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The Leisure - Activities of Some City Children.

Thesis presented for

Ed.Hons.

Beverley Morris
1946

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Chapter 1

Introduction

The teacher in the large classes of city schools is still forced to spend much of his teaching time on the "tool" subjects as he tries to equip each member with the requisite standard of education. In these subjects and even in the more creative ones, his task is easier and more satisfying in its results according to the cultural backgrounds of his pupils. This background is manifest in every lesson. The widely-read child is better informed, usually a better reader and speller, and often better in composition than the child whose cultural contacts are poor. His general knowledge is a partial reflection of the home environment. The influence of the home is considerably greater than that of the school, as any teacher in the prolonged struggle with slovenly speech and grammar will testify.

It is likely that the teacher will entertain some curiosity about how his pupils spend their leisure time in those affairs which add up to a rich or poor cultural background. He gleans much from oral and written expression and from general observation of the class, but with large numbers he has no means of gathering information about individual children.

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It is the exception rather than the rule for the teaching staff to live in the same suburb as their school, thus lessening opportunities in this direction. There also exists a feeling among city teachers that once the school day has ended, they have seen quite enough of their pupils to want to meet them again in other situations.

Leisure time fills quite a proportion of a child's week and it must not be forgotten, in view of the general tendency for the working week to be shortened, that when he grows up, he will probably have a great deal more leisure-time at his disposal. This disposal becomes a matter of vital importance. If the child misuses his leisure-time now, he may do so increasingly as he matures. It is while he is yet at school that he must develop a zeal for widening his cultural sphere. As he lacks the experience to discriminate and make sound value judgments, at school age, his teacher can and must give guidance and encouragement.

Although modern pedagogical method tends to relate the school more closely to the immediate environment of the child, there is lacking a concept of education as total development. The teacher sees only a candidate for adulthood and as much of its out-of-school life as the

parents divulges at rare visits. If an adequate idea of "wholeness" is to be grasped, a knowledge of leisure activities is essential. Any oversight in general education can then be supplied; worthwhile interests can be fostered; misplaced energy can be redirected.

This survey represents an inquiry into the leisure activities of some city children, the purpose being to discover the actual nature of these activities, their value to the child, and to determine whether any guidance could be safely offered. Approximately two hundred and fifty children were included, the population of city primary school from Std. II to Std. VI. Std. I were excluded as being too young to be trusted with completing questionnaires. As I was in my second year as a member of the staff, I was able to conduct the inquiry without any of the fuss that usually accompanies external investigations.

The method was mainly one of questionnaires. The first general questionnaire was conducted late in the first term. During the middle term the second questionnaire on classical literature was taken. The third questionnaire on radio serials was completed early in the third term.

The limitations of the questionnaire technique are fully realised but there is no reason to believe that

the answers to the questionnaires are unreliable. The results where answers overlapped, correlated highly, and general observations corroborated them also. The children were not required to put their names to their papers so there was not temptation to falsify in order to gain favour. An occasional child of low intelligence may not have understood some questions. This fact, added to the realization that two hundred and fifty cases are not sufficient for useful statistical analysis, made me decide to ascertain only general trends in the leisure pursuits of these children.

The information derived from the questionnaires was supplemented from personal interviews conducted in the playground during intervals. Ten stock questions were put, the responses being written in a small note-book. If the children asked what the questions were for, they were told that I was making a "little book" about them; otherwise no explanations were given. Taken as a whole, my investigations seemed to have excited very few comments among the children.

Fortunately the Headmaster was sympathetic and raised no objections to my requests. The co-operation of the staff was easily obtained and in discussions with

them on their own pupils, many helpful points were raised. Other people interested in children in the area were also pressed into service. Attendance at out-of-school activities added to the questionnaire results. Finally, consideration was given to the leisure facilities of the neighbourhood through direct observation.

Chapter 11

The Background

The area upon which this inquiry is based is a suburb of a main city, itself constituting a small town with its extensive shopping centre. As this part was settled early in the history of the city, its dwellings are old-fashioned, often small, tightly packed, their fronts close to the street. Over the last two decades, a certain amount of industry including timber-yards and brickworks has developed and results of this development are plain in the grimy paintwork and in the shortage of vacantlots. The municipal tramway workshops lie in the middle of the area, many of the employees, engineers, track-repairers, conductors and motormen living in the vicinity. Three separate tramlines run fairly close to the school itself.

As a counter-balance to this close settlement, it must be noted that a considerable stretch of town-belt fringes the district. The pine-trees, grassy slopes, patches of scrub and the outer edge of the golf-links offer plenty of scope for outdoor activity within, at the most, twenty minutes' walk of any child's home. There is a large public park below the town-belt, used for playing hockey and football on Saturdays but open the rest of the week for children's use. In the one corner is a playground with slides, swings, sandpit and

roundabouts uponwhich many hours are spent. Immediately beside the park is the zoological garden, a happy hunting ground for the boys and girls, though they tend to be blase about the zoo subjects themselves. In the west is situated the principal rugby football ground.

To reach the sea-shore involves a tram-ride either to the east where there is a harbour inlet, or to the south where there is an open bay. Baths are two sections by tram from the school; there are no tepid baths for winter swimming.

Having considered the opportunities for outdoor activities, I shall point out the institutions broadly offering cultural facilities. Foremost is the branch of the Public Library, housed in a dingy building, where the children's section is contained not in a separate room but in a corner of the adult department. This arrangement is due to staff shortage. Previously a spacious room attractively furnished and decorated was set aside for children's literature.

There are at least ten bookshops or newsagents where the usual range of comics, film magazines, and detective thrillers, may be obtained and exchanged. Because little else is available at a cheap rate, these pulp educations attract many child customers.

The standard of the reading material is extremely low. Two cinemas are easily accessible. These theatres are run on a plan of two or three changes weekly with night performances only and a matinee on Saturday afternoons. Both commence at 7.30 p.m. and, showing double feature programmes, rarely finish before 10.45. The films that are screened at these local theatres, are presented at least four or five months after their release in the city. It frequently happens that a picture certificated for universal exhibition, appears on the same night as one recommended by the censor for adults only.

Spiritual affairs of the children are in the hands of a variety of churches - Anglican, Methodist, Presbyterian, Church of Christ, Salvation Army, Congregationalist, Christadelphian, Catholic. Each denomination has its individual type of Sunday and through-the-week activities.

In regard to leisure, the social background of the children is important. The socio-economic strata of the parents were determined by classification of the fathers' occupations according to that formulated for New Zealand conditions by the N.Z. Council for Educational Research. It must be explained that the data was gathered during the war years, consequently some men were

Table I Socio-economic classification of fathers' occupations

Group I Higher Professional and Administrative Work.	Group II Lower Professional Technical and Executive Work.	Group III Clerical and Highly Skilled	Group IV Skilled Work
Editor	Branch Manager Company Manager Cordial Factory Manager Dept. Manager Electrical Engineer (5) Publicity Manager Journalist	Chemist Civil Servant (4) Clerk (10) Commercial Traveller (5) Electrical Inspector Electrician (6) Foreman (4) Manufacturer's Agent Radio Inspector Sales Executive Salesman (2) Service Station Manager Telegraph Supervisor Zoo Director	Baker Blacksmith Boot-repairer Cabinet-maker (6) Carpenter (6) Compositor (2) Draper Glass-cutter (2) Grocer Landscape Gardener Linotypist Lithographer Mechanic (2) Motor Instructor Piano-tuner Pattern-maker Plumber (5) Policeman Printer Stock-keeper Tailor Warehouseman

Group V Semi-Skilled Repetitive Work.	Group VI Unskilled Repetitive Work.	Group VII Farmer	Group VIII Deceased
Boilerman Bottler Machinist Bricklayer Butcher (4) Car-painter Car Renovator Coal Carrier Drainlayer (2) Fibrous Plasterer Furnisher Galvaniser Gardener Hospital Attendant Joiner Lorry Driver (10) Mechanic (2) Metal polisher Metal worker Moulder Packer Painter Panel-beater Paper-maker Pastrycook Porter Presser Railway worker (2) State highways Steelworker Stoker Storeman(3) Taxi driver (2) Timberworker Tram Conductor (7) Tramways (3) Wood Machinist	Caretaker (2) Government Messenger (2) Labourer (20) Patent Slip Worker (2) Steward (2) City Council Labourer (4)	-	Deceased (4)

Group IX Unemployed	Group X Unspecified	Group XI Pensioner
Invalid (1)	Salvation Army (2)	-

Percentages

Group I	.5%
" II	5.7%
" III	20.4%
" IV	20.4%
" V	32.5%
" VI	16.7%
" VII	-
" VIII	2.3%
" IX	.5%
" X	1%
" XI	-

classified as being in the armed forces and no indication of their work was given.

From the data of Table I, it will be seen that the highest percentage (32.5%) is in Group V , semi-skilled repetitive work. The next largest groups comprise Group IV skilled work and Group III clerical and highly skilled, 20% each. Although it is unwise to make general statements, it might be inferred that the standard of culture in the homes of these workers would not be high, as the education of the parents would not in general have extended beyond the primary school. Culture does not depend on academic attainment but it is only within the last decade that cultural subjects have been given an importance in the curriculum.

Some points worthy of observation from Table I are the absence of unemployment and hence enforced full-time leisure; the fact that a number work in their home neighbourhood (therefore missing the stimulating effect of meeting other people): and the likelihood that many occupations would involve the fathers in long hours, especially where the tradesman owns his business or where he must work over-time to maintain his family. During the war period quite a number of the mothers took jobs, usually part-time, but unfortunately it was difficult to

Table II Intelligence Quotients of Std. III, IV, V

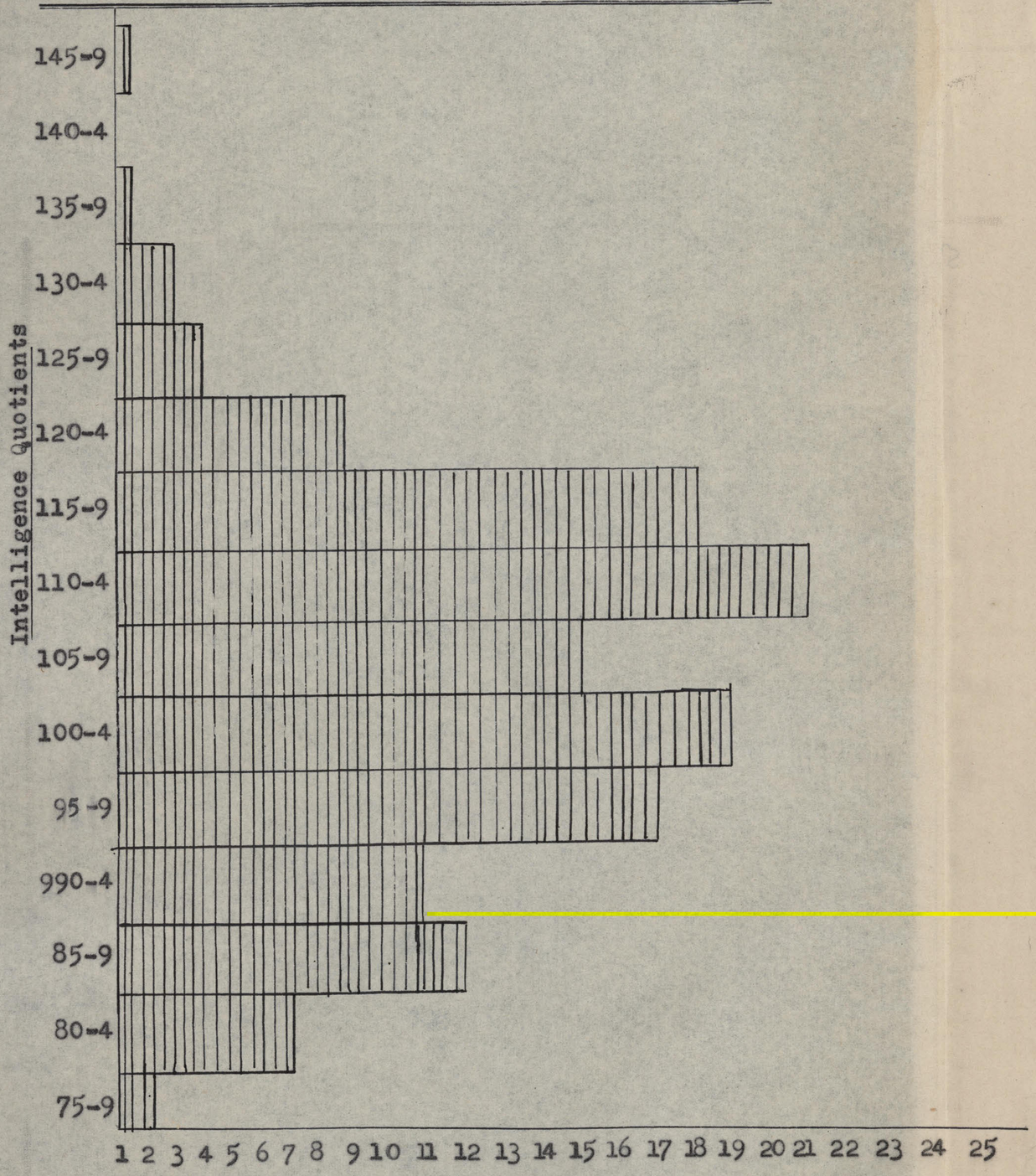

Table III Size of families

No. in family	Frequency
3	8
4	16
5	12
6	8
7	0
8	3
9	1
10	1

Sampling of 48 children.

obtain figures. Homes where neither parent returns till five o'clock or later, present another facet of the leisure problem.

The intelligence quotients of the children are pertinent. Those of Std. III, IV and V were obtained and are presented in Table II. Checking up with the rest of the teachers proved that attainments at schoolwork bore out the reliability of the results. The mean is 105, which typifies the whole section as one of normal intelligence. With this basis, the picture of leisure activities should represent those of average children.

One child in every five was asked the size of his family, as it was considered that there is some relationship between this and the amount of spare time and ways of spending it. The only child is forced to follow occupations of his own devising or pester his parents to amuse him whereas two or three children can play a variety of games. The older children in a large family often have a number of household chores to perform in their spare time after school. Table III gives a small indication of the range of families in this neighbourhood. Comparatively, the families seem large, in a city where one or two children is the rule.

Another socio-economic factor involved is the amount of spending-money which the child is given or

Table IV Bedtimes of fifty Children

AGES	7 p.m.	7.30 p.m.	8 p.m.	8.30 p.m.	9 p.m.	9.30 p.m.	10 p.m.	10.30 p.m.
15 years					1			1
14 years				2	1	1	1	
13 years			1	2	2	1	1	
12 years					6	1		
11 years		1	2		1	1		1
10 years	1		1	1	2			
9 years		2		4				
8 years	2	1	3					
7 years	3	1	2					

TIMES

earns a week. A number of the boys deliver papers every night and others acquire an income by assisting shopkeepers. Some girls earn a small sum by helping in a bookshop. Through the personal interviews it was discovered that one shilling weekly was an average amount of pocket-money, that very few receive none at all and that five shillings was not considered phenomenal. Things which could be brought for an odd penny, notably sweets, were very scarce throughout the war period, therefore it is not surprising that children spent so much money. The other items on the children's lists of expenditure were comics, aerated drinks, and admission-money for theatres, concerts and dher amusements, such as indoor skating.

The final social question that I investigated was the time at which the children went to bed, mainly in connection with the radio serials. The results of the sampling are shown in Table IV. Naturally there is a positive correlation between age and the lateness of the hour of retiring. The problem of evening leisure becomes more acute as children grow older; the seven-year old only has about two hours to fill in whereas the twelve-year-old has four.

I had asked for the "usual" times of going to

bed so it must be remembered that the time varies considerably according to the whim of the parent or the broadcast of a favourite serial. Also most children attend the pictures at least once a week, upon which night they would not get home till eleven o'clock.

Various aspects of leisure activities will nov be considered.

Chapter III

Out-of-school Activities

A good proportion of the children's leisure time is spent in unspecified play and sport. So absorbing are these activities that the children cannot recall exactly what they do. In the first questionnaire in which the children were asked to write down what they did after school, many of the younger ones simply wrote "play" beside each day. This stage of "play" is extremely important. It affords an emotional outlet and is also a step in the socializing process. About the age of eight or nine, gangs are formed, among the boys more expecially. The activities engaged in by this group include playing on trolleys, bikes, and scooters; pinecombing or having wildly exciting games in such parent-and school-prohibited places as the "tip", the tramway barns or parts of the zoo.

In the playground these gangs have a war-time flavour, one side being the "Japs" or "Jerries", the other side, "Us". Their imaginations stimulated by films, radio serials and comics, fill the school ground with aeroplanes, guns, tanks, battleships, all emitting appropriate noises. The lonely, sensitive child who has no desire to join in with these gangs, is often victimised by the others. The little girls spend hours

playing mothers and fathers, aided and abetted by witches, fairies and other obliging creatures. Passing through a period when they are at a slight disadvantage owing to age, size and inexperience, both boys and girls are forced to create objects of power for their own use, whether it be weapons of war, or magic formulas.

The older children turn to skills that will enable them to play adult games better. Tennis, cricket, basket and footballs fly about the heads of the junior pupils. Interspersed through the year are influxes of tops, marbles and skipping ropes. Chasing and counting games find favour for a brief space an d give place to new ones. It is a mystery how these games arise; fascinating to see how quickly they are adapted by the different groups of children.

Sports practice fills in the late afternoons of the upper school pupils. Baseball, cricket and football practices are taken on the nearby public park after school hours, while tennis and basketball players train on the school premises. In the summer on Saturday afternoons and Sundays, swimming and fishing are the popular sports. In the winter some girls

take part in the local basketball competitions, playing in the lower grades and a few boys play competition football on Saturday mornings. The majority get their exercise through walking, biking and indoor skating. As week-end activities, these were mentioned in the questionnaire list only once gardening, car-riding, mowing the lawn and horse-riding.

In the field of organized clubs, there is a wide range to choose from; for the boys- Scouts, Cubs, Sea-scouts, Y.M.C.A., Boys' Institute, St.John's Ambulance; for the girls- Guides, Brownies, Home League, Junior Red Cross. The percentage of the whole population from Std. II to Std. VI belonging to these organizations would be about 10%. An institution which caters for all ages, is the "Happy Hours" club, run by one of the churches near the school, the chief attractions being community singing and showing of films and coloured latern slides.

Household chores and going messages are common features in every child's list of after-school activities though to varying extents. Very few children regard shopping for their mothers as an irksome event, as it is a sociable affair. Among the younger children, if a

child is not actually buying for his own family, he is often accompanying his play-mate on an errand. The social differentiation of the sexes is defined clearly even at this age, for the figures show that boys continue in unspecified play longer than the girls, who are required to help with preparing food.

"Washing the dishes" monotonously prefaced the replies to the question, "what do you do after tea?" Perhaps the time will come when labour-saving devices will reduce kitchen drudgery, but it seems rather distant and all members of the household must still lend a hand.

The nightly homework task seems to take a minor part, for it was seldom mentioned by the children. This is really a healthy sign since it means that education authorities recognize that the place for formal learning is the school. The only drawback is that it lessens the parents' contact with and interest in his child's scholastic progress.

Those individual modes of activities known as hobbies are lightly represented among these children. The shortage of materials owing to the war, may have had some effect; it may even be that the accent on

hobbies has waned, other forms of amusement taking their place. A few children collect stamps, coins, matchboxes or badges but their fervour is not excessive. Meccano, building model aeroplanes, wood-modelling were listed as hobbies by senior boys.

It is worthy of note that only one boy and no girls described reading as the main occupation after school or on Saturday afternoons. Many girls sit by the fire in the winter on Saturday afternoons but they seem to employ their-time in various kinds of needle-work. During school-work however they tend to read as much as the boys.

Apart from sport, the most popular pastime in the winter is going to the pictures. Regrettably attendance at the theatre is not a rare occurrence in the summer also. Some children are taken to the five o'clock Friday night shoppers' sessions as well.

Games such as draughts, cribbage, puzzles and dice-games, form part of the evening entertainment but these are only incidental to the chief occupation of listening to radio serials. In most homes, the radio is operating continuously from the time when the child comes home from school till he goes to bed. His meals

are chewed in rhythm to blaring music, his conversation must be pitched loudly enough to drown radio advertisements, his attention is divided for most of the evening. "Listening to the radio" was the most frequent answer to the questionnaire. It is only too obvious what a force radio is in modern living, how powerful and useful an influence it could be in raising cultural standards.

Leisure-time is effectively reduced (for girls more than boys) by taking extra-curricular subjects, mainly music, elocution, singing and dancing. Not only do the actual lessons absorb spare hours or half-hours, but also practice in the particular skill must be thorough and abundant. Some children have to travel a long distance in order to find the teachers who will develop their talent. One nine-yearold boy from Std. II goes into the busiest part of town to learn singing.

The remunerative means of spending leisure-time must not be overlooked for these often entail a daily loss of time. The boys choose between paper-rounds, delivering groceries and meat for local shopkeepers or taking messages for the suburban post office. One boy says he works intermittently in a factory but does not disclose what kind. For girls the avenues for adding to weekly pocket-money are very limited; some take turns

helping a newsagent and bookseller keep his stock dustd and tidy and occasionally serving customers.

As far as possible every phase of non-school activity has been mentioned. Some involving major cultural issues will be discussed in detail.

Table V Membership of Public Library

Boys

Age	Yes	No	Used to belong
8	1	2	0
9	5	7	2
10	8	12	3
11	11	14	5
12	5	7	4
13	6	9	4
14	0	1	1
Totals	36	52	19

Girls

8	8	2	1
9	11	7	3
10	5	9	3
11	10	11	3
12	11	19	4
13	5	6	6
14	0	5	1
Totals	50	59	21

Chapter IV

Literature

If the teacher has failed to awaken a desire to read, he has failed in his major task. Literature forms the greatest part of our cultural heritage and without books a child cannot reach a good understanding of people of other times and places and those elements which make up the contemporary world. Where are these books to be found? The exhorbitant price of children's books prohibits most parents from buying any number for their children's private consumption. The school can provide some, but seldom in sufficient number to keep the quicker readers continuously supplied. Here again expense is a deciding factor; books that are extremely useful in the classroom cannot be bought in quantity.

The Public Library is the best source and we should expect a demand for reading material far exceeding the supply. What are the facts in the school under enquiry? From Table V, it is deduced that 34% of the boys answering the questionnaire belong to the Public Library, 48% or nearly half do not, and 18% used to subscribe once but do not now. Also 38% of the girls now belong, 45% do not and 16% have ceased subscribing. Further examination shows that it is among the older children that membership of the Library falls off.

This suggests a serious hiatus in the provision of books for the eleven to fourteen year group. These children who are passing through the difficult years of puberty, sometimes need an escape to a literary world, but a dawning interest in world affairs and wonders of science should be exploited, through books where dry fact is disguised as fiction and adventure.

Other reasons to account for the percentage who allowed their membership to lapse may include economic disability, disinterestedness or lack of time to change books. At the school itself, a selection of Public Library books is kept in a spare room and each class is allotted a period for changing books. Every term a set of supplementary readers is chosen by the class teacher as additional reading matter but most of these are unattractively bound and, what is worse, contain stories with little appeal, illustrated by old-fashioned pictures.

If the school and Public Library are not supplying the literature which interests them the children turn avidly to the exchange-bookshops for their comics and thriller type of magazine. We cannot deplore the readiness to succumb to the lure of things that are highly

coloured, exaggerated or exceptional, if no healthy substitute is provided.

What type of book do children between the ages of seven and fourteen prefer? Questioned on this point, the children gave interesting replies. With the boys, adventure was placed an easy first. Some coupled adventure with history, others specified animal adventures stories; and aviation, jungle, mystery, detective and invention were mentioned as a ramification of this theme. School stories do not seem popular, perhaps because the conditions described in books of English public schools are unreal to New Zealand boys. The girls have a taste for fairy-tales, very marked in the lower standards but persisting in the upper classes also. This tendency unfortunately often leads to the reading in womanhood of those impossible tales of poor girls marrying millionaires, of the aristocracy and their wealth and other plots quite remote from real life. As with the boys, history and travel find little favour but adventure stories have firm adherents, - those written for boys appealing to a large proportion of the ten to fourteen year old group.

At the end of the year, the library cards were examined for an indication of the popularity of books.

The figures indicated that the girls read more zealously and extensively than the boys. The series most generally liked were the Twin's books - the "French Twins," "Norwegian Twins", etc. In these, geographical details are woven into a fascinating story of home-life in a foreign country, the differences from English home-life, as well as the likenesses being subtly included. The adventures of animals written as though they were human beings, claimed much attention. Katherine Tozer has mastered this art successfully to the children's delight in the various "Mumfie" books. Science and nature study were not widely read, although the Popular Science and Mechanics magazines were in constant circulation. It might be inferred that these subjects have yet to be presented a manner entertaining to children. T. Rowlands has developed a style of organizing scientific facts that appeals immediately because of its humour and clarity. The Petershams have brought out some excellent books which are suitable for Social Studies since they illustrate history through the story of common things. These two types of informative literature should lead the way to better books for children.

In order of popularity, works that are recognized as juvenile classics were poorly represented. One wonders upon what basis they are included in the school

library. The following were hardly read at all - "Nicholas Nickleby","King Solomon's Mines", "Westward Ho", "Tom Brown's Schooldays", "Toilers of the Sea", Tales from Shakespeare", "Ivanhoe", "The Deerslayer".

Questionnaire II (See Appendix) was designed in order to discover to just what extent some classics are read by school-children from free choice. The results are listed below:-

"Brer Rabbit" - read extensively by both boys and girls.

"Peter Pan" - also widely read.

"Alice in Wonderland" - most children had read it but their comments showed that it was not universally liked.

"Dr. Doolittle" - widely read, by fewer girls than boys.

"Tom and the Waterbabies" - about 75% of the children had read it.

"Grimm's Fairy Tales" - most of the children knew these and Anderson's Fairy tales also.

"Robin Hood" - generally popular. Read by nearly every boy in the upper part of the school.

Kipling's "Just-so Stories" - only a few at each age-level had tackled these. Some of the vocabulary is very difficult.

"Treasure Island" - exceedingly popular, judging by such comments as "best story I've read", "oh boy!" etc.

"Pilgrim's Progess" - only a few had read this book.

"Robinson Crusoe" - widely acclaimed by the eleven-year and above groups.

"Sherlock Holmes" - not many readers.

"Gorilla Hunters" - read by two boys only.

"Huckleberry Finn" - over half the older children enjoyed this tale. They thought it very amusing.

"Gullivers' Travels" - influenced by the film, quite a number had read it.

"Jeremy" - read by very few.

"Oliver Twist" - read by some Std. V and VI pupils. One boy commented - "a good story but not a bit thrilling".

"Lorna Doone" - a few boys and fewer girls had read this. One boy commented that it was too old for him.

"Don Quixote" - not even a tenth had read it.

"Count of Monte Cristo" - taken out by three or four children.

"Little Women" - read by a number of girls and a sprinkling of boys. Comments included "excellent", "boring in parts".

All the boys had read at least one classic listed

but none had read the whole twenty-two whereas one girl had read every one and another had read none. The order of popularity ran "Robin Hood", "Dr Doolittle", "Robinson Crusoe". It is obvious that much depends on the printing, cover design, illustration and introduction by other children or the teacher. Many of the classics as they stand are not suitable for children, a fact that is tacitly admitted in the common practice of abridgement. The tragedy is that those who are persuaded to read masterpieces in an abridged form when they are young, seldom read the complete version when they grow up. Other books have lost their appeal because their subjects-matter or style is out of date. Jules Verne's wildest imaginings have been surpassed in reality. Scott's romantic style limps badly today. How then can we improve children's tastes in literature? Some suggestions to this purpose are, - more reading of inspirational works aloud, a more comprehensive school library of typographically modern children's books, and greater encouragement of criticism.

Nowadays the reading of poetry for pleasure is one of the rare literary occupations. The children's attitudes towards it were elicited through the questionnaire. Their replies revealed that 53% of the boys

read poetry for enjoyment and 47% do not. It would be easy to guess that the percentage would be higher among the girls and it is - 75% read verse and 25% do not. At the primary school level, children appreciate rhythmic and repetitive writing and fortunately the modern trend is towards creating verse especially for children and producing it as such. While appreciation and creation of poetry appears to be in the doldrums at present, its regeneration appears not far distant and young people with creative obility should be given avenues for displaying it in school journals, and magazines.

The children's reactions to drama were tested and as 80% of both sexes affirmed that they often read plays, there would seem to be recruits in ample for dramatic work. However the replies to the next question "do you like acting in plays?" made it manifest that fewer children were prepared to perform. If children are allowed plenty of scope and are directed into suitable parts, they can overcome their self-consciousness. Those who cannot be drawn into acting, can be made useful in other capacities, such as designing sets, making-up, costuming. In the winter months particularly, many children would benefit from part-

icipating in theatrical work in their leisure time.

Since a major part of the average adult's leisure time is spent in reading the newspapers, the extent of the reading of the press by children was investigated. This inquiry was held during the war so the motive for reading the news would be stronger than in peace. Most of the older children stated that they read some part of the newspaper. The advertisements, pictures and humorous columns receive greatest attention while some children record what may become a morbid interest in accidents and crimes. The girls already place emphasis on marriages and births and display less political awareness than the boys. "Readers' Digests" sometimes appear in school but more probably for their pseudo-scientific articles than their political propaganda.

Other periodical magazines that are read in part by children were "Women's Weekly","Picture Post", "The Listener", "National Geographic", "Free Lance". Happily fewer sensational pulp magazines with their lurid sex-filled stories circulated during the war period but there was a flood of comics from American syndicates reprinted in Australia. These comics unlike the innocuous fare of English comics contain the

Table VI Numbers of Children who Read Comics

Boys

Age	Many Comics	Some	Few	None
8	3	0	0	0
9	12	0	0	0
10	18	5	0	0
11	21	4	3	1
12	13	3	1	0
13	8	5	5	0
14	2	0	0	0
Total	77	17	9	1

Girls

8	4	4	2	1
9	15	2	2	1
10	6	6	4	1
11	13	3	8	0
12	16	9	7	2
13	8	5	4	0
14	2	3	1	0
Total	64	32	28	5

adventures of such virile characters as gunmen, pirates, vandals and monsters, all punctuated with fist-fights, deception, fright and torture, and couched in slang and criminal jargon. Among their worst features are the atrocious art, jangling colours and printing of the poorest quality. Henderson who made a study of comics on the New Zealand market maintains that the absolute unreality of such stories gives the child no opportunity to think for himself about everyday problems. There are no facts about a working life of any description.

Of the fifty children who were personally interviewed, exactly half buy or exchange comics weekly. Most of these were between eight and eleven years of age; the older ones read no better material in weeklies like "The Champion", "Triumph" and "Crystal". Table VI presents statistical data concerning the wide-spreading appeal of comics. Only about 5% of the school population never read comics. While it is ridiculous to over-stress the malicious effects that these "cheapjack" publications have on the remaining ninety-five per cent, there is nevertheless a serious moral and cultural problem created by them. The issue must be resolved on positive lines, by replacing them with cheap interesting books of good literary standard.

Table VII Attendance at the Cinema

(with figures from Mr W. J. Scott's analysis of the picture-going habits of secondary school children for comparison.)

Attendance	Boys	Girls	Both	Secondary School Children
Twice a week	20%	16%	18%	40%
Once a week	49%	26%	37½%	
Once a fortnight	16%	30%	23%	11%
Once a month	10%	20%	15%	42%
Hardly or never	5%	8%	6½%	7%

Chapter V

Films

Another institution that plays an important part in the child's life today, and in the occupation of his leisure hours is the cinema. Table VII, a survey of the picture-going habits of these city children in a primary school, shows a similar tendency to those of N.Z. secondary school children as reported by Mr W. J. Scott. At least half these children attend the cinema once a week and while the responsibility of seeing that films are suitable rests on the parents, it all too frequently happens that the children make their own choice or to put it more truthfully exercise no discrimination but attend any film as a matter of course. Since the theatre managers have very little control over the entertainment that they offer in the week, the children's film diet is a very mixed one. It includes comedies both "slapstick" and "bedroom farces", murders, detective thrillers, drama, melodrama and cowboy films.

That every screening has a psychological effect cannot be denied because it invokes a new experience, each phase of which the child believes to be authentic. Also his whole-hearted identification with the actors leads him to imitate their actions in his play. Hence

the moral influence of films dealing with sex and violence is the cause for concern among many educators. Reliable evidence however suggests that the average child is bored by love stories and would much prefer something else and that what may appear sexually shocking to adults passes completely above his comprehension. Also, experienced child psychologists assert that films are not direct causes of juvenile delinquency. Dr. Cyril Burt states, "The direct reproduction of serious film crimes is, in my experience exceedingly uncommon; and even then it is usually the criminal's method rather than the criminal's aim that is borrowed: the nefarious impulses themselves have been demonstrably in existence beforehand."

According to Roger Manvell, author of "Film" the real harm lies in the incidental infection of children with these ideas - that a sock on the jaw is the best answer to any argument, that women are to be judged satisfactorily on the basis of physical desirability, that to be foreign is to be under suspicion, that wealth in the abstract is a good thing and the pursuit of it all-important.

What kind of films do children like to see?

As in reading, their taste favours plenty of action, with the movement taking place in the direction of the achievement of a goal, conquest or reconciliation. The mystery film yields the ultimate satisfaction of its solution and the child is prepared to undergo the tortuous path of discovery for the sake of it. Comedy films are popular, the slapstick of cartoons being much appreciated as well as semi-musical comedies. Western adventures are still rated highly, mainly for their vigorous action in the wide open spaces and their morality -right must triumph, for the child's sense of justice is very strong. Several children admitted that they did not know which type of film they prefer - this is quite understandable, for their memories are short. Also they are not capable of placing films in adult categories such as "western" or "historical".

The influence of the films is often plainly seen in school work, notably composition. While films provide a wide background encompassing the whole world and a vocabulary with which to reproduce scenes from it they bring into essays a slang that is not always picturesque. It is difficult for the child to distinguish between a colloquialism and an accepted word

and harder still write correct grammar when his favourite screen star says, "I dood it", "I seen it", or "I done it".

Visual aids are only now being exploited for their educational value. Producing films which have the express purpose of conveying information is a delicate task; sugar-coating an already saccharine Fitzpatrick travelogue will only lead to mental indigestion. Film technique is improving so rapidly; (as can be seen in recent documentaries) that any classroom topic could become absorbing. Health rules, safety-on-the-road propaganda, geographical forms, history, science could be readily illustrated by films, but care must be taken against the danger of undue moralizing. It would not be too hazardous to guess that in the future at least one lesson a day will consist of screenings in a school-room properly equipped for such activity.

It would be ideal to have the child's passion for movies translated into school purposes if only for the sake of his health. The child who attends a night performance cannot possibly get his minimum ten hours of sleep and his physical and mental condition must suffer. The teacher is familiar with a lethargic

expression on the face of a pupil, due to the exhaustion of vitality at a late performance the previous evening. Some types of film may cause nightmares with a consequential detrimental affect on emotional stability. Again it is well-known that the cinemas are among the most likely places where epidemics spread.

A suggestion worth considering is that of beginning a picture show at an earlier hour, perhaps 6.30 p.m. and finishing earlier about 8.30 p.m. A well-selected programme of short features and one suitable full-length film would fulfil any child's need. Friday night would be the best occasion, in that there would be opportunity on the Saturday morning to get his quota of sleep.

Sixteen boys and six girls of various ages answering the question, "What do you do on Saturday afternoons in the summer?" replied that theyregularly attended the theatre matinées. This is to be deprecated for there can be no comparison between healthy activity in the sunshine and confinement in a darkened, probably ill-ventilated cinema. Where parents do not realize their responsibility in this matter, a vigor-

ous campaign should be conducted by adult education authorities.

An interesting experiment to encourage parental awareness of film programmes is being conducted by H.C.D. Somerset at the Feilding Community Centre. Special screenings are organized on market days, the idea being that parents will probably have their children in town with them on those days and that, after they have completed their shopping, they can wind up the outing by going to the special sessions together in the early evening, thus providing themselves with a common subject for discussion.

The most crucial problem in regard to films is censorship, for it is generally admitted that certain types of film are undesirable for children although the opinions of psychologists and social workers do not coincide on this point. There are two ways-one positive and one negative by which children can be prevented from seeing what is undesirable. The negative way, censoring unsuitable films, often defeats its ends since their desirability is increased by the very fact of their being forbidden. The positive way is to educate the children's taste and that of their parents too, so

that they will reject the less worthy types. It is partly a job for the teacher who can transfer some of his attitudes to his pupils. Some means of guidance is necessary - there should be a positive indication to parents from a responsible committee of educators and laymen that a picture is definitely suitable for juvenile consumption. Miss C. A. Lejeune, the noted English film critic holds these views, "The main danger of indiscriminate picture-going for children is not what they may learn, but what they may miss, without the pointer of older experience to guide them. In the bewildering mass of film material issued each week, there are always a few films more valuable than the rest. Not necessarily educational in the strict sense, but richer than the others in the things that children want to learn about."

Chapter VI

Radio Serials

The problem of finding entertainment in the evenings is never acute when there is a radio in the house. Only one home in the area did not posses a radio,- from which can be gauged its essentiality to modern living.

The children were asked which station their wireless was usually tuned to and the results would confound the "Aunts" and "Uncles" of the National Broadcasting Service for their audience in this case numbered two in fifty. The Commercial Stations are by far the most popular, some reasons being the brighter announcing, the quantity of "swing" music and the serials. It would seem that many people, conditioned by a nauseating repetition, experience no reaction towards a preamble of advertising before settling down to their favourite serials.

An important point to note is that in New Zealand, not much discrimination can be exercised in selecting programmes since there are only a few broadcasting stations. This position can be contrasted with the United States where there are literally hundreds to choose from. In New Zealand then, listeners must accept what is being broadcast, or switch off their set.

It is necessary to listen with a critical attitude for "there is an element of danger in the use of radio as a means of communication that is not evident. It lies in the fact that our ears are less civilized than our eyes." (1) Carried away by the excitement of a thrilling serial, one might accept as truth, things which on re-examination, appear obviously untrue. The trouble is that we cannot hear the broadcast word over again, except in rare instances, in order to verify what we thought we heard. Our ears can be tricked by illusions as much as our eyes.

The common run of radio serial also impresses upon its audience many of the ideas, attributed to the influence of the film by Manvell. They too are crammed with horror, suspense and crime. Their chief characters are gansters, super-detectives and heroes of adventure, displaying skill and cunning, without parallel in real life. The grammar and language are frequently as debased as those in comics.

A classification of serials on the air at the

(1) Lyman Bryson quoted by A. Eisenberg in "Children and Radio Serials."

time of the survey would bring most of them under the following headings - adventure, mystery, detective story, domestic melodrama, comedy, dramatization of well-known books. The practice of turning novels into radio plays is very unsatisfactory since few books lend themselves to being split into short passages, each ending with an incident so exciting that it will induce its audience "to listen at the same time next week." In the dissection, style is irretrievably lost, and the story loses vigour. The single advantage is that at least one is assured that there is a plot which will unfold ultimately, whereas many serials, particularly of the household scene, seem to have no conclusion at all.

Although very few serials are produced expressly for children, the most avid listeners are from the younger generation. Their interest in miraculous escapes does not flag, where the adult becomes bored and cynical. The children of this survey follow on an average ten serials a week, one boy in Std. III reaching the grand total of thirty features weekly! The older pupils were able to name many sessions not listed in the questionnaire. More boys than girls are radio fans and whereas only one boy

recorded that he listened to no serials regularly, there were nine negative papers from among the girls.

The results of the questionnaire are tabulated below :-

"Departure Delayed," N.B.S., 7.20 p.m. - clashes with "Officer Crosby," only the older boys and girls listen to it.

"Number Seventeen," C.B.S. 9.30 p.m. - some 9 year-olds, some 10 year-olds and many of the older groups follow this. Note lateness of broadcast. Spy serial.

"Officer Crosby," C.B.S. 7.15 p.m. - Only five boys and eighteen girls in the whole population do not listen to this feature regularly.

"Submarine Patrol," C.B.S. 7.30.p.m. This is broadcast immediately after "Officer Crosby" and very few children switch to a new station. However one listener remarks, "It is good but does not advance quickly enough."

"The Flying Squad," N.B.S. 8 p.m. This is not popular with the older children.

"The Mystery of the Hansom Cab," C.B.S. 7.35 p.m A high percentage listen to it.

"The Wind in the Bracken," C.B.S. 6.30 p.m. This is followed by the majority, partly because it is on at a convenient time.

"Bulldog Drummond," C.B.S. 7.15 p.m. Surprisingly this is favoured more by the girls than the boys.

"The Todds," N.B.S. Main station, 8.15 p.m. Very few devotees, partly because it is not the custom to be tuned in to the main national station.

"The Lone Ranger," C.B.S. 6 p.m. 91% of the boys, 81% of the girls identify themselves with this cowboy Robin Hood.

"The Hawk," C.B.S. 6.30 p.m. Many children listen to this, though comments included "Too dry," and "far-fetched."

"Dad and Dave," N.B.S. 8.40 p.m. 80% boys, 72% girls like the humour of this feature.

"The Devil's Club," N.B.S. 9.20 p.m. Very few stay up for this one.

"The Woman in White," C.B.S. 7.45 p.m. Has a large audience especially among the older girls. One nine-year-old says," I am not old enough", a twelve-year-old comments

that it sounds amateurish.

"Danger Unlimited," C.B.S. 9.15 p.m. A few in each age group listen.

"Lorna Doone," N.B.S. 9.30 p.m. Sunday night. Not very popular because of late hour and its being broadcast on Sunday nights.

N.B.S. = National Broadcasting Service.

C.B.S. = Commercial Broadcasting Service.

As well as these serials, there are quizzes, musicial programmes, short stories and other sessions which have a regular audience. The uninteresting is absorbed with the interesting as no-one bothers to turn the dial to another station for a quarter of an hour till the next favourite comes on the air. There would not be many homes in this area where reference is made to the "Listener" in order to ensure selection of the best programme for the night. A common practice is to switch on the commercial station before breakfast and leave it on till late at night.

It would not be said that deliberate radio listening cuts out outdoor activity since no children recorded it as their sole occupation after school or on Saturday afternoons. Only one fifth of the child-

ren wrote "listen to serials" as the answer to what they do in the evenings but the figures from the third questionnaire show that other amusements, such as card games, sewing and even reading, at best alternate with following radio programmes.

This activity is one factor in keeping the family circle complete at a time when the general tendency is for each member to find his social life within his own age-group. But sometimes conflict arises over the choice of serials from different stations and in badly-disciplined homes, mealtimes and bedtimes are fraught with emotional stress where the radio is concerned.

In view of all this, is it too much to ask that modern inventiveness and initiative devote some of the time spent in arranging the present type of radio-serial-plus-advertisement-programme, to devising programmes more suited to showing the child the best methods of utilising leisure hours, and in assisting parents in the same direction.

Chapter VII

Extra-curricular Lessons

There are specializations in education that the normal primary school teacher does not include in the daily timetable. These are piano lessons, elocution, dancing, singing etc: and if a person wishes to excel in a particular artistic capacity, it is almost essential for him to begin learning as a child, when physical development will accompany artistic development. Although to allow talent to atrophy through lack of opportunity, would be criminal, at the same time, to force an untalented child to practise for hours an accomplishment to which he was never suited, is just as much to be condemned. In the latter case, when the child grows up, he seldom finds satifaction in his leisure time through the lessons which he has taken; often the ill-won knowledge is forgotten. Many adults confess that for all their musical training in their youth, they cannot now play a note.

Almost half of the boys questioned attend extra-curricular lessons; of these, a half are learning to play a musical instrument, seven go to gymnasium classes, two learn dancing, two take art lessons, two have woodwork lessons, four learn simging and one is taking an elocution course. The musical instruments include piano, cornet,

guitar and bagpipes. The woodwork and art pupils attend the Technical College on Saturday mornings and are very enthusiastic about their lessons. All the boys taking gymnasium classes are in Std. IV, and those taking woodwork in Std. V.

Slightly more than half of the girls have lessons outside school hours, many of them learning two subjects at once. As with the boys, half of these are learning to play a musical instrument; nine learn elocution, eight have singing lessons, twentyone are being initiated into the rudimentary steps of dancing. Among the musical children are two from one family, who are learning violin and violoncello respectively.

That a large proportion of leisure time, especially after school must be devoted to actual lessons and practices is borne out by the conclusions from the questionnaires. The fact is that half the school population are involved in extra-curricular lessons and this must be equated with the expense entailed, for it must be remembered that on an average, the parents are in a low-income group. One reason is the "snob-value" of the children's accomplishments. Worldly success is

sought through artistic performance but unfortunately the standard achieved is debased by the poor quality of what is presented. Young children sing the current love lyrics and dance in imitation of adult film stars, aping them ludicruously in manner and even in dress. The annual competitions occasion the appearance of a host of mothers, eagerly thrusting their aspiring progeny on to the stage with their make-up, tinsel costumes and curled hair.

I am not advocating a repression of childish talent, but merely deplore the artificiality and competititiveness that accompanies some training. A natural dancer or singer should be given every opportunity to please an audience. A happy atmosphere in the classroom encourages the child to perform before his classmates without an exaggerated sense of his own importance. Every child should be allowed to overcome shyness by displaying his ability in one direction or another in front of the class, as it provides an outlet for the self-assertive instinct.

Chapter VIII

Two Weekly Diaries

In order to get a more complete and individual review of leisure-activities, a boy aged eleven from Std. V was asked to keep a fairly detailed account of what he did each day for a week in the summer. Also a girl aged ten in Std. III kept a week's diary during one of the winter months. Their descriptions indicate general tendencies for their age-groups, particularly the listening to serials and attendance at the cinema.

Boys :-

Monday: School. After school Iwent with my friends down to the bay for a swim. Was rather late starting my paper round. After dinner I played cricket in the blind street till dark, then listened to the radio for two hours. Bed 9.30 p.m.

Tuesday: School. Cricket practice on the park with student-teacher. Paper round. After dinner, rode round the block on brother's new bike. Went to pictures with big brother. Two good thrillers. Bed 11.15 p.m.

Wednesday: School. New comics in today so rushed down to shop to buy some. Paper round. When the dishes were dried, I went over to the pine plantation to help build a fort. Came home at 8.30 to

hear my favourite serial. Bed 9.p.m.

Thursday: School. Cricket practice. Paper round. Friends came round after tea to help with my aeroplane kit-set. Listened to radio. Bed 10 p.m.

Friday: School. Helped Mum with the messages. Paper round. Mum and Dad went to town so looked after the baby while I did some of my geography project. Listened to radio. Bed 9 p.m.

Saturday: In the morning, helped Dad to mend the fence. From 1 o'clock to 5 o'clock, two friends, my brother and I played in the rocks, had a swim and stayed for a while in the play-area. At night went with the usual gang to the pictures. Sloppy programme. One good cartoon. Bed 11.30 p.m.

Sunday: Dad had some spare petrol so we took the car up to the bush for a picnic. Had a good day. Bed 9 p.m.

Girl :-

Monday: School. Went to Miss -'s for piano lesson. Got some messages on the way home. Washed dishes and knitted after tea while I listened to radio. Bed 8.15 p.m.

Tuesday: School. At 3.30 p.m. went to

"Happy Hours" club. Music practice. Dried dishes. Listened to serials and knitted. Couldn't listen to a programme that I like because big sister wanted dance music. Bed 8.30 p.m.

Wednesday: School. Mum gave me some money to tram to library to change my book. Walked back to save penny. When I had finished helping with the dishes, put on my Brownie suit and went to church hall with my friend. Home, 8.30 .m.

Thursday: School. My friend came to our place in the afternoon; after piano lesson, we painted in our new books. Dad played cards with us at night; the wireless was on all the time. Bed 8.15 p.m.

Friday: School in the morning. Had to go to Dental Clinic at two o'clock. Mum met me afterwards, then we went shopping. We went to a five o'clock shoppers' session, a lovely picture with lots of dancing and singing. Did some more shopping. Had fish and chips, then went home. Bed 9 p.m.

Saturday: Helped Mum with the cooking and housework. Read my library book. Went to matinee at nearby theatre. Silly cowboy picture. In the evening Mum and Dad had a party. Talked to some of the people. Sent to bed 9.p.m.

Sunday : Read all morning. Sunday School in the afternoon. Walked to the park with my girl-friend afterwards. Had tea at my grandmother's house. Did some knitting till we went home at 8.30 p.m.

Chapter IX

Conclusions

In a week, the city child spends twice as much time on leisure activities as he spends on formal schooling, and, since what he does in his spare time contributes to the development of his personality we cannot but feel concerned about what he does during this time. A certain amount is absorbed in unorganized play, which is a psychological necessity. The young child has no difficulty in dramatizing himself into play situations, based on his recent experiences.

It is when his amusements can be classified on a higher cultural level, expecially after he has learnt to read, that their quality can be questioned. Are the leisure activities positive, that is, do they help make contact with reality or are they negative, providing escape into fantasy?

My main conclusions are that the children of this area do not put their leisure time to the best use, not because they prefer poorer forms of entertainment, but because they do not know the better possibilities. The escape way, exploited by our commercial agencies, provides the line of least resistance, which the majority are prepared to follow.

The teaching body are fully aware of the conflict between vested interests and education for it

results in the nullification of the work of the school. Some Auckland teachers have advocated the prohibition of the printing and sale of pulp literature; prevention of quackery; maintenance of a high standard of broadcast programmes; control of juvenile labour and the focussing of attention on other social evils. While in these demands, the stress is moral and not cultural, there is some indication that teachers are conscious of the situation, and want something done about it. But the profits that accrue from the production of comics, cheap films and serials are enormous. How then can we persuade gigantic manufacturing firms to cease production or alter the quality of their goods? We must be more realistic. Within the existing pattern of society, there would appear to be only one way to attack their insidious influence and that is by education on positive lines.

The trend of education today is towards giving every opportunity for the development in the child of a wider range of interests than has traditionally been contemplated. It is maintained that what children learn in school should be capable of being transmuted with fair ease into the interests of adult life.

The basic philosophy behind this assertion is that education is not a matter of acquiring a body of knowledge in the shortest possible time, but that it is a continuous process throughout life.

It is the part of the teacher to guide his pupils to discover the delights of creative acticities. One of his aims should be to show children how to exercise some selection in regard to leisure. He can for example place before them many types of books and encourage them to make critical judgements. He can use methods that will take account of individual differences and help the development of personal taste. To do all this successfully the teacher himself should have a wide cultural background, and should be continually reshaping his ideas on the creative forms of expression, contemporary and past, for it is inevitable that his attitudes will be transferred to his students.

Leisure-activities inspired by schoolwork may find greater scope at a Community Centre, for a Community Centre which co-ordinates all the cultural efforts of the locality, fulfils the need for integration. In the area surveyed, there is a building which could be converted to such an institution without excessive expenditure. This is the present Public Library, the

upper storey and one large room of which are not being used. In these a lecture-hall, music-room, play-centre or "little theatre" could be established. A meeting of interested residents could draw up a provisional organization based on the interests of the community. An important preliminary is to gain the parents' attention, for any benefits from adult education, must have some influence on their children.

In the field of literature, children would be encouraged to read more, if membership of the Public Library were free. At both library and school, the children should be introduced to new books and new horizons revealed by a more extensive use of attractive displays and advertisements. There is every reason to believe that the worst type of comic would be relegated to a minor position if a supply of well-illustrated books, crammed with action from normal life were available. American publishers lead the way in the techniques of producing books for children with gay colours, strong bindings and clear print, but New Zealand has made an excellent start in Stella Morice's "Wiremu." In the New Zealand scene are potential plots for juvenile literature in plenty. It would be a wise policy for the state to subsidise writers who are willing to create stories for young New Zealanders.

Teachers should acquaint themselves with the latest lists of children's books in order that they can recommend the better selection for school, class and private libraries. The library habit can be commenced as early as Std. I ; visits for silent reading and for familiarising the pupils with the location of books are most important. An even happier system is to have one room of large city schools set aside as a library room in the charge of a teacher specializing in this work.

Any reform in the film world is unlikely at present because individual managers of theatres have little control over their programmes. The only solution is to ensure that the children do not miss the better films. A few magazines present honest reviews of current screenings and give a guide to those who are particular about their entertainment. An attack should be made through the parents who should be educated firstly on the matter of late nights and then on exercising discrimination. A scheme for adult education should include some group for evaluating films. The idea behind the Somersets' "Family Film Club" could be adopted if the theatre managers will cooperate. A move has been made in some centres to form independent groups who will purchase sixteen millimetre films usually of the document-

ary type. These films are often of a high standard and would be a useful visual aid for school instruction.

Since the broadcasting system is entirely in the hands of the state, it should be possible to get some action in regard to radio serials. Unfortunately advertising over the air is lucrative and the linking of a trade name or slogan with a serial pays dividends. If the serial-listening habit is so engrained in our home life that it cannot be dispensed with, at least some improvement might be effected were a more rigid censorship applied to American features, substituting instead those written by New Zealand playwrights. Even so the time would be better employed in more creative pursuits.

In regard to our listening activities, one cannot but be conscious of the weaknesses and omissions in the normal scheme of music teaching. The opportunities for hearing good music have increased with the advent of the gramophone and wireless. An appreciation of good music can proceed from enjoyment of primitive rhythms in the infant school, to recognition of the various orchestral instruments and pictorial music in the junior stage and finally to understanding of the construction of the sonata and symphony at secondary school. With this background children will find life-long pleasure in good music. The standard of our radio programmes should

encourage a high level of appreciation.

Only those children who show definite promise should take external lesson. In large well-organized schools, practices could be fitted into the timetable. The intermediate school especially should act as an exploratory agent to discover the children with artistic ability. For those who enjoy creative enterprises, the Community Centre would provide an outlet, in such activities as choral and dramatic work. Here the accent would be on community effort, rather than on individual performance.

A need for organized sport outside school hours seems to exist among the eleven to fourteen year old group. It would be the job of a youth specialist to make arrangements for games in the weekends. This plan presupposes an adequate number of playing-fields so that there is no interference with adult games, and a supply of organizers, who would be attached to the Community Centre. For those children who dislike sport, more play-areas should be built. Their equipment should include sandpits, and paddling-ponds.

This inquiry has shown that the problem to be solved (not a new one by any means) is the misuse of leisure, by which is meant any activity that leads to a stultification of the personality and the tone of social

intercourse. If an increase in leisure is to mean an advance in civilization, education must become an adventure continued throughout life.

Education must first be an adventure at school; opportunities must be given for the child to learn to express himself in various mediums so that he can spend his free time in a satisfying occupation. For him, the Community Centre can provide further leisure employment, besides being the focal point of parent-teacher cooperation on the vital subject of the child's development. If his childhood is enriched by an integration of experience in both school and leisure time, he will be equipped to meet the problems of the adult in an ever-changing world.

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Appendices

Appendix II

Questionnaire of Interest No.2 1945.

Boy or Girl .....Class ..... Age .....

Years ..... Months .....

BOOK.	Have read all	Some	Not	Remarks
1. Brer Rabbit.				
2. Peter Pan.				
3. Alice in Wonderland.				
4. Doctor Doolittle.				
5. Tom and the Water Babies.				
6. Grimm's Fairy Tales.				
7. Anderson's Fairy Tales.				
8. Robin Hood.				
9. Kipling's Just-So Stories.				
10. Treasure Island.				
11. Pilgrim's Progress.				
12. Robinson Crusoe.				
13. Sherlock Holmes.				
14. Gorilla Hunters.				
15. Huckleberry Finn.				
16. Gulliver's Travels.				
17. Jeremy.				
18. Oliver Twist.				
19. Lorna Doone.				
20. Don Quixote.				
21. Count of Monte Cristo.				
22. Little Women.				
23. Ivanhoe.				

Put a tick in the right column and say if you liked the story.

Appendix III

Questionnaire of interests No. 3. 1945

Boy or Girl .....Class .....Age.....

Years..... Months .....

Serial.....Station.....Time.....Remarks.....

1. Departure Delayed .....N.B.S. Mon. 7.20.
2. Number Seventeen .....N.B.S. Mon. 9.30.
3. Officer Crosby .....C.B.S. Mon. 7.15.
4. Submarine Patrol. .....C.B.S. Mon. 7.30.
5. The Flying Squad .....N.B.S. Tues. 8.p.m.
6. Mystery of the Hansom Cab. C.B.S. Tues. 7.35.
7. Wind in the Bracken .....C.B.S. Tues. 6.30.
8. Bulldog Drummond .....C.B.S. Tues. 7.15.
9. The Todds .....N.B.S. Tues. 8.15.
10. The Lone Ranger .....C.B.S. Wed. 6.p.m.
11. The Hawk .....C.B.S. Wed. 6.30.
12. Dad and Dave .....N.B.S. Thurs. 8.40.
13. The Devil's Club .....N.B.S. Thurs. 9.20.
14. The Woman in White .....C.B.S. Thurs. 7.45.
15. Danger Unlimited.....C.B.S. Sat. 9.15.
16. Lorna Doone .....N.B.S. Sun. 9.35.
17. Put any others here .....

Under Remarks put whether you listen to the serial regularly or just sometimes, or not at all. If you like it, say so.

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MAP of AREA SURVEYED

Key

1. Boot Factory
2. Box Factory
3. Dry Cleaning Factory
4. Bowling green
5. Bakery
6. Theatre
7. Theatre
8. Furniture Factory
9. Timber Yard
10. Handbag Factory
11. Tramway Barns
12. Laundry
13. Margarine Factory
14. Public Library

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