To -
Professor W. H. Gould, M.A. Victoria University College.


Wellington.


Palmerston North.
Oct. 1931.

## Being

An Investigation into activities pursued
by Primary School Children between the ages of nine and thirteen years, in their leisure time, with a view to discovering how far such activities are influenced by the School.

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By
A. O. Edwards, B. A.

Central School
Palmerston North.
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This thesis was submitted last year, but since then it has been somewhat altered. Some of the chapters in the first part have been rewritten to some extent, and reference has been made to the report of Mr. N. R. McKenzie B.A., F.R.G.S. on the Traranaki school Surveys of 1927 and 1929." Since last year, the questionnaire has been submitted to one hundred children from rural schools, and the results of this investigation are shown and briefly discussed in Part II. In order to comply with the University Regulation regarding brevity of theses, it has been necessary to omit the six studies of individual children which appeared in the original thesis.

## TABLE OF CONTENTS.

Introduction.

```
        (a) problems. (b) Material Used.
    (c) Method Used.
    Page 1.
```


## Part I.

```
Information derived from the Questionnaire, relating
    to town children.
CHAPTER I Games. Page 14.
CHAPTER III The Cinema. Page 29.
CHAPTER IV Reading. Page 35.
CHAPTER V Music. Page 42.
CHAPTER VI Activities by which
                                    Money is earned. Page 47.
CHAPTER VII Activities in the Home.
    (a) After School. (b) After
    Evening Meal. (c) Ususl Bedtime.Page 50.
    CHAPTER VIII Clubs outside School-life. Page 56.
CHAPTER IX Conclusions Page 59.
```


## Part II.

```
Information derived from the Questionnaire, relating to country children.
\begin{tabular}{llll} 
General Notes on Tables & \(\ldots\) & .. & Page 65. \\
Tables and Comments & \(\ldots\) & \(\ldots\) & Pages \(67-84\). \\
General Conclusions & \(\ldots\) & \(\ldots\) & Page 85.
\end{tabular}
```


## Appendices.

```
\begin{tabular}{llll} 
I Occupations of Pathers. & Page 86. \\
II Hobbies. & Page 90. \\
III Favourite Books. & Page 95.
\end{tabular}
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## (A) PROBLEMS.

In these days of Educational Thought, one often hearg the phrase "Education for leisure," We are living in an age of transition with social changes to be seen on every hand. Not the least important of these changes is the breaking-up of the family. There was a time when the family was a self-supporting and an all-providing social group. It was, at the same time, an industrial group, an educational group, and a religious group. But within comparatively recent times, the industrisl function has been taken over by General Industry, moat of the educational functions by the School, and the religious functions by the Church.

This change has had no small effect upon the school. Much of the education once carried out by the family is now delegated to schools; in the higher branches of education "vocational training" now receives great attention; and there are many who would also bring religious education within the scope of the school.

There has also been a change in the relationships between home and school, to such an extent that the school must assume certain responsibilities once appropriate to the home. The enforcement of formal education and the greater recognition of the child's economic dependence have tended to allow more time than formerly for leisure. There ere more hours to "be filled in," - more time to be spent in amusement.

The question at once arises, "What is the school doing to assist children in spending their leisure time?" Once, the family provided its own amusements. Its members were always in close contatt, both in

## 2.

work and play. There was very little "ready-made" entertainment, it being necessary to provide one's own entertainment. Moreover, the fact that industry was carried on within the home, probably meant that the hours of leisure were less.

The growth of industry and the gathering of humanity into lerge cities, tended to develop forms of "mass" amusenent. The theatre, and then the cinema grew apace, all tending to break up family life more and more.

The responsibility of leading children to employ their leisure hours to their best advantage was shifted more and more to the school. No one would agree that "education should prepare for leisure alone," but all must agree that every scheme of education must contain something that will assist children in profitably employing their leisure time.

THE AIM OR THIS INVESTIGATION,THEREFORE IS TWO-FOLD. FIRBT, TO DISCOVER HOW CHILDREN BMPLOY THEIR LEISURE HOURS, AND SECONDLY, TO DISCOVER WHAT INFLUENCE THE SOHOOL HAS ON THESE ACTIVITIES.
(B) MATERTAL USED.

For the purposes of the investigation five hundred children were selected at random from the schools of a large inland town of New Zealand. The number was made up of one hundred children each from the ages nine to thirteen years inclusive. The following table shows the classification of these children into school classes at the time of the investigation.

TABLE I
Classification of Children into School Classes.

|  | 13 <br> years | 12 | 11 | 10 | 9 | years |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  | years | years | years | Total |  |  |
| Standard VI | 32 | 28 | 6 | 1 | - | 67 |
| Standard V | 49 | 46 | 21 | 5 | 2 | 123 |
| Standard IV | 18 | 26 | 62 | 46 | 18 | 170 |
| Standard III | 1 | - | 10 | 45 | 70 | 126 |
| Standard II | - | - | 1 | 3 | 10 | 14 |
|  | 100 | 100 | 100 | 100 | 100 | 500 |
|  | $========================$ |  |  |  |  |  |

The table shows that the children are well distributed throughout standards three to six.

The next table is concerned with occupations of fathers - this information being asked for in order to ascertain the types of home from which the children came. (A full list of occupations is given in Appendix I).

## TABLE II.

occupations of Fathers (in Broad Groups).


It will be seen that the children concerned live under various conditions and types of home environment.

The leisure activities in a child's life are governed to a large extent by his home environment, and an effort has been made to have as many homes as possible represented.

The town in which the investigation was conducted has recently attained city status-1.e. its population has passed the twenty-thousand mark. It is situated in the midst of rich farming lands, and depends largely for its wealth upon primary industries. Therefore, while the town has acquired some of the elements of a city environment, it has not altogether lost its country atmosphere. The sample of children used in the investigation may therefore be taken, with a few possible exceptions, as typical New Zealand children.

It is recognised by the writer that it is dangerous to draw general conclusions from insufficient data, and no attempt is made to make deductions that are final and binding for all the children of New Zealand. However, the data gained from the five hundred children gives some indication of the influence of the school upon leisure activities. (After the original investigation the questionnaire was extended to one hundred children living in remote rural districts, for purposes of comparison. These results are dealt with in a Country Supplement at the end of the thesis)

## (C) METHOD USED.

A questionnaire was compiled, containing questions that covered all the activities that would be likely to concern children of the ages concerned. An attempt was made to guard against setting the type of question, to which a child would give an answer "that would please the teacher." It was recognised that children are always apt to "answer-to-order." The questions set, therefore, dealt only with fact, and in no case, was an opinion asked for. The following subjects

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were covered:- (a) Games. (b) Hobbies. (c) The Cinema. (d) Reading. (e) Music. (f) work outside of school hours by which money is earned. (g) Activities undertaken after school, and after the evening meal. (h) Clubs outside school-1ife.

The questionnaire in detail was as
follows:-
Please answer the following questions as accurately as you can. Do not write your name upon the paper.

1. Write the following:-
(a) Your age in years and months.
(b) Your present standard.
(c) Your father's occupation.
2. When you have no work to do, what games do you play? Give a list of those you play most, in order of cholce.
3. Write down the names of any hobbies you are interested in. (By hobbies we mean those occupations we puraue in our spare time).
4. About how often do you go to the pictures?
5. Write down the names of two pictures you liked very much.
6. About how many books have you read in the last month?
7. Qive the titles of three of your favourite books.
8. Do you learn music? If so, how much daily practice do you do?
9. Do you earn any money by working before or after school? If so say what you do.
10. How do you employ yourself after your evening meal? How do you employ yourself between school and your evening meal?
11. What is your usual bedtime?
12. Do you belong to any Clubs? (Boy Scouts, Bible Class etc.)

## 6.

If so, say how many times a week, you attend.

The questionnaire was answered by five hundred children from various primary schools in the town. The questions were answered in school under the supervision either of the writer, or of another teacher. The children were not warned that the questions were to be asked so that there was no preparation of answers. Before being allowed to answer the questions, the children were told that the information would not be treated as personal, as no names were asked for. They were urged to be as sccurate as possible. General answers only were required - no details were asked for. In dealing with the answers, each age was taken separately, so that any change taking place with age might be noted.

## TABLE III.

## GAMES.

Tables Showing Games by Ages.
A. 13 YEARS.

| Game (In Order of Pirst Choice) | Chirst | Second | $\begin{aligned} & \text { Third } \\ & \text { Choice } \end{aligned}$ | Total |
| :---: | :---: | :---: | :---: | :---: |
| Cricket | 29 | 12 | 9 | 50 |
| Swimming | 17 | 10 | 7 | 34 |
| Rugby Football | 11 | 17 | 11 | 39 |
| Rounders | 7 | 8 | 7 | 22 |
| "Ball" Games (not specified) | 7 | 5 | - | 12 |
| Tennis | 6 | 6 | 6 | 18 |
| Basebell | 6 | 4 | 5 | 15 |
| Hide and go seek | 5 | 7 | 4 | 16 |
| Besketball | 3 | 6 | 4 | 13 |
| Tag | 2 | 1 | 1 | 4 |
| Sevens | 2 | 1 | - | 3 |
| Association Pootbell | 1 | 3 | 2 | 6 |
| King Dick | 1 | 3 | - | 4 |
| "French Cricket" | 1 | - | 2 | 3 |
| "Chasing" | 1 | - | - | 1 |
| Wrestling | 1 | 1 | - | 2 |
| Skipping | - | 2 | 3 | 5 |
| Hockey | - | 2 | 2 | 4 |
| "Hop Scoteh" | - | 2 | - | 2 |
| "I spy" | - | 1 | 1 | 2 |
| Running | - | 1 | 1 | 2 |
| "Secret Societies" | - | 1 | - | 1 |
| Marbles | - | - | 2 | 2 |
| The following were given third |  |  |  |  |
| place by one child each:- |  |  |  |  |
| Riding, Paper Chase, Bar the |  |  |  |  |
| Gate, Boxing, Stalking, Bowling |  |  |  |  |
| Tyres, Ping Pong. |  |  |  |  |

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8 .
Table III (Contd.)
B. 12 YEARS.
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| Game (In Order of First Choice) | $\begin{aligned} & \text { First } \\ & \text { Choice } \end{aligned}$ | 'second | $\begin{aligned} & \text { Tird } \\ & \text { choice } \end{aligned}$ | Total |
| :---: | :---: | :---: | :---: | :---: |
| Cricket | 23 | 12 | 6 | 41 |
| Swimming | 19 | 10 | 6 | 35 |
| Baseball | 11 | 11 | 4 | 26 |
| Rounders | 11 | 3 | 5 | 19 |
| Rugby Footbal1 | 10 | -18 | 6 | 34 |
| "Ball" Games (not specified) | 9 | 8 | 4 | 21 |
| Tennis | 5 | 3 | 7 | 15 |
| Basketball | 4 | 5 | 5 | 14 |
| Hide and go seek | 3 | 7 | 4 | 14 |
| Hockey | 12 | 3 | 16 | 11 |
| "I Spy" | 12 | - | , | 2 |
| Sevens | 1 | 12 | - | 3 |
| French Cricket | 1 | 1 | 2 | 4 |
| Chasing | 1 | 1 | - | 2 |
| Shooting | 1 \% | 11 | 1- | 12 |
| Draughts | 1 | 1 - | - | 11 |
| Paper Chase | 11 | 1 | 1 - | 12 |
| Tag | 1 - | 14 | 19 | 13 |
| Racing | - | 1 | 1 | - 2 |
| Marbles | - | 1 | - | 1 |
| Croquet | , | 1 | 1- | 1 |
| The following were given third | 1 | 1 | , | , |
| place by one child each:- | + | + | ! | ! |
| Schools, Indians and Cowboys, | , | 1 | , | 1 |
| Robbers, Steps and Ladders, | , | 1 | , | 1 |
| Steps and Strides, "Tiggy-tiggy | ! | ! | , | , |
| , touch wood," Cards, Association |  | , | , | , |
| Football, "Fighting." | + | , | I | 1 |

9. 

Table III (Contd.)
c. 11 YEARS.

10.

Table III (Conta.)
c. 11 YEARS (Conta.)


The following were given third place by one child each:Clock Golf, No Man Standing, "Fighting," "Table Bowis,"." "gcouting," "I Spy," "Shops."

One child records "No games."
D. 10 YEARS.

Cricket


Tag
Marbles

## Baseball

"English and Prench"
Rounders
Statues
Cowboys \& Indiens
Chasing
"King Dick"

## Tennis

Skipping
Schools
"French Cricket
Dolls
Sevens

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"What's Your Trade?"
Ring-a-ring O' Rosies
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42 37351519
|277
7
3134

6
3
7
5

3

2

2

1
1
1

Table III (Contd.)
D. 10 YRARS (Conta.)

12.

Table III (Contd.)
E. 2 YEARS (Conta.)

| Game (In Order of First Choice | $\begin{aligned} & \text { Pirst } \\ & \text { Choice } \\ & \hline \end{aligned}$ | $\begin{aligned} & \text { Second } \\ & \text { Choice } \end{aligned}$ | $\begin{aligned} & \text { Third } \\ & \text { Chofice } \end{aligned}$ | Total |
| :---: | :---: | :---: | :---: | :---: |
| Cowboys \& Indians | 2 | 1 | 1 | 4 |
| Basebs11 | 2 | 1 | - | 3 |
| Police \& Robbers | 2 | - | 1 | 3 |
| "Keeny-Seeny" | 2 | - | - | 2 |
| Erench Cricket | 2 | - | - | 2 |
| Racing Games | 2 | - | - | 2 |
| Swimming | 1 | 3 | 4 | 8 |
| Tiggy-tiggy -touch-wood | 1 | 3 | - | 4 |
| Tennis | 1 | 3 | 1 | 5 |
| Statues | 1 | 2 | 3 | 6 |
| Chasing | 1 | 2 | 1 | 4 |
| Skipping | 1 | 1 | 2 | 4 |
| Blind Man's Buff | 1 | 1 | - | 2 |
| Basketball | 1 | - | 1 | 2 |
| Drop the Handkerchief | 1 | - | - | 1 |
| Twos and Threes | 1 | - | - | 1 |
| Sheep, Sheep come Home | 1 | - | - | 1 |
| The Mulberry Bush | 1 | - | 1 | 2 |
| Sevens | 1 | - | - | 1 |
| What is Your Trade? | 1 | - | - | 1 |
| Ring $0^{\prime}$ Rosies | 1 | - | - | 1 |
| This is the Way the Wheel goes Round | 1 | - | - | 1 |
| Hop Scotch | - | 3 | 2 | 5 |
| "I Spy" | - | 3 | - | 3 |
| "Wars" | - | 1 | 2 | 3 |
| Houses | - | 1 | 2 | 3 |
| Steps and Strides | - | 1 | - | 1 |
| Poison Spiaer | - | 1 | - | 1 |
| Hockey | - | 1 | 2 | 3 |

13. 

Table III (Contd.)
E. 9 yRARS (Contd.)


## 14. <br> CHAPTER I.

GAMES.
The figures in these tables are drawn from the answers to the question on "games played most in order of choice." Roughly the games can be grouped into three classes:-
(1) The gemes which are organised by the school, or outside authorities, and in which instruction is given. In the tables these games are underlined.
(2) Simple games organised by the children themselves.
(3) Games of imagination in which the child imagines himself to be another self.

Organised games are now recognised in practically every school, and excellent provision is made for coaching. Reviewing the tables, it must be noted that the organised games of the first group appear in every age (eight in 13 years, seven in 12 years, eight in 11 years, seven in 10 years, and seven in 9 years). As the age decreases, however, the organised games tend to fall in popularity, being rivalled by the selforganised games of group two. In all ages the national games cricket and football are well to the front in popularity. Cricket's position can be explained by the fact that the investigation was conducted during the summer months. Had the information been collected auring the winter months, there is every reason to believe that Rugby Football, New Zealand's favourite game, would have headed the list in all cases. These games, in season, receive great attention for all the children in the school. Competitions between schools are conducted for all ages, down to the "Midgets" of ten or eleven years. For the girls instruction in Basketball and Baseball is provided, and this explains the popularity of these games for girls
of the higher ages.
The competitive element in organised sport must not be overlooked, for part of the popularity of organised games may be ascribed to an inherent love of competition, which appess very strongly during this period. Competition does not involve enmity, but is merely a strong tendency to engage in contests that the child may be brought to a better realization of the nature of his capacities and limitations - to know himself. Most schools in New Zealand run teams for football, cricket, basketball or hockey, and competitions with other schools are a regular portion of the sports' programme.

So far we have been dealing only with games that are organised for chilaren by adults. But quite a large number of the games in the tables are organised by the children themselves. These are activities based directIy upon elements deeply rooted in the child's disposition. To some extent they uphold the theory of atavistic reversion. We have the games of mere movement such as running and jumping, suggestive of the animal stage. These have their decline, and are replaced by the more purposive games of the savage stage, such as hide-and-go-seek (suggestive of hunting), and ball games (satisfying the desire to throw things). Next comes a stage corresponding to the period when our ancestors gathered together in packs, and we see the development of the team game. While not accepting atavism as an all-sufficient theory, it is noticed in working through the tables that there is a decline in the games of mere movement, and a development first of the more purposive games, and secondly of the team games.

The games organised by the chilaren themselves are great in number, and the social element is found in nearly all. The gregarious instinct is very strong, thus tending to bring children together in the
16.
play-group. Moreover the number of children who have to work for money, and who have home duties to perform, appears to be very small, thus giving the majority ample time for the natural activity of play.

Before leaving this group of gemes, it might be noted that the popularity of games requiring more skill increases with age. During the period under review, the physiological changes are comparatively slight. Growth is alower than formerly and falrly uniform throughout. This is the period when sensory-motor activities are carried on to be better developed and better co-ordinated. This increase in motor control is reflected in the fact that free unorganised play gives place to the directed activity of games and sport.

The third group deals with games in which the child imagines himself to be another self. In the tables these are found as far as 12 years. Such games rest on imitation of other people - first of those round about the player, as in such games as "Schools," "Houses," "Shops" and "Ladies," and secondly of characters from fiction, such as "Cowboys end Indiens," and "Police and Robbers." Mr. W. H. Winch has pointed out that much that is attributed to the child's faculty of making-believe, is probably due not so much to the transforming power of imagination, as to ignorance and a sheer inability to see the world around him as it really is. Imagination, however, must play a large part in such gemes, for the chilaren playing "Schools" or "Houses" are perfectly well aware that they are playing at "make-believe." Yet, by imegination they overcome the inmitations of their environment. The child at play has the "power of ignoring realities that challenge the truth of his ideas," Stevenson has said, ${ }^{(1)}$ "Nothing can stagger a chila's faith; he accepts the clumsiest substitutes and can
17.
swallow the most staring incongruities. The chair he has just been besieging as a castle, or valiantly cutting to the ground as a dragon, is taken away for the accommodation of a morning visitor, and he is nothing abashed . . . ..." No doubt there is a close connection between the "makebelleve" play of children and the phenomena of insanity, (1) but, as Professor Nunn warns us, it must not be pressed too far. A child's mind can easily escape from its rancies whenever need arises. Again, we see that the delusions of the insane are the expresaion of a defect of energy, while the make-believe of the child is an expressIon of an overplus of energy. Such games as "Houses" and "Ladies" provide examples of Groos" theory of preparetion, for here small girls are engaged in playful activities which will later become part of the serious business of life.

In conclusion, it may be pointed out, that while school play such as "games" and "sport", is usually spoken of as recreation, and also serves as a vehicle for superfluous energy, its chief function is probably that of "relaxation." The life of the classroom is oppressIve and calls for the sction of artificial hormic systems. Relief is sought in the more natural environment of the open playing-field, where more firmly established hormic systems are brought into play.

IN GENERAL THE TABLES SHOW THREE PACTS:(1) THE LABOURS OF THOSE WHO ORGAWISE SPORTS AOTIVITIES POR CHILDREN IN THE SCHOOL ARE WELL REWARDED, INSOMUCH AS THESE GAMES ARE VERY POPULAR VITH THE CHILDREN.
(2) CHILDREN ORGANISE A LARGE AMOUNT OF PLAY AMONG THEMBELVES IN ORDER TO SATISFY ELEMENTS DEEP-ROOTED IN THEIR DISPOSITIONS.
(3) THE ACTIVITY OF PLAY PRESENTS ITSELF IN MANY VARIED FORMS.

## TABLE IV.

HOBBIES.
Table showing Comparison by ages.


Por a detailed list of hobbies
see Appendix II.
19.

CHAPTRR II.

## HOBBIES.

The great feature of the table dealing with hobbies is the popularity of "constructive work." of the five hundred children, 143 are interested in constructive work, while 141 girls have sewing as a hobby. In all ages this constructive activity is predominant, rivalled only by reading. This result corresponds with the findings of the Taranaki School Surveys. In reporting their investigations, the Director (Mr. N. R. McKenzie B.A., F.R.G.S.) says:"It will be observed that the various forms of manual expression (sewing, handwork, and drawing) and reading were the most popular subjects. At each survey, three of the first six favourite subjects belonged to the manual group, while no subject of this group sppeared among the six most disliked subjects." (1)

The question arises, "How far can this be attributed to the influence of the schools?" It must be noted that many of the activities are those in which instruction is given in schools under the name of "Handwork," or (In the case of the children of Stendards V and VI) "Manual Training." All the boys of the senior standards are required to attend a class in woodwork for about $1 \frac{1}{2}$ hours per week. The popularity of woodwork as a hobby increases with age, tending to show that the manual training class has some effect in inducing boys to take up woodwork as a hobby. "Hendwork" in our schools to-day is a very broad subject, as far as the materials used are concerned. The spirit of the new syllabus was recently interpreted by a Senior Inspector of Schools as "It doesn't matter what material is used, as long as the occupation provides a 'hand and eye' training." Without passing judgment on
(1) "Taranaki School Surveys - 1927 and 1929."(N.R.MeKenzie B. A.
20.
this narrow view, and even if the aim of Handwork is narrowed to a mere "hand and eye training," and its social advantages overlooked, the materials used vary greatly in character. In the schools from which the pupils for this investigation were drawn the chief materials used are plasticine, raffia, cane, paper, cardboard and wood. All these were mentioned by the children answering the questionnaire. The constructive work of older children is of a more varied type, and is inclined to tend more towards utility. There is an increase with age to 12 years, and a slight fall for 13 years.

Needlework is a compulsory subject
for all girls, and appears to be popular as hobby. (Of the children selected for the investigation, an effort was made to have approximately the same number of girls as boys). It must be noted that the making of dolls' clothes is confined to the younger children, while the older girls take up the more definite pastimes of fancy-work and dressmaking.

The figures in these tables show that, in genersl, children are most interested in constructive work. The handwork lessons, of ten so irksome to teachers, appear to have a very real effect upon the children. The creative instinct, and the joy of beholding the finished product of one's own handiwork, appear to be very evident. Handwork, as long as it gives the child some insight into the essential processes at work in his environment, could largely be based upon the children's hobbies. The opportunity for correlation with outaide activities is very large in Handwork.

Handwork appears to have strong rival in Reading as a hobby for all ages. It is doubtrul, of course, whether Reading can be classified as a hobby, but in this investigation children have treated it as such, and
21.
consequently it must be briefly treated here. It will receive more attention under the heading of "Reading," and here it is merely necessary to suggest some reasons for its popularity. Roughly it increases in popularity with age, reaching a climax at twelve years. To-day, this subject receives much more attention in our schools than formerly - especially silent reading. A very real effort Is made to inculcate a love of good reading, and to-day there is on abundance of attractive reading matter. Books are printed and published in a form that appeals to children, while the price is usually fairly moderate. It was a revelation to see the great collection of Chilaren's Literature at a recent display by the Booksellers of New Zealand.

Most schools now have well stocked libraries, and many Public Libraries have a Chilaren's Department. In a recent Inspector's Report it was stated, "The number of schools with libraries is steadily increasing. These libraries are playing an important part in developing a love of reading."

The collecting instinct appears to increase steadily with age, but there is little difference in the material collected. One thirteen year old child collects newspaper cuttings, but the usual material is stamps, cigarette cards, birds' eggs and pictures. Stamps are the most popular, and the collection of them has long been recognised as useful hobby. A few years ago the collecting of cigarette cards was a serious rival as far as children were concerned, but recently this has declined in popularity. The deciine is probably explained by the fact that many cigarette manufacturers are now adopting other methods of advertising their goods. Children not living in crowded towns, have usually made collections of birds' eggs, and figures show that this collecting still
22.
goes on. In some areas collection of the eggs of certain birds is encouraged, in order to keep down birds which destroy crops. It is evident that the collecting instinct is fairly strong in school-children, and greater use might easily be made of it in class-teaching. The "project system" in nature study, history and geography specially lends itself to the making of collections. Some schools have very fine museums - the articles contained therein being collected throughout the aistrict by the children. Gardening was recorded by several children as their hobby. There are very few homes in New zealand (except in the midst of the larger cities) that are unable to have at least a small garden. No doubt many children assist their parents in the care of the home garden, but there are also many children who have small gardens of their own. Nature-study in the lower classes, and Agriculture in Standards $V$ and $V I$, are compulsory subjects, Itinerant Instructors visiting the schools to assist the teachers. Almost every school has its schoolgarden, and the opportunity for correlation with the children's hobbies is provided here.

The Arts are represented by Drawing, Painting and Music. Although not as high as the constructive hobbies or Reading, the numbers are fairly large. These hobbies can hardly be classed as typical hobbies of childhood, in the same sense as those of collecting and constructing, and it is pleasing to note their following by many children. Drawing, Painting and Music, all receive attention in our schools, and every year sees an increase in the efficiency of the teaching of these subjects. Encouragement could easily be given to children to bring their own drawing and painting, and their own music to school, to be used as part of the lessons in these subjects. Many teachers do allow their pupils occasionally to choose
23.
their own studies for drawing and brushwork, and to bring their musical instruments for a class concert. The ten-year-old girl in Standard IV, who gives her hobbies as "Writing stories, composing music, and making-up poetry" is exceptional, but there are many children who show considerable ability in inventing short stories and writing in simple poetic form. Wusical enthusiasts have succeeded in getting their pupils to produce simple melodies written either in tonic sol-fah or in staff notation. The writer has at times received perfect little melodies from his pupils. This is merely another form of creative effort and might well receive greater encouragement.

There are a small number of children who keep live stock as a hobby. Animals and birds are very common in New zealand, and it is not surprising to find children having pets. In the dairying districts "calf-rearing clubs" are formed among school-chilaren to promote the care and feeding of animals. Some teachers invite children to bring their pets to school as part of the nature-stuay lesson.

Sport is represented mostly by fishing and shooting - but the figures are not high. The appeal of railways is usually strong in children, and there is a small number who find great pleasure in playing with model trains (e.g. the Hornby Trains). The remaining hobbies are of a miscellaneous order, and have not a very big support. A few girls of nine and ten still like to play with dolls, but, in genersl, this hobby is more popular with the younger children.

REVIBWING THE HOBBIES IT MUST BE NOTED THAT THERE IS A VERY CLOSE CORRELATION BETWEEN THE HOBBIES OF THE CHILDREN AND THE SUBJECTS OF THE SCHOOL CURRICULA. THE HANDWORK AND MANUAL-TRAINING CLASSES APPEAR TO INFLUENCE THE CHILDREN TO TAKE UP CONSTRUCTIVE HOBBIES: THE ATTENTION
(1) See Appendix II.
24.

GIVEN TO SILENT READING, AND THE GREAT AMOUNT OF ATTRACTIVE READING MATTER MAKE READING A POPULAR HOBBY: THE COLLECTTNG INSTINCT IS USED IN SCHOOL IN SUCH SCHEWES AS THE PROJECT METHOD: AND THE FRUITS OF NATURS-STUDY AND AGRICULTURAL INSTRUCTION ARE SEEN IN THE NUMBER OP CHILDREN WHO NUMBER GARDENING AMONG THEIR HOBBIES.

The close correlation above noted, must be a desirable feature, for, doubtless, a knowledge of children's hobbies is a valuable asset to the teacher. The number of children who record "no hobbies" is not particularly large, but one feels that these are missing something in their school life. It would be interesting to make individual studies of these children, and see how many are "introverts." A normal child is essentially en active individusl, and a good hobby is a means of providing an outlet for this activity in following experiences that are worth-while.
25.

TABLE V.

PICTURES.

PREOUENCX.
Ages.

|  | 13 years | 12 | 11 years | 10 years | years | \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |
| Twice weekly |  |  |  |  |  |  |
| or more than twice) | 11 | 7 | 6 | 7 | 11 | 8.4 |
|  |  |  |  |  |  |  |
| Once weekly | 32 | 35 | 35 | 39 | 34 | 35 |
| Once fortnightly | 12 | 6 | 12 | 9 | 8 | 9.4 |
| Once monthly | 6 | 8 | 7 | 8 | 7 | 7.2 |
| Once in two months | 1 | 3 | 1 | - - | - | 1 |
| Occasionally | 26 | 31 | 23 | 15 | $11^{+}$ | 21.2 |
|  | $12^{*}$ | - | 116 | 22 | 29 | 17.6 |
| Never go | 12 | 9 | 16 | 22 | 29 | 17.6 |
| Used to go, but not | , | , | I |  | , |  |
| now | - | 1 | - - | , | , | . 2 |
|  |  | I | ! | I | , |  |
|  | + | - | - | , | 1 |  |
|  |  |  |  |  | I |  |

$+\quad$ Includes one "once in my life."

* " "never been in my life."
* 
* two "never been in my life."


## 26.

TABLE VI.

PICTURES.

FAVOURITE PICTURES

27.

## TABLE VI (Conta.)

PICTURES.
FAVOURITE PICTURES (Conta.)

N.B. No picture has been included in the above list, unless it has been mentioned by more than one child in any one age.

## 28. <br> Notes on <br> Pavourite Pictures.

A remarkable feature of the information received here was the great number of pictures mentioned in each case. For thirteen years 81 different pictures were given.


Many of these were mentioned by one child only, and were mostly films of a very poor type. The following are examples of pictures mentioned by one child only:-
A. 13 years. "Hot Stuff," "Home Towners," "Sailors Don't Care," "The Black Gang," "Our Dancing Daughters," "The Lost Worla," "The Last Valtz," "The Four Devils," "Speak Easy" - and many others.
B. 12 years. "That's My Daddy, " "The Bat," "The Circus," "The Sheik," "Love and Learn," "Scarlet Seas," "Hot Stuff," "Four Devils," "Neughty But Nice," "The Scarlet Streak," "Rex King of Wild Beasts," "Three Bad Men" - and many others.
C. 11 yearg. "Les Miserables," "The Shanghai Lady," "Queen of Sheba," "The Missing Link," "Metropolis," "The Glorious Trail of the West," "Four Devils," "In old Arizona" - and many others.
D. 10 years. "The Gay Retreat," "Beau Sabreur," "The Cat and the Canary," "Hot Stuff," "The Lone Trail," "Baby Mine," "The Hometowners" - and many others.
E. 2years. "The Spy," "Felix the Cat," "Snookums," "Why Leave Home," "Fox News," "The Viking," "Pleasure Crazed" - and many others.

## 29.

## CHAPTER III.

## THE CINEMA.

The information contained in these tables was drawn from the replies to the two questions dealing with moving pictures. The first dealt with the frequency of visits to cinema houses, and the second with favourite filmg.
A. Prequency.

It 18 , of course, impossible to obtain information that is absolutely accurate, and the replies to the question on frequency of visits must be taken as only approximate. However the figures show that the children concerned may be divided roughly into four classes, (a) Those who go once, or more than once a week (43.4\%) (b) Those who go fortnightly or monthly, (16.6\%) (c) Those who go occasionally, (22.2\%) (d) Those who never go (17.8\%). Thus, of the five hundred children, quite a large number (43.4\%) visit cinema houses once a week or more. It has been pointed out that a big percentage of these children visit the pictures on Saturday aiternoon rather than in the evenings, but even so the percentage is rather high. Especially can it be considered as high when the average type of film shown is taken into account. It has long been recognised that the majority of pictures are wholly unsuitable for chilaren, and it is noticeable that the number of "A" certificate pictures (i.e. pictures certified by the New Zealand Government Censor to be more suitable for adult eudiences) are on the incresse. There has been a movement on foot in this country to establish children's theatres, where only pictures suitable for children will be shown. The opportunities which the motion picture provides for enlarging experience and for illustrating in a very real way the processes of production, and various aspects of geography

## 30.

and history must be accepted as of vast educational significance. Unfortunately, however, the majority of films now screened, provide an emotional excitement of the worst kind. Practically all the thinking is done for the audience in most films, the characters being very much exaggerated, and mental activity is reduced to minimum. Again, meny films now shown are lacking in refinement and culture, the daring (and, at times, the obscene) predominating. Emotional training at this period needs care in preparation for the following period of "storm and stress." The excitement produced by the events on the screen, the darkness, the crowded theatre with its "stuffy" atmosphere, must produce an unhealthy stimulation of the emotions. Yet the majority of our children attend the picture houses at least once a month, many of them once a week. Only $17.3 \%$ never go. The fault lies largely with the parents. The remark was once made that "children are brought up to go to the pictures - they are taken as babes-in-arms." The school can do little in the regulation of attendance at theatres; the most it can do is to press hard for a children's theatre, where the cinema can be made, as it really could be, a strong educational force for good.

## B. Pevourite Pictures.

Sven if children do visit the picture houses more frequently than is good for them, they seem to be able to discriminate between "good" and "bad" films. The table showing favourite pictures, was submitted to two leading theatre managers for their opinion, and in both cases they remarked that films of a high standard were given high places in the table. One manager said he placed more reliance on the opinions of school-children regerding films than on those of adults. Studying the table, it must be amitted that filme of a higher standard than the usual type, are fairly popular, but there also
appears a great deal of rubbish. This may be, of course, because better pictures are rarely shown, and therefore the children have been left only the poorer type to choose from. It would seem that the general favourites are those in which action predominates. "Ben Hur" is st the head of the table probably because of the great feature made of the Chariot Race, in the picture. In the popular opinion "Cowboy" pictures have always been held as the favourite type of picture among children, and the figures in the table tend to show that this opinion is fairly correct. It is worthy of note however, that the number decreases as the age increases. This type of highly exaggerated adventure decreases in popularity, as the child becomes more able to distinguish between reality and fiction. The "Al Jolson" pictures rank high in popularity, probably because of the "boosting" they received, and they were shown here soon after the introduction of the "Talkies." The popularity of the serial "Tarzan the Mighty" has been sscribed to a competition that was run in conjunction with the picture, rather than to the picture itself. I am assured by picture managers that serials are not so popular as they used to be. The sppesi of colour in pictures is shown by the American Talkie Films, "The Broadwsy Melody" and "Fox wovietone Follies" - the popularity of these films can hardly be ascribed to anything else. It is rather surprising that such a picture as "King of Kinge" does not rank higher, but this may be due to the fact that it contained very little in the way of "rapid action" (as e.g. in "Ben Hur"). Humour is represented by the "Harold Lloyd" pictures, which seem to have usurped the place once held by Charlie Chaplin. It must be noted that these pictures are more popular with the younger children - a fact which agrees with the popularity of "Comic" papers for readingmatter with the nine and ten-year olds. "War" pictures
32.
still remain with us, but they are popular only with the older children.

IN CONCLUSION, IT MAY BE STATED, THAT WHILE MANY PICTURES OP A VERY POOR TYPE ARE MENTIONED, CHILDREN APPEAR TO BE ABLE TO APPRECIATE THE BETTER PICTURES. BUT THESE BETTER PICTURES ARE FEW AND FAR BETWEEN, CONSEQUENTLY OUR CHILDREN HAVE TO VIEW MUCH THAT IS NOTHING MORE THAN RUBBISH. CHILDREN VISIT CINEMA HOUSES VERY PREQUENTLY, ALTHOUGH LITTLE USE IS MADE OF THE CINEMA FOR BDUCATIONAL PURPOSES. AT PRESENT THE SCHOOL HAS LITTLE CONTROL, BUT A GREAT DEAL COULD BE DONE IN TWO DIRECTIONS:- (1) THE FORMATTON OF CINEMA HOUSES POR CHILDREN. (2) THE RAISING, BY THE SGHOOL, OF THE STANDARD OF ART APPRECIATION, SO THAT A HIGHER STANDARD OF BNTBRTAINMENT WOULD BE DEMANDED.

## TABLE VII.

Table Showing Number of Books Read in One Month.



Favourite Books in Groups.


See Appendix III for full list of books.

## CHAPTER IV.

## READING.

During the discussion on Hobbies it was noted that Reading ranked very high, being second only to Constructive Hobbies. (1) in the table dealing with the number of books read in one month. This table can be relled upon to be falrly accurate, for in almost every school, children are required to keep a record of every book they read during the year, whether in school or at home. Consequently in answering the questionnaire, the children simply referred to their individual records.

The sverage number of books read in a month by the five hundred children works out at 6.3 books per child. There are 422 children who read at least ten books. In the table dealing with occupations after evening meal, it is noted that 152 record Reading.

Reasons for the popularity of Reading were discussed in the chapter on "Hobbies," where it was ascribed to:-
(a) Increased attention given to it in schools to-day, especially to silent reading.
b) Large amount of attractive reading matter available for children.
(c) Library facilities afforded in New Zealand.

It is recognised that reading plays an important part in modern life, when the store of human knowledge has become so vast. Twenty years ago, Reading in schools was largely confined to oral reading, and did
(1) N.R.McKenzie reports in "Taranaki School Surveys" "As may be seen eleewhere in this book, hendwork and reading are, in that order, the two most highly favoured subjects in our schools. This is very pleasing, for the most enlightened educationalists of our time hold that these two subjects form the foundation of a liberal education. "(Page 8).
very little to foster a love for reading as a hobby. Moreover there was a scarcity of good books suitable for chllaren, and those thet did exist were usually of a dull, uninteresting nature. To-day books are shorter in length, better printed, more ettractively published, and much greater in number. These facts, together with the stress laid upon the subject in the schools, have made reading very popular among children of all ages.

Mention might be made of the five children who record themselves as having read over thirty booka in a month - two of them having probably read forty. Evidently they have been recording every little article they have read. Bven so, they must spend a great number of hours in reading - possibly a little too much for children of their age. The stress upon reading does not aim at making chilaren "mere bookworms." At the other extreme we find six children who have not read any books in a month. It may be that these are children of great activity, who find reading irksome, or they may be backward chilaren who find no pleasure in reading. In any case the percentage is very low.

It having been established that reading is popular with chilaren, the next task was to diacover the type of books they were reading. In reply to the question dealing with favourite books, information was given which resulted in a list of about eleven hundred books. These have been ciassified into twelve broad groups show in the table dealing with favourite books. The full list of books is given in Appenaix III.

In all cases the blggest group is that which contains Girls' stories, and books for small children. These books were, of course, supported by girls and small boys. The girls' story is read wialy and is popular with a large number of girls, but very rarely by boys. On the
37.
other hand, boys' books are read widely and are popular with both boys and girls, (1) appear to prefer the type of story dealing with simple girlish adventure. This type of book is predominant in Group II for 13 years. (see Appendix). The same books are to be found in practically every age, until nine years is reached where fairy tales predominate. There is nothing to call for comment in these books - they are simple, straightforward girls' stories, and there seems to be an endless number on the market.

The next strongest group is that containing books of Pirates and Adventure. This class of reading is very popular with boys, but girls are also found to support it. The most popular book for all ages combined was "Treasure Island." The popularity of these books rises from nine till twelve, where it drops, and then rises again at thirteen. This period of chilahood is when the child becomes dissatisfied with his restricted environment, and finds an outlet for this dissatisfaction in books of adventure. The books recorded in this group as favourites are mostly of the usual type - "rreasure Island," "Robinson Crusoe," "Coral Island," "The Gorilla Hunters," "Martin Rattler" are all to be found in the list. Highly exaggerated adventure such as "Tarzan of the Apes" anc. "Around the Moon," are also to be found, but in much fewer numbers. The better known books are the most popular.

Into Group III were placed the classics, and books that could not easily be placed in other groups. In general the books are those that are usually treated in Literature lessons, and are to be found in school libraries. The list for 13 years contains some excellent reading, practically all of it being of a high literary standard.
(1) C.f. "Taranak1 school Surveys." Page 8 , "Tt will be seen that many girls enjoy boys' books, but the reverse is rarely the case. Amongst the 24 favourites of the girls are five typical boys' books." The list of favourite books given in "Taranaki school Surveys" corresponds very closely given in fist aiven in this work.

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36 .
$$

The same is also found in most of the other ages. The inclusion of the novel "Drakula" in the list for 12 years is rather remarkable.

School stories proved to be fairly popular at twelve and thirteen, but decrease for the other ages. They are the usual type of school story to be found on the market, and contain simple narrative of childieh adventure. The evergreen "Tom Brown's Schooldays" is still popular with some children.

There are on the market to-day a large number of annuals and weeklies for chilaren, and the table shows that these are very popular. The tendency to-day is towards shorter books and there are a large number of people who prefer to read short complete stories from a magazine, rather than read a complete novel. Many children, too, prefer the short story. The small novelettes (popularly known as "Penny Dreadfuls") are still popular with some of the younger children, but the publication of more and better reading matter is destroying their popularity to some extent. It is perhaps worthy of note, in passing, that in no case was the New zealand "School Journal" recorded as a popular periodical.

Books dealing with History and War are fairly even in popularity for all ages, being most popular at thirteen. They are mostly novels with an historical background, or articles dealing with war or history. Historical reading is now a recognised portion of historyteaching, and of late many attractive historical books have been publishea for children.

Cowboy novels are read by a few of the older children, but are not found among the nine-year-olds. The books are all by well-known authors, and were written for adults. Still they appeal to some boys of this age, although varying opinions regarding their suitability are
39.
held by teachers and parents. These books might be called the adult form of the pirate and adventure story.

An atmosphere of mystery appeals to some children, and "detective and mystery yarns" rank in popularity with the western novel. This type of etory has been written in many cases for chilaren, but such authors sa Edgar Wallace are found in this group. Here again there is a difference of opinion regarding suitability. Some teachers maintain that children will read these novels in any case, because their parents read them, and zane orey, Edgar Wallace, and Clarence Mulford are to be found in school libraries. Probably there is not so much "harm" in these books, as some people imagine. Children of 12 and 13 have usually reached the age when they are able to distinguish clearly between fiction and reality. In any case the harm would not be as great as the harm done by highly exciting films.

It is unfortunate that more interest is not taken in books of travel and exploration, especially when many excellent books of this type are now being published. Wo doubt much of the thirst for adventure in books could be satisfied by true tales of interesting exploration. Such reading would correlate closely with history and geography.

Writers on child-life have remarked on the sense of humour in children at this period. It is true that children have a sense of humour but it is in a somewhat cruce form. "Comic Cuts" have long been popular with young children, their crude pictures and expressions appealing immensely to the child mina. As the child becomes older, however, he loses interest in these "literary cruaities," looking upon them as "childish." This is well illustrated in the table.

The other groups deal with constructive
40.
books and religious books. Boys who are very interested in a hobby, often read books dealing with their work, and older boys with a mechenical turn of mind enjoy elementary articles on things mechanical. Three children of nine record scripture as their favourite reading - probably due to parental influence.

IN CONOLUSION, IT HAS BEEN SHOWN THAT READING IS VERY POPULAR, tHE POPULARITY BEING IN A LARGE MEASURE DUE TO THE TRBATMENT OF THE SUBJECT IN SCHOOLS. A LARGE NUMBER OF BOOKS ARR READ BY MOST CHILDREIT, AND THE READING COVERS A FAIRLY WIDE FIELD. THE TYPE OF BOOK READ, IS DETERMINBD TO A FAIRLY LARGE EXTENT BY THE SCHOOL THROUGH LIBRARIES. BOOKS IN STORY-FORM PREDOMINATE, THE PERIODICAL WITH ITS SHORT STORIES BEING WELL REPRESENTED. BOYS PREEER STORIES OF ADVENTURE, HISTORICAL BOOKS AND MYSTERY STORIES, WHILE THE GIRLS PREFER GIRLS' STORIES, SCHOOL STORIES, MANY ALSO READINO BOYS! BOOKS. PAIRY STORIES ARE FAVOURED BY THE YOUNGER CHILDREN. THE MAJORITY OF BOOKS KENTIONED ARE TO BE FOUND IN SCHOOL-LIBRARIES, SO IT MAY fairly sayrly be concluded that the school directs CHILDREN'S READING TO SOME CONSIDERABLE EXTENT.

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41 .
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## TABLE IX.

MUSIC.
(A) Table Showing Number who Learn Music.

|  | $\begin{aligned} & 13 \\ & \text { yyears } \\ & \hline \end{aligned}$ | 12 yeara | 11 years | 10 years | years | 1\% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Number who Learn Music | 25 | 27 | 24 | 18 | 21 | 23\% |
| Number who do NOT Learn |  |  |  |  |  |  |
| Music | 172 | 73 | 76 | 82 | 79 | $176.4 \%$ |
| "Ysed to Learn" | 3 | - | - | - | 1 - | . $6 \%$ |

(B) Daily practice Table.

| Amount of Time. | $\begin{aligned} & 13 \\ & \text { years } \end{aligned}$ | $\begin{array}{\|c\|} \hline 12 \\ \text { years } \\ \hline \end{array}$ | $\begin{gathered} 11 \\ \text { years } \\ \hline \end{gathered}$ | $\begin{array}{\|c\|} \hline 10 \\ \text { years } \\ \hline \end{array}$ | years | Total. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Sometimes 8 hours (??) | 1- |  | 1 | - | - | 1 |
| 4 hours | - | - | 1 | - | - | 1 |
| $3 \frac{1}{2}$ hours | - - | 1 |  | - | - | 1 |
| 3 hours | - | 1- |  | 1 | 1 | 2 |
| 21 $\frac{1}{2}$ hours | 1 | 1 | ! | - | , | 1 |
| 2 hours | - | 2 | 1 | - | 1 | 4 |
| 1) ${ }^{\frac{1}{2} \text { hours }}$ | 6 | 1 | 3 | 1 | 2 | 13 |
| 114 hours | 1 | 1- | 1- | 1 - | 1 - | 1 |
| 1 hour | 19 | 15 | 10 | 7 | 3 | 44 |
| $\frac{3}{4}$ hour | 12 | 12 | 4 | 1 | 1 | 10 |
| $\frac{1}{2}$ hour | 14 | 15 | 4 | 6 | 10 | 29 |
| $\frac{1}{4}$ hour | 1 | + | - | 1 | 1 | 3 |
| 20 minutes | - | 1 | 1- | - | - | 1 |
| Occasionally | 1 | 1- | - | 1 | 1 | 3 |
| "Taught by Mother" |  | ! | 1 |  |  |  |
| Daily Practice $=20 \mathrm{mi}$ |  |  |  | , | 1 | 1 |

Ages $=1.01$ hours.

## 42. <br> CHAPTER V.

## MUSIC.

The table dealing with music reveals the fact thet the number of chilaren who are receiving instruction in the art of playing some musical instrument is very, very low. The average percentage for the ages 9-13 is only $23 \%$. Ten or fifteen years ago the percentage would undoubtedly have been much higher.

Ressons for the low figure to-day
are probebly these:-
(a) The "mechanical" gge in which we iive. This is revealed in the musical world by the large number of gramophones and wireless sets sold annually.
(b) A change in social life. The family is breaking up to a large extent, and children have wider interests.
(c) Apathy of the parents.
(a) Inability of parents to pay the fees charged by professional music teachers.
\#e are living in an ege of "mechanical" music. The wireless and the gramophone have done valuable work in the field of musical appreciation, for people today are hearing through ther musical works that they would never have heard otherwise. In short, the musical field has been greatly widened by means of "mechanical" music. But this mechanical age has had a tremendous effect upon instruction in musical execution. Once, almost the only means of hearing music was to produce it ourselves, and every thoughtrul parent msde an effort to give his children some opportunity of learning to play some musical instrument. With the growing popularity of gramophones, wireless, and "telkies," however, it has become no longer necessary to produce music for ourselves,
43.
and the actual execution of music is rapidiy becoming a lost art, except among a few professional musicians. Amateur musicians are becoming very few.

A great Composer is once said to have remarked "There should be a law preventing ordinary children from learning the piano." One can hardiy endorse this view. When a parent provides musical instruction for his chila, it is very seldom his intention that the child should become professional musician, or even earn his living by music. Rather he intends that the child shall have an accomplishment that shall bring pleasure to himself, and possibly to others. There are benefits to be derived from musical instruction which cannot be overlooked.
(1) Musical instruction gives to the child a knowledge of one of the oldest of the arts.
(2) It is a valuable social training.
(3) It provides a means of expression.
(4) Music is an essential part of every normal child's 1ife, and he must suffer through the lack of musical instruction.

It is true that a very real effort to give sound musical instruction is being made in our schools to-day. It receives more time and attention, and teachers are better trained. Where possible, the subject is placed in the hands of those who have received specialized training. But the school at its very best cannot replace the professional music teacher. It is impossible to expect every teacher to be a musical expert. Music is, in its first stages, an individual art, and each child must receive individual instruction. Attempts have been made to give mass instruction in piano playing but it is doubtful if the results are as good as those received from individual instruction. In our large New Zealand schools
individual instruction in music at least is impossible. Music is an essential subject in our schools but at best, the school can give elementary instruction only in voice production, singing, and musical notation. It is for the professional musicians to give instruction in instrumental playing, and until parents ensure that their children receive this instruction the future of music can never be in anything but dangerous condition.

It is generally agreed that the periods of childhood and early adolescence are the best in which to commence a study of playing a musical instrument: It would be expected then, that a higher percentage than $23 \%$ in five hundred children should be receiving instruction. As the child becomes older other interests claim his attention, and unless the teaching has been thorough and effective, music usually fades into the background. It is not without significance that three children at 13 years record themselves as having "used to learn."

The table showing daily practice shows that no undue hardship is imposed by practice in playing a musical instrument. (Little notice can be taken of the eleven-year-old child who "sometimes practises eight hours daily." Probably this can be explained by preparation for some examination, and can hardiy be taken as normal state of affairs.) The average daily practice for all ages is 1.01 hours. Reviewing the tables for occupations by which money is earned, and occupations before and after the evening meal, it would seem that there are very few children who are unable to give up one hour per aiem for musical practice.

IN CONCLUSION, IT MUST BE STATED THAT TO-DAY, THE NUMBER OP CHILDREN WHO ARE RECEIVING INSTRUCTION IN THE PLAYING OF A MUSICAL INSTRUMENT, IS NOT VERY

## 45.

LARGR. THE REASONS ARE A CHANGE IN SOCIAL CONDITIONS, AND A MECHANICAL AGE. THE NEED YOR MUSICAL INSTRUCTION IN SCHOOLS TO-DAY IS GREATER THAN BVER, IN ORDER TO COMBAT THR CRAZE POR MECHANICAL MUSIC. A WIDE COURSE IN MUBIC, SCHOOL ORCHESTRAS, SCHOOL CHOIRS, MUSICAL FESTIVALS, AND MUSICAL COMPETITIONS ARE MORE IMPORTANT THAN EVER. BY THESE THE SCHOOL CAN GREATE A GRRATER AND MORE LIVELY INTEREST IN MUSIC, AND THUS INELUBNCE MORE PEOPLE TO TAKE UP MUSIC AS A HOBBY.
46.

TABLE $X$
Occupations by which Money is Earned Before and After School.


## CHAPTER VI.

## OCCUEATIONS BY WHICH MONEY IS EARNED.

The figures in the table dealing with occupations by which money is earned, show that the big majority are not engaged in any such work during school years. When the numbers of those who merely recelve a small sum of money for odd jobs done in and about the home are added, the percentage is very large indeed. $93.4 \%$ of the chilaren in question are not employed in any occupation for purposes of earning money outside the home. The period of child-1ife under review in this investigation is often spoken of as the "period of economic dependence." It is not advisable that children of school age should engage in any occupation to supplement the earnings of parents, and it is pleasing to note that in this part of the country at least the number is low. Unfortunately there are cases in which circumstances compel young children to assist in earning for the family, but parents in general try to avoid this during the compulsory school age.

The general impression gained upon
studying the figures is that the number of children engaged in outside occupations is far less than it was, say, ten years ago. Investigation was made, and the following conclusions arrived at:-
(a) Greater importance is attached to formal education than formerly by the general mass of people. Free and compulsory education has been in operation in this country for over fifty years, and people are realising its value. Greater efforts ere made to maintain economic dependence for children, in order thet they may obtain the full benefits of education.
(b)

The Labour Laws are very rigid in regard to child
lebour. Bmployers state that it is not worth their while

## 48.

to employ children as casual workers, as the Law is very strict in regard to wages, hours and conditions of employment. It pays them to employ older boys and even men for casual work.
(c) In some businesses there has been a marked change In methods of organisation of labour. Delivery of papers and parcels provides a striking example. Once, every newspaper office and business house had attached to it a large squad of boys for delivery purposes. The great majority of these boys worked at this occupation before and after school hours. To-day, however, business houses find it better to deliver their goods by motor-vans, while newspaper offices deliver their papers by letting the contract to district agents. The district agent usually delivers the majority of papers personally, but he may employ one or two boys. Thus the number of boys delivering papers is greatly reduced.
(a)

It has been suggested to the writer that, in these days when unemployment is so acute, many men are glad to accept employment in positions often occupied by boys, thus reducing the number of boys employed. It is a fact that many jobs such as sweeping or window cleaning, are now undertaken by men.

There is one occupation which needs much fuller investigation than can be attempted here. This is the employment of children as milkers on dairy farms. There is no doubt that this form of child-slavery exists in rural areas where dairying is the chief industry, and attempts have been made to investigate the matter. It is significant that the occupation is not absent from the table at present under discussion.

The other occupations call for little comment. They are, in general, the usual occupations undertaken by children who earn money. One good feature is that

* "Child Labour and its Relation to the Primary School."
- Alice R. Sheat B.A.


## 49.

they are nearly all undertaken by the older children, the outside occupations are very few indeed in the eleven, ten, and nine year olds.

IN GENERAL, THEN, THE NUMBER OF OHILDREN ENGAGED IN REMUNERATIVE OCCUPATIONS OUTSIDE OF SCHOOL HOURS, IS VERY LOW. THIS FREES CHILDREN FOR THE MORE CHARACTERISTIC ACTIVITIES OF CHILD-IJIFE, AND MORE VALUE IS DERIVED FROM FORMAL EDUCATION.


In this section, children were given the opportunity of recording their own activities in the evening. The first part deals with activities after school. The majority evidently spend their time in playing or in performing small duties about the home. Some remain at school for practice in organised games under the supervision of sports masters and mistresses. In the summer

## 51.

season many visit the baths. Some of the younger children organise games among themselves in the street. It would seem that quite a large number of children are free to fill in their own time after school hours. Even the number who are required to perform home duties is comparatively mall, and, as noted in the previous section, very few are engaged in work which brings in money.

In rural areas the number of children engaged in home duties would probably have been much higher. (1) Even in this investigation, eleven children are required to milk cows - a small phase of child slavery in the dairying aistricts.

The remainder of the children fill in their time with quite useful occupations. Thirty-three children are engeged in homework, - a very controversial question which cannot be debsted here. The 13-year-old child who learns typing opens up the question of vocational education. An attempt has been made to introduce elementary commercial work into the primary school syllabus, under the name of "Business Methods."

STUDYING THE TABLE, THEN, IT WOULD APPEAR THAT THE MAJORITY OF CHILDREN HAVE A GOOD DEAL OF LEISURE TIME. THIS IS PROBABLY TRUE POR ALL NEW ZEALAND (WITH THE POSSIBLE EXCEPTION OF A PE REMOTE DAIRYING DISTRICMS). THIS TIME IS FILLED IN BY PLAY, AND THE PURSUIT OF HOBBIES, WHILE A FBW CHILDREN ARE REQUIRED TO PERFORM SOME HOME DUTIES.
(1) See "Country Section."

## TABLE XII.

(B) Occupations After Evening Meal.

| Occupation. | $\begin{aligned} & 13 \\ & \text { iyears } \\ & \hline \end{aligned}$ | 122 | $\begin{aligned} & 11 \\ & \text { iyears } \end{aligned}$ | $\begin{aligned} & \hline 10 \\ & \text { yyears } \\ & \hline \end{aligned}$ | $\begin{gathered} 9 \\ \text { years } \\ \hline \end{gathered}$ | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Play | 45 | 44 | 53 | 36 | 40 | 218 |
| Reading | 38 | 43 | 24 | 27 | 20 | 152 |
| Sewing | 12 | 8 | 3 | 7 | 7 | 37 |
| odd jobs in the Home | 13 | 12 | 14 | 12 | 10 | 61 |
| Homework | 18 | 16 | 8 | 10 | 10 | 62 |
| Music | 1 | 1 | 4 | 4 | $1^{*}$ | 11 |
| Physical Exercises | 1 | $1+$ | - | 1 | - | 3 |
| Painting or Drewing | - | 2 | 2 | 1 |  | 5 |
| Dancing Practice | 1 - | 1 | 1 | - | 1- | 2 |
| Stamp Colleeting | 1- | - | 1 - | - | 1 | 1 |
| Listen to Wireless | 1- | - | \| - | 1 - | 2 | 2 |
| Tend. my Dogs | 1 - | 1- | - | 1 | 1 | 2 |
|  | 1 | 1 | 1 | I |  | 1 |

- Play the gramophone.
+ Boxing.

After the evening meal is over, evidentIy the majority of children spend their time in pleying or reading. In the summer months the play is continued in the open air, while in winter it is confined to indoor play. In some cases specific games were mentioned such as draughts, dominoes, snd even cards, but in many cases the play is probsbly in the nature of hobbies. The popularity of reading is again seen here, for quite number of children spend their evenings in reading. Some children are required to assist in the home (mostly girls who assist In washing the tea dishes), and the homework spectre appears again. It may be, of course, that these are conscientious children, supplementing their school work by work of their
own. The general opinion of primary school teachers appears to be that homework is unnecessary. The remainder of the children spend their time by pursuing specific hobbies; while three indulge in physical exercises. HERE AGAIN LEISURE SEEMS TO HAVE AMPLE TIME, AND ON THE WHOLE IT IS SPENT BY PLAY AND HOBBIES. THE MARK OF THE SCHOOL IS SEBN IN HOMEWORK, AND PURSUIT OF HOBBIES COMING DIRECT FROM THE SCHOOL.

TABLE XIII.
(C) Usual Bedtime.


## 54.

The favourite bed-time hour appears to be eight o'clock, thus giving between four and five hours between school and usual bed-time. According to medical opinion, the number of children below the line are definitely going to bed too late. This amounts to $17.5 \%$. It is difficult to ascribe definite reasons for this, but the school cannot have very much influence here. From the results of this investigation, the lateness cannot be ascribed to pressure of work.
55.

TABLE XIV.
Qlubs outside School Ifie.
A. Nemes of Clubs.


## 56. <br> CHAPTER VIII.

CLUBS OUTBIDE SCHOOL LIEE.

The figures in this table were drawn from the answers received to the question dealing with outside clubs. These are all organiaations outside school 1ife. The majority of chilaren (62.6\%) do not belong to any club, the percentage increasing (with the exception of 12 years) as the age decreases. (1) There appears to be quite a number of orgenisations for children, but they are not over patronised. Attendance at pictures may be one cause of this. There are $52.8 \%$ who attend the pictures once fortnightly, or more, this figure being not far behind the percentage who do not attend clubs (62.6\%)

The majority of clubs meet once per week, or once per fortnight, while there are a few who meet twice a week. It is obvious that a child could hardiy attend both clubs and pictures regularly - if he does, the parental control must be very lax.

Studying the clubs themselves, that organised by the Young Men's Christian Association for Physical Ihstruction is at the head of the table. Both boys and girls attend this club, and are under quelified physical instructors. The Boy. Scouts and its kindred societies come next. These world-wide organisations do not eppear to be quite so popular as they used to be. The cause may be the number of other clubs that are in existence, or a chenge in public opinion towards such societies since the war. However, one would like to see more support given

[^0]57.
to these organisations. The Band of Hope, which is organised for the young by those interested in the abolition of the Liquor Traffic, appears to be popular. Doubtless this organisation rests on the principle that it is wise to commence with the child to bring about such a reform. The percentage of those who attend a Bible Class is not very high, probably reflecting the apathy in which religious matters are regarded to-day. The small hold which the Church appears to have on youth, and our State system of secular education, indicate that our children are missing one important phase in their development. Our charactertraining, stressed so much in the state-school Syllebus, would seem to lack a foundation.

The Meceano Club is a very interesting organisation. It is run by man in the "fancy-goods" line of business, and boys meet together regularly (usually during the winter months) for the purpose of constructing meccano models. Some of the finished results are of a very high order. Doubtless the club is run to "extend trade," but it also provides a very healthy outlet for a boy's constructive instinct. The Sewing Club provides a similar outlet for the older girls. Sports' Clubs are poorly represented - probably beceuse such excellent provision is made for sport inside school life.

Until recently, there has been little development in music for chilaren in this country, and boy choristers are very rare. Choir masters through lack of time to give to training voices, have largely relied on women, but some enthusiasts have made an effort to train boys - and have been rewarded by good results. With a rising interest in school music, it is hoped that more boys will be trained for church singing.

THERE APPBAR TO BE PLENTY OF GOOD

## 58.

EDUCATIONAL VALUE. IT IS TO BE REGRETTED THAT THEY ARE NOT MORE LARGDLY PATRONISED - ESPECIALLY WHEN SO MANY CHILDREN SPEND THEIR TIME AT UNHEALTHY PICTURE SHO WS. IT WOULD APPEAR THAT CLUBS APPEALING TO MORE PRIMITIVE DISPOSITIONS ARE THE MOST POPULAR.

## 59. <br> GHAPTER IX.

## CONCLUSIONS.

Before discussing general conclusions, it is proposed to review brielly the conclusions arrived at in each chapter. Again it must be stressed, however, that it is impossible to araw conclusions that are in any wey final, unless the data were more extensive. However, since the same system of education operates all over the country, and the children selected are typical New Zealand children, it is possible to gain some indication of the influence that the school ia having on the leisure activities of 1 ts pupils.

GAMES.
The benefits of play and the necessity of a healthy relationship between class-room and playingfleld are now well recognised. Play, to a large extent, dominates child life, and cannot be disregarded in educational practice. Good work is done by the school in orgenising games for children, and the influence is reflected in the popularity of these games. There aleo exista a great number of games organised by the children themselves, incluaing a number of games of "make-believe." HOBBIES. There appeaps to be a close correlation between children's hobbies and the work done in the schools. The most popular hobbies are those which correlate with school work. Constructive work satisfies a creative instinct in the child, but to some considerable extent the form it takes is influenced by the Handwork lessons, and the Manuel Training Classes. Reading is also classed as a popular "Hobby," which reflects to some extent the attention given to this subject in schools. Gardening, artwork and music are also popular, all these being school subjects. The collecting instinct is satisfied by the "Project Method." The hobbies are mostly of a useful
60.
character.
THE CTNEMA.
It appears that the majority of children spend a good deal of time in Cinema Houses. Most of the pictures are of a low standard, although the children include the better pictures among their favourites. Little use is made of the Cinema for educational purposes, although it could be a great educational factor. The school has little control over the cinema. There is a necessity for a Children's Theatre, and the school can assist by raising the standard of art appreciation, so that a higher standard of entertainment will be demanded. READING.

This proves to be a very popular occupation. Only six children out of five hundred, are recorded as not having read any books in one month, the average for all ages being 6.3 books. The popularity is due, to no small measure, to the treatment of the subject in schools, as well as the abundance of attractive reading matter. The type of reading is largely directed by school-librasies. This places the responsibility upon the shool to see that the right books are provided. Music. It would appear that very few children are learning to play musical instruments to-day. Owing to a "mechanical" ge, the actual "execution" is becoming a lost art among the great mass of people. Music is now "ready-made". To meet this the school needs to provide a very wide course in musical education, and do everything possible to stimulate and keep alive an interest in good music. The school can do little in the way of instruction as far as instrumental music is concerned, but it can create an interest and make use of what talent there is (e.g. by school orchestras). The school's interest in musical festivals and competitions will also help considerably in combatting the craze for mechanical music.

OCCUPATIONS BY WHICH MONEY IS BARNED. It appears that the number engaged in remunerative occupations is much lower then it used to be. The greater recognition of the importance of formal education, the Labour Laws, and changes in methods of industry, are probably responsible for the change in numbers. Freedom from having to contribute to the family funds, gives the child more time for play, and those activities peculiar to childhood and essential for full development.

ACTIVITIES IN THE HONE. It appears that the majority of children have ample time for leisure activities. A good deal of this time is filled in by play. Od jobs about the home are not so very great in number. Very few children are without a hobby of some kind, and a good deal of time is spent in useful hobbies. Reading is a popular occupation after the evening meal is over. CLUBS OUTSIDE SCHOOL LIEE. The majority of chllaren do not seem to be interested in any club. There are numerous organisations for chilaren, all appealing to different aspects of chila-life. The Y,M.C.A. Physical Training Course, and the Boy Scout and kindred associations are the most popular. The Cinema seems to be the most popular form of entertainment outside the home- leaving little time for clubs.

GENERAL CONCLUSIONS:
Reviewing the results in genersi, it is revealed that the majority of children have ample time for leisure. Compulsory education is doubtless responsible for a good aesl of this time, as it frees many children who would otherwisè be at work. The Labour laws also protect the leisure time of the child, and it appears that many children have no serious home duties to perform. This is another phase of the breaking up of family-1ife. How, then, is this time spent, and how far are the activities
62.

## influenced by the school?

Play would seem to be the most favoured activity. This is only natural, as play is the characteristic activity of youth, and is necessary for full physical, mental and moral development. Health is usually vigorous during this period, and the child can stand a good deal of stress and strain. Children organise a great number of games for themselves, mony resting on fundamental dispositions deep down in the nature of the child. The influence of the school is seen in the popularity of games organised for children by adults. These games are especially popular at the close of the period, when the child develops a great interest in skill. These games are played, not only under supervision, but whenever opportunity offers.

Nearly all of the children under review have one or more hobbies with which to occupy their spare time. There appears to be a great interest in constructive work and in reading. The influence of the school was seen in both these types of hobbies, in that much of the constructive work was founded on work done in school, while the reading was largely directed by school libraries. Other types of school work, such as art-work and gardening are also to be found among the hobbies. Nearly all of the hobbies were of a useful nature.

The chief form of entertainment is the cinema, upon which the school at present has little influence. Good work could be done by raising the standard of art appreciation.

There seems to be a decline in the interest shown in the arts, especially good instrumental music. There is a need for the school to provide wider musical courses, and to create a greater interest in good music.

While the family has changed considerably, and is not so closely bound together as formerly, it

## 63.

is not so disintegrated as one sometimes imagines. It is true that individuals to-day have wider interests - interests that take them far beyond the family circle - but there is still such a thing as "home-life" - though probably somewhat different from that of former generations. The school can do much to help home life by interesting children in useful occupations which can be carried on in the home. Once, the home supplied these activities, but with a changed social life it has lost many of its former functions. The responsibility of supplying the deficiency rests largely with the school. In Primary Education there is no need for a bias towards any particular vocation. On the other hand, a sound, general, cultural education working in conjunction with the home is very necessary.

## PART II.

## INTRODUCTION.

After the original investigation into the leisure activities of five hundred town children was completed, it was decided to extend the scope of the work to include one hundred country children of the same ages es the town children. The number required was selected from several very small schools in remote rural districts, and from one school in a remote Public Works Settlement. Care was taken to select schools which were fairly well removed from large towns. The aim of this section has been the same as the first part viz. to discover the influence of the school on leisure activities and to compare the results with those of the town. Tables setting out the results of the country investigation are given here, but in order to comply with the University Regulation relating to brevity, no detailed comments are given. A brief summing up of each table is given, and at the end, a few remarks on General Conclusions appear. This section takes the place of the "Case studies" which appeared in the original thesis.

## GRNERAL NOTES ON THE TABLES DEALING WITH

COUNTRY CHILDREN.

## CLASSIFICATION INTO CLASSES:-

The Country Children were classified as follows:-


In small country schools which are far distant from a Secondary School, a seventh standard is attached for pupils who have passed their Proficiency Examination, and still wish to attend school. Hence the two Standard VII pupils, such children not being found in town schools.

OCCUPATIONS OF FATHERS:
In broad groups, the occupations are as follows:-
Farming $49:$ Mechanical
Trades and small
business concerns
Professional
Government Officials
Unskilled Workers
Foremen

| 49 | Mechanical | 4 |
| ---: | :--- | :--- |
| 15 | Factory Menagers | 3 |
| 8 | Unemployed | 2 |
| 6 | Dead | 1 |
| 6 |  | 1 |
| 5 |  |  |

Total
100
Whereas in the towns, trades, business concerns and unskilled workers predominated, here the

## 66.

occupations connected with farming are uppermost. The school in the Public Works Settlement accounts for most of the others. It will be seen that the hundred children concerned are typical rural children of New Zealand. The schools selected were in different districts - some dairyfarming and some sheep-farming. The procedure adopted in the town schools, was followed in the case of country schools. The same questionnaire was used, and was answered under the supervision of the teachers in the schools concerned, after receiving airections from the writer.
67.

## FAVOURITE GAMES.

13 years.

| Game (In order of First Choice) | $\begin{aligned} & \text { First } \\ & \text { Choice } \end{aligned}$ | Second Choice | $\begin{aligned} & \text { Third } \\ & \text { Choice } \end{aligned}$ | Total |
| :---: | :---: | :---: | :---: | :---: |
| Football | 6 | 2 | - | 8 |
| Basketball | 3 | 2 | 1 | 6 |
| Tennis | 3 | 2 | 1 | 6 |
| Golf | 3 | - | - | 3 |
| Rounders | 2 | 4 | 2 | 8 |
| Hockey | 2 | 1 | 2 | 5 |
| Cricket | 1 | 6 | 2 | 9 |
| Hop scotch | - | 1 | 1 | 2 |
| Skipping | - | - 1 | 1 | 2 |
| Gymnastics | - | 1 | - | 1 |
| Bell Games | - | - | 2 | 2 |
| Marbles, Tag, Bar the Gate, |  | ird pla | ce by |  |
| Pollice and Robbers, 8 wimming |  | child | each |  |
| Hide-and-go-seek |  |  |  |  |
| 12 years. |  |  |  |  |
| Football | 5 | 2 | 2 | 9 |
| Basketball | 4 | 1 | - | 5 |
| Golf | 3 | 1 | - | 4 |
| Cricket | 2 | 5 | 1 | 8 |
| Tennis | 1 | 3 | 3 | 7 |
| Rounders | 1 | - | 3 | 4 |
| Table Tennis | 1 | 1 | - | 2 |
| Gymnastics | 1 | - | - | 1 |
| Running | 1 | - | - | 1 |
| Acting | 1 | - | - | 1 |
| Tag | - | 2 | - | 2 |
| Ball Games | - - | 1 | - | 1 |
| "Sardines" | - | 1 | - | 1 |
| Marbles | - |  | 1 | 2 |
| $\begin{aligned} & \text { Hop-Scotch, Snakes and } \\ & \text { Laders, Skipping } \end{aligned}$ | Th | ird plad | by |  |

68. 

PAVOURTTE GAMES (Conta.)
1 years.

| Gane (In order of First Choice) | $\begin{array}{\|l\|} \hline \text { Pirst } \\ \text { Choice } \\ \hline \end{array}$ | Second Choice | $\begin{aligned} & \text { Third } \\ & \text { Choice } \end{aligned}$ | Trotal |
| :---: | :---: | :---: | :---: | :---: |
| Football | 4 | 1 | 1 | 6 |
| Skipping | 3 | 2 | - | 5 |
| Basketball | 2 | 2 | 1 | 5 |
| Golf | 2 | 2 | - | 4 |
| Hop Scotch | 2 | 1 | 1 | 4 |
| Tennis | 2 | 1 | - | 3 |
| Rounders | 1 | 1 | 3 | 5 |
| "Acting" | 1 | 1 | - | 2 |
| Hockey | 1 | - | 1 | 2 |
| Police and Robbers | 1 | - | 1 | 2 |
| Chasing | 1 | - | - | 1 |
| Gricket | - | 2 | 2 | 4 |
| Marbles | - | 2 | - | 2 |
| Gymnastics | - | 1 | 1 | 2 |
| War, Ludo, Houses | Second | place each | by one <br> h. | child |
| Hide-and-go-seek, Swinging, Cards, Bar the Gate | Third | $\begin{array}{r} \text { place } b \\ \text { eac } \end{array}$ | by one ch. | child |
| 10 years. |  |  |  |  |
| Yootball | 5 | - | 2 | 7 |
| Skipping | 3 | 2 | - | 15 |
| Rounders | 3 | 1 | 1 | 5 |
| Basketbs11 | 2 | 1 | 2 | 5 |
| Pollce and Robbers | 2 | 1 | - | 3 |
| Chasing | 1 | 4 | 1 | 6 |
| Hop Scotch | 1 | 3 | 1 | 5 |
| "Dolls" | 1 | - | - | 1 |
| "On a Bar" | 1 | - | - | 1 |
| Running | 1 | - | - | 1 |
| Hiderand-go-Seek | - | 31 | - | 3 |
| Swimming | - | 1 | 1 | 2 |
| Princesses | - | 1 | - | 1 |

69. 

PAVOURITE GAMES (Contd.)
10 years (Conta.)
Game (In order of Pirst Choice) ichoiceichoiceichoiceiTota



Gricket

2 years.
Footbely
"Chasing"
Hop Scotch
Basketbal1
Rounders
Hide-and-go-Seek
"Concerts"
"Farms"
Swimming
Skipping
Marbles
Cricket
Plowers
Hares and Hounds
Tag
Bar the Gate
Gangs
Pollce and Robbers
Ball Games
"Crowning Den"
"Nuts and May", 踾restling
Keeny-seeny
one child each.

GAMES.

## 70.

 basketball are evidently the most popular games, both games being organised in the school by adults. Although this investigation was carried out during the winter months, cricket appears for all sges, showing that organisation here also bears fruit. The "Taranaki School Surveys" places Rugby Football and Cricket as the favourite sports for boys, and Tennis and Basketball for the girls. (1) This, in the main, agrees with the present investigation. The other games are much the same as those played in town schools. Games of mere movement organised by the children themselves appear in abundance as before, while the games of "make-belleve" are also present, especially in the lower ages. The many varied forms in which the activity of play presents itself, noted in the town children, again manifests itself here. On the same point, the "Teranaki School Surveys" aays: "The list of preferences was a very extensive one, including all pastimes from Rugby to walking. "(2) The inclusion of golf (not usually undertaken by children) is peculiar. It may mean that the country child matures earlier than the town child. Concluding this section, it may be said that the influence of the school is strongly marked here.[^1]
## 71.

## HOBBIES BY AGES.

## 13 years

## Constructive Hobbies:

```
Meccano=4, Carpentry = 3, Raffia = 3,
Eaxwork = 2, Making aeroplanes = 2,
Bead-work = 2, Fretwork = 1
Cabinet-making = 1
```



Needlework119
Reading
5
Gardening
3
Painting $=2$, Sketching $=1$ ) Art work
2
Collecting stamps $=1$, Cards $=1$1
No Hobby ..... 1
12 years.
Meccano $=6$, Making aeroplanes $=5$ Constructive work. ..... 18
Making Dolls Houses $=1$
Reading ..... 8
sewing ..... 7
Collecting Pictures $=3$, Stamps $=1$ ..... 4
Drawing $=2$, Painting $=1 \quad$ ) Art work ..... 3
Gardening ..... 2
Riding ..... 1
Cooking ..... 1
Hornby Trains ..... 1
No Hobby ..... 0


## 72.

## HOBBIES BY AOES (Contd.)

## 11 yeara.

```
Sewing = 11, Fancywork = 3, Knitting = 3) Neealework 17
Meccano = 3, Carpentry =2, Making { Constructive
Aeroplanes =2, Basket-making = 1
                                    work.
Beadwork = 1, Raffia = 1, Handwork = 1
```

Reading10
Painting $=3$, Drawing $=2$ Art work ..... 5
Collecting coupons $=1$, pictures $=1$ ..... 2
Gardening ..... 1
Riding ..... 1
No. Hobby ..... 1
10 years.
Making aeroplanes $=4$, Carpentry $=4$
Constructive
Meccano $=3$, Handwork $=1$, Plasticine $=1\}$ work. ..... 14Making Dolls' Houses $=1$
Sewing $=8$, Knitting $=2$, Fancywork $=1$ ) Needlework ..... 11
Reading ..... 8
Drawing $=1$, Painting $=1$ Art work ..... 2
Riding ..... 2
Pancy Dancing ..... 1
Gardening ..... 1
Collecting Birds' Eggs and nests ..... 1
Hornby Trains ..... 1
Playing with Dolls ..... 1
No Hobby ..... 0
2 years.
Plasticine $=4$, Raffia $=4$, Carpentry $=3$
Meccano $=3$, Making Aeroplanes $=3$ $\begin{cases}\text { Constructive } & 18 \\ \text { Making Dolls }, \text { Houses }=1 & \text { work. } \\ \text { Sewing }=5, \text { Fancywork }=4 & \text { ) Needlework } \\ \text { Reading } & 9 \\ \text { Drawing }=1, \text { Painting }=1 & \text { Mrt work }\end{cases}$

## 2 years (Contd.)

Gardening ..... 2
Hornby Trains ..... 2
Boating end Swimming1

No Hobbies

COMPARISON TABLE.

| Hobby | $\begin{aligned} & 13 \\ & \text { lyears } \\ & \hline \end{aligned}$ | 12 | 11 <br> years | \| 10 | Iyears |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Constructive Hobbies | 18 | 18 | 11 | 14 | 18 |
| Needl ework | \|11 | 7 | 17 | 11 | 9 |
| Reading | 19 | 8 | 10 | 8 | 4 |
| Art Work | 3 | 3 | 5 | 2 | 2 |
| Collecting | 2 | 4 | 2 | 1 |  |
| Gardening | 5 | 2 | 4 | 1 | 2 |
| Riding | 2 | 1 | 1 | 2 | - |
| Swimming | 1 | ! | I | - | 1 |
| Cooking | - | 1 | - | 1 - | - |
| Hornby Trains | - | 1 | 1- | 1 | 2 |
| Playing with Dolls | - |  | - | 1 | - |
| Pancy Dancing | - |  | 1 - | 11 | - |
| NomHobbies | 1 | 1 - | 1 |  | 1 |

HOBBIES. As in the town schools, hobbies of a constructive nature (including sewing) are easily the most popular. The influence of the school is again seen in the choice of materials, although, especially in the higher ages, some useful occupations are followed, using material not used in schools. Reading is again treated as a "hobby", and comes next to the constructive hobbies. The work of the schools, noted in the town section, is again seen here. The remainder of the hobbies correspond largely with those in the town. One would have expected to find gardening more popular, and it is surprising to find that no live-stock is kept by country children.

## 74.

Possibly both these occupations are looked upon nore as everyday "work", than as hobbies in the country. Children in rural districts appear to be more industrious then town children for only $3 \%$ are without hobbies, whereas these people number $10.6 \%$ in the towns.

PICTURES.

## Erequency.

|  | 13 | 12 | 11 | 10 | 9 | $\%$ |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Twice weekly | - | - | - | 2 | 1 | $3 \%$ |
| Once weekly | 1 | 3 | 2 | 1 | 2 | $9 \%$ |
| Once fortnightly | 2 | 3 | 4 | - | 2 | $11 \%$ |
| Once monthly | 6 | 8 | 5 | 3 | 1 | $23 \%$ |
| Occasionally | 4 | 2 | 3 | 4 | 3 | $16 \%$ |
| Very seldom | 6 | 4 | 4 | 3 | 7 | $24 \%$ |
| Never go | 1 | - | 2 | 7 | 3 | $13 \%$ |
| Once in a lifetime |  |  |  |  |  |  |
| (9 years) | - | - | - | - | 1 | $1 \%$ |

Favourite Pictures.
Rio Rita
Ben Hur
Africa Speaks
The Rainbow Man
Charlie Chaplin's Pictures
Uncle Tom's Cabin
01d Iron Sides
Sally
The Pagan
The Black Watch
Balaclava
No, No Nanette
Dr. Fu Nan Chu
"Q" Boats
Flight
Pour Feathers
Wings
Sunny side Up
Desert Song
Peter Pan
$\frac{\text { Tots }}{10}$


76.

Fevourite Pictures (Conta.)

| Picture. | 13 yesps | 12 years | years | \|years | \|years | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Anybody*s War | 1 | 1-1 | 1 | 1 - | - | 2 |
| Montana Moon | 1 | 1 - | - | 1 | - | 2 |
| The Flag Lieutenant | 1 | 1 - | - | - | 1 | 2 |
| Chasing Rainbows | 1 | - | ? | - | - | 2 |
| Seven Days' Leave | - | $1-$ | 1 | - | 1 | 2 |
| The Iron Mask | - | 1 | - | - | 1 | 2 |
| Rin Tin Tin | - | - | - | 1 | 1 | 2 |
| With Byrd at the South | - | - | - - | 1 | 1 | 2 |
| Pole |  |  |  |  |  |  |
| The Four Sons | - | 1 | - | - | 1 | 2 |
| Points West | - | 1- | - | 1 | 1 | 2 |
| The Last Warning | 1 - | $1-$ | 1 | 11 | 1 | 2 |

Pictures recorded by one child only:
13 years: Hell's Angels, The Viking, Disraeli, While the City Sleeps.

12 years: All Quiet on the Western Front, Rookery Nook, White Shadows of the South Seas, The Call of the Flesh, The Unholy Three, Dencing Sweeties.

11 years: Sweetie, Charlie's Aunt, Sorrel and Son, The Virginian, The Gold Diggers of Broadway.

10 years: The Last Warning, Street of Chance, Devil May Care.

2years: Whoopee, King of Kings.

THR CINEMA: The remoteness from large towns accounts for the fact that frequency of attendance at cinems houses is lower in country districts. However the great majority of country children have ample opportunity of indulging in this form of entertainment, for to-day almost every small country centre has pictures screened in the local hall once
or twice a week. Again in these days of the motor car and good roads, the large town and its entertainments are within easy reach. There appears to be a large class of country children whose visits to the cinema are only at irregular intervals, while another large class attend almost as frequently as town children. The $13 \%$ who never go are more typical of rural children of a generation ago.

The choice of picture among country children is much the same as among town children. The popularity of "Ben Hur" is phenomenal. This film which was screened in this country about three years ago, wes the most popular among town children, and second favourite in the country. Evidently all that the children have seen since, has not obliterated the memory of the action and colour of this film. The appeal of colour and light music is seen in the popularity of the musical-comedy film "Rio Rita." One would have expected such a Pilm as "Disraeli," the excellence of which was commented upon by the Education Department, to have been more favoured. Probably this suggests a need for greater training in dramatic art in our schools.

TABLE SHOWING NUMBER OF BOOKS
READ IN ONE MONTH.

| Number of Books. | $\left\lvert\, \begin{gathered}13 \\ \text { years }\end{gathered}\right.$ | 12 years | 11 years | $\begin{array}{r} 10! \\ \text { years } \\ \hline \end{array}$ | years | Tota |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| No Books | - | - | 1 | 1 | 2 | 4 |
| One | 1 | 2 | 4 | 6 | 2 | 15 |
| Two | 3 | 3 | 5 | 4 | 4 | 19 |
| Three | 5 | 3 | 2 | 2 | 5 | 17 |
| Four | 2 | 4 | 5 | 1 | 1 | 13 |
| Pive | 4 | 1 | 1 | 2 | 2 | 10 |
| Six | 2 | 1 | - | 3 | 2 | 8 |
| Seven | - - | 2 | - | , | 2 | 4 |
| Eight | 1 | - | 1 | , | - | 2 |
| Nine | ! | 1 | - | , | - | 1 |
| Ten | I | 2 | - | - | - | 2 |
| Eleven | $1-1$ | - | - | 1 | - | 1 |
| Fifiteen | $1-1$ | - | ! - | ! - |  | ! |
| Twenty | 1 | - | 1 | - | - | 2 |
|  | \| |  |  |  |  |  |
| Twenty-one | 1 | - | - | 1 - | - | 1 |
|  | 1 |  |  | i |  | $1=m$ |

Average 4.14 books per child. (Town 6.3)

FAVOURITE BOOKS IN GROUPS.

|  | 13 years | 12 <br> years | 11 years | 10 years | ${ }^{9}$ years | Totel |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Group I. Pirates \& Adventure | 21 | 8 | 8 | 20 | 8 | 65 |
| II. Girls' Stories \& small) | 8 | 9 | 12 | 4 | 15 | 48 |
| III. Miscellaneous Books | 8 | 10 | 5 | 7 | 7 | 37 |
| IV. School stories | 4 | 1 | 4 | 5 | 2 | 16 |
| V. Periodicals | 9 | 10 | 7 | 2 | 8 | 36 |
| VI. History and War | 3 | 3 | 3 | 4 | - | 13 |
| VII. Western \& Cowboy Novels | 1 | - | 1 | - | - | 2 |
| VIII. Travel \& Exploration | - | 1 | 1 | - | - | 2 |
| IX. Detective \& Mystery | - | - | 1 | 1 | 2 | 4 |
| X. Humorous | - | 1 | - | - | - | 1 |
| II. "Constructive" Books | - | 1 | 1 | 1 | - | 3 |
| XII. Religious Books | - | - | - | - | - | 1 - |

## 79.

RSADING: The average number of books per child read in one month is 4.14 , while in the town investigation it reached 6.3. In reporting the Taranaki School Surveys, N. R. McKenzie says: "In Taranaki, the pupils of the town schools read an appreciably larger number of books than the pupils of small schools. . . . . . It appears $\ldots \ldots$ that only the more intelligent children in small schools read widely, whereas wide reading is general in large schools, " ${ }^{\text {(1) }}$ Probably the time for reading is less in the country, as children usually have to perform more duties about the home, Again reading may not appeal to many active country children. However the results of both investigations show that both town and country children read fairly widely. Some read to excess, while others hardy read at all, but the great majority have a very real interest in books. Stories of adventure appeal most to the country child, the girls' story being second. This latter type of book is not so popular in the country as in the town. Most of the books read are pure fiction, History and Travel being very low in favour. Humour is strangely missing, not even the "Comic" papers being mentioned. Reviewing the list of favourite books, it would seem that many of them would be the type usually found in school libraries.

[^2]Music.

|  | 13 | 12 | 11 | 10 | 9 | 0 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Number of Children who |  |  |  |  |  |  |
| learn music | 6 | 4 | 4 | 1 | 0 | $15 \%$ |
| Number who do Not learn |  |  |  |  |  |  |
| music | 14 | 16 | 16 | 19 | 20 | $85 \%$ |

Prequency of Practice.


MUSIC: The distance from professional music teachers causes the number of country children who learn music to be very few indeed. The wireless and the gramophone are now very common in country houses, and where it was once usual to find all members of a household versed in some musical knowledge, now the mechanical aids are relied upon for enjoyment. The task for the school in rural districts is greater than ever, if the love of producing one's own music is to be kept alive. The interest displayed in music by the country school will greatly influence the musical life of the aistrict which it serves.
81.

OCCUPATIONS BY WHICH MONEY IS EARNED
BEFORE AND AFTER SCHOOL.

| Occupation. | 13 | 12 | 11 | 10 | 9 | $\%$ |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Number who have no |  |  |  |  |  |  |
| occupation by which |  |  |  |  |  |  |
| money is earned | 14 | 15 | 16 | 17 | 14 | $76 \%$ |
| Cleaning out school-room | 3 | 1 | 1 | 2 | 3 | $10 \%$ |
| Milking | - | 2 | 1 | - | - | $3 \%$ |
| Housework | 2 | 1 | - | - | - | $3 \%$ |
| Milk Run | - | - | 1 | - | 1 | $2 \%$ |
| Cutting Lawns | - | 1 | - | - | 1 | $2 \%$ |
| Carrying Papers | - | - | - | - | 1 | $1 \%$ |
| Work in Butcher's Shop | - | - | - | 1 | - | $1 \%$ |
| Sewing | 1 | - | - | - | - | $1 \%$ |

OCCUPATIONS BY WHICH MONEX IS EARNED: In a farming community, all members of the family usually take part in the occupation from which the family income is derived. Thus many country children are on aifferent basis from town children. Although $76 \%$ of country children sre recorded as having no occupation by which money is earned, it does not follow that these children do not take part In their fathers' occupations. In many country schools no caretaker is employed, the cleaning operations being undertaken by the children themselves. often the money so earned is used for sports' purposes within the school. $3 \%$ are paid for milking cows - a typical occupation in rural districts of New Zealand.
82.

OCCUPATIONS AFTER SCHOOL.

| Occupation | $\begin{aligned} & 113 \\ & \text { years } \end{aligned}$ | $\begin{array}{\|l} 12 \\ \text { years } \end{array}$ | 111 years | Years | years | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Oad Jobs (chopping wo | 7 | 4 | 4 | 4 | 3 | 22 |
| Farmwork (reed cows | 3 | - | - | 1 | 4 | 8 |
| Milk Cows | 1 | 7 | 4 | 2 | 1 | 15 |
|  |  | 7 |  |  |  |  |
| House Duties | 7 | 5 | 3 | 3 | 8 | 26 |
| Play (incluaing gole) | 5 | 3 | 4 | 4 | 5 | 21 |
| Reading | 1 | - | 1 | - | 2 | 4 |
| Practise Music | 1 | 1 | 2 | - | - | 4 |
| Gardening | - | 2 | - | - | - | 2 |
| Sewing | 1 | - | - | - | - | 1 |
| Homework | 1 | - | - | 1 | - | 2 |
| Hendwork | - | - | 1 | - | - | 1 |
| Carpentry | - | - | - | 1 | - | 1 |
| Play Gramophone | - | - | 1- | 2 | 1- | 2 |

## OCCUPATIONS AETER EVENING MEAL.

| Occupation | 13 | 12 | 11 | 10 | 9 | years | years |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| years | years | years | Total |  |  |  |  |
| Reading | 12 | 12 | 12 | 10 | 8 | 54 |  |
| Sewing, Darning \& Knitting | 4 | 4 | 2 | 3 | 3 | 16 |  |
| House Duties (Oad jobs) | - | 1 | 4 | 5 | 6 | 16 |  |
| Homework | 5 | 3 | 4 | 5 | 2 | 19 |  |
| Play Cards | 5 | 5 | 5 | 2 | 3 | 20 |  |
| Other Play | 1 | 3 | - | 4 | 2 | 10 |  |
| Drawing, Painting a |  |  |  |  |  |  |  |
| $\quad$ Sketching | 2 | 2 | 2 | 1 | 1 | 8 |  |
| Meccano | 1 | - | - | - | - | 1 |  |
| Play Gramophone | 2 | - | - | - | 3 | 5 |  |
| Music Practice | - | - | - | 1 | - | 1 |  |


| Time | $\begin{aligned} & 13 \\ & \text { iyears } \\ & \hline \end{aligned}$ | l 12 | 171 | I 10 | \% ${ }^{9}$ | ITotal |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 7 p.m. | 1- | 1 | 1 - | 3 | 3 | 7 |
| 7.15 | - | ! | , | 11 | , | 1 |
| 7.30 | 1 | 1- | 16 | 1 | 4 | 12 |
| 7.45 | - - | 1 | 1- | , | , | 10 |
| 8 | 8 | 5 | 6 | 19 | 5 | 33 |
| 8.15 | 1 | 1- | 1- | 1 - | , | 1 |
| 8.30 | 3 | 5 | 14 | 3 | 5 | 20 |
| 8.45 | ; | 1 - | 1- | 1- |  | 10 |
| 9 | 4 | 7 | 2 | 12 | 2 | 17 |
| 9.15 | , | 1 | I | I | ! | 1 |
| 9.30 | 3 | 1 | I |  | - | 4 |
| 9.45 | , | , | 1 |  |  | 0 |
| 10 | 1 | I | 1 | 1 | 1 | 3 |
| 10.15 | + | I | I |  |  | 0 |
| 10.30 | 1- | I | 1 | 1- | 1- | 1 |
|  |  | $1$ |  | ! |  | 100 |

ACTIVITIES WITHIN THE HOME:
It is to be noted that play
is less here than in the towns. Country children apparent-
Iy have more to occupy their time, and do not have so much time for lale play. The number who "play cards" in the evening mey be indicative of a closer form of home life. House duties occupy country children more so than in the town, again showing that an older form of home-life still survives. The fifteen children who milk cows and the eight Who do'farm work, gain raise the question of child slavery in the dairying districts. The average bedtime hour is later than one would have expected, but this may be explained by the fact that the country children answered the questionnaire in the winter months.

## CLUBS OUTSIDE SCHOOL-LIPE.

A. Hames of Clubs.


CLUBS OUTSIDE SCHOOL-LIFE: Naturally there are not the same facilities for club life in country districts as in the town, and consequently $84 \%$ do not belong to a club. The most popular is the Bible Class which attracted $13 \%$ of the children concerned.
85.

GBNERAL CONCLUSIONS: The home-iffe of people in rural aistricts approximates more closely to the life of a former generation than the life of modern town people.

Rural life centres more in the home and the occupations of the home, and many influences found in the towns are missing here. Consequently the Family and the school stand almost alone in influencing the activities of children. The play group of the street, countless children in the immediate neighbourhood, and numbers of children's organisations are conspicuous by their absence in the country. From the results of this investigation, it is evident that the influences of the Family and the School are very marked. Within these two social groups the child finds almost all that is sufficient for life. He has much to occupy his time for he is a very real parteker in the activities of both groups. The country child is a "busier" individual and has not so many apare hours to "pill in." The home supplies activities for Leisure, as well as the school and the mark of both is seen. Leading thinkers in Education are agreed that the home and the school should be closely bound together, since they are the two groups most concerned in the welfare of child. Our country districts seem to provide examples where these two groups do work together, both influencing the leisure activities of children to very marked degree.
86.

## APPENDIX I

OCCUPATIONS OF FATHERS.

| Occupation | $\begin{gathered} 13 \\ \text { years } \\ \hline \end{gathered}$ | $\begin{gathered} 12 \\ \text { years } \\ \hline \end{gathered}$ | \| 11 | $\begin{array}{\|c} 10 \\ \text { inears } \\ \hline \end{array}$ | $\begin{array}{\|c} 9 \\ \text { years } \end{array}$ | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Labourer | 7 | 6 | 7 | 4 | 6 | 30 |
| Father dead: mother's work not stated | 8 | 7 | 6 | 3 | - | 24 |
| Carpenter | 3 | 2 | 3 | 8 | 4 | 20 |
| Farmer | 3 | 2 | 6 | 3 | 5 | 19 |
| Pather dead: mother at home | 3 | 3 | 5 | 3 | 2 | 16 |
| Builder | 2 | 6 | 2 | 1 | 5 | 16 |
| Traveller | 2 | 3 | 4 | 4 | 3 | 16 |
| Butcher | 2 | 5 | 3 | 3 | 3 | 16 |
| Railway Employee | 4 | 4 | 4 | 1 | 2 | 15 |
| Borough Council Workman | 2 | 5 | 2 | 3 | 3 | 15 |
| Agent | 4 | 3 | - | 3 | 4 | 14 |
| Paperhanger or Painter | 3 | 2 | 3 | 5 | 1 | 14 |
| Plumber | 1 | 3 | 2 | 3 | 3 | 12 |
| Clerk | 1 | 3 | 1 | 2 | 3 | 10 |
| Engine Driver | 1 | 3 | 2 | \| 2 | 2 | 10 |
| Bricklayer | 1- | - | 1 | 4 | 4 | 9 |
| Contractor | 2 | 2 | 1 | 1 | 2 | 8 |
| Engineer | 3 | 2 | - | 1 | 2 | 8 |
| Electrician | 12 | 1 | 2 | 1 | 2 | 8 |
| Father dead: mother works out | \|l | 1 | 3 <br> 3 | - |  | 7 |
| Baker or Pastry Cook | 2 | 11 | 3 | $1$ | - | 7 |
| Grocer | 1 | 1 | 1 | 11 | 3 | 7 |
| Drain Layer | 1 | 1 | 1 | 3 | 1 | 7 |
| Plasterer | 1 | 12 | 1 | - | 2 | 6 |
| Gardener | 1- | 1 | 3 | 2 | - | 6 |
| Shop Assistant | - | 12 | 1 | - | 1 | 5 |
| Salesman | 1 | 12 | , | 1 | 1 | 5 |
| Draper | 1 - | 11 | 1 - | 12 | 12 | 5 |

87. 

OCCUPATIONS OF FATHERS (Contd.)

| Occupation. | $\begin{gathered} 13 \\ \text { years } \\ \hline \end{gathered}$ | $\begin{aligned} & 12 \\ & \text { years } \\ & \hline \end{aligned}$ | $\begin{array}{\|c\|} \hline 11 \\ \text { years } \end{array}$ | $\begin{array}{\|l\|} \hline 10 \\ \text { lyears } \end{array}$ | $\begin{gathered} 9 \\ \text { yyears } \end{gathered}$ | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fruiterer or Confectioner | 1- | 1- | 1 | 3 | 1 | 5 |
| Post office official | - | - | 1 | - | 3 | 5 |
| Mechanics | - | - | - | - | 5 | 5 |
| Carrier | 1 | 1 | 1 | $1-1$ | 1 | 4 |
| Tailor | 1 | - | 1 | 1 | 1 | 4 |
| Architect | 1 | 2 | 1- | 1 | - | 4 |
| Caretaker | 1 | 1 | 1 | 1- | 1 | 4 |
| Lorry Driver | - | 2 | 1 | - | 1 | 4 |
| Factory Hand. | - | 1 | 1 | 1 | 1 | 4 |
| Sawmiller | - | , | 1 | 1 | 2 | 4 |
| Schoolmaster | - | - | - | 1 | 3 | 4 |
| Retired | 2 | 1 | 1-1 | - | - | 3 |
| Cabinet Maker | 1 | - | 2 | - | - | 3 |
| Storeman | 1 | 1 | - | 1 | - | 3 |
| "Unemployed" | 1 | - | 1 | 1 | - | 3 |
| Accountant | 1 | 2 | - | , | - | 3 |
| Post \& Telegraph Linesman | - | 1 | 1 | 1 | - | 3 |
| Dentist | - | 1 | 1 | 1 | - | 3 |
| Hairdresser | - | 1- | 1 | 2 | - | 3 |
| Defence official | - | 1 - | - | 12 | 1 | 3 |
| Gas Pitter | 1 | 1 - | 1 | 1 | - | 3 |
| Wooducutter | 1 | 1 - | 1 | 1 - | - | 2 |
| Research Worker | 1 | , | - | 1 | 1 - | 2 |
| Janitor | 1 | 1 - | - | - - | 1 | 2 |
| Mercer * Clothier | 1 | 1 - | - | 1 | - | 2 |
| Orchardist | 2 | 1 - | - | 1 - | - | 2 |
| Coach Builder | 1 | 11 | - | - | - | 2 |
| Blacksmith | 1 | 1 - | - | 1 - | 1 | 2 |
| Furrier | 1 | 1 | - | 1 - | - | 2 |
| Photographer | 1 | 1 | - | - | - | 2 |
| Well Borer | 11 | 1 - | 11 | : - | 1 - | 2 |

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OCCUPATIONS OF PATHERS (Contd.)
```

| Occupation | $\begin{aligned} & 13 \\ & \text { iyears } \end{aligned}$ | \| 12 | \| 11 | \| 10 | $\begin{gathered} 9 \\ \text { iyears } \\ \hline \end{gathered}$ | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Slour Miller | 1 | - | - | - | 1 | 2 |
| Wood \& Coal Merchant | - | 1 | 1 | - | 1- | 2 |
| Insurance Coy.Manager | - | 1 | - | - | 1 | 2 |
| Upholsterer | - | 1 | - | - | 1 | 2 |
| Printer | 1 - | , | 2 | - - | ! | 2 |
| Auctioneer | - | 1- | 2 | - | , | 2 |
| Manager of Shop | - |  | 2 | - | 1 - | 2 |
| Stock Buyer | - | , | 1 | - | 1. 1 | 2 |
| Tar Works | - | , | - | 2 | , | 2 |
| Furniture Maker | - | ! | - | 2 | 1- | 2 |
| Pieno Tuner | - | - | - | 1 | 11 | 2 |
| Monumentalist | 1 | - | -- | - | ! | 1 |
| Foreman at Freezing Works | 1 | - | - | - | 1- | 1 |
| Horse Trainer | 1 | 1-1 | , | - | 1 - | 1 |
| Chiropractor | 1 | 1- | 1 - | - | - - | 1 |
| Member of Parliament | 1 | - | - | - | - | 1 |
| Bacon Curer | 1 | - | - - | - | 1- | 1 |
| Motor Car Painter | 1 | - | - | - | - | 1 |
| Night Watchman | 1 | - | , | 1 - | - | 1 |
| Cordial Maker | 1 | - | 1 - | - | - | 1 |
| Sign Writer | 1 | - | - | - | - | * |
| Manager of Timber Yard | 1 | - | - - | - | - | 1 |
| Business Manager | 1 | - |  | - | - | 1 |
| Bootmaker | 1 | - | 1 - | - | - | 1 |
| Factory Maneger | 1 | 1 - | 1 - | 1 - | - | 1 |
| Mason | - | 1 | - | 1 - | - |  |
| Policeman | - | 1 | - | - | - | 1 |
| Bridgebuilder | - | 1 | - | - | - | 1 |
| Manuel Training Instructor | , | 1 | , | - | - | 1 |
| Clergyman |  | 1 | 1 - | , | - | \% |
| Both Parents Dead | - | 1. | 1 - | - | - | 1 |

89
OCCUPATIONS OF FATHERS (Contd.)


## APPENDIX II.

"HOBBIES" BY AGES.
A. 13 YBARS.

Hobby.
Woodwork $=15$.
Meccano $=10$
Ship-building $=2$
1.

Raffia Work $=2$
Fretwork $=2$
Basket making, Making Paper \{ one Flowers, "Making Things," $\{$ each Engineering, Plumbing
2. Reading
3. Sewing $=20$, Fancywork $=8$, Dressmaking $=1$

Stamps $=18$, Cigarette Cards $=4$
4. Pictures of Actors $=1$, Birds' Eggs $=2\{$ Collecting

Newspaper Cuttings $=1$
5. Gardening and Digging
6. Drawing $=7$, Painting $=5$

Sketching $=1$
7. Music $=10, \quad$ Singing $=1$
8. Pigeons $=4$, Rabbits $=1$

Roosters $=1$, Bees $=1$
9. Fishing $=2$, Boxing $=1$, Shooting $=1$ Sport
10. Wireless
11. Reilways
12. Dancing
13. Cycling
14. Cooking
15. Photography

HOBBIES (BX AGES) (Contd.)
B. 12 XEARS.


HOBBIES (BY AGES) (Contd.)
C. 11 YRARS.


## D. 10 YRARS.



## HOBBIES (BY AGES) (Contd.)

E. 2 YEARS.

Hobby
Number

1. Sewing $=$ 27. Making Dolls'Clothes $=$ 2)

Needlework
Fancy work $=1$
2. Reading
3. Meccano $=$ 12. Building Huts $=2$ ) Constructive

Woodwork $=2$. Modelling $=3$ ) Work
4. Gardening
5. Stamps $=$ 6. Cigarette Cards $=1$

Birds ${ }^{\prime}$ Eggs $=4 . \quad$ Pictures $=1$.
Collecting
N. Z. Pictures $=$ =
6. Painting $=$ 6. $\quad$ Drawing $=3$.

Art Work
7. Trains
8. Rabbits $=2$. Pigeons $=2$ Keeping Cats $=1$ Live Stock
9. Playing with dolls
10. Catching Birds
11. Boats
12. Listening to Music

## Group I. Pirates and Adventure.

Treasure Island (6) "Pirate or Adventure Books" (4) Coral Island (3) Robinson Crusoe (2) The Three Wuaketeers (2) Palm Tree Island (2) Pirate Island (2) The Mystery of Nameless Island (2) The Southern Light (2). One each: The Gorilla Hunters, Martin Rattler, The Australian Bushrangers, Blown Away from the Land, The Islanders, The Golden Thread, Around the Moon, A Year of Adventure, Martin's Adventure in Brazil, Lost Among the Redmen, Scalp Hunters, The Three Trappers, Ungava, Chieftain and Chum, Redskin and scout, Five Weeks in a Balloon, In wild Maratha Battle, Dick Denver's Quest, The Sea Monarch, The Little Rajah, The Land that Time Forgot, The Swiss Family Robinson, The Night Watchman, For Love and Honour.

Group II. Girls' Stories, and Children's Books. Anne of Green Gables (4) Things will Take a Turn (2) When Auntie Lil Took Charge (2) Little Women (2) Three Little Maids (2) The Abbey Girls in Town (2) Mother's Little Girl (2) Kilmeny of the Orchard (2) Pollyana (2).

One each: Girl of the Limberlost, Dulcie's Little Brother, Two Little Friends, Just a Jolly Girl, Sunday Afternoon with Mamma, Beckie's Mission, Jill the Irresistible, That Girl, The Trial of the Twins, Little Mother Meg, Silver Skates, Helen's Babies, Dary's Awakening, Good Wives, Muriel and Her Aunt Lu, Betty the Scribe, Silver Island, Seven Little Australians, Elsie's Children, Robinetta, Kitty $0^{\prime}$ Donovan, Aunt Sally, The Girl Spouts, The Harvester, Better than Play,

## FAVOURITE BOOKS (BY AGES) (Contd.)

$$
\text { A. } 13 \text { YBARS (Conta.) }
$$

Nan and Ken, Doctor's Lass, The Basket of Flowers, The Strange Little Oirl, Teady's Fairy, Ivy's Dream, The Little Heir, The Lone Guide of Merfield, The Girl Over the Wall, Ruth Selton, Cinderella Up-to-date, Three Bachelor Girls, Hetty Gray, White Lilac, Peg Lieutenant, Sun Shine Shop, Smiler the Girl Guide, Katy's Adventures, Sweet Violets, Corrie, Evie, Audrey, Sugar Candy, Over the Hills and Par Away, Freckles, Red Rose and Snow, Just David, The Telephone Boy, Unlucky Jack, The Cat and the Frog, Ray, The Boy who Lost and Won.

Group III. Miscellaneous Books.
Christmas Carol (3) Uncle Tom's Cabin (3) The Dog Crusoe (2) Alice in Wonderland (2) Westward Ho (2) One Each: The Mill on the Floss, David Copperfield, Plckwick Papers, Pilgrim's Progress, Oliver Twist, Grimm's Fairy Tales, The wonder Book, Rin, Tin, Tin (from a Comic Book), The Last of the Barons, Hiawatha, Kennilworth, Dr. Dolittle, The Vind in the Wlllows (Nature Study), Pam.

Group IV.
School Stories. Fen's First Term (2) The Bravest Girl in the School (2). One Each: Tom Brown's Schooldays, Pickles of the Lower Fifth, The Manor House School, Pat's Third Term, The Unwilling Schoolgirl, Carew of the Fourth, The Honourable Upper Fourth, A Term on Trial, Patricia-Prefect, The Girls of Dormitory Ten, The Term at the Towers, That Awrul Term, The Mystery of Meldon School, Carol of Holydene School, The Madcap of the School, At School to Reform, For the sake of the School, An Eventful Term, Burnham's Breaker, Chums under Canvas, Chums at Beckhouse.

## FAVOURITE BOOKS (BX AGES) (Contd.)

$$
\text { A. } 13 \text { YEARS (Contd.) }
$$

## Group V

## Periodicals.

Chums (5) Schoolgirls, Weekly (5) Girls' Own Annual (3) Boys' Own Annual (2) Schoolgirls' Annual (2) Boys' Budget (2),

One Bach: Boys' Cinema, Blackie's Girls' Annual, Queen's Own Empire, Our Girls' Annual, The Mecano Magazine, N. Z. Girls' Annual, N. Z. Boys' Annusl.

Group VI. History and War.
Young Lion Heart (3) True Blue, The Magic Watch, Mango (Peruvian Chief), Deeds that won the Empire, The Royal Navy, The war Tiger, Horatio Nelson, Robin Hood, The Boy Heroes of France, At Lathom's Siege, Ivanhoe, "History Books," The Little Huguenots, The Golden Fleece, Daniel Boon, The Time of the Roses.

Group VII. Western and Cowboy Novels.
Hop-along Cassidy (2) Pony Express (2) The Luck of the Kid, The Lone Star Ranger, Kiddy the Prairie Rider, The Man of the Forest, Buck Peters, The Range Boss.

Group VIII. Travel and Exploration.
The Land of Silence (2) Modern Travellers, The Lost Explorers, River and Jungle, The Devil Doctor, "Travel Books."

## Group IX. Detective and Mystery.

"Detective Stories" (2) The Mind Detector, Surrounded by Mystery, The Haunted House, The Law of the Talon.

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Group X. Humorous Books.
    Just William, William in Trouble.
Group XI. Engineering Books 1.
Railway Books I.
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Group I. Pirstes and Adventure.
Treasure Island (7) Robinson Crusoe (7) Coral Island (2) Peter the Whaler (2)

One Each: The Lost Island, Isle of Adventure, The Southern Light, A Daughter of the Legion, Under Pire, Martin Rattler, The Great White Chief, The Treasure of the Red Tribe, River and Forest, Kangaroo Marines, In the Hands of the Malays, The Castaways of Disappointment Island, Round the World in Eighty Days, The Black Pirate, Tarzan of the Apes, The Treasure of Monte Christo, Terror Keep, Cave Boy, The Lost Cave, The Return of Tarzan, Deerfoot in the Forest, The Silver Blimp, Prince Jan, Black Lizard, The Testing of the Torment, The Hidden City, The Uphill Climb, Heppy Hawkins.

Group II. Girls' Stories, and Books for Children.
Little Women (5) A Girl of the Woods (4) Pollyana (3) Little Miss Modern (2) Anne's House of Dreams (2) Emily's Quest (2).

One Each: Good Wives, Sally and the Twins, The Brownies' Box, The Sea Waif's Secret, Betty the Secret, Me and Pickles, The Girl of the Limberlost, Freckles, Twin Pickles, Aunt Belle, Little Men, When Mother was in India, Seven Little Australians, Katie's Friend, Three Little Maids, Golden Boat, Molly, An Unlucky Family, Told by Eileen, Trials of the Twins, The Coming of Carolina, In Shadow Land, Joan's Adventures, Anne of Avonlea, Anne of Greengables, Anne of the Island, Beryl of the Biplane, Rosamond's Girls, The Princess of the Woods, Sally at Schools, Susanna, The Pluck of the Coward, Red Book for Girls, Hetty Gray,

## FAVOURITE BOOKS (BX AGES) (Contd.)

$$
\text { B. } 12 \text { YEARS (Conta.) }
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The Cradle Ship, Lizzie Anne, Jesica's Mother, The Twins on Emu Plain, Millie's Good Fortune, Nan and the Rest, Little Keeper of the Birds, What Katy Did, Ph11's Cousins, Nan and Ken, The Children of Danecourt, The Girl over the Wall, Mrs. Noah, Mona's Mystery Man, Girl Crusoes, Loyal and True, The Girl Who Lost Her Voice, The People Next Door, Six Little New Zealanders, The Story of Heather, Nobody Cares, The Adventurous Lady.

Group III. Miscellaneous Books. Alice in Wonderland (2) Westward Ho (2) Buffalo B111 (2) David Copperfield (2).

One Each: Grimm's Pairy Tales, Through the Looking Glass, Rin, Tin, Tin (in a comic paper), Black Beauty, The Great Book for Boys, Green Books for Girls, Pleasure Book, Ben Hur, Dr. Dolittle, A Christmas Carol, The Jungle Books, Stalky and Co. John and Coy., Berry and Coy., Drakula.

## Group IV. School Stories.

Tom Brown's Schoolays (2) Betty's First Term (2)
One Each: The Bravest Girl in the School, The Girls of Dormitory Ten, Peg's Last Term, Dora, the High School Girl, Doris' High School Days, Boys of Wineport College, The Black Sheep of the School, Sinned Against at School, For the 0ld School, The Glad School, Boys of Castlecliff School, Carew of the Fourth, The Idol of St.Moncrief, Fen's First Term, Mystery of the Third Form, Disliked by the Form, Schoolboy Pluck, Chums of the Merton, Eric's Good News.
100.

FAVOURTTE BOOKS (BY AGES) (Conta.)

## B. 12 YEARS (Conta.)

Buaget (3) Boys' Buaget (3) The Empire Annual (2) One Each: Schoolgirls' Weekly, Blackie's Boys' Annual, N. Z. Boys' Annual, The wide World Magazine, Air Magazines, Scouts' Annual, playbox, Golaen Annual for Girls, Picture Screen Magazine, Chums, Meccano Magazine, The "Champion" Series.
"Triumph" Novels (2d. each) $=(3)$.

Group VI. History and War.
Robin Hood (4) Ivanhoe (2)
One Bach: The Immortal Story of Zeebrugge, Hereward the Wake, With the French at the Front, The Battle of Jutland, World History, Fights for the Plag, Rodney Stone.

Group VII. Western and Cowboy Novele.
One Bach: The Bar 20, The Thundering Herd, Hop-along Cassidy, Kidaie, Rex of the Rockies, Buck $0^{\prime}$ Connor, Ginger.

Group VIII. Travel and Exploration.
One Fach: Trading in the South Seas, Round the World in the "Pairy queen," The Devil Doctor, David Livingstone, Terry's Travels.

Group IX. Detective and Mystery.
Dr. Fu Man Chu (2)
One Each: The Silent House, The Si Fan Mysteries, Dream Detective, The Secret of the Snows, The Haunted House, The Haunted Island, Three Unjust Men, The Mystery Rider, The Mystery of the Crange, Square Crooks, The Wrecker, The Door with Seven Locks, Master Vorst, The Golden Scorpion, The Grey Bat.
$\frac{\text { Group X. }}{\text { Three Men in Bost, Comics. }}$

Group I. Pirates and Adventure.
Treasure Island (7) Robinson Crusoe (5) Martin Rattler (5) Tarzan of the Apes (3) Kianapped (3) Peter the Whaler (2) Captured by Red Indians (2) Five Weeks in a Balloon (2).

One Bach: Lost in the Rockies, The Wreck of the "Providence," Lost River, Chilaren of the Chief, Banjo Pirates, Around the World in Ten Days, The Limbo Trail, Plying Boat, Gipsy Dick, The Gorilla Hunters, Red Indian Stories, Lost Among the Redmen, Coral Island, Footprints in the Forest, Yellow Death, Dick Denver's Quest, Sunset Express, Three Sailor Boys, The Perils of Peterkin, Under the Burning Sun, When Marcove Came to Stormwood, Dropped from the Clouds, Humphrey and Bold, Steadrast and True.

Group II. Girls' Stories and Children's Booke.
Little Women (4) Anne of Green Gables (2) The Lost Dog (2) Pollyana (2) Emily's Quest (2) Tiny Tots (2) Nobody Loves Me (2) Over the Hills and Par Away (2).

One Each: Bab of the Backwoods, Sugar Candy, Audrey, Three Little Bricks, Freckles, Ned in the Woods, Kitty Boy, The Adopted Family, Three Little Maids, Bllly and His Dog, The Young Orafters, Joyce's Little Maid, Through Ways Unknown, When Mother was in India, The House in the Oak Tree, Two Girls and a Dog, Seven Little Australiens, Mother Meg, Up the Rainbow Stairs, Lost Toby, Larry's Luck, Meg of the Brownies, Enzed Junior, Just You Three, June the airl Guide, The Sandman's Holiday, Little Froggy, Daisy's Visit, Little Miss Susanne, Dick's Fairy, Nan and the Rest, The Caravan Patrol, Patty's Ideas, Two to One,

## FAVOURITR BOORS (BY AGES) (Conta.)

C. 11 YRARS (Conta.)

The Cradle Ship, Nan the Circus Girl, The Strange Little Girl, The Wonderful Lamp, Without a Home, The Lamplighter, A Thorny Path, A Peep Behind the Scenes.

Group III. Miscellaneous Books. The Dog Crusoe (3) Oliver Twist (3) Grimm's Fairy Tales (2) Westward Ho (2) Alice in Wonderland (2) Dr. Dolittle (2) Uncle Tom's Cabin (2).

One Each: Peter Pan, Ulf and Edith, The Thousand Best Poems, Ali Baba and the Forty Thieves, Jolly Book for Girls, Pickwick Papers, Big Book for Girls, A Christmas Carol, Little Lord Fauntleroy, David Copperfield, Black Beauty, "Rasy-to-read" Stories,, My First Book of Birds, The Wind in the Willows (Nature Book), Great Heart.

Group IV.

## School Stories.

Tom Brown's Schooldays (3).
One Rach: The Nicest Girl in the School, The New House Mistress, Bobbie's Pirst Term, A Credit to Her School, The Fifth Form at St. Dominies, Schoolboy Courage and its Reward.

Group V.

## Periodicals.

The Bumper Book for Boys (8), Boys' Own Annuel (4), Girls' Own Annual (4), Lucky Girls' Budget (4), Golden Annual (3), Tiger Tim's Annual (2).
One Each: Pip and Squeak Annual, Bmpire Annual, Boys' Budget, Chums, Blackie's Annual, Nelson Lee Library, School Annuals, The "Champion" Series, Tuck's Annual, Schoolgirls' Weekly.

## FAVOURITE BOOKS (BY AGES) (Conta.)

C. 11 YEARS (Contd.)

Group VI. History and Var.
Robin Hood (5).
One Each: The Flying Corps, Heroes of Daily Duty, Lord Kitchener, Erilng the Bold, William Tell, Wonder Book of History.

## Group VII. Western and Cowboy Novels.

 The Express Rider (2).One Each: Desert Gold, Heritage of the Desert, Cowboy Town, The Son of a Gunman, Rob the Ranger.

Group VIII. Travel and Exploration. H. M. Stanley (2) In the south Seas (1).

## Group IX. Mystery Books.

The Secret in the Lift.

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Group X. Humorous Books.
    Comics (5) Still william, A Bad Boy's Diary,
    Next Door to No. 5, Bllly Jones and Uncle Bones.
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Group XI. Engineering
Group XII. Religion.
Stories of Jesus.
D. 10 YRARS.
Group I. Pirates and Adventure.
Robinson Crusoe (2) Redskin (2).

One Each: The Young Adventurer, The Boy Ivory Hunter, Son of Tarzan, Lost in the wilds, The Daughter of a Chieftain, Bear Cavern, The Great White Chief, The Count of Monte Cristo, Around the World in Bighty Days,

Lost Among the Redmen, Peter the Whaler, The Flying Boys to the Rescue, The Young Fur Traders, Treasure Island, Monkey Island, Coral Island, Coppernob-Second Mate, Red Feather, Dear Foot in the Mountain, The Lost Cave, River and Forest, Black Lizard, Wrekless Island, John Hawke's Fortune, Tangled Trails, Friend and Foe, Prince Ioto's Quest, The Decree of the wilds, The Boy Without Fear.

## Group II. Children's Books.

The Lost Dogs (4) Tiny Tots (3) Merry Day Tales (2) Lipo and Susu (2) Little Gem (2) The Sunbeam (2) The Cradle Ship (2) Uncle Boo (2)

One Each: Little Maiden, Mick and Me, My Fairy Book, Prince Adam and the Enchanted Horse, Faith, Hope and Charity, Peggy, Our Hero, Uncle Ben's Sunshine Stories, Patty Who Believed in Fairies, The Sun Babies, The Coming of Carolina, Unconquerable Josie, Happy Land Stories, The Wonderful Gate, Little Miss Prue, Dick's Fairy, Jessica's Mother, Ned on the River, The Little School Mother, My Hollday on the Barge, June the Girl Guide, The Happy Holiday, Little Eriends, Lucy's Garden, Ned in the Woods, Two Cirls and a Dog, Three Little Maids, Betty at Home. Betty Buage, At the Farm, Nan the Circus Girl, Tom Tit Story Books, Worth the Effort, Amy's Secret, Easy-to-read Stories,Helen's Babies, Dinah Leaves School, The Kitten Book, Ruth Caray's Hundredfold, Playroom Pirates, Sandman's Holidey, The Strange Little Girl, The Young Rebel, Daisy's Visit, Michael O'Halloran.

Group III. Miscellaneous Books.
Tom and the Waterfolk (6) Alice in Wonderland (4) Uncle Tom's Cabin (3) The Dog Crusoe (2) Peter Pan (2)
"Buffalo Bill" Stories (2) A Book of Animals (2)
One Each: My Pets, By Land and Sea, King of the Golden River, Aesop's Fables, Black Beauty, Children's Encyclopaedia, Where to Find Birds' Egge, Great Book for Boys, Jack and the Beanstalk, A Dove in the Eagle's Nest.

## Group IV School Stories.

Carew of the Fourth, The Bravest Girl in the School, The Idol of St. Moncreeth, The Old Red School House.

Group V.
Periodicals.
Lucky Girls' Budget (5) Boys' Own Annuel (3) Chums (3) Rainbow Annual (3) Schoolgirls' Own Annual (3) Cinema Magazine (2) Blackie's Annual (2) Boys' Budget (2) Tip Top Annual (2) Golden Annual (2) Playtime Annual (2) One Each: Empire Annual, N.Z.Boys' Annual, Schoolgirls' Weekly, Boys' Own Paper, Merry Moments Annual, Playbox Annual, Chatterbox, Pip and Squeak Annual, Mrs. Hippo's Annuel.

## Group VI.

History and War.
Robin Hood (2)
One Each: Daniel Boon, Mango (Peruvian Chief), The Cave Boy, The Tree People, Gunpowder Plot and Treason, The Black Prince, Captain Cook, Cavemen, Stories of the Nation, Our Sea-coast Heroes, Children of Other Days, Big Book of Wars.

Group VII. Western end Cowboy Novels.
The Thundering Herd, The Man from Bar 20.

## 106. <br> FAVOURITE BOOKS (BX AGES) (Contd.)

D. 10 YEARS (Contd.)

Group VIII. Travel and Exploration.
Marooned in Australia, Adventures in Japanese Wonderland.

Group IX. Mystery Books.
The Mystery of Nameless Island, Shod with Silence.

Group X. Humorous Books.
Comics (12) Tom Sawyer.

Group XI. Constructive Books.
"What a Boy Can Make."

Group XII.
Relligion.
N11.

## E. 2 YEARS.

Group I. Pirates and Adventure.
Gipsy Dick (5) Swiss Pamily Robinson (3) Treasure Island (2) Robinson Crusoe (2).

One Each: A Narrow Escape, Five Weeks in a Balloon, Peter the Whaler, The Lost River, The Cruise of Deerfoot, Wolf-Ear the Indian, Coral Island, Campfire and Wigwam, Three Arrows, Watchers of the Plain, The White Roe.

Group II. Children's Books.
The Lost Dog (7) Tiny Tots (6) Happy Holiday (4) Two Girls and a Dog (4) Cinderella (3) The Little Mermaid (2) Prince of the Woods (2) Tom Thumb (2).

One Each: On the Hearth-rug, Little Dot and Her Toys, Bo Peep, Told in the Sunshine, Odd Made Even, Uncle Boo, The Tiny's Book, Jack the Giant Killer, The Three Silver Pennies, Nan and Ken, Peter Lawson - Wolf-Cub, The Three Bears, The Seven Dwarfs, The Little Green Doors,
"Pairy Tales," Miss Lavender's Boy, The Broken Window, The wishing well, Nobody's Little Girl, The Fairy Doll, Singing Fish, The Girls of the Lighthouse, Pretty Tales, Bib and Bub, Cherry Blossom, Our Dick, Little Bright Byes, That Strange Girl, Michael 0'Halloran, Daisy's Visit, Emily of the New Moon, Helen's Babies.

Group III. Miscellaneous Books.
Tom and the Waterfolk (6) Peter Pan (4) The Water Babies (3) Dog Crusoe (2) Jolly Book for Girls (2) Man's Work (2). One Each: Russian Wonder Tales, Through the Looking Glass, Rin, Tin, Tin (from a Comic Book), David Copperfield, Mighty Men, Wonder Book of Trains, Eric, or Little by Little, Little Nell, The Jungle Books, Land, Sea and Air, Maoriland Fairy Tales, Orimm's Fairy Tales, My Pets, Great Book for Boys, Strong Heart (from a Comic Book).

Group IV. School Stories.
Red School House (2) Black's Fag, Bobbie's First Term.

Group V. Periodicals.
Boys' Own Annual (4) Bumper Annual (3) Girls' Own Annual (3) Girls' Budget (3) Playbox Annual (2) Tiger Tim's Annual (2) Boys' Budget (2) Rainbow Annual (2) Little One's Budget (2) Chatterbox (2).

One Each: Playtime Annuel, Cassel's Chilaren's Annual, N. Z. Boys' Annual, Mrs. Hippo's Annual.

Group VI. History and var.
Robin Hood (4), Ships and Men (Naval History) (4) william Tell (2).

One Sach: History Stories, Francis Drake, Samuel Marsden, Quentin Durward, Big Book of Wars.
108.

## FAVOURITE BOOKS (BY AGES) (Contd.)

E. 2 YEARS (Conta.)

Group VII. Western and Cowboy Novels. Nil.

Group VIII. Travel and Exploration. David Livingstone, Budge and Betty in the Far East, Canada, as it is.

Group IX. Mystery.
The Haunted Room.

Group X.
Humorous.
Comics (27)

Group XI. Constructive Books. Ni1.

Group XII. Religion. The Bible, The New Testament, The Story Bible.



[^0]:    (1) The percentage of children who attend clubs is $37.4 \%$. In the "Taranaki school Surveys" nearly 8,000 children were tested, and of these approximately $45 \%$ belonged to outside clubs and societies. Commenting on this the Director of the Surveys (N.R.McKenzie) seys "The 'gang' spirit doea not appear to be so strong in our children as in the children of other countries in which investigations have been made. This may be due to the relatively isolated life on New Zealand farms." ("Taranaki School Surveys" Page 49)

[^1]:    (1) Taranaki School Surveys." Page 51.
    (2) "Taranaki School Surveys." Page 51.

[^2]:    (1) "Taranaki school Surveys." Page 13.

