of all other activities.

With a view to determining the nature of those items most frequently chosen as shown in Table III, the data further revealed that among the radio programs, comedy, mystery and adventure are by far the most popular, while in the selection of reading matter, comic books and the comic and sports appearing in newspapers overshadow other interests. These relationships are graphically portrayed in Figure 1, page 40.

All activities reported here by both children and parents may be considered as unorganized activities. Many children choose to occupy their leisure time by taking part in organized activities offered through local and national organizations. The data obtained from the children's organized activity record<sup>4</sup> as shown in Table IV, page 42, indicate a high degree of participation in activities sponsored by adults. It will be noted that over 1/3 of

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<sup>4</sup>See Appendix F.

FIGURE 1

DISTRIBUTION OF TYPES OF RADIO PROGRAMS AND READING MATERIAL  
 FREELY SELECTED BY 47 CHILDREN IN THE INTERMEDIATE GRADES  
 AT MATHEW WHALEY SCHOOL

Frequency of mention

Radio

Comedy	90
Mystery; adventure	58
Musical	25
Dramatic	25
News; sports	13

Reading

Comic books	35
Newspapers (comics; sports)	35
Mystery; adventure	16
Magazines	9
Animal	7

the membership of the test group belonged to two such organizations, while 21% belonged to three organizations and over 1/4 participated in at least one organized activity. Only ten of the 53 children studied did not report membership in any organization.

Parents' opinions concerning activities of their children are graphically presented in Figure 2. It is interesting to note the transposition of relationships between the relative importance of children's interests in leisure time activities as they actually are as against what the parents of these children think they are. Although reading and radio head the list, they have been transposed and the third most popular activity, talking with friends, as shown in Table II, is not mentioned.

Another noteworthy aspect of Figure 2, page 44, is that there was no mention by parents of a most important phase of the freely chosen playtime activities of their children, those sponsored by local and national organizations, such as Scouts, church groups, etc.. The extent to which the children studied, voluntarily participated in such organized activities is shown in Table IV, where it may be noted that over 80% of these children participated in one or more of these organizations with as many as 55% being members of two or more such organizations, while 21%



TABLE IV

EXTENT OF VOLUNTARY PARTICIPATION BY 53 CHILDREN AT  
 MATHEW WHALEY SCHOOL IN ORGANIZED LEISURE TIME ACTIVITIES  
 PROVIDED IN WILLIAMSBURG

<u>Organization</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Scouts	23	16	39
Church groups	11	11	22
Children's Theater	7	10	17
School gym	4	0	4
Hobby club	1	0	1

11 children or 21% belonged to 3 organizations.  
 18 children or 34% belonged to 2 organizations.  
 14 children or 26% belonged to 1 organization.  
 10 children or 19% belonged to 0 organization.

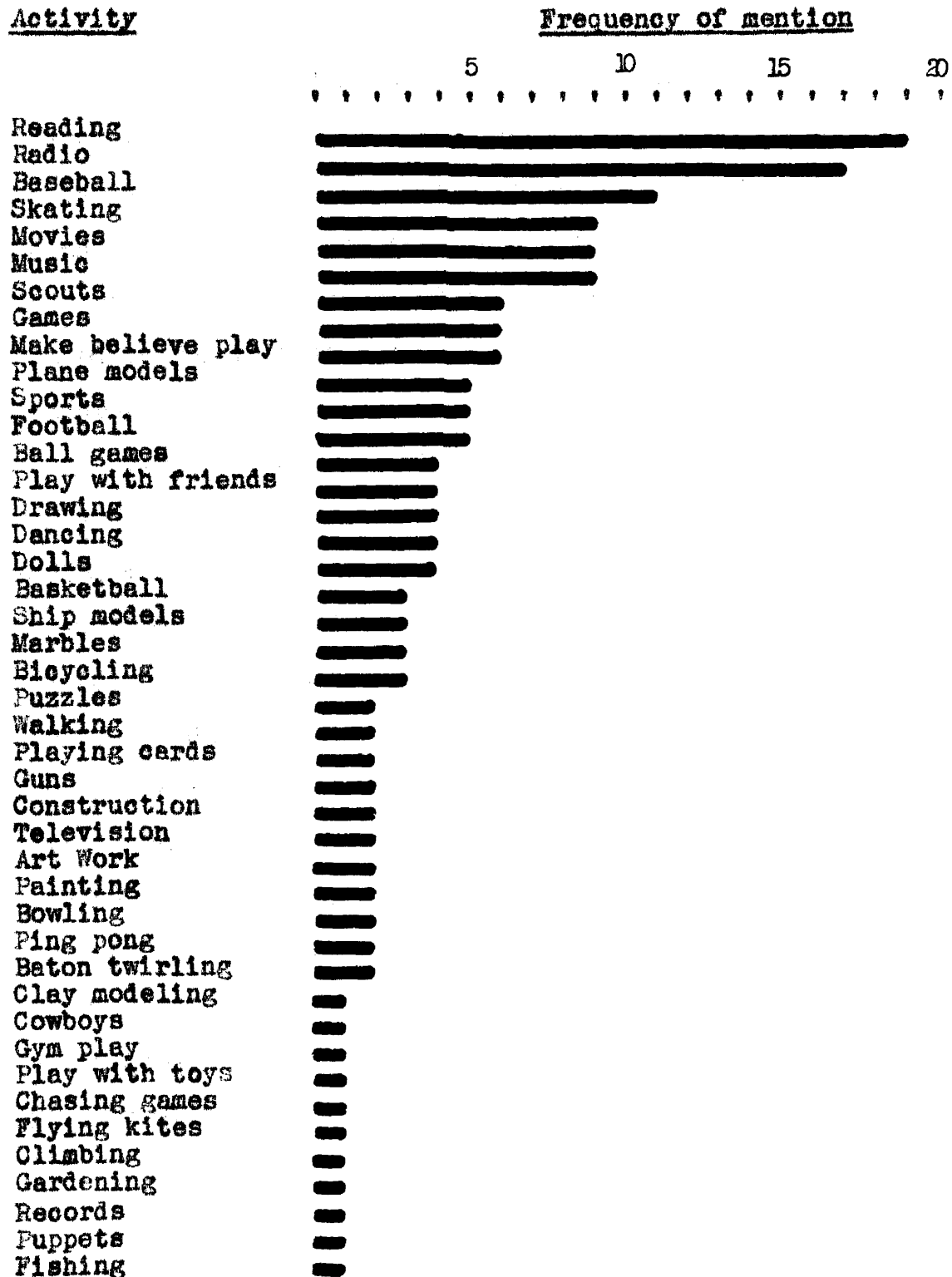
participated in as many as three.

It would appear from the above that parents are not very well informed concerning their children's interests nor of the manner of using their leisure time. This seems to imply that the school has some responsibility in better informing parents. Some form of more frequent and perhaps more comprehensive reporting to parents seems desirable.

Based upon these findings and their implications, the recommendations appearing in Chapter V were made. The meager nature of these data also pointed out a number of problems which appear to need further study, also presented in Chapter V.

FIGURE 2

FREQUENCY OF MENTION OF FREELY CHOSEN ACTIVITIES OF 47  
CHILDREN AT MATHEW WHALEY SCHOOL REPORTED AS THE  
OPINION OF PARENTS



## CHAPTER V

### SUMMARY

Chance observation of the opportunities for self-expression, of the freedom of action of the pupils, and of the variety of activities provided for children at the Mathew Whaley School in Williamsburg prompted the writer to undertake a study of these children with a view to determining the extent to which such a school program tended to function in the out-of-school lives of the children.

Survey instruments which seemed adequate were devised, and through their use the data were collected from teachers, children, and parents. The data secured from the teachers concerned the activities provided for children in the school program during school hours over a fifteen-day period. Information concerning their out-of-school activities was obtained daily directly from the children for a period of 45 consecutive days. Parents provided two kinds of information, the first being the actual observation they had made of the activities in which their children had engaged. The second concerned the parent's opinions of the kinds of activities they considered most popular with their children.

The tabulation and analysis of these data disclosed that little or no relationship seems to exist between the kinds of experiences these children were having in school and the kinds of activities they selected during their leisure time. Parent's opinions concerning their children's interests also seemed to vary considerably from the actual interests of these children as shown by their activity records. Parents seemed unaware of the importance of "just talking with friends" as well as of the contributions to child growth being made by organizations such as Scouts, church groups, etc..

In the light of the findings it seems obvious that under the present program there are few, if any, relationships existing between the kinds of experiences to which these children are exposed in school and the kind of activities which they choose freely in their out-of-school hours.

The following recommendations, therefore, seem pertinent:

1. It is recommended that elementary schools be provided with adequate facilities in both variety and quantity to enable children effectively to exercise their creative urge through the use of tools and materials and that it be a part of the training of the teachers in elementary schools to properly capitalize

on such facilities.

2. It is recommended that a well-planned system of effective reporting to parents emphasizing the needs and interests of children and providing for an organized procedure of cooperation be devised and placed in operation.

3. It is recommended that elementary school classrooms be equipped with suitable broadcast receivers and that children be encouraged to participate in developing planned listening periods.

4. It is recommended that a carefully selected repertoire of popular comic-type books be made readily accessible to elementary school children through the school library service and that these be kept current and properly cataloged.

These findings further indicate that this study is but a small beginning in the identification of problems or their solution in the area of relationships between a school curriculum and its real influence on child behavior. The need for further study becomes at once apparent. Problems such as the following should be investigated:

1. What are the most effective, as well as practical, methods by which elementary schools may keep parents informed of the total development of their

children in a manner that may be clearly understood by the parents?

2. What criteria may be established which could assist in determining what constitutes the educational nature of radio programs?

3. What criteria may be established that can be used by children in helping them to select their reading material critically and with understanding?

4. What avenues are available, or could be established by which elementary schools may capitalize upon the interests of children in organizational activities such as Scouts, church groups, Y.M.C.A., etc.?

5. What methods may be employed whereby children may be guided in developing better attitudes toward reading books written for them?

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A P P E N D I X

## TABLE OF CONTENTS

APPENDIX	PAGE
A Teacher's Activity Record . . . . .	55
B Children's Activity Check Sheet . . . . .	57
C Parent's Weekly Report . . . . .	60
D Letter to Parents . . . . .	62
E Parent's Opinion Report . . . . .	64
F Children's Organized Activity Record . . . . .	66
G Map of Williamsburg . . . . .	68

APPENDIX A

## TEACHER'S DAILY CHECK LIST OF SCHOOL TIME ACTIVITIES

Date																				
<b>ART</b>																				
Drawing																				
pencil																				
crayon																				
Painting																				
paper																				
objects																				
Construction																				
paper, paste and scissors																				
Modeling																				
clay																				
paper mache																				
<b>MUSIC</b>																				
Choir																				
Band																				
Singing																				
Appreciation																				
solo instruments																				
records																				
Dancing																				
interpretative																				
with instruction																				
<b>DRAMATIZATION</b>																				
Reading story aloud																				
Acting out a story																				
Giving original play																				
Puppet show																				
<b>CREATIVE WRITING</b>																				
<b>READING FOR PLEASURE</b>																				
<b>HANDICRAFT WORK</b>																				
<b>PLAYGROUND ACTIVITIES</b>																				

On the back of this sheet please give the approximate number of hours devoted to each major heading above each week.

Teacher's name \_\_\_\_\_

APPENDIX B

COLLEGE OF WILLIAM AND MARY

Department of Education

CHECK LIST OF ACTIVITIES

57

me \_\_\_\_\_

ACTIVITY	DATE											
HERY												
EBALL												
NETBALL												
CH												
GE BALL												
TBALL												
KEY												
CER												
LEYBALL												
ER BALL GAMES												
LING												
D WORK												
D												
YETRY												
WINTON												
TING												
YCLING												
Y-MODELING												
SS WORD PUZZLES												
CERTS												
MBING												
ATIVE DANCING												
QUET												
PING												
STRUCTION												
ATIVE WRITING												
CKERS												
F OUTS												
INESE CHECKERS												
RD GAMES												
PS AND ROBBERS												
WBOYS AND INDIANS												
TCHERS ( TAG )												
MINOES												
LLS												
LL HOUSE												
AWING												
RTS												
LK DANCING												
REMAN												
RDENING												
NDICRAFT												
ING												
BBIES												
RSEBACK RIDING												
CK-THE-CAN												
RSESHOES												
E SKATING												
CKSTONES												
ITTING												
ATHER TOLING												
RIONETTES												



COLLEGE OF WILLIAM AND MARY

Department of Education

CHECK LIST OF ACTIVITIES

57

me \_\_\_\_\_

ACTIVITY	DATE											
HERY												
EBALL												
KETBALL												
CH												
GE BALL												
TBALL												
KEY												
CER												
LEYBALL												
ER BALL GAMES												
LING												
D WORK												
D												
KETRY												
MINTON												
TING												
YCLING												
AY MODELING												
ISS WORD PUZZLES												
ICERTS												
IMBING												
EATIVE DANCING												
QUET												
MPING												
NSTRUCTION												
EATIVE WRITING												
ECKERS												
T OUTS												
INESE CHECKERS												
RD GAMES												
PS AND ROBBERS												
WBOYS AND INDIANS												
TCHERS ( TAG )												
MINDS												
ILLS												
LL HOUSE												
AWING												
ARTS												
OLK DANCING												
IREMAN												
ARDENING												
ANDICRAFT												
FKING												
OBBIES												
ORSEBACK RIDING												
ICK-THE-CAN												
ORSESHOES												
CE SKATING												
ACKSTONES												
NITTING												
EATHER T O L I N G												
ARIONETTES												

COLLEGE OF WILLIAM AND MARY

Department of Education

CHECK LIST OF ACTIVITIES

58

name \_\_\_\_\_

ACTIVITY	DATE
MODEL AIRPLANES	
MODEL BOATS	
MODEL HOUSES	
MODEL STAGE SETS	
MOVIES	
MUSICAL INSTRUMENT	
NETBALLS	
ORCHESTRA	
POPPETS	
TABLE TENNIS	
PHOTOGRAPHY	
PAINTING PICTURES	
PAINTING OBJECTS	
PLAY ACTING	
PLAYS	
PLANNING	
ARCHERY	
PUZZLES	
ROLLER SKATING	
RADIO	
RECORDS	
READING COMIC BOOKS	
READING NEWSPAPERS	
READING MAGAZINES	
READING STORY BOOKS	
REFLECTED LIGHT	
ROPE CLIMBING	
STORY HOUR	
UNWRAPPING THE STATUE	
STREET GAMES	
TABLE GAMES	
BOARD GAMES	
WIMMING	
LEDDING	
SEWING	
SOCIAL DANCING	
SKATING	
WALKING WITH FRIENDS	
TENNIS	
TRUCK OF WAR	
WEAVING	
WRESTLING	
WOOD WORK	
CARPENTRY	
BOY SCOUTS	
CUB SCOUTS	
GIRL SCOUTS	
BROWNIES	
CHILDREN'S THEATER	
DANCE CLUB	
CHURCH GROUPS	
MATHEW WHALEY GYM.	

APPENDIX C



APPENDIX D

COLLEGE OF WILLIAM AND MARY  
Department of Education

63

March , 1950

Dear

At the present time I am a student at the College, *doing* graduate work in Education. As an aspect of this work I have chosen for study 'Children's Selection of Leisure Time Activity.' I am interested in finding some of the ways in which children spend their time after school and in the evenings.

I am studying children in the intermediate grades and your child is among this group. In order to get information from the children they will be given a list of activities to check each morning. In order to get additional information I should like to send to you once a week if agreeable to you a short note asking for a list of activities in which your child engaged during the afternoon and evening of the one day.

It is hoped that by studying the ways in which school experiences are related to out of school play, suggestions of ways in which the school can be of greater benefit to your child in encouraging desirable interests and recreational activities may be discovered.

I would greatly appreciate your cooperation in this study and I trust that it will not be of too great inconvenience to you. The undertaking has the approval of the faculty and advisors at the College. Thank you.

Very truly yours,



Lynnette Schneider  
William and Mary College  
Post Office Box 1528

APPENDIX E

COLLEGE OF WILLIAM AND MARY  
Department of Education

64

March , 1950

Dear

Please provide the following information:  
In your opinion, in what three activities does your child seem  
most interested or spend most time?  
Please return this to me by your child. Thank you.

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*Lynnette Schneider*  
Lynnette Schneider  
Post Office Box 1528  
Williamsburg, Virginia



APPENDIX F

Check the community organizations in which you take part.

Boy Scouts  
Cub Scouts  
Girl Scouts  
Brownies

Children's Theater  
Parish house Dance Club  
Riding Club  
Saturday morning recreation  
at Mathew Whaley School gym.

Check the church or Sunday School organizations in which you take part.

Baptist Church - Royal Ambassadors  
Episcopal Church Supper Club  
Presbyterian Church Supper Club  
Methodist Church Supper Club

Catholic Church  
choral group  
rythmn band  
junior choir  
dramatics

Name \_\_\_\_\_

If you belong to any other organizations not listed in the groups above, write them down below.

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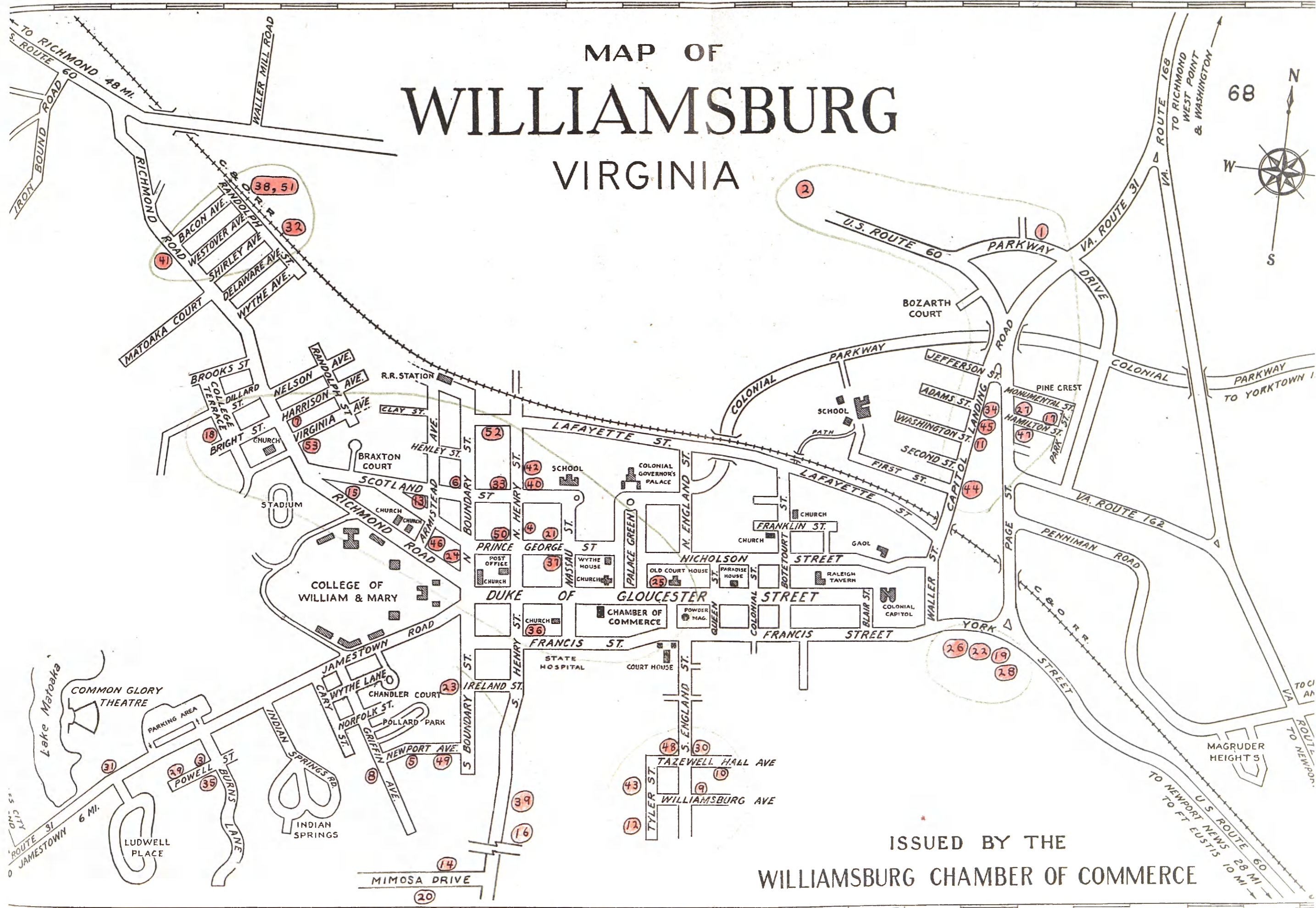
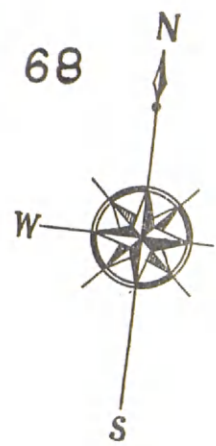
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APPENDIX G

# MAP OF WILLIAMSBURG VIRGINIA



ISSUED BY THE  
WILLIAMSBURG CHAMBER OF COMMERCE