THE OUT-OF-SCHOOL ACTIVITIES
OF FORM TWO INTERMEDIATE SCHOOL CHILDREN
IN CHRISTCHURCH

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by
Rex Stewart Dalzell
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CHAPTER I

INTRODUCTION

This survey is concerned with the out-of-school activities of Form Two children in city intermediate schools and was carried out in the mid-winter months of June and July, 1961. Selection of this particular area of study was prompted by the belief that a knowledge of children's leisure activities is a basic requirement of any complete educational programme.

Children live as unitary persons, not as persons having a school personality and an out-of-school personality,¹ and what they do during their non-school hours is likely to have a profound effect upon their total development. It is in the use of leisure time that the quality of an individual or a civilisation, becomes starkly apparent.² Indeed as the Indian poet and philosopher,

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Rabindranath Tagore,\textsuperscript{3} has said, "Civilisations are wealths that have been harvested from the deep soil of leisure."

For teachers and parents alike a knowledge of children's out-of-school activities is of paramount importance. Teachers must know the children they teach. Since learning comes largely through doing teachers must be aware of the various experiences which confront their pupils during the many non-school hours of the week—experiences which they bring with them to the classroom. They must also be aware of their pupils' interests because, as Pressey\textsuperscript{4} points out, "A teacher's success depends primarily on the extent to which she can make what her pupils are expected to do in school, appeal to their interests, which are changing, diverse and variously influenced." A study of a child's leisure pursuits quickly reveals these interests.

Many parents are interested to know how on the average the time of young people is utilized so as to know in what way their own children deviate or are in any way

\textsuperscript{3}Ibid.

unusual. An investigation into the out-of-school activities of children supplies this information.

Little reported research dealing with the out-of-school activities of children is available in this country. New Zealand teachers, parents and others interested in children, have been accustomed to rely on information gained from English or American literature, knowing full well that the behaviour reported therein is not wholly true of children in New Zealand. Until ten years ago New Zealand investigations had been mainly confined to various aspects of children's leisure activities and a number of specific issues had been dealt with, for example, Sutton-Smith's⁵ work on the significance of unorganised games of New Zealand primary school children, and Scott's⁶ work on the reading, film and radio tastes of post-primary school pupils. In 1954 Adams,⁷ in a study

⁵B. Sutton-Smith, "The Historical and Psychological Significance of the Unorganised Games of New Zealand Primary School Children" (unpublished Doctor's thesis, Victoria University College, 1952).


on the out-of-school activities of district high school children in Otago, produced what had hitherto been lacking: an objective demonstration of the whole picture, with all the activities in true perspective. Three years later a parallel study by Nicholson on the out-of-school activities of post-primary children in Auckland, presented the urban viewpoint of this same age group. Nicholson affirmed that, only when all the out-of-school activities of post-primary children are viewed in relation to one another, can an effective analysis be made of leisure activities in terms of favourable and unfavourable uses.

Both of these latter studies, while representing a worthy addition to the meagre collection of available literature, have concerned themselves entirely with the activities of the post-primary school child. It is the purpose of the present study to consider the younger child's viewpoint by examining, in a somewhat similar manner, the out-of-school activities of children from city intermediate schools.

With the advent of television in New Zealand it is

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likely that the patterns of children's leisure activities will undergo certain changes, although what form these changes are going to take can at this stage only be surmised. The influence of this new mass medium has caused considerable concern overseas to parents, teachers, and all others interested in the welfare and development of children, and intensive research has been commissioned\(^9\) to investigate its effects, good and bad. One factor making such research difficult has been the inability of the investigators to secure reliable information about children's leisure activities before the influence of television was felt. It was with a view to supplying this information for future research in New Zealand that the present study was launched. When this survey was carried out, television in the city was in its infancy; the six weeks of the survey coincided with the first six weeks of television. Circumstances prevented an earlier start being made and while this would have been desirable the findings show that the amount of time spent with this new medium, some 0.35% of the total out-of-school time, was too small to cause any significant alteration to the children's

overall behaviour pattern.

Information for this survey was obtained from a sample of Form Two children, 196 girls and 220 boys, drawn from all the intermediate schools of Christchurch. Each day for a week the children recorded their out-of-school activities in diaries provided for them. At the end of the week a small questionnaire dealing particularly with reading, radio and film tastes, was completed.

PLAN OF THESIS

In Chapter II previous related research from overseas and from New Zealand will be reviewed. Following this the method of investigation used in this study will be outlined with particular reference to the research instrument, the sample, administrative procedure, response, and analysis of data. In Chapter IV some of the major findings will be reported by first viewing the activities of the whole group and by then considering variations due to sex groupings. Further research findings will be presented in Chapter V where the relationship between leisure activities and intelligence and leisure activities and socio-economic status will be
explored. In the final chapter a summary of the more important findings will be given and suggestions for further research offered.
CHAPTER II

A REVIEW OF THE LITERATURE

Much has been written on the out-of-school activities of children but the bulk of research is of British or American origin and is therefore, for reasons of cultural differences, of limited value. This fact was noted by Scott\(^1\) in his study of the reading, film and radio tastes of high school boys and girls, and is re-emphasised here. In reviewing overseas studies published prior to his research, Scott maintained that "...most of them have been limited in their usefulness to educators in New Zealand because they have been concerned with children whose environment and nurture have differed from ours."\(^2\)

Any comparisons that are made between children of differing cultures must necessarily be accompanied by numerous qualifications, and the more numerous these qualifications the less valuable the comparisons. One cannot expect that the children of one culture will spend


\(^2\)Ibid.
their leisure hours in the same fashion as the children of another culture. Olds makes this point when discussing the usefulness to American educators of overseas research on children's leisure activities. "What the English or French youth does with his time," he declares, "is likely to be quite different from what the American middle class youth does in a particular community."

It is only with this qualification clearly noted that research literature from overseas sources is here presented.

New Zealand literature is not hampered by the need for any such qualification, and could therefore provide the most valuable and directly relevant source of information. A survey of the research undertaken however is most disappointing. Five unpublished theses provide the greater portion of available material. Of these the two most thorough and worthwhile studies deal exclusively with secondary school children: Adams' study dealing with

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District High School pupils in Otago and Nicholson's study dealing with Auckland secondary school pupils.

The three studies concerned with the primary school child are much less thorough and suffer from a number of serious limitations. The first study attempted in this field was in 1930 by Edwards, but the length of time since its completion and the inadequacy of the questionnaire used greatly reduce its value. The second thesis, by Hart, is similarly outdated. Conducted in 1936, it was concerned only with those out-of-school activities of children that were organized for them by other people and provides the modern student with very little relevant material on other significant features of children's activities. The third and final study was carried out by Morris in 1945 and as the author acknowledges herself,

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the sample used was so small that it was only sufficient to show trends. It is further weakened by an unduly subjective treatment of the data and many of the conclusions arrived at are not justified by the figures presented. This study completes the picture of available New Zealand literature.

The studies now to be examined in greater detail have been chosen because of their relevance to the present study. Each has its own contribution to make, whether it be in suggesting likely hypotheses as in MacDonald's,\(^9\) Stewart's\(^10\) and Pennington's\(^11\) studies, or in suggesting possible methods of investigation and analysis as in the studies of Himmelweit,\(^12\) McCullough\(^13\) and James and Moore.\(^14\)

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\(^12\) H. T. Himmelweit, A.W. Oppenheim and P. Vince, Television and the Child (Oxford University Press, 1958).


I. RESEARCH OVERSEAS

Stewart\textsuperscript{15} of London, in 1947, organised an investigation into the leisure activities of grammar school children. This investigation was a continuation of the study, "The Leisure Activities of School Children," conducted with secondary modern school children in Ilford the previous year, and it was made primarily in order to compare the leisure activities of grammar school children with those of children in secondary modern schools.

In both studies a questionnaire was sent to the children who completed it during school hours. The information gathered from this rather doubtful research "tool" enabled the authors to build up a tentative outline of secondary school children's leisure activities. Several differences between the leisure activities of grammar and secondary modern children were observed and a number of overall conclusions were drawn. Three of her observations are presented here.

Firstly, in the field of cinema entertainment, frequency of attendance by the modern school child was

\textsuperscript{15}Stewart, op. cit., p. 11.
almost twice that of the grammar school child: the average number of visits per week for grammar school children was .58 for boys and .51 for girls, while secondary modern pupils attended on the average 1.12 and 1.01 times per week, respectively.

Secondly, club membership also revealed a different pattern for the children from the different types of school. Of the grammar school children, 54% of the boys and 64% of the girls were members of at least one religious organisation, while the figures for the modern school children were 19% and 31% respectively. In all but cinema clubs, grammar school children had a markedly higher percentage of membership.

A third differentiating factor was the size of the family of which the child is a member. Although she came to no specific conclusions in regard to this factor, her figures showed that an average grammar school child has 1.2 siblings and an average modern school child has 2.2 siblings, and that children with four or more siblings are found five times as often in modern as in grammar schools. Further research into this aspect could well be very rewarding.
From her data Stewart concluded that more provision needed to be made for the out-of-school activities of the modern child. She suggested that each head teacher be issued with a complete list of organisations in the district catering for the out-of-school needs of children. This move was to be supplemented by the formation of a voluntary committee to plan and supervise out-of-school activities for the children.

This study, using a questionnaire as its only means of collecting information, could not hope to produce a comprehensive or a detailed picture of children's leisure activities and in fact such a picture did not emerge. Nevertheless, the importance of this investigation must not be overlooked. It was designed primarily to test the hypothesis that differences are likely to exist in the way in which children from grammar schools and children from secondary modern schools spend their leisure time, and in partially validating this hypothesis it served a very important function. It highlighted the need to realise that not all children, even children of the same age and from the same areas, spend their leisure hours in the same fashion. A number of factors other than the age and location of the child have to be considered. One such
factor is the extent and quality of his intellectual powers. In classroom activities, as both observation and research have shown, brighter children have a greater range and depth to their studies than have their less well endowed peers, and one could logically assume that their out-of-school activities would show a somewhat similar pattern. However, research into this very important field has been badly neglected. While considerable time has been spent trying to discover just how individual differences in intellectual capacity affect children in their school activities, very little time has been given to considering this factor as it affects children in their out-of-school activities.

H.E.O. James and F.G. Moore in a study "Adolescent Leisure in a Working Class District," took one section of the community, adolescent workers in Manchester city with ages ranging from twelve to sixteen, and analysed their activities under the following ten headings; Cinema, Reading, Radio, Clubs, Plays, Religion, Talks, Dancing, Meals and Travel, and Duties and Personal. The importance of this survey lies not so much in the conclusions reached

\[16\text{James and Moore, op. cit., p. 131.}\]
but rather in the method used for classifying and analysing the data.

By classifying all leisure time activities into one or other of these groupings, James and Moore arrived at a picture of the adolescents' leisure activities which, they concluded, showed an interesting although not unexpected pattern. Their principal findings showed that a high percentage of time was given to play by the boys (22% during the week and 40% in the weekend), and about half as much by the girls who showed a steady decrease in this activity up to the age of sixteen years. On the other hand, it was shown that for girls a far greater proportion of their time taken up by duties. This proportion remained constant with the increase in age. An almost equal amount of time was spent by both boys and girls in reading and radio pursuits, with a slightly higher percentage of time given to the cinema for girls. Talk occupied slightly more time for the boys during the week, but in the weekends girls far exceeded the boys, particularly at the age of twelve and thirteen years. Religion appeared to be a weekend activity only: it occupied 7% of the boys' time, decreasing to 4% at sixteen years. Twelve per cent of the girls' time was taken up with religious activity,
this figure remaining fairly constant with increase in age.

In St. Louis in 1947 Olds\textsuperscript{17} carried out a study which was designed to answer the question, "How do young people use their leisure time?" The study was limited to youth in a white middle class suburb of the city who were in the last three years of high school. It was carried out in mid-winter, during February, 1947. Questionnaires were filled in by 854 students in attendance at University High School. The students were instructed to think back over what they had done during the preceding week and to estimate how much time they had devoted to each of the following twelve activities. (1) Classes outside school, (2) Meetings after school hours of organisations sponsored by the school, (3) Meetings after school hours of organisations not sponsored by the school, (4) Scout meetings, (5) Church meetings, (6) Engaging in supervised sports and athletics after school hours, (7) Engaging in unsupervised sports and athletics after school hours, (8) Watching sports and athletic contests, (9) Attending concerts, plays or lectures, (10) Movies, (11) Dancing or parties, supervised or chaperoned (excluding dancing classes), (12) Dancing or parties, unsupervised or unchaperoned.

\textsuperscript{17}Olds, \textit{op. cit.}, p. 458.
While this study fulfils in some measure the task for which it was designed, its usefulness is very limited. Firstly, the method used, asking children to recall accurately over a week, all the activities they had engaged in and then to assess accurately the time occupied in such activities, is probably too difficult even for adolescents. It is therefore not likely to produce results showing a very high degree of reliability. Secondly, as Olds recognised himself, the pattern of activities common to the children of his study may be quite different from the pattern of activities shown by New Zealand children.

Another American study, conducted by McCullough in San Francisco, suggests a way in which one of the limitations noted in the previous study may be successfully overcome. Rather than rely on a questionnaire as the method of collecting data, McCullough substituted the more reliable day-to-day diary. For each of five consecutive days in November, 1954, 391 children in Grade 5, drawn from nine schools in Oakland, recorded, during class time, all of their out-of-school activities of the previous

\[18\] op. cit., p. 157.
day. From this information, McCullough was able to answer the main question of the study, "Do children's out-of-school experiences give them practice in taking responsibility?" She concluded that for girls the answer was in the affirmative but for the boys the answer was in the negative.\textsuperscript{19}

A recent English study\textsuperscript{20} provides a further demonstration of the usefulness of the diary as a method for collecting accurate information from children. With the advent of television in overseas countries the pattern of children's leisure activities seems to have been considerably affected. The influence of this new mass medium has given rise to numerous speculations and criticisms, many entirely without foundation. To reveal the true picture, a team of investigators, led by Himmelweit and financed by a Nuffield research grant, planned and carried out a large-scale, well-controlled investigation during 1956 and 1957. After much preliminary study these investigators decided upon the diary as the best device to measure the current after-school behaviour and to chart

\textsuperscript{19}Ibid. p. 164.

\textsuperscript{20}Himmelweit, op. cit.
unorganised leisure activities. From the data that they
gathered they were able to show that, although television
viewing was widespread and commanded a considerable amount
of the children's time, compensations had been made by the
children and the changes brought about in their leisure
activities gave no cause for alarm. 21

An American study carried out in 1952 by Sullenger,
Parke and Wallin, 22 provides one of the few studies where
attention is focussed directly on the younger child. The
purpose of the survey was to make a detailed inventory of
the leisure time activities of children in grades four to
eight inclusive in sixteen schools in Omaha, and to ascer-
tain how and where these children spent their spare time.
It aimed to discover what these children would like to do
but did not do and the accompanying reasons. The area
studied housed the stockyards and packing industries of
Omaha, which at that time was rated the second largest
livestock market in the world.

Information was obtained by means of a questionnaire

21 Ibid. p. 365.

22 T. Sullenger, L. Parke and W. Wallin, "The Leisure
Time Activities of Elementary School Children," Journal of
which itemised seventy-seven recreational activities and grouped them into seven categories. The children were asked to check the activities they took part in and to double-check those which they would like to participate in; to give reasons for not participating in the activities that they wanted to engage in; to answer the question "Where do you go for your activities?"; to name the activities which they enjoyed during their spare time but which were not included in the questionnaire, and finally to name the activities in which they would like to participate but which were not listed in the questionnaire.

From the questionnaires sent out, eighteen hundred replies were received, and as one would expect, the list of preferences yielded a pattern quite different from that found by Stewart. Club membership was low. Listening to the radio, attending the movies, and reading were the three most popular preferences of the Omaha children as compared with Stewart's findings for grammar schools of cricket, football, and cycling for the boys, and swimming, cycling, and tennis for the girls. Expressed in another way, the Omaha children had predominantly passive

\[^{23}\text{Stewart, op. cit.}\]
interests while the English grammar school children showed a greater preference for more active interests. This gives rise to the question as to whether there are certain factors in a child's constitution and environment which make it more likely that he will engage more readily in active rather than passive forms of recreation, or vice versa.

An attempt to isolate this problem was made by Pennington in England. He classified the interest of fourteen year old boys under three headings—intellectual, active and passive—and then tried to find whether any significant differences of interest existed between grammar and modern school populations. He concluded that:

Such figures as were obtained showed general agreement with the expectations from the hypothesis that intellectual ability begets intellectual interests, general plus practical ability begets active interest, and lack of ability results in a preponderance of passive interests.

Following Stewart, Pennington illustrated the importance of intelligence as a determining factor in the child's use of his leisure time.

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24 Pennington, op. cit., p. 154.
25 Ibid.
Another English study, by Millington,\textsuperscript{26} represents an endeavour to find out the way in which children of one particular district spend their leisure time. The two principal aims of the study were (a) to find out how much time was being spent on homework and (b) to find out how leisure time was actually used. Questionnaires were completed by 170 children in a mixed selective central school with a technical bias. The ages of the children participating in the study ranged from twelve to fifteen years. From the information gathered, Millington concluded that:

In the great majority of cases the children's leisure time does not appear to be very profitably used and there seems to be a strong desire for this leisure to be controlled to some extent, but not by being given homework which is a continuation of school work.\textsuperscript{27}

An earlier American study, carried out by MacDonald, McGuire and Havighurst,\textsuperscript{28} highlights the child's socio-economic status, a factor which, like that of intelligence, is probably very important in determining the way a child spends his leisure hours. The aim of this study was to

\begin{flushleft}
\textsuperscript{27}\textit{Ibid.}
\textsuperscript{28}MacDonald, \textit{loc. cit.}
\end{flushleft}
test two hypotheses; (1) children of different socio-economic groups have different leisure activities, and (2) children whose behaviour is not typical of their own socio-economic groups prepare for social mobility by interacting with children at other class levels.

Using a diary as their method of recording data, these investigators studied a group of fifth, sixth, and seventh grade children (ages ranging from ten to twelve years) from a public school in a heterogeneous community. All children lived within an area of about a half a square mile. At the beginning of school each morning for a week the children were issued with a diary page on which they were asked to record all their leisure activities of the previous day. After an interval of one month this procedure was repeated. From the resulting information the authors concluded that:

Data on leisure activities of children from family backgrounds of four socio-economic levels tend to support the two separate but not mutually exclusive hypotheses: Children from different social class backgrounds engage in leisure activities which are quantitatively and qualitatively different; Children whose behaviour is not typical of their class culture pattern prepare for social mobility by interacting with children from families at other class levels. They thus have the opportunity to learn techniques and ways of thinking and feeling which prepare them for upward mobility.29

29Ibid. p. 505.
The figures relating to reading, radio listening, and movie attendance warrant a closer examination. A trend toward more frequent reading of books was noted as one moved from the diaries of the lower to the middle class children. The incidence of reading books was quite significant for the A (upper class) group, although more than half of them did not report this activity. There were no significant differences among the children of the four social classes in reading comics, although a larger proportion of D (lower class) group reported reading them. The percentage of children reporting reading comics was as follows: A group, 18%, B group, 20%, C group, 21%, D group, 35%. Fewer D group children than one would expect on the basis of chance reported listening to the radio, whereas more B group children did so than would be expected. In the case of movie attendance the differences between groups A and D were quite clear: very few D group children failed to go to the movies twice during the week whereas only one out of five A group children went more than once a week. C group children tended to go more often than B group children.

A number of studies touching upon particular aspects of children's out-of-school activities complete
the picture of relevant overseas literature.

McKellar and Harris\textsuperscript{30} pointed out that much public opinion about the effects of radio on young people had been voiced, but noted that few investigations into listening preferences and behaviour of children or adolescents had been attempted. They aimed to help remedy this situation by "establishing tentative starting points and provisional conclusions that may help in subsequent larger investigations in this field."\textsuperscript{31}

A questionnaire was given to six thousand children in fifty-two schools in the South Surrey area and was administered by their usual class teachers. From these replies a randomised sample of fourteen hundred, representing each age equally for both sexes, within the age range eight to twelve years, was drawn. No major conclusions were reached, but the situation was objectively examined and a number of general tendencies were revealed. The most popular types of programmes in order of preference were: weekly humorous, shows, serials, light music, children's hour, variety and sports.


\textsuperscript{31}\textit{Ibid.}, p. 102.
In 1940 an English study by Jenkinson\textsuperscript{32} provided a thorough examination of that part of children's leisure time which is spent in reading. The purpose of the investigation was to find out what children aged twelve to fifteen read in their own free time, and the author's pre-text for studying this field was his experience during his teaching career of the great difficulties encountered in presenting literature to boys in their pre-School Certificate years.\textsuperscript{33}

Questionnaires sent to twenty-eight Senior and Secondary schools, single sex and co-educational, urban and rural, were answered by nearly three thousand children (only those in 'A' forms with the exception of six boys' schools) and thirty-eight teachers. A clear picture was obtained of the reading habits of the children studied and although not directly relevant to New Zealand it proved a very useful guide for a New Zealand study conducted by Scott\textsuperscript{34} some years later.

Recent further investigation into the leisure

\begin{flushright}
\textsuperscript{33}\textit{Ibid.}, pp. 1-7.
\textsuperscript{34}Scott, \textit{op. cit.}
\end{flushright}
reading of children was made in the U.S.A. by Blakely\textsuperscript{35} who was interested in comic book reading. This area of children's reading activities is of considerable importance, as Blakely points out:

The extent and nature of children's reading of comic books have been of interest to educators, as well as others concerned in any way with child development, since the advent of these gaudy products of the press some twenty-five years ago.\textsuperscript{36}

From questionnaires issued to seventh grade Iowa children, Blakely received information which led him to the conclusion that the children studied were actually doing less comic book reading than did their earlier counterparts.\textsuperscript{37} The value of the report on this study is further increased by the large list of references on comic reading and children's reading which it contains.

Another American study, of broader compass, is a study by Lyness.\textsuperscript{38} The patterns of interest in mass communications by five different age groups of boys and

\begin{flushright}
\textsuperscript{36}\textit{Ibid.}, p. 326.
\textsuperscript{37}\textit{Ibid.}, p. 329.
\end{flushright}
girls were studied by a questionnaire survey of 1,418 Iowa school children. The preference scores in each of the mass communications media were calculated by weighing first, second, third, and fourth choices, the results being reported for each sex in grades five, seven, nine, and eleven. The resulting figures showed that boys had a preference for an adventure and violence pattern while the older girls preferred a love, private life, and glamour pattern. Neither sex showed much interest in educational content except that boys liked magazines dealing with popular science and mechanics. Third grade tastes, analysed separately, emphasised adventure, humour and fantasy, with little interest in love, private life or glamour and still less in educational themes.

II. RESEARCH IN NEW ZEALAND

In 1954 Adams\textsuperscript{39} surveyed the out-of-school activities of district high school children in the province of Otago. The justification for this survey rested on the belief that the worthy use of leisure is one of the basic objectives of any complete educational programme. The ten schools included in the study were visited by the

\textsuperscript{39}Adams, \textit{op. cit.}
author, who explained that he wished the children to record, in a diary provided for them, all their out-of-school activities for one week. The fact that the diaries were completely anonymous was carefully stressed. Issue of the diaries was made in the first month of the first term, and 408 completed diaries were returned. A winter diary of revised form, comprising only two foolscap sheets, was issued in the second term. The diaries were kept by the children in their desks and each day the children were given school time in which to record all their activities of the previous day and to calculate in minutes the time spent on each activity.

The data collected was arranged under the following twelve headings: 1 Meals; 2 Travel; 3 Duties; 4 Sport; 5 Entertainment; 6 Personal; 7 Excursions; 8 Miscellaneous; 9 Social; 10 Play; 11 Sleep; 12 Religion.

Total time spent on each activity was calculated for each child, and week and weekend figures were totalled separately. From these totals, variations were considered, according to sex, season, area, and age, and the findings may be briefly set out as follows:

Sex. Boys' and girls' behaviour patterns were very similar though different activities received different
emphasis. Boys spent more time taking part in juvenile play, in reading, in listening to the radio, in watching the cinema and in carrying out farming jobs. Girls spent more time doing homework, doing housework, talking, taking part in hobbies, engaging in musical activities, and attending to personal needs.

**Season.** There was remarkably little variation between the summer and the winter patterns of behaviour.

**Area.** It was possible to see variations in the way children from different areas spent their leisure time during the week. The differences however were not strongly marked and in none of the cases amounted to more than two and a half hours.

**Age.** In general there appeared to be only relatively small variations from age group to age group, in the amount of time given to the different activities. Duties tended to loom larger in the lives of both sexes as they grew older.

Adams concluded his survey by pointing out that when the returns had been dealt with from these four main points of view no marked variation had been found. After a detailed investigation of the evidence, he affirmed that the children studied lived very full active lives; their
interests were widespread, and their participation in social and sporting organisations was extensive.

An Auckland survey, parallel to Adams' study, was carried out in 1956 by Nicholson. It was designed to present the urban viewpoint, and for this purpose 505 children from Auckland Girls' and Auckland Boys' Grammar Schools kept daily diaries for a week. In most respects administrative procedure was similar to that followed by Adams, except that no second issue of diaries was made. Classification of data also followed Adams' plan but variations due only to age and sex were considered. The investigation was planned to show how all the out-of-school activities of city post-primary children stood in relation to one another. Only then, Nicholson pointed out, could an effective analysis of leisure activities in terms of favourable and unfavourable uses, be studied.

So that all activities could be seen in perspective and in terms of their relative importance, the time spent on each activity throughout the week was calculated in minutes. As had been done in Adams' study the children were asked to estimate, to the nearest minute, the time spent on each activity. While this represents a genuine

40 Nicholson, op. cit.
attempt to obtain precise information it places rather too much reliance on children's ability to make accurate estimations of time. The sense of precision gained, therefore, may be more illusory than real. This is particularly the case when it is noted that in Adams' survey the children were instructed not to be too detailed in their reports so as to avoid too many small entries. The use of a broader unit of time would have been more realistic and more in line with the children's capabilities.

The general findings of this study were very much like those of the Otago survey. Nicholson concluded that once again there was little evidence of any spare time with nothing to do at all. The greatest time recorded by any one child as having been spent unconstructively during the week, was twenty-six minutes.

The specific findings, the more important of which are listed below, show a similar agreement with the specific findings of Adams' survey.

In the field of entertainment, as defined by Adams and Nicholson, the activity occupying the greatest amount of time was reading, thirty-one minutes, being the average time spent on this activity each week day, and sixty-eight

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41 Adams, op. cit.
minutes each day at the weekend, girls more than boys, especially at the weekend. Nicholson found that magazines were popular but comics were almost entirely absent and the few cases recorded belonged to the youngest group. It is to be remembered here that Nicholson's sample was composed entirely of grammar school children and this may have had some bearing on the low incidence of comic reading reported. The findings agree entirely with those of Adams and Scott\(^{42}\) in that it was found that the quality of what was read was of a good standard, morally and aesthetically.

Listening to the radio was the next most time consuming form of entertainment, twenty-one minutes of the day during the week and forty-four minutes of the weekend usually being occupied in this fashion. The most popular programmes were request sessions, followed by plays and serials. Nicholson found that many children listened to the radio while reading in bed.

Attendance at the cinema was not as high as Nicholson had expected: only thirty-seven per cent of the children had paid one visit to the films during the week, and in the weekend only thirty-three per cent of

\(^{42}\)Scott, \textit{op cit.}\n
the children attended once or more. He found that when week and weekend figures were combined seventy per cent of the group went to the pictures once a week. In the Otago\textsuperscript{43} survey fifty per cent of the district high school children went once a week, or more, to the cinema.

The average time spent per week on club activities was fifty minutes and of those belonging to clubs (84.7% of the girls and 83.7% of the boys) 49.7% were concerned with sporting clubs, 35.1% with religious clubs and 15.2% with social clubs. The Otago figures for club membership were 75.5% for the girls and 77% for the boys.

The percentage involved in religious activities was forty as compared with the forty-two per cent of the Otago survey. The findings by Adams, and by James and Moore\textsuperscript{44} for Manchester, that religion is essentially a weekend activity were reaffirmed, the average time spent on religious activities during the week being five minutes, (Adams found seven) and during the weekend fifty-two minutes (Adams thirty-four).

By expressing the out-of-school time as a percentage of the total waking time, (see Table III), Nicholson

\textsuperscript{43}Adams, op. cit.

\textsuperscript{44}James and Moore, op. cit., pp. 131-145.
was able to show the relative importance to the children of each activity. A careful perusal of this table shows a surprisingly small amount of time devoted to sport. Nicholson's explanatory statement accounting for this reveals another limiting factor in the survey—the short time over which the survey was spread. During both the week and the weekend of the survey adverse weather conditions prohibited normal full participation with a resulting small amount of time being recorded for sport. To overcome this the survey could perhaps have taken in more than one week for all the children, or it could perhaps have been staggered so that, say, one quarter of the sample completed their diaries for one week and were then followed by the remainder of the sample on consecutive weeks.

One concluding observation of considerable importance made by Nicholson was that few voluntary leisure activities are pursued as a family unit and this could be an undesirable feature of leisure activity today, leading as it does to a breakdown in the family unit. This observation is worthy of further investigation and an attempt has been made in this survey to see just to what extent children of twelve and thirteen years of age spend their leisure time with their family.
A study by Scott, although not attempting to present a complete picture of children's out-of-school activities, provides some very interesting information on the reading, film, and radio tastes of New Zealand high school boys and girls. The purpose of the survey, Scott explained in his introductory chapter, was:

... to discover the out-of-school cultural interests of the post-primary school boys and girls of New Zealand. It was felt that a knowledge of the books, magazines, newspapers, films and radio items that they voluntarily choose to fill their leisure hours is indispensable if the task of teaching English, particularly English literature, is to be well done.

In reviewing several overseas studies that had been published prior to his research, Scott maintained, (as the author of the present thesis maintains), that "most of them have been limited in their usefulness to educators in New Zealand because they have been concerned with children whose environment and nurture have differed from ours." 47

To gather information for his study Scott sent out, in October, 1942, to a representative selection of nineteen state post primary schools in both the North and South

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45 Scott, op. cit.
46 Ibid., p. 1.
47 Ibid.
Islands, a questionnaire similar to that which had been used by Jenkinson. All children in the schools chosen were asked to complete the questionnaire. The total number who answered was 3,972, of whom 2,141 were boys and 1,831 were girls. Most of the children came within the age range of thirteen to eighteen years and the few who were either twelve or nineteen years of age were included in the thirteen and eighteen year old groups.

From the wealth of data received Scott was able to compile a comprehensive picture of the part played by the mass media in the leisure activities of New Zealand post primary school children. His findings revealed that girls were more avid readers than boys, and that children of both sexes from district high schools read more books than did children from either high or technical schools. In popularity "Treasure Island" and "Coral Island" ranked first and second with the boys, while "Little Women" and "Anne of Green Gables" were most popular with the girls. Scott noted that pupils of technical schools read fewer books but went to the cinema more often than the pupils of the other two types of school. He considered that this was what one would expect and attributed it to the fact

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48 Jenkinson, op. cit.
that technical children handle words with less facility and have less encouragement at home. He referred to a thesis by McQueen49 1928, studying the film habits of six thousand primary school children in Dunedin, which showed that the children of unskilled and semi-skilled workers living in poorer areas, attended the cinema much more often than those of the professional, clerical, and skilled workers. A similar finding, Scott pointed out, was made by the Payne Fund investigation in the U.S.A. in 1933.

In the field of leisure activities Scott found those most preferred by the boys were Sports, Hobbies and Reading, in that order. The girls showed a similar pattern, choosing Sports, Reading and Hobbies as their three most favoured leisure activities, in order of preference.

Attempts to provide a clear picture of the out-of-school activities of New Zealand primary school children have been much less thorough and correspondingly less successful than surveys of secondary school children. Three unpublished theses, the most recent of which was

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49Quoted by Scott, op. cit.
written in 1946, represent the sum total of research in this field.

In 1930 Edwards\(^{50}\) investigated the leisure activities of children aged nine to thirteen years. Five hundred children were selected at random from the schools of a large New Zealand town. A questionnaire covering all the activities that Edwards thought would be likely to concern the children was compiled and administered. The following subjects were covered: (a) Games; (b) Hobbies; (c) The cinema; (d) Reading; (e) Music; (f) Work outside school hours by which money is earned; (g) Activities undertaken after school and after the evening meal; (h) Clubs outside school life.

From the information gathered Edwards came to the general conclusions that the majority of children he had studied had ample time for leisure and that in all ages hobbies were the predominant activity, rivalled only by reading.

Two factors, the inadequacy of the questionnaire used and the length of time since the study was carried out, have greatly minimised the usefulness of this investigation.

\(^{50}\) Edwards, op. cit.
A thesis by Hart,\textsuperscript{51} conducted in Christchurch in 1936, and dealing particularly with children about to leave school, suffers from the same limitations noted in Edwards' study. In addition its relevance to the present study is less direct, dealing, as it does, only with the organised out-of-school activities engaged in by the children.

Fifty questionnaires were issued to each of ten Christchurch primary schools with the instruction that they be given to twenty-five boys and twenty-five girls in the sixth standard. Four hundred and fifty complete questionnaires were returned but the author doubted the sincerity of some of the replies, particularly those of the girls, because a number of the children listed nature studies as their first preference for type of film most enjoyed. No personal contact with individual teachers was made, beyond issuing the questionnaires to the headmasters. Data gathered from these questionnaires was supplemented by information gained through a questionnaire-type of interview with a number of club and group leaders.

Some of the more relevant findings were as follows. Out of the 450 children 336, or 74\%, belonged to some

\textsuperscript{51}Hart, \textit{op. cit.}
organisation or organisations. This figure, when ana-
lysed separately for boys and girls, reveals that 167 boys
belonged to 31 clubs, 199 girls belonged to 27 clubs,
while 115 clubs were common to both. Between 64% and 78%
belonged to Sunday Schools or Bible Classes, girls on the
average recording a 10% higher membership than the boys.

Twelve children went to the cinema twice a week;
80 went once a week; 74 went twice a month, and 85 went
once a month; 7 had never been. Of the films seen,
adventure films, thrillers and comedies, were the most
popular.

Hart concludes her survey by affirming that the
subject of children's leisure holds endless possibilities,
for it is obvious that in some respects these agencies
(clubs and other organisations providing leisure activi-
ties for children) may be doing as much, or more, to mould
the public opinion of the coming generation as the schools
themselves.

The third and most recent study to provide material
for this section is a thesis by Morris,\textsuperscript{52} conducted in
Wellington in 1945. The main purpose of this investi-
gation was to discover the actual nature of children's

\textsuperscript{52}Morris, \textit{op. cit.}
leisure activities and their value to the child and to determine whether any guidance could be safely offered.

Two hundred and fifty children from one city primary school were asked to complete questionnaires concerning their leisure hour activities. Children were chosen from Standards two to six, and personal interviews conducted in the playground during intervals provided additional information.

To check that her sample was representative the author determined (a) the socio-economic status of each child's family by reference to the classification of father's occupation formulated for New Zealand conditions by the N.Z.C.E.R.; (b) each child's Intelligence Quotient by using standardised tests of intelligence.

In viewing films, she felt that the children were not being sufficiently selective and were attending too frequently. Generally the children were not showing a strong desire to read; the material they read was not of a high quality and included too many comics and other cheap forms of literature. Information gathered concerning radio listening showed the need to have existing programmes improved and new programmes developed to show the children the best method of utilising leisure hours. Morris indicated that such programmes would provide
assistance to parents in the same direction.

The main conclusion drawn from this study by the author was that the children of the area studied, did not put their leisure time to the best use, not because they preferred poorer forms of entertainment but because they did not know the better possibilities. The inquiry showed that the problem to be solved was the misuse of leisure.

The value of this study is limited because, as the author acknowledges herself, the sample used was very small and only sufficient to show trends. In addition many of the conclusions arrived at are insecurely based and do not appear to be justified by the figures provided.

With this study the review of relevant literature has now been completed and the following picture has emerged.

Kindred research from overseas is plentiful but, because of cultural differences, is of limited value. The studies presented make their contributions in a variety of ways; some suggest hypotheses, some suggest methods of investigation and analysis and some present descriptive accounts of particular groups. English
studies by Stewart\textsuperscript{53} and by Pennington\textsuperscript{54} investigated the relationship between intelligence and leisure activities. Descriptive studies of particular groups in the community were made in England by James and Moore,\textsuperscript{55} and by Millington,\textsuperscript{56} and in America by Olds\textsuperscript{57} and by Sullenger, Parke and Wallin.\textsuperscript{58} Studies using a particularly worthwhile form of investigation (the diary) were carried out by McCullough\textsuperscript{59} in America and Himmelweit\textsuperscript{60} in England. An important study by MacDonald and others\textsuperscript{61} tested the hypothesis that children of different socio-economic groups have different leisure activities. A number of studies dealing with children's reading, radio and film habits completes the overseas literature under review.

Research from New Zealand on this topic is extremely scarce: five unpublished theses and one book are all that are available. Of the theses the two

\textsuperscript{53}Stewart, op. cit. \textsuperscript{54}Pennington, op. cit.
\textsuperscript{55}James and Moore, op. cit. \textsuperscript{56}Millington, op. cit.
\textsuperscript{57}Olds, op. cit.
\textsuperscript{58}Sullenger, Parke and Wallin, op. cit.
\textsuperscript{59}McCullough, op. cit.
\textsuperscript{60}Himmelweit, Oppenheim and Vince, op. cit.
\textsuperscript{61}MacDonald, McGuire and Havighurst, op. cit.
dealing with secondary school pupils are recent and thorough; the three dealing with the primary school pupils are inadequate and outdated. Further research has not been forthcoming.

It is the purpose of the present study to help improve this position, by providing a clear and up-to-date account of the out-of-school activities of Form Two children in the intermediate schools of Christchurch, and by exploring the relationship between leisure activities and intelligence and leisure activities and socio-economic status. In doing this it is hoped that some small contribution to the existing collection of relevant New Zealand literature will be made.
CHAPTER III

METHOD OF PROCEDURE

I. THE RESEARCH INSTRUMENT

A number of possibilities suggested themselves when selection of a suitable research tool was considered. The method of participant observation was rejected on the grounds of impracticability. To be in a position to observe all the out-of-school activities of a sufficiently large sample would have been beyond the limits of the investigation.

Also rejected was the use of the personal interview. In such a situation it was felt that the children might be influenced by the desire to conform and their statements would be less frank and less accurate than would be the case if a more impersonal research tool were employed. Further, a great deal of time would be needed to obtain the necessary information.

The questionnaire presented itself as a less personal research tool but two factors were considered to count against it, at least as the main instrument for collecting data. Firstly, a questionnaire comprehensive enough to embrace all the out-of-school activities of the
children in the study would be both difficult to devise and cumbersome to answer. Secondly, any such questionnaire would make heavy demands on the ability of the children to read and interpret questions correctly, to recall events no longer fresh in their memory and to make accurate and long range assessments and generalisations of time.

A method of investigation was then sought which would give the objectivity of the questionnaire, yet not be impracticable. The open diary was found to be the instrument most nearly fulfilling these requirements, and its successful use by both overseas and New Zealand investigators confirmed its selection as the main research tool for this study.

To gather further information on children's reading, radio and film tastes, not readily forthcoming from the diary, a supplementary instrument was considered necessary. For this purpose a small questionnaire was compiled, care being taken to limit its scope and content so as to minimise the limitations of questionnaires already noted.

II. DIARY AND QUESTIONNAIRE FORM

After much experimentation, and a number of modifications following a pilot survey, a diary form comprising
six foolscap sheets, was produced. (see Appendix.) On four of the sheets activities of the week were recorded, and on the remaining two sheets the weekend activities were recorded, the sheet for Saturday and Sunday being printed on back and front. At the top of each sheet instructions were printed explaining how and when the diary was to be completed. A space at the right hand side was left for the child's code number and a time-line, in quarter hours for the week and in half hours for the weekend, was printed at the left. Some thought was given to the selection of these units, and it was considered that any finer division of time could not be justified. To expect the children to recall accurately, to the nearest minute, all their activities over the past eighteen hours in the case of the weekly diaries, and the past sixty-six hours in the case of the weekend diary, is scarcely realistic. As noted in the previous chapter such a procedure is likely to give a sense of precision which is more illusory than real.

Down the right hand side of the diary sheets a two-inch wide column was provided in which the children were asked to indicate the person or persons with whom they shared their activities. A similar provision in
Himmelweit's study suggested this arrangement.

Distribution and collection of the diary sheets was made daily, the separate sheets, along with the questionnaire, being stapled together at the end of the week to form the completed booklet.

The questionnaire was printed on a single foolscap sheet and required children to supply information about the number of brothers and sisters in their family, their position in the family, their membership of clubs and other organisations, and their tastes with regard to their reading, radio, and film activities. A slight modification in the wording of one question was made following confusion apparent in the pilot survey. The questionnaire was issued on the Wednesday following the completion of the last diary sheet and the information gathered served as a useful supplement to the diary-supplied data.

III. THE SAMPLE; AREA OF SELECTION

A representative group of Form Two children from each of the five Intermediate schools in Christchurch formed the sample for this study.

Selection of this particular age group was based on the recognition that children at the Form Two level are at a psychologically critical age: they have ventured, or are about to venture into adolescence—-that much publicised and often greatly misunderstood period of their lives. Successful guidance through this crucial time is dependent, amongst other things, on a clear and detailed knowledge of the way they spend their leisure hours. Attempts to provide this knowledge have neither been numerous nor successful, and the present study was launched with a view to improving this situation.

Selection of the particular schools to provide the sample was determined to a large extent by the following three factors; (i) The intermediate schools, catering for such large numbers and such a narrow age range, provide convenient units for the collection of data.

(ii) Drawing from a wide area around the centre of the city (see Fig.I) the intermediate schools are able to provide, ready made as it were, a fairly representative sample of urban children. The only Form Two children in the heart of the city not attending intermediate schools are those who attend a small number of private and full primary schools.
(iii) Information, based on standardised test of intelligence, regarding the intellectual ability of the children in the sample, can be provided by the intermediate schools.

IV. THE SAMPLE; METHOD OF SELECTION

To obtain a representative sample of children within each school, selection was based on intellectual ability. (see Fig. 5 for the distribution of Intelligence Quotients for whole group). The author, with the assistance of the headmasters concerned, selected from each school, three classes; a slow class, an average class and a bright one. In one school where a system of parallel streaming was used, a junior average class and a senior average class were used. Choice of slow stream classes was largely determined by the ability of the children to interpret and follow instructions. Where, in the opinion of the headmaster and teacher concerned, the slow stream class would not be able to meet the demands of the survey, the class above was used. The average classes chosen were those which, in the headmasters' opinion, were most likely to afford the greatest degree of teacher and pupil co-operation. The bright classes chosen were those
containing the children of highest intelligence and where, in the case of one school, two parallel top streams existed, selection was based on the criterion of co-operation.

V. ADMINISTRATIVE PROCEDURE

Having first obtained the permission of the District Senior Inspector of Schools, the headmasters of the five Christchurch Intermediate schools were visited: Shirley, Christchurch South, Kirkwood, Linwood and Heaton. The investigation was discussed with the headmasters, and arrangements were made to revisit the schools at a later date to see the teachers whose classes were being made available for the study. During this second visit the teachers were thoroughly acquainted with the details of the investigation and the part they and their pupils were to play in it. Co-operation by the teachers was excellent, and they offered a number of useful suggestions. The age, I.Q., and parent's occupation, of every child participating in the survey was then collected and lists containing this information were compiled.

To guard against events likely to make the results atypical, e.g. the visit of a circus to the city or the
occurrence of inclement weather, as happened in Nicholson's\textsuperscript{2} survey, the collection of data was spread over six weeks from the 15th of June to the 18th of July. One week was spent at each school. It had originally been decided to carry out the survey on five consecutive weeks but because the school arranged for the fifth week was granted a day's holiday at short notice, it was decided to postpone the survey there until the following week.

Before the main investigation was begun a pilot survey was carried out by the author with his own class. Many helpful administrative details were gleaned and a number of modifications to the diary were made. Reports of shared activities, e.g. smoking in groups, made individually, and without consultation, showed a high degree of corroboration and confirmed the author's faith in the diary as an effective method of collecting data.

The most suitable day to begin the survey was found to be the Thursday as a start on this day allowed the children time to become familiar with their tasks before having to face the additional demands of the larger weekend diary.

On the Wednesday of each of these five weeks the teachers in the respective schools were revisited and issued with the diaries, questionnaires and detailed sets of instructions. Before the first diary sheets were issued to the children the following morning, the teachers read to them a letter from the author. Contained in the letter, (see Appendix), was an appeal to the children for their help, an outline of the purpose and scope of the study, and a number of directions to follow. The anonymity of the survey was stressed, each child being given a code number to use in place of his name.

The diary sheets were issued daily by the teachers, as soon after school began as possible. On completion all sheets were gathered, sealed in an envelope and left for the author to collect. This was done each day at dinner time or after school, and at this time a check was made to see that the diaries were being filled in correctly. One such check revealed that a teacher had forgotten to distribute the diaries to his class.

Previous research indicated that in the face of the continued effort demanded of them the responses of some children would slacken. To help prevent this happening, the teachers, each Monday before the weekend diary was
completed, read to their pupils a second letter from the author, (see Appendix) thanking them for their help and asking them for their continued co-operation. Such a letter of encouragement was found by Himmelweit, and by the present author, to be a powerful stimulant to continued effort.

VI. RESPONSE

Taken overall the response was an excellent one. Both teachers and pupils willingly gave of their time and a high degree of co-operation was received. It was obvious that the children had taken much care and thought with their diaries and many of the entries were extremely detailed indeed. Five hundred and ninety-one diaries and questionnaires were issued and returned. Of these, four hundred and sixteen, or 70.4%, were complete. Participation in the survey was entirely voluntary, and a number of children from one school elected not to take part; this reduced the final sample by some twenty or thirty. Absences, and inability to recall events, particularly by slower stream children, were other factors accounting for

\[3\text{Himmelweit, op. cit.}\]
diaries not completed.

VII. ANALYSIS OF DATA

As the diaries for each day were completed they were collected and arranged into numerical order. At the end of the week, i.e. on the Wednesday, when the final diary sheet and the questionnaire had been completed, all the sheets for each child were stapled together.

A start with the analysis of this material was made when the data from all the schools had been collected. At this stage a mass of material confronted the author; the five hundred and ninety-one diaries and questionnaires that were returned, totalled some four thousand sheets. To reduce this mass of information to manageable proportions a classificatory system was used. All the activities mentioned in the diaries were placed into one or other of the following fourteen categories: Reading, Radio, Films, Television, Sport, Play, Hobbies, Cultural, Religion, Duties, Meals, Travel, Sleep, and Personal; activities defying classification were entered into a Miscellaneous section. Similar categories used by
James and Moore⁴ and later by Adams⁵ and Nicholson,⁶ provided the basis for this arrangement.

The sport category referred to organised sport only (watching and playing), while the play category included all types of informal games and play, along with talking and other social activities. Taking part in Scouts, Guides, music, elocution, ballet and other dancing instruction, was classified as cultural activity. Duties consisted of paid employment, home duties, and homework, while washing, preparing clothes, getting ready for school, dinner etc. were classified as personal.

The contents of each diary were examined and the time spent on the various activities was recorded. To do this the author first recorded the time for each activity on a checking sheet and then transferred this information to specially printed index cards. Also transferred to these cards was additional data concerning the nature and


⁶Nicholson, *op. cit.*
extent of the children's activities, tastes and interests. With the index cards completed, final analysis and interpretation began. To facilitate this two stages were followed. In the first a general examination of the entire field was made. The tastes and activities of the whole sample were reviewed and variations according to sex were examined. In the second stage the relationships between leisure activities and intelligence and leisure activities and socio-economic status were considered.
CHAPTER IV

RESEARCH FINDINGS

In this and the following chapter the major research findings will be reported. The primary aim of this study is to furnish an accurate and objective account of the manner in which Form Two intermediate school children, from an urban area, spend their out-of-school time. While some implications of the data have been noted and suggestions made, the main emphasis has been placed on objective description.

The findings in this chapter are presented in two sections: the first dealing with the activities of the whole group of children, and the second dealing with variations due to sex groupings.

I. CONSIDERATION OF OVERALL SAMPLE

By having the children record in diary form all their out-of-school activities for a complete week, it has been possible to achieve the same goal as Adams:
"... an objective demonstration of the whole picture, with all activities in true perspective."\(^1\)

\(^1\)Throughout this chapter constant reference is made to the surveys of Adams and Nicholson. The pertinent material referred to is to be found in Chapters IV and V of both these theses.
Information from the diaries was classified under the following headings: Reading, Radio, Films, Television, Sport, Play, Hobbies, Cultural, Religion, Duties, Meals, Travel, Sleep, Personal, and Miscellaneous. The time each child spent on these activities was totalled and recorded on individual index cards. From these data the mean time spent by the whole group on each activity was calculated, both for the week and the weekend, and this information appears in Table I. The term week, as used in this survey, refers to the time from Monday after school until school on Friday morning. The remaining time is classified as the weekend. When the term complete week is used it refers to the total of both weekly and weekend time.

If these figures are expressed as percentages of the total out-of-school time, (see Table II), the relative importance of each activity is more easily seen.

To make possible some comparison with the New Zealand study most closely allied to the present one, Nicholson's study of urban post-primary school pupils, the figures already presented are rearranged to form Table III.

Differences between Nicholson's system of classification and the scheme used in this study should be noted
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>WEEK DAILY</th>
<th>WEEK TOTAL</th>
<th>WEEKEND DAILY</th>
<th>WEEKEND TOTAL</th>
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<td>2</td>
<td>35</td>
<td>48</td>
</tr>
<tr>
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<td>12</td>
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<td>Television</td>
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### TABLE II

**TIME SPENT BY WHOLE GROUP EXPRESSED AS A PERCENTAGE OF TOTAL OUT-OF-SCHOOL TIME**

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<th>ACTIVITY</th>
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<th>PERCENTAGE OF WEEKEND TIME</th>
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<td>.3</td>
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<td>Sport</td>
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<td>1.3</td>
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<tr>
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TABLE III
OUT-OF-SCHOOL TIME EXPRESSED AS A PERCENTAGE
OF AVERAGE WAKING TIME

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<td>Duties</td>
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before any comparisons are attempted. Reading, radio, and film activities in the Auckland survey were treated as one under the heading of Entertainments; Play consisted of informal play, hobbies, and cultural activities, while Excursions and Social Activities comprised two further separate groups. The heading School denoted activities relating to school but carried on outside normal school hours. In Table III several of Nicholson's groupings have been rearranged: Play refers to social activities and excursions as well as informal play, hobbies, and cultural activities. Duties includes the school centred activities carried on outside normal school hours.

A detailed discussion of the data contained in the preceding tables will now be made.

Reading. During the week reading occupied 39 minutes per day while in the weekend 48 minutes daily were devoted to it. Overall 3.6% of total out-of-school time was given to it. With the increased time available at the weekend, some 6 hours per day, the increase in weekend reading time is to be expected. However, a closer examination of the figures reveals the interesting fact that while the mean time for weekend reading was 10 minutes greater than the mean time for weekly reading, this increase was
due to the activities of the keen readers: 16% did not read in the weekend, but only 6% did not read during the week. While fewer children read at the weekend those who did, read for increased lengths of time: the greatest time given to reading during the weekend by a single individual was 13 hours, as compared with the greatest weekly time of 10 hours 30 minutes.

The figures from the studies of Nicholson and Adams concerning the activities of post-primary school children, show similar variances in weekly and weekend reading times although the total weekend time given to reading by the post-primary pupil is much greater than the time spent by his primary school counterpart. During the weekend the children from Adams' and Nicholson's samples read for 63 minutes and 68 minutes respectively, as compared with the 48 minutes similarly spent by the children of the present study.

Tastes in reading material showed a wide range and books read covered a broad field. The author to gain the greatest following was Enid Blyton, while H. Boylston, R.L. Stevenson, Mark Twain, L.M. Alcott, I. Serrailler and R. Guillot enjoyed a fair measure of popularity. The particular books holding the greatest appeal for the

Reading comics was widespread, 57% having read some type of comic at least once during the complete week. Apart from reading comics, 8% of the total sample did no reading at all. Reference to the questionnaire showed that 54% of the children belonged to one or more libraries and of these 0.7% belonged to three libraries and 3% belonged to two. In reply to a question on reading preference, 16% maintained that they liked reading more than anything else, 64.5% said that they liked reading quite well and 19.5% said that they did not like reading at all.

Radio. Both Adams and Nicholson found that radio listening occupied from a half to two-thirds of the time spent in reading. Figures from the present study show that almost as much time was spent in radio listening as in reading. During the week radio listening occupied 4.6% of the children's time and averaged 48 minutes daily. In the weekend 2.4% of the time, or 32 minutes daily, was spent listening to the radio. The greater number and popularity
of week night serials is one factor which would account for this increase in weekly listening time.

Only 8% of the total sample failed to listen to the radio during the week but 34% did not listen during the weekend. The greatest time spent listening daily during the week was 3 hours and during the weekend, 4 hours. As in Nicholson's survey, many children reported listening to the radio while in bed, some 28% of the overall sample having listened in bed at least once during the week.

Very little use was made of programmes on national stations: only 17.5% recorded having listened to a national station. Of these a large number listened only for a short period to the News or the Dominion Weather Forecast.

A wide variety of programmes were listened to, in all 61 different programmes being reported. By far the most popular programmes were humorous serials and serials of the thriller type; these were followed in popularity by serials of romance, stage shows and adventure and prisoner-of-war stories. These preferences show some differences from those of the post-primary children in Auckland where request sessions, plays, and serials were the most popular. Programmes gaining most favour were:

Films. Attendance at the cinema during the week was very low, only 5% of the children attending. The mean time per week for the total sample was 8 minutes, as compared with 45 minutes and 37 minutes respectively, spent by children in the Auckland and Otago surveys. This difference between primary and post-primary pupils in the frequency of film attendance is reversed in the weekend when 31% of the primary children attended, giving an overall mean time in attendance of 52 minutes. The corresponding time spent by the post-primary children from Otago and Auckland was 42 minutes and 39 minutes respectively. Associated social activities among these older children would probably account for this difference.

Overall, films occupied the children of this study for 0.2% of their weekly time and 1.3% of their weekend time. These figures give little substance to the commonly expressed view that film attendance by the modern child is excessive.

Adventure films held the greatest appeal, with film dramatizations of popular children's books being only
slightly less popular. The particular films most enjoyed during the six months immediately preceding the survey were: "Ben Hur," "Toby Tyler," "The Sundowners," and "Pollyanna."

A study of these children's film habits shows that only a small number of the children are accompanied to the cinema by their parents. In the complete sample only 1% attended the films with one or both of their parents.

Television. It was not possible to carry out this investigation before viewing of television in the city had actually commenced (official telecasts began in the first week of the survey). The small amount of time so occupied by the children of this survey, representing only 0.4% of their total out-of-school time, was too small to cause any significant alteration to their overall behaviour pattern.

Thirty-seven of the children (9% of the total) viewed television during the week and for the overall sample this represented a mean weekly time of 12 minutes. Those who actually viewed spent an average time of 2 hours 15 minutes so doing each week, with 10 hours of viewing being the greatest recorded by any one child. During the weekend more children viewed and for longer periods: the mean weekend viewing time for the overall sample was
17 minutes and the proportion viewing was 12.5%.

Lack of a television set appeared no obstacle to viewing because, of those who viewed, only 18.6% did so at their own home. Just over 27% viewed display sets at city stores while 54.3% viewed at the homes of friends or relations. As would be expected with the novelty of this medium, only a very small number of those who viewed showed any signs of being selective in choice of programmes.

**Mass Media viewed overall.** In the Fifty-third Yearbook of the National Society for the Study of Education, *Mass Media and Education*, Dale\(^2\) affirms that "There are special reasons why we as teachers, as principals, as superintendents or as parents, should be concerned with the mass media." He points out that:

The child spends more time with the mass media than with any other voluntary educational agency and these experiences with mass media may be affecting his stock of information, his attitudes, his play patterns, his speech or his choice of occupation.

The time spent with the mass media by the children of this survey shows the important place which these agencies occupy in their lives and gives support to

Dale's belief that "No teacher in our schools can teach with full effectiveness unless he has a keen understanding of the role of mass media in the life of his students." During the week each child spent a daily average of 1 hour 32 minutes with some form of mass media and only 0.5% were not subjected to its influence. For the weekend the corresponding figures were 1 hour 43 minutes and 2.6%.

Of the whole sample's average waking time, 19.6% of the time during the week and 14.7% of the time during the weekend was spent with some form of mass media, these figures being very similar to those obtained by Nicholson for post-primary pupils and contained under the heading Entertainment in Table III.

Figure 2 shows how the overall time spent on this general activity was distributed amongst the individual media.

During the week over half the total time devoted to mass media was spent in listening to the radio. Reading occupied a similarly large percentage of the total time, while film attendance and television viewing accounted for only 2.2% and 3.3% respectively. In the weekend the bulk of time spent with the mass media was again shared between

\[\text{Ibid.}\]
Figure 2:

Time spent by whole group in reading, listening to the radio, and viewing films and television expressed as a percentage of total time with mass media.
reading and radio listening, but the order of importance was reversed. Film going rose sharply, no doubt as a result of greater opportunity for weekend attendance, and television viewing occupied a slightly larger place in the overall picture than it had done during the week.

**Sport.** Sporting activities occupied the children of this survey for a similar proportion of time as they did the children in the Auckland survey. During the week 58.4% of the sample engaged in some sporting activity and a large proportion of these were involved in sport organised by the school but played outside normal school hours. The mean time for the week's sporting activities for the whole sample was 49 minutes, representing 1.2% of the total out-of-school time. At the weekend only 32.2% of the complete sample devoted any time to sport, and the mean time spent so doing was 50 minutes. Fewer took part but those who did participated for longer periods, the longest time recorded being 8 hours 30 minutes.

**Play.** As noted earlier, activities included in this section consist of informal play, excursions and social activities.

Only 6% of all the children failed to make entries under this heading, either during the week or in the
weekend. The mean time spent in play during the week was 3 hours 38 minutes, this representing 5.2% of the sample's total out-of-school time. With more free time available in the weekend, an increase in the amount of time given to play could reasonably be expected, and the findings of the present survey confirm this expectation. Time spent in play during the weekend totalled on the average 7 hours 55 minutes, or more than twice the amount recorded during the week. Reference to Table III shows that the children of this study spent more than twice the amount of time in play as did the children of the Auckland survey. This situation is in accord with Adams' finding that as children become older an increasingly smaller proportion of their time is devoted to play.

**Hobbies.** The mean time spent on hobbies by the children of the Otago survey during the week was 46 minutes, and during the weekend 34 minutes. Children of this survey spent a similar time with these activities, the mean weekly and weekend times so spent being 47 and 46 minutes respectively. Viewed in relation to all other activities a small amount of out-of-school time was devoted to hobbies: 1.1% of weekly time, and 1.2% of weekend time.
Caring for animals was the hobby most popular with the overall sample. Other popular hobbies such as knitting, sewing, and building model aeroplanes, were enjoyed by one sex only. Thirty-nine per cent of the children spent some time on hobbies during the week and in the weekend, while a smaller proportion, 32%, spent time on hobbies, they did so for greater lengths of time.

Cultural. Only a small proportion of the children's total out-of-school time was taken up with cultural activities. The mean time so spent during the week was 1 hour 21 minutes and during the weekend was 46 minutes. These figures represent only 1.6% of the total out-of-school time. In the weekend less children spent less time on cultural activities, 35% compared with 50% being so occupied. Cultural activities most commonly reported were music practice, guiding and scouting.

Religion. An analysis of the data from this survey reaffirms the Otago and Auckland findings that religion is essentially a weekend activity. Only 15% of the children had any form of religious activity during the week, the mean time so spent for the complete sample being 14 minutes. At the weekend participation in religious activities was more than trebled. The percentage of time
involved rose from 0.3% to 1.3% and the mean time spent was 52 minutes. Almost half of the children engaged in some form of religious activity during the weekend, this being some 9% higher than the figure obtained by Nicholson.

**Duties.** Duties in one form or another occupied 99.5% of the children during the week and 95% of them during the weekend. For the purpose of the present study Duties were taken to include homework, home duties, and paid employment, and the mean time so spent during the week and during the weekend was 4 hours 47 minutes and 3 hours 49 minutes respectively. Paid employment was not common, as in Harper's study of technical school pupils, only 13% having after school or weekend employment. Almost all of the children shared in the duties of the home, only 5% failing to give any assistance. Homework was widespread, but not nearly so intensive as that reported in the Auckland study where an average of 380 minutes each week was spent with this activity. The difference between Nicholson's findings and the data of this survey in amount of time spent on duties, as seen in Table III, can partly be accounted for by this increased

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time spent by the older children doing homework.

Meals. Of all the out-of-school time available 8 hours 31 minutes per week, or 12.9\% of weekly time, was spent having meals. The mean time for meals per day was 56 minutes during the week and 1 hour 36 minutes during the weekend. The increase in time spent on meals in the weekend could in part be a function of the increased free time available at this stage of the week. Figures from Nicholson's survey are in close accord with these findings.

Travel. Time spent travelling during the week averaged 3 hours 57 minutes and during the weekend 3 hours 7 minutes. With the majority of children living close to school and using bicycles as their main form of conveyance a uniformly small amount of time was devoted to travel, the proportion of out-of-school time spent in travelling being 5.6\% per week and 4.8\% per weekend.

Sleep. The mean daily time spent in sleep during the week was 9 hours 43 minutes and in the weekend 10 hours 13 minutes. A similar amount of time, 9 hours 46 minutes during the week and 9 hours 47 minutes during the weekend, was spent by the children from the Auckland survey.
Personal. Children of this survey were occupied with personal activities for a considerably greater percentage of their time than were the children of Nicholson's survey. The mean weekly and weekend times of 4 hours 35 minutes and 4 hours 5 minutes given over to personal activities represented 14.7% and 11.7% respectively of the children's average waking time. The corresponding figures from Nicholson's study were 8.8% and 7.3%.

Miscellaneous. Time unaccounted for by the children and time spent on activities defying classification, totalled on the average, 1 hour 11 minutes during the week and 2 hours 46 minutes during the weekend. If these times are expressed as percentages of the whole sample's average waking time, the figures obtained show close agreement with those obtained in the Auckland study. During the week, 3.9% of the younger children's waking time fell into this classification as compared with 3.4% for the post-primary children. For the weekend the corresponding figures were 8% and 9.5%.

Time spent with parents. Both Adams and Nicholson noted that few voluntary leisure activities are pursued as a family unit. An examination of the data from the present
survey indicates that a similar situation holds with younger children. Nicholson points out that "... this could be an undesirable feature of leisure activity today, leading as it does to a breakdown in the family unit." Apart from meal times spent with the family the children of this study reported spending on the average only 6 hours 20 minutes per week with one or both parents. Although the family as a social unit has undergone, and is undergoing, many changes, "it has lost none of its importance as the primary socialising agency in the life of the child." Consequently these findings may be viewed with considerable concern.

Summary. From the data presented in the first part of this chapter, an overall picture of children's non-school activities has been compiled. The figures shown in Table II, when converted to graph form as in Figure 3, serve to highlight this picture.

Between them, the activities of eating and sleeping occupied 57.5% of the total out-of-school time. Of the remaining time the greatest proportion was spent in play, and in entertainment provided by various forms of mass

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<th>Percentage</th>
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<td>Hobbies</td>
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<td>Sleep</td>
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**Figure 3**

Time spent by whole group expressed as a percentage of total out-of-school time.
media. While religious activities and film-going were mainly carried on during the weekend, hobbies, cultural, and personal activities, duties, and travel show little variation from week to weekend. Generally speaking, the time devoted to the various activities seemed in no way excessive, although the lack of activities pursued as a family unit gives cause for considerable concern.

II. CONSIDERATION OF VARIATIONS DUE TO SEX GROUPINGS

Previous research with post-primary children has indicated that although different activities receive different emphasis the behaviour patterns of boys and girls are very similar. The remainder of this chapter will be given to examining the data of the present survey to see to what extent this is true also of primary school children.

In Table IV the amount of time spent on the various activities by girls and by boys is shown.

Reading. A difference of 36 minutes per week and 21 minutes per weekend was found in the amount of time devoted to reading by girls and boys. Contrary to Nicholson's findings the boys were the greater readers although the difference at the weekend was smaller. During the week the boys spent 43 minutes per day in reading and
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<th>WEEK BOYS</th>
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<td>4 43</td>
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during the weekend 51 minutes per day. The corresponding time spent by the girls was 34 minutes and 44 minutes respectively. While the boys spent a greater overall time reading, a greater number of them, 11.4%, as compared with 4.5% of the girls, read no books at all.

Whereas Nicholson found that with his grammar school sample comic book reading was almost entirely absent, the findings of this study showed that the reading of comics was fairly widespread; 59% of the boys and 53.5% of the girls reporting this activity at least once during the week.

Girls showed a much higher percentage of library membership than did the boys, 63.8% belonging to one or more libraries as compared with 46% of the boys.

The range of books read by both boys and girls was extensive. Most popular with the girls were Enid Blyton's "Famous Five" series, Helen Boylston's "Sue Barton" series, and L.M. Alcott's "Little Women." Books of adventure held most appeal for boys and of these "The Dam Busters" by Paul Brickhill, "Huckleberry Finn" by Mark Twain, and the "Dauntless" series, by P. Dawlish, were most popular. Few books were read by both boys and girls and the only author to gain some degree of popularity with both sexes was Enid Blyton.
Radio. Boys again spent more time on this activity than did the girls, the mean weekly listening time for the boys being 3 hours 34 minutes, as compared with 2 hours 47 minutes for the girls. In the weekend the difference was even greater, the boys spending nearly twice as much time in listening as the girls, although the number thus occupied was very similar for both sexes. A greater proportion of boys, 21%, as compared with 13.8% of the girls, listened to national radio stations. Listening to the radio in bed was also more popular with the boys, 34% of them as compared with 21% of the girls so doing.

Although the girls spent less overall time listening to the radio than the boys, they listened to a greater variety of programmes. While the boys listened only to 30 programmes the girls spread their listening time over 57, nearly twice the number. Most popular with the girls were humorous programmes, love stories, serials of the thriller type, and radio shows. The boys showed somewhat similar tastes preferring thrillers, humorous programmes, prisoner-of-war stories and love serials. Individual programmes gaining the greatest following were, for the boys, "Life with Dexter," "The Hundred Flowers of Death," "The Colditz Story" and "So Little Time," and for the girls, "So Little Time," "Life with Dexter," "The Lever
Hit Parade," and "The Pied Piper."

Films. During the week, although the overall attendance was low, almost twice as many boys as girls went at least once to the cinema. At the weekend an almost similar situation prevailed with 37% of the boys and 24% of the girls attending the films. Of the whole sample's out-of-school time only a very small part was spent watching films: the girls spending on the average 5 minutes during the week and 39 minutes during the weekend, and the boys spending 12 minutes and 1 hour 4 minutes respectively.

Films seen, covered a wide range, with a large number appealing to both girls and boys. Those proving most popular were, for the girls, "Toby Tyler," "Pollyanna," "Ben Hur," and "The Sundowners," and for the boys, "Ben Hur," "The Sundowners," "Olympia 1960" and "Toby Tyler."

Television. Boys spent more time than the girls both during the week and the weekend in viewing television. During the week 11% of the boys spent an average time of 2 hours 39 minutes viewing, as compared with 7% of the girls who spent on the average 1 hour 29 minutes. At the weekend this difference was less marked, with 14% of the boys spending 2 hours 22 minutes viewing as compared to
11% of the girls who spent 2 hours 5 minutes.

**Time spent on all forms of mass media.** Figures for time spent on the individual media, when totalled, show that boys spend considerably more of their out-of-school time with the various forms of these agencies than do the girls. During the week the boys spent an average time of 6 hours 54 minutes occupied in this way while for the same period the girls were similarly engaged for only 5 hours 14 minutes. The difference in time spent during the weekend was even greater, the boys spending some 106 minutes more with mass media than the girls.

The manner in which the boys and girls distributed their time amongst the various media is expressed in Figure 4. Although the girls spent considerably less of their total time with mass media, they distributed their time in a fashion very similar to the boys, the only difference being that for the girls, reading occupied a slightly larger proportion of total time than it did for the boys.

**Sport.** This survey shows that the boys participated in sporting activities to a far greater extent than did the girls. Time spent on weekly sporting activities averaged 1 hour 9 minutes for the boys and 27 minutes for
FIGURE 4

TIME SPENT BY BOYS AND GIRLS IN READING, LISTENING TO THE RADIO AND VIEWING FILMS AND TELEVISION EXPRESSED AS A PERCENTAGE OF TOTAL TIME SPENT WITH MASS MEDIA.
the girls, with 30% of the boys and 54% of the girls engaging in no sporting activity at all. During the weekend these figures rose to 50% and 88% respectively. Although fewer boys participated in sporting activities during the weekend, those who did, did so for greater periods of time, the mean daily time so occupied during the weekend being 27 minutes as compared with 17 minutes during the week. Compared with the boys, fewer of the girls spent less time on sporting activities during the weekend than they did during the week.

Membership of rugby clubs, swimming clubs, the Y.M.C.A. and softball clubs were the most common sporting affiliations of the boys. Swimming clubs, tennis clubs and marching teams were the most common associations for the girls. With membership of 201 sporting clubs the boys had over twice the number of sporting affiliations as had the girls.

**Play.** During the week boys and girls spent approximately the same amount of time in play, the daily figures being 54 minutes for the boys and 55 minutes for the girls. In the weekend, however, the girls spent almost an hour more on this activity than did the boys, averaging 8 hours 25 minutes as compared with 7 hours 28 minutes.
Membership of social clubs was not extensive for either girls or boys, 29 of the boys belonging to 5 different social organisations and 36 of the girls belonging to 10 different organisations. The most popular social activity for the boys was the Chums Club and for the girls, the Coca Cola club, both these clubs being associated with films.

**Hobbies.** The tendency noted in Adams' survey for girls to spend more time than the boys with hobbies is also apparent in this survey. The mean daily time spent in hobbies by the girls during the week was 17 minutes, and by the boys, 11 minutes, with 48% of the girls and 32% of the boys being so occupied. During the weekend the position remained much the same, the girls spending 18 minutes daily with hobbies and the boys spending 13 minutes.

Apart from the caring for animals and the collecting of stamps, hobbies enjoyed showed little mutual appeal, the girls preferring knitting and sewing, and the boys preferring model aeroplane and model train construction. In the complete sample only 11 girls and 14 boys belonged to any organisation connected with their hobby.

**Cultural.** Girls generally spent more time than did
the boys in activities of this nature. During the week they spent, on the average, 1 hour 38 minutes, compared with 1 hour 6 minutes, spent by the boys. The corresponding figures for the weekend were 57 minutes and 36 minutes, respectively.

Whereas 50.5% of the girls enjoyed some cultural activity, either during the week or in the weekend, only 35.5% of the boys were so occupied. Of the activities engaged in practising music and attending guides or scouts, were the most common.

Religion. During the week more than three times the proportion of girls than boys spent time in some form of religious activity, the mean weekly time so occupied by the girls being 22 minutes, a little more than treble the time spent by the boys. In the weekend, while the girls still spent greater time on religious activities, the difference was not so large, 47 minutes being spent by the boys and 58 minutes by the girls. The girls reported membership of 214 Churches and related organisations as compared with the 147 reported by the boys.

Duties. Reference to time spent on duties fails to support Nicholson's findings that boys and girls spend an
almost equal amount of time on duties. The mean time spent on this activity during the week by the girls was 5 hours 18 minutes, and by the boys, 4 hours 19 minutes. In the weekend the respective times spent were 4 hours 43 minutes and 3 hours 1 minute. Only in the case of paid employment were there more boys involved. Nicholson found that three times as many boys as girls had paid employment of a temporary nature. This situation also appeared in the present survey, but to a greater extent: just over seven times as many boys as girls having paid employment of some form or other. A survey by the Otago Institute for Educational Research produced similar findings with an even greater difference between the boys and girls; of those studied 31% of the Form Two boys and 2% of the form Two girls had some form of paid employment. Both boys and girls shared in home duties to much the same extent but over twice as many girls as boys spent time doing homework.

Meals, Travel and Sleep. No significant variations due to sex groupings were apparent in the amount of time devoted to activities coming under these headings.

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Personal. The data for this part of the survey were in accord with Adams' findings that girls spend slightly more time on personal activities than do boys. During the week the mean time spent by the boys in this manner was 4 hours 28 minutes, and by the girls, 4 hours 43 minutes. The weekend difference was slightly smaller.

Summary. In general the findings of this survey bear out the findings of previous research. While different activities received different emphasis, e.g. boys spending more time with mass media and girls spending more time on religious activities, the overall behaviour pattern of the girls and boys was, as Adams found, very similar.
CHAPTER V

FURTHER RESEARCH FINDINGS

I. LEISURE ACTIVITIES AND LEVEL OF INTELLIGENCE

The relationship between children's intelligence and their use of leisure time has been given little attention overseas,\(^1\) and none in New Zealand. As noted in an earlier chapter, since brighter children have a greater range and depth to their classroom activities than their less well endowed peers, it could reasonably be assumed that their pattern of behaviour outside school hours would show a similar variation. It is intended in this chapter to examine this proposition and to discover the existence, extent, and nature of any such variations which may exist between the leisure activities of the average and above average children.

Two broad classifications of intelligence have been made: children with an intelligence quotient of 115 or less, as measured by the Otis Intermediate test, were classified as average; those with an intelligence quotient

\(^1\)M. Stewart, "The Leisure Activities of Grammar School Children," B.J.E.P. XX (February, 1950), pp. 11-34.
in excess of 115 were classified as bright. Relatively small numbers of children with intelligence quotients less than 85 precluded any finer grouping. Figure 5 shows that the intelligence quotients of this group fall mostly within the range 85-145. In the average group there were 256 children, in the bright group 160. Table V shows the variations by average and bright children in the use of out-of-school time.

Reading. Not unexpectedly, marked differences were found in the amount of reading done by children of average and those of above average ability. During the week the brighter children spent a mean time of 3 hours 6 minutes in reading as compared with a mean time of 2 hours 16 minutes spent by the children of the average group. At the weekend the differences between the two groups became even greater, the brighter children spending 3 hours 11 minutes on this activity as compared with the 1 hour 51 minutes spent by the average group. Alternative interests by the average children, mainly in the form of cinema attendance, was largely responsible for this increased difference between the groups. A correspondingly greater proportion of average children, 19.5% as compared with 11.3%, did no reading at all during the
FIGURE 5

DISTRIBUTION OF INTELLIGENCE QUOTIENTS FOR THE WHOLE GROUP.
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<th>WEEKEND</th>
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</table>
weekend.

Differences between the two groups were also apparent in choice of reading material. Enid Blyton, the writer gaining most support from the average children, held very little appeal for the children from the brighter group. Authors of the calibre of P. Berna, R. Guillot, I. Serrailler and Van Der Loeff, while seldom sampled by the average children, were very popular with the more able ones. Extent of comic reading was much the same for both groups: 55.5% of the average and 58.1% of the brighter children reported having read comics at least once during the week. Library membership was much higher for the brighter children, 73.8% of them as compared with 42.2% of the average children, belonging to at least one library.

Radio. An interesting difference was noted in the amount of radio listening engaged in by the two groups. During the week the average children spent some 16 minutes more listening than did the brighter children. In the weekend, however, this difference was reversed with the brighter children at this stage of the week listening for 43 minutes longer than the average children. As with reading, the difference between the two groups at the weekend was mainly the result of increased film attendance by
the average children. The brighter children continued to listen to the radio for much the same time during the weekend as they had during the week, but the average children spent more time at the cinema and devoted some 1 hour 59 minutes less to radio listening.

A noticeably larger proportion of the brighter children, some 30% as compared with 18.8% of the average children, recorded listening to national stations but very little difference was shown overall in the type of programme preferred.

Films. Stewart\(^2\) found that modern school children attended the cinema almost twice as frequently as did Grammar school children; this indicates that such a form of entertainment holds less appeal for the brighter child. Figures from the present study confirm this and suggest film viewing for the average children is possibly an alternative for reading and radio listening. During the week, although overall attendance was low, the mean time spent at the cinema by the children from the average group was twice that spent by the brighter children. In the weekend a similar situation prevailed: with 21.3% of the brighter children as compared with 36.7% of the average children

\(^2\)Ibid.
attending the cinema at least once.

No differences were apparent between the two groups in the choice of films. The standard of taste generally was as high as could be expected and both the average and bright groups of children chose "Ben Hur," "The Sundowners," "Toby Tyler" and "Pollyanna" as the four most enjoyable films they had seen during the year.

**Television.** Though the differences between the two groups in extent of television viewing were fairly small, they show a trend similar to that observed in film attendance. During the week 8.1% of the brighter children and 9.4% of the average children spent some time in viewing, while in the weekend the corresponding figures were 7.5% and 15.6%. Although fewer brighter children spent time viewing, those who did viewed for greater lengths of time, spending some 39 minutes during the week and 1 hour 6 minutes during the weekend, more than the children from the average children who viewed. Because of the novelty of this medium and the small numbers viewing, only 20 bright children from a sample of 160 and 54 average children from a sample of 256, caution must be exercised in the interpretation of these figures.
Mass media viewed overall. Figures for time spent on reading, radio, films and television, when considered together, show that these activities occupy a noticeably greater proportion of out-of-school time for the brighter children than they do for the average ones. For the brighter children 9.2% of their total out-of-school time was spent on these activities as compared with the corresponding figure of 7.7% for the average children.\(^3\)

When the mean times spent on the individual media are totalled, separately for each group, the overall patterns shown in Figure 6, emerge.

Media occupying the largest proportion of time for both groups were reading and radio: reading was most popular with the brighter children and radio most popular with the average children. Similar proportions of time for both groups were spent viewing television but time spent by the average group watching films was more than double that spent by the bright group.

Sport. During the week slightly more sporting activity was reported by the brighter children, 62.5% of

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\(^3\)These figures were arrived at by expressing the sum of the mean times spent on the individual media during the complete week, as a percentage of the total out-of-school time.
TIME SPENT BY AVERAGE AND BRIGHT CHILDREN IN READING, LISTENING TO THE RADIO AND VIEWING FILMS AND TELEVISION EXPRESSED AS A PERCENTAGE OF TOTAL TIME SPENT WITH MASS MEDIA.
them as compared with 55.9% of the average children either watching or playing some type of competitive sport. At the weekend no differences between the two groups were noticeable, participation by both average and bright children dropping to 32%. Affiliation with sporting clubs was much the same for both groups, the 160 bright children reporting 104 such associations and the 256 average children reporting 172.

**Play.** A definite, and again not unexpected trend that emerged was for the average children to devote more time than the bright children to play. During the week the average children spent 12 minutes more in daily play than the brighter children, and in the weekend this difference increased to 18 minutes.

**Cultural.** Very marked differences were noted between the two groups in the extent to which the children participated in cultural activities. The brighter children were far more often involved in activities of this nature. During the week a mean daily time of 30

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4. In this survey activities such as scouting, guiding, practising elocution or music, fall into this classification.
minutes was spent on cultural activities by the brighter children, as compared with 15 minutes spent by the average children. From the two groups 65% of the brighter children and 41% of the average children were so occupied. Although the participation of the whole sample in cultural activities at the weekend was reduced, the differences between the two groups became even greater: the brighter children spent 23 minutes daily on these activities as compared to the 11 minutes spent by the average children. The contrast may also be shown in another way: 55% of them as compared with 25% of the average children took part in such activities.

**Religion.** During the week religious activities were equally uncommon for children of both groups. At the weekend, however, participation by the brighter children tended to be greater, with 57% of them as compared with 44% of the average children taking part in some form of religious activity. The mean time so spent by both groups was 59 minutes and 48 minutes respectively.

**Duties.** Although total time spent on duties was much the same for both groups, marked differences occurred between the average and brighter children in the number
doing homework and engaging in paid employment. As might be expected the incidence of homework was far greater for the brighter child, 93% of them, as compared with 35% of the average children, reporting this activity at least once during the week or the weekend. With paid employment the reverse was the case, a far greater proportion of average children, 17% of them as compared with 9% of the brighter children, being engaged in after-school work.

**Time with parents.** Children from the brighter group spent some 70 minutes more with their parents during the complete week than did the average children. Much of this increased time was spent talking to parents and discussing matters relating to school. During the complete week, excluding time spent having meals, the bright children spent 6 hours 14 minutes and the average children 5 hours, with one or both parents.

**Hobbies, Meals, Travel, Sleep and Personal.** Under these headings no appreciable differences between the way average and bright children spent their time were apparent.

**Summary.** The findings from this part of the survey have shown that bright and average children show a number of variations in their behaviour patterns, outside, as well
as during school hours. Not unexpectedly, marked differences were found between the two groups in the amount of reading done and the quality of the material read. The brighter children, especially at the weekend, read a great deal more and belonged to libraries in greater numbers. During the week the average children spent some 16 minutes more listening to the radio than did the brighter children but at the weekend their time spent on radio listening dropped considerably, mainly as a result of increased film attendance, and was some 43 minutes less than that spent by the brighter children. Attendance at the cinema was much higher by the average children, especially at the weekend, and suggests that for the average children this form of entertainment is possibly an alternative for reading and radio listening. A trend was found for greater numbers of average children to spend time viewing television but because of the novelty of this medium and the small number of children involved, interpretation of these findings must be made with caution. The average children spent more of their time in play than the bright children but the reverse was the case with cultural activities. Both during the week and at the weekend, the bright children spent on the average, over twice the time on cultural
activities as did the average children. Religious activity during the week was equally uncommon but at the weekend participation by the brighter children tended to be greater. Although the total time spent on duties was much the same for both groups, a larger proportion of average children were engaged in paid employment, and, as might be expected, a larger proportion of bright children spent some time doing homework. The brighter children also spent more time talking to their parents and in engaging in joint family activities. No appreciable differences between the way average and bright children spent their time were apparent under the headings of Hobbies, Meals, Travel, Sleep and Personal.

II. LEISURE ACTIVITIES AND SOCIO-ECONOMIC STATUS

Research by MacDonald and others\(^5\) has shown that American children from different social class backgrounds engage in leisure activities which are quantitatively and qualitatively different. In the remainder of this chapter data from the present study will be examined to

see if this is also true of New Zealand children.

To obtain a suitable measure of the children's socio-economic status, use has been made of the occupational ratings index compiled some years ago by Havighurst and his associates. 6 Selection of this particular index was based on Havighurst's findings that an index of occupational rating is the best single predictor of social status. Its validity, as measured by its standard error of estimate, is only slightly exceeded by a composite index consisting of occupational, house type, dwelling area, and source of income ratings. "It is a practicable certainty," Havighurst 7 states, "that we can predict social status on a 5 point scale within one point with the I.S.S. (composite Index of Socio-economic Status), while occupational rating alone permits us to predict social status with certainty within about 1.5 points."

For the purpose of this survey the children whose parents received an occupational rating from 1 to 5 have been classified as class A, while those whose parents' parents


7 Ibid., Appendix A, p. 14.
rating was 6 or 7 have been classified as class B. Because of the small number of children whose parents received an occupational rating of one or two, only 20 in the complete sample, it was not possible to make any finer classification. The mean Intelligence Quotient of the A class children was 114, some 8 points higher than the mean Intelligence Quotient of the B class children, and this difference in intelligence must be taken into account when considering variations in the behaviour patterns of the two groups. The numbers in class A, comprising mainly farmers, proprietors, managers, professional, skilled and certain semi-skilled workers, totalled 210; those in class B, comprising mainly semi- and unskilled workers, totalled 177. Figure 7 shows how these numbers were distributed over the seven point scale.

Differences between the two groups in the amount of time spent on the various out-of-school activities (see Table VI) together with related data, will now be discussed.

Reading. Both during the week and in the weekend consistent, though small, differences were found in the amount of time devoted to reading by the two socio-economic groups. Throughout the week class A children read for a mean daily time of 42 minutes as compared with 35 minutes
FIGURE 7

DISTRIBUTION OF CHILDREN ALONG THE OCCUPATIONAL RATING SCALE.
### TABLE VI

VARIATION IN USE OF OUT-OF-SCHOOL TIME
ACCORDING TO SOCIO-ECONOMIC GROUPINGS

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devoted to the same activity by class B children. During the weekend, while both groups spent more time reading, class A were still the greater readers, spending on the average some 8 minutes daily longer with this occupation than the class B children. These figures confirm those from MacDonald's study which revealed that the trend was clearly toward more frequent reading of books as one moved from the diaries of the lower to the middle class children, although the greater time spent on reading by the bright B class children as compared with the A class children, 2 hours 52 minutes as against 2 hours 48 minutes during the week and 3 hours as against 2 hours 33 minutes at the weekend, suggests that this trend may be more a matter of intelligence than socio-economic class.

No appreciable difference existed between the two groups with regard to reading comics, 56.2% of class A children and 58.8% of class B doing so at least once during the week or weekend. A similar proportion of children from both groups failed to read a book at all, the proportions not reading being 7.6% for the class A and 7.9% for the class B children.

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8 MacDonald, Ibid., p. 513.
With library membership a noticeable difference occurred, a far greater number of class A children having such associations. Almost 64% of the class A children as compared with 46% of the class B children belonged to one or more libraries.

In choice of favourite books the two groups showed a similar wide range of tastes and supported Stone’s conclusion that, for New Zealand children at least, there is little positive association between socio-economic status and the types of books read.

Radio. No difference was apparent in the amount of time spent listening to the radio by the two groups during the week. At the weekend, however, a greater number of class A children listened for greater lengths of time, the daily listening times for both groups being 36 minutes and 28 minutes respectively, with 29.5% of the class A children and 40.7% of the class B children not listening at all. This rather surprising finding is in agreement with MacDonald’s discovery that fewer lower

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10 MacDonald, op. cit. p. 513.
class children than one would expect on the basis of chance, reported listening to the radio.

Both during the week and the weekend a slightly larger number of class A children listened to national stations, the percentages so listening for both groups being 20.5% and 14.7% respectively. Children listening to radios whilst in bed were found slightly more frequently in the A group, 29% of these children as compared with 26% of class B children reporting such listening.

In choice of favourite programmes there were no great differences between the two groups, both preferring humorous programmes and serials of the thriller type.

Films. Research both in New Zealand and overseas indicates that there is a definite relationship between film attendance and socio-economic status. McQueen\textsuperscript{11} in 1927 found that the children of unskilled and semi-skilled workers, living in poorer areas of Dunedin, attended the cinema much more often than those of professional, clerical and skilled workers. A similar

\textsuperscript{11}Quoted by Scott, \textit{op. cit.}
finding was made by the Payne Fund\textsuperscript{12} investigation in the United States in 1933. In a much more recent study MacDonald\textsuperscript{13} found a very clear difference between upper class children and lower class children in the case of film attendance: very few lower class children failed to go to the movies at least twice during the week, whereas only one out of five upper class children went more than once a week.

Further evidence of this nature is afforded by the findings of the present survey. During the week while neither groups attended the films to any great extent, more than twice the number of children from class B than from class A went at least once. At the weekend overall film attendance rose sharply, with children from the B socio-economic group continuing to attend in greater numbers. While 38.4\% of B class children attended, only 25.2\% from the other class were similarly occupied, giving a daily mean time in attendance of 23 minutes for the B class and 13 minutes for the A class children.

Differences in film preferences between children

\footnotesize\textsuperscript{12}Quoted by W. J. Scott, \textit{op. cit.}

\footnotesize\textsuperscript{13}MacDonald, \textit{op. cit.}, p. 513.
from the two socio-economic groups were not apparent, the same films holding equal appeal for the children of both groups.

**Television.** During the week some 11% of the A class children and 7.3% of the B class children viewed television, the mean weekly time of those who viewed being 2 hours 15 minutes and 2 hours 13 minutes respectively. At the weekend while a slightly smaller percentage of A class children viewed, 12.4% viewing as compared with 13.6% of class B children who viewed, they were engaged in this activity for appreciably longer periods than were the lower class children, the weekend viewing times for both groups averaging 2 hours 39 minutes for the A class children and 1 hour 53 minutes for the B class. Information on accessibility of television set, a factor having some bearing on this situation, showed that 22.9% of the A class children and only 12.5% of the B class children were able to view at their own home.

**Mass media viewed overall.** Data contained in Figure 8 shows the emphasis given by the children of the two socio-economic groups to each of the individual mass media.
TIME SPENT BY A AND B CLASS CHILDREN IN READING, LISTENING TO THE RADIO AND VIEWING FILMS AND TELEVISION EXPRESSED AS A PERCENTAGE OF TOTAL TIME SPENT WITH MASS MEDIA.
Although differences in time spent with the mass media are not marked between the two socio-economic groups, they are in general accord with MacDonald's findings that children from families of higher socio-economic status tend to read books and listen to the radio more frequently and to be somewhat restricted in their attendance at the movies.

Cultural. Figures from this part of the survey show a noticeably greater participation in cultural activities by the class A children both during the week and the weekend. During the week 55.7% of these children, as compared with 46.3% of the class B children, participated in some form of cultural activity, while in the weekend, though overall participation was smaller, the difference between the two groups was greater with 41.9% of class A children and 28.8% of class B children having cultural associations. Table VI shows actual time spent by both groups on cultural activities.

Religion. MacDonald found that, although the

\(^{14}\)Ibid.

\(^{15}\)Ibid., p. 512.
percentages of those attending once during the week were similar, children from the higher socio-economic groups were more often at a gathering connected with a church when compared with children of lower socio-economic status. A similar situation was found to exist with the children participating in this survey. During the week little religious activity was recorded by either group, only 14.8% of the class A children and 15.8% of the class B children attending any form of religious activity. At the weekend, however, religious activity was more than trebled, and a noticeably greater participation by the class A children was noted, 56.2% of them, as compared with 41.2% of the class B children, engaging in some form of religious activity.

**Duties.** Although duties as a whole occupied children from both groups for a similar amount of time, there were appreciable differences between the two groups in the number of children doing homework and engaging in paid employment. Almost twice as many B class as A class children were involved in some form of paid employment outside school hours, 15.8% of the former and 8.6% of the latter being so occupied. In the case of homework the position was reversed, with some 15% more of the class A
children reporting this activity.

**Travel.** Small but consistent differences between the two groups were revealed in the time spent on travelling during the week and at the weekend. In both cases, as Table VI shows, the class A children spent some six minutes daily less in travelling than did the class B children. A larger number of the A class children travelling in parents' cars contributed to this difference.

**Time spent with parents.** Research by MacDonald\(^\text{16}\) and others revealed the tendency for children from middle and upper class families to take part more frequently in activities with other members of their family. Information from the present survey reveals a similar tendency. During the complete week, excluding time spent in having meals, children from the A class spent 7 hours 34 minutes with their parents, some 1 hour 28 minutes more than that similarly spent by the class B children.

**Sport, Play, Hobbies, Meals, Sleep and Personal.** No significant differences between the two socio-economic groups were apparent in the entries made under these headings.

\(^{16}\text{Ibid.}\)
Summary. The children from the class A socio-economic group tended to read more books than the B class children, although this may be more a matter of intelligence, and they belonged to libraries in greater number. Compared with the B class children, they listened to the radio more frequently at the weekend, viewed television for longer periods, and showed a noticeably greater participation in weekend cultural and religious activities. During the complete week the A class children spent some 88 minutes more with their parents than did the B class children. Children from this latter class spent more time engaged in paid employment, travelling and attending the cinema than did the A class children.

In general the figures from this survey tend to support the American findings\(^\text{17}\) that children from different social class backgrounds engage in leisure activities which are quantitatively and qualitatively different.

\(^{17}\)Ibid. p. 505.
CHAPTER VI

SUMMARY AND CONCLUSIONS

In this final chapter the findings of the present study are restated, in a summarised form, and suggestions for further research are offered.

Consideration of overall sample. Data from this survey has shown that the majority of the children studied lead very full and active lives.

Apart from sleeping, which on the average occupied the children for some 51% of their out-of-school time, activities coming under the headings of Play, Mass Media, Personal, Duties, Meals and Travel, were the most time consuming. With the exception of film attendance, religious activity and play, there was little variation between the weekly and weekend use of time.

Of the time spent with the mass media, 94.5% of it during the week and 77.6% of it during the weekend was spent either reading or listening to the radio. Film attendance increased considerably at the weekend, but even then it occupied only 1.3% of the children's total out-of-school time. Time spent viewing television, on the average 29 minutes for the total sample per complete week, was too
small to cause any significant alteration to the children's overall behaviour pattern. Lack of a television set proved no obstacle to viewing, 81.4% of the children doing their viewing either from sets in friends' homes or from display sets in city stores.

Duties in one form or another occupied almost all of the children at some stage during the week or the weekend. Sharing in home duties was general, only 5% of the children failing to give assistance of this nature. Homework was widespread, 57.5% of the children reporting this activity. Paid employment, however, was not common, only 13% of the children having after-school or weekend employment.

Excluding film and television viewing, which is included under the heading of Mass Media, the activity to occupy the smallest place in the lives of the children, was religious participation. For the complete week only 0.8% of the children's total out-of-school time was taken up with activities of this nature. Hobbies, cultural and sporting activities occupied a similarly small amount of the children's time, a total time of only 5 hours 19 minutes being spent on these activities during the complete week.

Time spent by the children with their parents, meal
times excluded, averaged 6 hours 20 minutes per complete week and represented 4.8% of their total out-of-school time. In view of the importance of the family as the primary socialising agency in the life of the child, this situation may be viewed with considerable concern.

Consideration of variations due to sex groupings. In general the findings of this survey relating to the differences between the leisure activities of boys and girls, are in accord with previous research. Although different activities received different emphases the behaviour patterns of both sexes were very similar.

More time was spent by the boys in reading, listening to the radio, viewing films and television, and playing and watching organised sport, and by the girls in playing, engaging in hobbies, in cultural, personal and religious activities and in duties.

Figures for time spent on mass media show that, although boys spent considerably more time with the various forms of these agencies than did the girls, they distributed their time amongst them in a very similar fashion, the only difference being that for the girls reading occupied a slightly larger proportion of total time than it did for the boys.
Time spent by girls on duties was much greater than that spent by the boys and this differs from Nicholson's findings that boys and girls spend an almost equal amount of time on duties. Only in the case of paid employment did the boys of the present survey spend more time than the girls.

No significant variations between the sexes were found in the amount of time devoted to eating, travelling and sleeping.

**Leisure activities and level of intelligence.** Only a limited amount of research overseas and none in New Zealand has explored the relationship between children's intelligence and their use of leisure time. The findings of the present survey show that bright and average children display a number of variations in their pattern of behaviour outside, as well as during, school hours.

As would be expected, the children of higher ability read a great deal more than the average children, some 2 hours more per complete week; they had more mature reading tastes preferring authors of proven ability; and

---

far more of them belonged to libraries.

In listening to the radio the brighter children spent a slightly greater time and 30% of them, as compared with 18.8% of the average children, listened to national stations.

Marked differences occurred between the two groups in extent of cultural activities, the brighter children spending more than twice the time of the average children with activities of this nature. The brighter children also spent greater time on sporting and religious activities with differences in the latter being much greater at the weekend.

While duties overall occupied both groups for similar amounts of time more than twice the number of brighter children, 93% as compared with 35% of the average children, spent some time doing homework. Children from this brighter group also spent more time than the average children with their parents, talking and discussing school matters.

Figures for film attendance showed that the average children went to the cinema much more frequently than the brighter ones, 36.7% of them as compared with 21.3%, attending the cinema at least once during the weekend.
A similar trend was noted with television viewing, although time spent by both groups occupied only a small percentage of out-of-school time.

Time spent on play showed that the children of average ability tended to spend more time on this activity than the bright ones. A far greater number of them were also engaged in after-school employment, 17% of them as compared with 7% of the brighter children having regular after-school work.

No variations were found between the groups in time spent on activities reported under the headings of Hobbies, Meals, Travel, Sleep and Personal.

*Leisure activities and socio-economic class.* The tendency found in American studies for children of different socio-economic status to engage in leisure activities which are quantitatively and qualitatively different, is found also in the present study.

Children from the A socio-economic class, as compared with the B class children, read for some 52 minutes longer during the complete week, they belonged in greater numbers to libraries, and they spent on the average 18 minutes more per complete week listening to the radio, and they tended to spend greater amounts of time viewing
television. Time with parents and participation in cultural and religious activities was also greater for these A class children.

Children from the B socio-economic group on the other hand, spent more time engaged in travelling, in attending the cinema and in paid employment, the latter activity occupying 15.8% of them as compared with 8.6% of the A class children.

No differences between the two groups were found in activities reported under the headings of Sport, Play, Hobbies, Meals, Sleep, and Personal.

With this summary the present study of children's out-of-school activities is concluded although much yet remains to be done in this field. Further investigations, of broader compass, are called for, and the following topics for future research are suggested.

**Suggestions for further research.**

1. A follow-up of the present study in, say five years' time, when the full impact of television has been felt, so that any changes in the pattern of children's leisure activities can be noted and assessed.

2. A full scale research on the leisure activities of primary, intermediate and post-primary children in a New Zealand city not yet subjected to the influence of television.

If this study adds but a little to the meagre
collection of New Zealand literature on children's leisure activities, or if it acts as a stimulant for further research, its launching will have been justified and its purpose fulfilled.
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BIBLIOGRAPHY

A. BOOKS


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C. PERIODICALS


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D. UNPUBLISHED MATERIALS


APPENDIX
EXPLANATORY LETTER TO THE CHILDREN

Dear Girls and Boys of room Twelve,

Some of us at the University of Canterbury would like to find out how girls and boys spend their time when they are not in school. This has been done in many countries overseas but up till now very little has been done in New Zealand. This is where you can help us. We would like you to keep a diary for one week. Many people of all ages keep diaries in which they write down the things they do each day and a large number of Form Two children from all the Intermediate schools in Christchurch are keeping diaries for us.

In your diaries we would like you to write down all the things you do from the time you leave school in the afternoon until the time you go to sleep at night and all the things you do before coming to school in the morning. We would also like you to write down all the things you do during the weekend. We would like to know about all the things you do, however small they seem to you—we even want to know when you have been doing nothing much at all. Some things, like having tea, you may do every day and at the same time, but you should still write them down each time. Other things will be different on different days. If you have done more than one thing at the same time write them both down. Try to remember, as accurately as you can, when you did all these things. We also want to know whom you did things with, or whether you did them by yourself. Write this down in the column provided, e.g. sister, brother, boyfriend, by myself, etc.

You may spend some of your time playing, or going out to clubs. If so, we would like to know what you played at or where you went. In the same way, if you have listened to the radio, gone to the pictures, or read a book, always try to write down each time, the name of the radio programme, or what it was about, the name of the film you have seen, or the name of the book, comic, or paper that you have read. All these things are important if we are to be able to find out how New Zealand girls and boys spend their out-of-school time.
We are sure you will do your best to help us. There is no need to worry about your spelling; just write the word as you think it is spelt. Your teacher will give you a private code number of your own. Put this on your diary sheet every day instead of your name so that no one will know that the sheet belongs to you. No one connected with your school will see your diary. Each day you will put your diary sheet straight into an envelope with all the others, and your teacher will seal them up for us to collect later. It would help us very much if you could fill in your diaries as carefully as possible.

As this is quite a long letter we would just like to go over the most important points once more:

1. Write down all the things you have done, however small they may seem to you. Try to remember when you did all these things.

2. Every time you listened to the radio or went to the pictures, try to write down the name of the programmes you heard, or the names of the films you saw.

3. If you have been reading always try to write down the name of the book, paper, magazine or comic that you have read.

4. If you spent some time playing, or if you have been to a club, write down what you were playing, or where you went.

5. For everything you did say whether you did it by yourself, or with someone else; if you did it with someone else, say who this was.

Thank you very much for your help.

Yours sincerely,

(Signed.) R. S. Dalzell
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>With</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.15</td>
<td>I came home from school.</td>
<td>Friend</td>
</tr>
<tr>
<td>3.30</td>
<td>I went to my Friend's place. I read</td>
<td>Myself</td>
</tr>
<tr>
<td>3.45</td>
<td>Came home. Did the messages for Mum.</td>
<td>Myself</td>
</tr>
<tr>
<td>4.00</td>
<td>I read. The book was called &quot;The Mark on the Door&quot;.</td>
<td>Myself</td>
</tr>
<tr>
<td>4.15</td>
<td>Took the dog for a walk.</td>
<td>Myself</td>
</tr>
<tr>
<td>4.30</td>
<td>Called in at another friend's place.</td>
<td>Myself</td>
</tr>
<tr>
<td>4.45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.00</td>
<td>Friend had caught cold.</td>
<td>Friend</td>
</tr>
<tr>
<td>5.15</td>
<td>Said I better go home for tea.</td>
<td>Myself</td>
</tr>
<tr>
<td>5.30</td>
<td>Had tea. Pickled Onions and Cold Meat.</td>
<td>Myself</td>
</tr>
<tr>
<td>5.45</td>
<td>I had a music practice for 20 minutes.</td>
<td>Myself</td>
</tr>
<tr>
<td>6.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.15</td>
<td>I did my homework. 3 sentences and</td>
<td>Myself</td>
</tr>
<tr>
<td>6.30</td>
<td>2 sums. They were quite easy.</td>
<td></td>
</tr>
<tr>
<td>6.45</td>
<td>Read the book &quot;Trail to the North&quot; and</td>
<td>Myself</td>
</tr>
<tr>
<td>7.00</td>
<td>finished it about 7.20.</td>
<td></td>
</tr>
<tr>
<td>7.15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.30</td>
<td>Biked to deliver the letter to the</td>
<td>Myself</td>
</tr>
<tr>
<td>7.45</td>
<td>letter-box.</td>
<td></td>
</tr>
</tbody>
</table>
**Diary sheet (cont'd.)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.00</td>
<td>Had a game of crib with Mum and I won it.</td>
<td>Mum</td>
</tr>
<tr>
<td>8.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.45</td>
<td>Had a bath and washed my hair.</td>
<td>Myself</td>
</tr>
<tr>
<td>9.00</td>
<td>The bath lasted half an hour</td>
<td>Myself</td>
</tr>
<tr>
<td>9.15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.30</td>
<td>Went to Bed.</td>
<td>Myself</td>
</tr>
<tr>
<td>9.45</td>
<td>About this time I went to sleep</td>
<td>Myself</td>
</tr>
<tr>
<td>10.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.15</td>
<td>Asleep</td>
<td>Myself</td>
</tr>
<tr>
<td>10.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.15</td>
<td>Asleep</td>
<td>Myself</td>
</tr>
<tr>
<td>11.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.00</td>
<td>and later.</td>
<td></td>
</tr>
</tbody>
</table>

**Diary sheet for Thursday before school.**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.00</td>
<td>Asleep</td>
<td>Myself</td>
</tr>
<tr>
<td>7.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.15</td>
<td>Dad came in and woke me up.</td>
<td>Myself</td>
</tr>
<tr>
<td>7.30</td>
<td>Had my porridge</td>
<td>Myself</td>
</tr>
<tr>
<td>7.45</td>
<td>I got read for school. I did</td>
<td>Myself</td>
</tr>
<tr>
<td>8.00</td>
<td>my shoes</td>
<td>Myself</td>
</tr>
<tr>
<td>8.15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.30</td>
<td>I went to school.</td>
<td>Myself</td>
</tr>
</tbody>
</table>
Diary sheet for Saturday, morning, afternoon and evening

Write down all the things you did on Saturday - morning

With whom

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.00</td>
<td>Asleep</td>
<td>Myself</td>
</tr>
<tr>
<td>7.00</td>
<td>Read in Bed &quot;Grandstand Book for Boys&quot;</td>
<td>Myself</td>
</tr>
<tr>
<td>8.00</td>
<td>Got up and yawned a bit. I heard</td>
<td>Myself</td>
</tr>
<tr>
<td>9.00</td>
<td>Dad getting up</td>
<td>Myself</td>
</tr>
<tr>
<td>9.30</td>
<td>Had porridge and hot-buttered toast.</td>
<td>Myself</td>
</tr>
<tr>
<td>10.00</td>
<td>Went to Friend's place and asked</td>
<td>Myself</td>
</tr>
<tr>
<td>10.30</td>
<td>him if he would like to go to the Avon theatre</td>
<td>Myself</td>
</tr>
<tr>
<td>11.00</td>
<td>Came home. Asked another friend</td>
<td>Myself</td>
</tr>
</tbody>
</table>

12.00 | if he would like to go to.                    | Myself          |
12.30 | Had a quick lunch.                            | Myself          |
1.00  | Friend and I left for other Friends          | Friend and I    |
1.30  | place.                                        | Friend and I    |
2.00  | The picture started. The first half          | Two Friends     |
2.30  | was entitled "The Queen's Italian Visit."    | Two Friends     |
3.00  |                                              | Two Friends     |
3.30  | The Main Picture started. It was called "The Man in the Moon." | Two Friends     |
4.00  | Kenneth More was the star.                   | Two Friends     |
5.00  |                                              | Two Friends     |
5.30  | (See next page)                               |                 |
**Diary Sheet (cont'd.)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.00</td>
<td>Had Tea, Pickled Onions and Baked Beans and Saveloys</td>
<td>Myself</td>
</tr>
<tr>
<td>7.00</td>
<td>Had a game of crib.</td>
<td>Myself</td>
</tr>
<tr>
<td>7.30</td>
<td>Dad won it.</td>
<td>Myself</td>
</tr>
<tr>
<td>8.00</td>
<td>Read a book called &quot;Our World in Space and Time.&quot; Turned the light</td>
<td>Myself</td>
</tr>
<tr>
<td>9.00</td>
<td>and soon fell asleep.</td>
<td>Myself</td>
</tr>
<tr>
<td>9.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.00</td>
<td>Asleep</td>
<td>Myself</td>
</tr>
<tr>
<td>11.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.00 and later.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Questionnaire for pupils

1. Fill in the spaces to show, how many there are in your family, (not counting your mother or father, but counting yourself) and your position in the family: for example—There are six in our family and we go like this; brother (eldest), sister, me, brother, brother, sister (youngest). There are __________ in our family and we go like this.

---

2. Leisure time. (time when you are free to read, play, listen to the radio, go to clubs, etc.)

   (a) Underline the one which is usually most true for you:
       (i) I have plenty of leisure time.
       (ii) I have very little leisure time.
       (iii) I have no leisure time.

   (b) Write down the names of any clubs, groups or organisations, such as Scouts, Girl Guides, Sunday School, swimming club, film club, etc. to which you belong; ________________

   ________________

   ________________

   ________________

   (c) If you had more leisure time what would you most like to do with it? ________________

   ________________

   ________________

---

3. Reading.

   (a) Underline the one which is usually most true for you:
       (i) I like reading more than anything else.
       (ii) I like reading quite well.
       (iii) I don't like reading very much at all.

   (b) What two books have you most enjoyed reading this year?
       Title __________________________ Author _____________
       Title __________________________ Author _____________

   (c) If you are a member of any libraries, apart from your school library, write down the name or names of these libraries; ________________

   ________________

   ________________
4. Films.
   (a) Underline the one which best tells what you usually do:
       (i) I usually go to the films (pictures) twice a week or more (including weekends).
       (ii) I usually go to the films once a week.
       (iii) I usually go to the films once a fortnight or less.
       (iv) I have never been to the films.
   (b) What two films have you most enjoyed seeing this year?

5. Radio.
   What two radio programmes have you most enjoyed listening to this year?
   Name of programme .................. Radio station ....
   Name of programme .................. Radio station ....
LETTER OF APPRECIATION TO THE CHILDREN

Dear Girls and Boys of room Twelve,

At this stage of the survey we would like to thank you for the help which you are giving us. It is obvious that you are taking great care with your diaries and some of your entries are very detailed indeed. Without your help this study would not be possible and we are most grateful for your co-operation.

Thanking you,

Yours sincerely,

(Sgd.) R. S. Dalzell
### SAMPLE INDEX CARD

<table>
<thead>
<tr>
<th>No. School</th>
<th>I.Q.</th>
<th>No. in family</th>
<th>Place in family</th>
<th>Occupational Rating</th>
<th>Age</th>
</tr>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Sex</th>
<th>Father's occupation</th>
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</thead>
<tbody>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week time</th>
<th>A</th>
<th>B</th>
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