

McGill University

FAMILY PLAY

A Study of the Family Recreation Carried on by 132 Families
Represented in the Membership of
The Iverley Community Centre in Montreal

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for
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by

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PREFACE

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CHAPTER I

INTRODUCTION

The family as a unit of society has undergone vast changes over the past 150 years. Indeed, so great have been these changes that much effort has been made to clarify the present function of the family and much speculation has been voiced as to its future.

The beginning of the 19th century saw the family on this continent as an almost self-sufficient social and economic unit. Gradually, however, its many functions were taken over by other institutions; education by the school, religious guidance by the church, the manufacture of personal and household goods by the factories, recreation by the community centres. What, then, has been left to the family? Where does it stand in the social order of today?

Recent advances in psychology and psychiatry have made it all too clear that the greatest responsibility for the socialization of the child lies with the family. The home has become increasingly important as the place wherein personality and character are formed. A child's estimate of himself, his capacity to feel secure with others, his ability to make adjustments, his whole attitude toward people and life in general lies in the kind of relationship that is built up between him and the members of his family. "Nothing good outside the home can fully compensate for lack of abundant living in the home."¹ Upon the quality and character of the

¹Howard Braucher, "The Home and Recreation," Recreation, Vol. 43, No. 2 (May, 1949), p. 49.

home and the strength and stability of the family does the entire welfare of the nation depend.

The prevalence of delinquency and crime, the growth of mental and nervous disorders are grim witnesses to the failure of the family to meet the needs of its members. Too, the notable increase in the number of broken homes is evidence of the lack of family stability. It is not surprising, therefore, to learn of the great concern for the family that has been shown by all interested in human welfare. Great have been the efforts to bring about better home conditions and further happier family relationships. One of these efforts has been the promotion of family play and recreation.

Much of the strength in the homes of the past came through parents and children sharing together in the work of the home. Common interests and common goals made the family a strong and purposeful unit. Must the passing of many of the activities from the home to the community deprive the family of the by-products of these activities as well? Cannot equivalent values of family companionship be realized through family recreation?

In the last few years it has become increasingly obvious that the child learns more and develops better through play than through any other form of activity. In play tensions are lessened and naturalness and spontaneity are increased. The type of behavior revealed through play is truly representative of the person. "If a number of individuals play together, they inevitably assimilate one another's ideas and ideals, standards and values, behavior patterns, attitudes and sentiments."¹ Family

¹M. H. and E. S. Neumeier, Leisure and Recreation (New York, 1936), p. 168.

play then, provides a medium for the transmission of tradition and culture and social values, whose preservation is among the family's chief functions, and it creates a feeling of togetherness which integrates the family and changes it from a mere collection of individuals each going his own way to a secure and well-knit unit.

Recent reports and surveys, however, have indicated an increase in recreation outside the home and in that type of activity geared to the individual and definite age groupings. The Canadian Youth Commission¹ states in its report: Youth, Marriage and the Family that between the years 1930 and 1942 the greatest part of money spent on commercial recreation was spent on movies, bowling alleys, pool halls, dance halls, etc., in none of which a family is likely to enjoy recreation as a group. The general trend in recreation, according to Folsom the sociologist, appears to be away from the home.²

Several organizations interested in the welfare of youth and the family as a whole have given thought to this. The Canadian Youth Commission recommends that parents be encouraged to take a large part in the planning of leisure-time activities for their children.³ From the National Conference for Prevention and Control of Juvenile Delinquency

¹Canadian Youth Commission, Report on Youth, Marriage and the Family (Toronto, 1948), p. 20.

²Joseph Kirk Folsom, The Family and Democratic Society (New York, 1943), p. 184.

Canadian Youth Commission, Op. cit., p. 199.

held in 1947, came the statement that "Recreation in the home and by family groups is so vital a need that the school, the church and all recreational agencies (should) share in the responsibility for its further development."¹ The Recreation Division of the Canadian Welfare Council sponsored a conference on Family Recreation in Montreal in the Spring of 1949 and expressed the hope that such conferences would be held in other parts of Canada.

Psychological research has led to the minimizing of the role of instinct and unlearned drives and we no longer feel that children know how to play without training and direction. Parents help children adopt proper habits of eating and sleeping and should be as much concerned with their habits of play. Yet parents can give adequate direction only if they themselves have proper play habits and if they have an understanding of the role of play in child development and family integration. If the parents lack these characteristics it would seem that some training and direction must come from outside the home. A community centre can be one of the sources of such training. It can teach families how to play; it can demonstrate what can be done to have a good time; it can help its members acquire skills in a variety of leisure-time activities. Families can be brought together to learn that playing together can bring enjoyment to all its members and to acquire skills and habits to take back to the home.

The groupings in many community centres are arranged according to definite age levels so that members of the same family seldom come

¹National Conference on Prevention and Control of Juvenile Delinquency, Report on Recreation for Youth (Washington, 1948), p. 9.

into contact with one another through these groups. This raises the question of whether the hours of leisure should be another wedge to drive families apart. In planning for the individual, are we forgetting that each is a member of a family? The writer became interested in the whole matter of family play and the challenge it presents to those in charge of program planning in community centres, while she worked in the Iverley Community Centre in Montreal. She has, therefore, chosen that organization as the locale for this research project.

The work of the Iverley Community Centre as a settlement is based on the recognition that the family is the "true moral unit of society",¹ and that only through strengthening the family itself can the neighborhood or the country or society itself be advanced. There is also the awareness that if the individual is to advance the cause of cooperation and fellowship, he must first learn the skills of group participation. The staff of the Iverley Community Centre seeks to teach the skills of cooperation and participation in the clubs, classes and groups it sponsors. However, it is also aware of the fact that in no place can the skills of group participation be learned so early and so well as in the home. If the child comes to the centre from a home where love and acceptance have created the atmosphere, he comes with a real understanding of the meaning of belonging to a group and thus can advance the cause of the neighborhood and society in which he lives with greater speed and to greater advantage.

¹Lorene M. Pacey, Readings in the Development of Settlement Work (New York, 1950), p. 25.

If the Iverley Community Centre is to be a force in the lives of its people and the neighborhood of which it is a part, its workers must strive for the betterment of family relationships as well as for the promotion of the work within the four walls of the agency. A knowledge of the character of the homes of its members is of the utmost importance to the staff of this community centre. How can the Iverley Community Centre advance the cause of the family through its media of play, recreation and informal education until it is known to what extent families already live and play together?

The purpose of this study is to ascertain the amount of play and recreation that is carried on in the homes of the members of the Iverley Community Centre. Do these families follow what appears to be a general trend and find the greatest part of their recreation outside the home? Is there any recreation still carried on in these homes? If so, what form does it take? Are table games played? Is there dancing to records? Are parties given? Who participates in such activities? Do the children play together? Do the parents participate in their spare time? Are there activities in which the whole family joins? How often do parents and children play together? How often does the family as a unit participate in recreation outside the home and what type of activity attracts? Do families have special activities for special days of the year? Do they celebrate Christmas and Easter? How? What do they do during summer vacations?

This study attempts to learn what play is being carried on in the homes and with this knowledge the staff of the Iverley Community Centre will know what must be done to promote family recreation, as well as what

must be done to supplement it in order to give all members the most satisfying experience. There is no attempt to learn all the recreational activities of the individual members. The inquiry has been limited to those activities which would seem to have possibilities for group participation. For this reason, some areas, such as those of hobbies, have not been considered, as they seem to be individualistic in nature and, hence, outside the main concerns of this study.

Below are listed the nine topics included in the study. These give in some detail an indication of the scope of the topic and the extent of the inquiry. The questionnaire drawn up and presented to the Iwerley Community Centre members is divided into the following parts:

1. Members of the family in the home -- mother, father, children and their ages, relatives in the home, etc.
2. House and surroundings -- the number of rooms in the home, the presence of a gallery, a yard and play equipment in the yard.
3. Playthings in the home -- toys for the children, radio, gramophone, piano.
4. Activities played in the home during a one-week period -- games, dancing, singing, parties, etc., and those taking part in them, as well as the frequency of such.
5. Recreational activities outside the home -- movies, bowling, etc., how often attended and those participating. This is also limited to a one-week period.
6. Trips and excursions to places of interest outside the home -- museums, parks, etc. There is no time limit placed on this, as it was felt that the main interests in this field was the novelty of the visit. The fact of ever having visited these places indicate the knowledge of their facilities and services.
7. Activities carried on during the summer months -- swimming, picnics, etc., and their frequency. The time limit is set at "last" summer since it seemed that this would be more easily remembered by the children.

8. Seasonal activities carried on in winter -- skating, skiing, and the frequency of each. The time limit here is again "last" winter.
9. Special days and holidays -- Christmas, Easter, Birthdays -- and the method of celebration of each. There is an effort here to find what attempt there is to carry on family traditions and culture.

By means of presenting sample questionnaires, it was learned that ten years was the youngest age from which reasonably relevant information could be secured. For this reason, information was not sought from any person under ten years. For matters of convenience the club group was chosen as the type of group to which the questionnaires were presented. The club membership provides a more uniform group with which to work and a wider age-range than other types of groups. Also, the membership of the clubs have been together for a long enough time to assure a certain amount of freedom in expressing themselves.

The questionnaires were presented to all club groups of the Iverley Community Centre in which the members were 10 years of age or over. As there were no boys' clubs with members under 14 years of age, a boys' games group was chosen in order to have a representation of both sexes between the ages of 10 and 14 years. Ten groups in all were included in the sample. Table I shows the clubs to which the questionnaire was presented and the sex and age of the group members. As will be noted in Table I, there is one boys' group (Boys' Games Group) and one girls' group (Blue Birds) whose members are 10 to 12 years of age; there are two girls' groups (Busy Bees and Wings) where the majority of members are in their early teens; there are two co-ed groups (Iverley Youth and Westenders) whose members are in their late teens or early twenties; and there are three women's groups (Friendly, Iverley Women, and Chapleau) and one men's

group (Chapleau Men) where the members are all over 25 years of age.

TABLE I

AGE AND SEX DISTRIBUTION OF 10 CLUBS USED AS SAMPLE GROUP
IVERLEY COMMUNITY CENTRE, MONTREAL (a)
MAY, 1949

Name of Group	Age of Members in Years	Sex of Members
Blue Birds	10-12	Female
Boys' Games Group	10-12	Male
Busy Bees	12-14	Female
Wings	13-16	Female
Iverley Youth	15-18	Male and Female
Westenders	18-25	Male and Female
Friendly	25 and over	Female
Iverley Women	25 and over	Female
Chapleau	25 and over	Female
Chapleau Men	25 and over	Male

a) In the following tables, the setting, place and date will be omitted, since Table I has given full details for the whole series of tables.

There were 172 persons approached to fill out the questionnaire. Of this 172 all but 14 consented to participate. All of the 14 persons who refused to fill in a questionnaire were members of one or another of the three women's clubs. Two were elderly persons who said their hands shook; two others said they did not feel well; another said she lived

with her daughter so the daughter could fill it out for both of them; and the rest of the fourteen gave various reasons such as "living alone" or that their families were grown up. The teen age members of the Iverley Youth Club were hesitant to participate and it took longer to interest them in the project. However, after one or two started, all consented to fill in the questionnaire. The remainder showed interest in the project once it was explained and undertaken, and willingly answered the questions asked in the questionnaire. On several occasions it was necessary for the writer to ask the questions and to do the checking as the member answered. Table II shows the age, sex, and marital status of the 158 persons who consented to fill in a questionnaire.

As the questionnaires were being filled in, discussions and remarks prompted by the questions were noted. This oral information, along with the writer's personal knowledge of the individuals gained from two years work in the agency and from a summer at the agency camp, supplements the main body of the information which was gained from the questionnaires themselves.

TABLE II

THE SAMPLE GROUP OF 158 CLUB MEMBERS
OF THE IVERLEY COMMUNITY CENTRE
CLASSIFIED ACCORDING TO AGE, SEX, AND MARITAL STATUS^(a)

Sex and Marital Status	Total	Age in Years				
		10-12	13-14	15-18	19-25	Over 25
Total	158	25	14	29	13	77
Male						
Married	16	0	0	0	1	15
Single	33	9	6	12	5	1
Female						
Married	62	0	0	0	2	60
Single	47	16	8	17	5	1

a) Although the number of individuals filling in the schedule totals 158, this represents 132 families, as two or three members of the same family are in different club groups.

The Iverley Community Centre,¹ situated at 2035 Coursol Street in Montreal, is a neighborhood centre, one block south of St. Antoine Street in the area between Guy Street and Atwater Avenue. This is an area of low-cost housing located between two sets of railway tracks, where many of the once self-contained homes have been divided and subdivided into four, five, and six room apartments. In this area lives

¹ Hereafter in the text, the Iverley Community Centre will be referred to as the "Iverley" or the "Centre," the names commonly used by its members.

the great majority of the members of the Iverley, although a small proportion of teen-agers and adults are attracted to the agency from other parts of the city, mainly through contact with the agency's summer camp for mothers and children.

The men of the families who live in the area are laborers, semi-skilled or skilled workmen, and the large majority is in the first two categories. Family incomes in the years 1948-1949 ranged from \$1,400. to \$2,500. per year. Some mothers attempt to work in order to increase the family income, but the care of families permits this in only about 15 per cent of the cases.

The large bulk of the membership is of English, Scottish, and Irish descent and Protestant in religion.

Table III shows the number of members in the homes of the sample families.

Of the 132 families in the sample, 6 families had no children in the home. Of these 132 families, 86 per cent have families of 4, 5, 6 or 7 members. The remaining 19 per cent are older people living alone, young and old married couples with no children, or families having only one child in the home. The remaining 21 per cent are families of 8, 9 or 10 and more members.

The majority of the families with less than 8 members are living in homes having at least one room per person. Those families having more than 8 members are crowded into homes of 5, 6 or 7 rooms. A little more than half the families live on the ground floor or first floor or both; the others live on the second floor, while only a few families live in basements.

TABLE III

CLASSIFICATION ACCORDING TO THE NUMBER OF MEMBERS IN THE HOME
OF 132 FAMILIES USED AS SAMPLE GROUP

Number of Members in the Home	Number of Families
1	1
2	7
3	11
4	28
5	27
6	18
7	13
8	11
9	5
10	2
More than 10	8

Sixty-four per cent of the families have some kind of a yard. Some of these are shared by many families, others are very small. One father said they had a yard but it was filled with "junk." Several of the women mentioned their yard as being just a place full of garbage cans. Twenty-three per cent have some kind of play equipment in the yard, ranging from horseshoes and hammocks to tables and chairs, swings and sandboxes. Only 25 of the 132 families lack a gallery.

The Iverley supplies recreational leadership and facilities for about 1300 persons of both sexes from 5 years of age upwards. Clubs, classes in handicrafts, dancing, etc., play groups for table games and circle games, etc., badminton, basketball, hockey, gymnastics, and many other groups make up the winter program. In summer a special program looks after the recreation of children up to 12 years and a closely associated organization sponsors a summer camp for mothers and all children up to 16 years of age.

Since it is situated in the midst of the people it is serving, the Iverley, like other settlements and neighborhood centres, has the opportunity of being very close to the families it serves. Although activities are set up on the basis of age, nevertheless the Centre serves both boys and girls, as well as men and women, from the age of 6 to the age of 60 or more. Since its services are set up to deal with practically all members of the family, it has the opportunity to become a force in shaping family life in the area. The camp which is operated for its members is a family camp for mothers and all children, and every effort is made to work with the same families in the Centre during the winter months.

The material found in the questionnaires that the members of the Iverley filled in has been grouped according to whether the type of family play represented takes place inside or outside the home. Chapter II deals with the articles of play and recreation to be found in the homes. This includes toys as well as recreational accessories such as the radio, piano and gramophone. The presence or absence of these articles will indicate the priority given to certain types of play activities in the home.

The following chapter deals with the types of play activities carried on in the homes during the given week and indicates the members of the family who participate in these activities. A special section of this chapter deals with family celebrations and festivals, which are important in building up real feeling of family togetherness.

The next chapter considers those activities in which facilities necessitate going outside the home, yet have possibilities for family participation. Included in this chapter are visits to places of interest throughout the city.

The last chapter presents the main findings of the foregoing chapters and indicates the implications such findings have for future program planning in the Iverley Community Centre.

CHAPTER II

PLAYTHINGS AND RECREATIONAL ACCESSORIES IN THE HOME

Play and recreation are so generally accepted today as a pleasant and worthwhile part of life on this continent, that it is sometimes difficult to realize that a far different attitude prevailed only fifty years ago. During colonial days, chiefly because of necessity, work was the be-all and end-all of existence, and any pleasures of life were condoned only if they served as a reward for work or as a stimulus to work. Thus the recreation of the day was to be found in the corn huskings and barn raisings which gathered the neighbors together when communal work was to be undertaken. Later on the Puritans revolted against the pleasures of life and looked on play as meaningless and evil and children were admonished that "Satan finds work for idle hands to do." Farmers often confused play with idleness, and even in our grandfather's time, play at its best, was considered a waste of energy.

Now play is considered a basic need of human beings, for "through it the deepest needs of personality may be wholesomely satisfied or tragically thwarted,"¹ and psychologists are agreed that it is one of the chief means of achieving effective personality.

For the child, play is the stuff of which life is made, and toys are the tools of play. The child assumes control of his environment only as he observes, experiences and masters the objects around him. Through

¹Hedley S. Dimock, Rediscovering The Adolescent (New York, 1941), p. 33.

play, the child scales down the adult world to a miniature size which he can understand and learn to control. Many of his toys are reproductions of the materials of the adult world, and through his play with them he identifies with his parents and other adults. Thus he seeks to bridge the gap of time and experience that lies between two generations, and strives to acquire power and security. Play for the very young child is a matter of relation between himself and his toys; later on it becomes a social event as other children become involved -- but still, the toys are the focus around which the relationship takes place. Toys, therefore, are essential to the child's maturation, for here are the materials which stimulate desirable habits of thoughts, feelings, and actions.

The young girl who puts her doll to bed and sets her table with tiny dishes "like Mummy," or the boy who drives his cart with all the motions he has seen his father use in driving the car, is doing so according to the standards that have been set by the parents. Through play with balls and bats, scissors and crayons, manipulation and coordination are being developed. Through use of books and paints, hammers and saws, creativeness is being encouraged. Fordham says, ¹"The essence of play is that for all but very small children it is imaginative activity stimulated more or less by outer objects." Lack of toys in the home, then, can only mean a dearth of the right type of play activities.

¹Michael Fordham, *The Life of Childhood* (London, 1944), p. 111.

Adults, too, need help with play. They need the stimulation that comes from the piano, the radio, the gramophone. The presence or absence of these things in the home gives some indication of the importance attached to certain types of play activities by these families.

When we analyze the collected material regarding playthings in the home, it is necessary to consider the ages of the members of the family unit, for there is a time in the development of the average child when toys play a more important role than they do at other times. It is not until the child reaches the age of two years that toys become meaningful and significant. The child under two is quite happy to play with pots and pans, measuring spoons and the like, which are to be found in the kitchen; with spools, bottles, brushes and boxes which are picked up around the house. A bit of rag bearing only a faint resemblance to a doll will satisfy the child at this age. By the time a child reaches his second birthday, however, he is demanding toys which more closely resemble the real thing. Thus, in considering the playthings in the home, we will concern ourselves with those families with children between the ages of two and thirteen years. We realize that many children still cling to toys after they are thirteen, yet it is generally accepted that this is the time of life when social relationships are becoming more meaningful and when the more organized types of play activities claim the child's time and interest.

Since certain toys such as dolls and doll carriages are commonly associated with the female child, while others such as hammer and nails, cars and trains are generally accepted as having more appeal for the male child, we will consider those families separately which have only girls or

only boys.

Among the families studied, a total of 77 families have children between the ages of 2 and 12 years inclusive. An analysis of these 77 families shows 30 families have both boys and girls, 26 families have girls only, and 21 families have boys only. Table IV shows a classification of these families according to the sex of the children and the number of families possessing each type of toy listed.

Of the 56 families with girls 12 years and under, a total of 56 reported having a doll in the home. Of the 2 families reporting no doll, one had an only girl of 12 years, while the other had two girls of 8 and 10 years, as well as two boys under 13. The latter family reported having all the toys mentioned, with the exception of the doll, doll's furniture, and doll's carriage. Three families with girls between 2 and 12 years reported only one or two playthings; yet, in each case, one of them was a doll.

Of the 21 families with boys only between 2 and 12, 6 reported dolls in the home. In 3 of these cases there were baby girls under 2 years in the family, and in the other three cases there were sisters over 13 years. It is reasonable to suppose that the dolls belonged to the girls. Ten families whose daughters were all over 12 years of age reported dolls in the home, and in 7 of these, the girls were over 15 years of age.

Of the 56 families, 3 families reported having only one or two playthings. In all three cases, one of the toys owned was a doll.

The doll seems to be a very popular toy. Only two families that have girl children in the home were without a doll, and in those cases

TABLE IV
CLASSIFICATION OF 77 FAMILIES
ACCORDING TO THE SEX OF THE CHILDREN
AND PLAYTHINGS IN THE HOME

Sex Group	Total Families	Type of Playthings In The Home								
		Doll	Doll's Furniture	Doll's Carriage	Trains, Cars, etc.	Blocks	Ball	Paints & Crayons	Hammer & Nails	Wagon or Wheelbarrow
Total	77	60	49	51	44	38	70	65	51	34
Girls & Boys	30	29	23	24	25	18	27	28	21	17
Girls Only	26	25	22	23	6	12	26	25	14	8
Boys Only	21	6	4	4	13	8	17	12	16	9

where very few toys were reported in the home, a doll was always one of the few toys present.

Of the families with only boy children between 2 and 12 years of age, 6 reported dolls in the homes, but in all 6 cases, there were girl children either under 2 years or over 13 years of age. It would seem, then, that these dolls were probably the toys of the girls rather than the boys.

It appears that dolls are treasured long after they have real meaning as a toy, for 7 families reported dolls in the homes when all the girls were over 15 years of age.

Of the 56 families with girls between 2 and 12 years of age, 47 had a dolls carriage and 45 had doll's furniture. Of the 21 families with boys only in the 2 to 12 year range, 4 reported doll's furniture and 4 a doll's carriage. In one of these cases there was a girl under 2 years in the home, and in the other 3 there were sisters over 13 years of age. Four families whose children were all over 15 reported still having a doll's carriage.

Of the 21 families with only boys, 13 had trains, cars or airplanes in the home. Of the 30 families with both boys and girls, 25 families reported these toys. Of the 26 families with girls only, 6 reported these toys. Therefore, about 75 per cent of the families with boys had these toys, while only 23 per cent of the families with girls have them. Of all the toys listed, trains, cars and planes are found in the smallest number of homes having girl children only. These toys seem to be chiefly of interest to the boys, yet they are evidently not considered as essential to the play needs of boys as dolls are to girls, for only 75 per

cent of the boys reported these boys, whereas over 96 per cent of the girls reported having a doll.

Of the 77 families, 38 families, or 49 per cent, had blocks in the home. More of the families with girls only reported having blocks than did the families with boys only. Forty-seven per cent of the families with only girls had blocks, while 38 per cent of the families with boys had them.

Fifty-five per cent of all the families having blocks in the home have children between the ages of 2 and 6 years, while another 13 per cent have children under 2 years in the home. On the other hand, 81 per cent of the families reporting no blocks in the home had no children under 7 years of age. This would seem to indicate that blocks are considered by these families to be a toy of the child up until he is 7 years of age.

Of the total 77 families, 70 reported owning a ball. This is the toy which was found in the largest number of homes. In the families with only boy children or only girl children, this toy was reported more often than any other. In the families with both boys and girls, it is the third most popular toy; a doll and paints and crayons being found more often.

Of the total 77 families, 7 reported having no ball in the home. Two of these 7 reported no toys whatever, 3 reported only one toy, and 1 reported two toys, while the remaining 1 with a boy of 10 and a girl of 12 had a doll, doll's carriage and furniture, cars, trains, planes, but no ball.

Ninety-six per cent of the families with girls only had paints

or crayons in the home, while 57 per cent of the families with boys only had these toys. This seems to indicate that this type of play is thought to be enjoyed to a greater extent by girls than boys. However, the younger boys do seem to participate in this form of play, as 80 per cent of the families with boys 8 years of age and younger reported these things in the home. In the over-all picture, this is one of the most popular toys. Paints and crayons are found in 65 of the 77 homes.

Seventy-two per cent of the families with boys reported having hammer, saw and nails, and 54 per cent of the families with girls only reported having them. It might be questioned whether these articles were considered as toys by those filling in the schedule for, although they are present in the home, they might have only a strictly utilitarian use. However, the fact that hammer and nails were listed with the toys and their value as a plaything emphasized, would seem to indicate they were regarded as such. This is verified by the fact that there is a difference of 22 per cent between the families with boys and those with girls who reported them. One mother of a boy and a girl both under 12 said they had all the toys with the exception of the hammer, saw and nails, but that these were coming the next week on the boy's eighth birthday.

Of the families with boys from 9 to 12 years only, 83 per cent reported having the hammer and nails, while the families with boys 8 years and under only 60 per cent reported these. It would seem then that these articles are considered toys chiefly of the boys, and especially of the boy over 8 years. These are the second most popular toys in the homes having boy children only.

The wagon and the wheelbarrow are the toys reported less often than any other. With the exception of the doll's carriage, this would be about the most expensive toy on the list. There is little difference in the number having wagons in the families with all boys and the families with all girls, although this is generally thought of as being a boy's plaything. Of the 13 families having all but one of the toys listed, seven lacked a wagon. There is no indication that this toy is enjoyed more by one age group than by another.

Considering first the total 77 families, without regarding the sex of the children, the ball was the plaything found in the greatest number of homes. Seventy homes reported having a ball. The next most popular playthings are the paints and crayons, which are found in 65 homes. Then comes the doll, which was found in 60 homes. The doll's carriage and hammer, saw and nails were reported in 51 homes. Doll's furniture was found in 49 homes; trains, cars, and planes in 44; and a wagon or wheelbarrow in 34 homes.

In considering the toys which are usually girls' playthings, only 56 families who have some girl children will be dealt with. Here we find the doll the most popular of all toys, being found in 54 homes. The doll's carriage is found in 47 homes and doll's furniture in 45 homes.

Considering the 26 families with girl children only, the ball is the most popular toy, being found in all 26 homes. The doll was found in 25 homes, as were the paints and crayons. The doll's carriage was found in 23 homes, and doll's furniture in 22 homes. The hammer, saw and nails were found in 14 homes; blocks in 12 homes; a wagon or wheelbarrow in 8 homes; and trains, cars and airplanes in 6.

Considering the 21 families with only boy children, a ball is the most popular toy, being found in 17 homes. Hammer, saw and nails come second, being mentioned in 16 homes. Trains, cars and planes are the next in popularity with boys, being found in 13 homes. Paints and crayons were in 12 homes, a wagon or wheelbarrow in 9, blocks in 8, a doll in 6, and doll's furniture and carriage each in 4 homes.

In the families with only girls and only boys, the ball was the most popular toy. Paints and crayons were found in 96 per cent of the homes with girls only, while they were found in only 57 per cent of the homes with boys. The doll was found in all but one of the homes with only girls, but in only 6 of the 21 boys' homes. Hammer, saw and nails were found in 76 per cent of the homes of the boys and in 54 per cent of the girls' homes. Trains, cars and planes were found in 62 per cent of the families with boys only and in only 24 per cent of the homes with girls only. Blocks were found in 47 per cent of the girls' homes and in 38 per cent of the boys' homes. The wagon was found in 31 per cent of the girls' homes and in 43 per cent of the boys' homes.

Thus, it is evident that the doll, doll's carriage, doll's furniture and paints and crayons are quite definitely toys which are preferred by girls. Hammer, saw and nails, trains, cars and planes are toys preferred by boys. The ball is a favorite toy of both boys and girls, and blocks and wagon and wheelbarrow, although not as popular with either, are played with to almost the same extent by both sexes.

The foregoing analysis of the toys in the homes seemed to indicate that a greater number of toys were present in the homes where there were girls only than were to be found in the homes where all the children were

boys. For this reason, further analysis as to the number of different toys found in the homes seemed to be warranted. Table V classifies the number of toys found in the homes according to the sex of the children.

TABLE V
CLASSIFICATION OF 77 FAMILIES
ACCORDING TO THE NUMBER OF TOYS IN THE HOMES
AND THE SEX OF THE CHILDREN

Number of Toys	Total Families	Sex of Children		
		Girls and Boys	Girls Only	Boys Only
Total	77	30	26	21
9	13	9	3	1
8	13	7	3	3
7	7	5	2	0
6	13	3	7	3
5	12	3	8	1
4	9	1	2	6
3	1	0	0	1
2	4	1	1	2
1	3	1	0	2
0	2	0	0	2

Of the total 77 families, 13 had all 9 toys listed. Nine of these 13 had both boys and girls in the family, 3 had girls only and 1 had boys only. Six other families with boys only had all toys but a doll, doll's carriage and doll's furniture. Two families whose children are all girls had all toys but trains, cars or planes, hammer, saw and nails.

Of the total 77 families, 13 had all but 1 toy. Seven of these 13 were families with boys boys and girls, 3 were families with all boys, and 3 were families with all girls. Of the 7 families with both boys and girls, 2 lacked hammer and nails. In both cases, the children were all under 8 years of age. Two families lacked blocks and all the children here were over 8 years. Three families lacked a wagon or wheelbarrow. In all these the boys were all over 9 years, although the girls ranged from 6 to 12 years.

Of the 3 families with boys only and having all but one toy, all three lacked a wagon. The ages of the boys ran from 6 to 12 years.

Of the 3 families with girls only and having all but 1 toy, 1 lacked trains, cars, etc., one lacked hammer and nails, and one lacked a wagon.

Of the total 77 families, 7 had all but 2 toys. Five of the 7 had both boys and girls in the family.

Of the total 77 families, 58 or 75 per cent had 5 or more play-things in the home. Of the 30 families with both boys and girls, 27 or 90 per cent had 5 or more of the 9 toys listed. Of the 26 families with girls only, 23 or 88 per cent had 5 or more toys. Of the 21 families with boys only, 8 or 38 per cent had 5 or more toys.

It has already been noted in Table IV that comparatively few boys own dolls or the toys connected with this type of play. Since there are 3 toys connected with dolls' play listed in the questionnaire, this might be considered to be the reason why the families with only boys in the home reported fewer toys than were reported by the homes where there were girls only or where there were both boys and girls. However, this alone

could not be the cause of the great difference between the number of toys in the homes of families with only boy children and those with only girl children, for there are at least two toys (hammer, saw and nails; planes, cars and trains) listed in the questionnaire that are generally considered to be boys' toys. Also, it would be reasonable to expect that since boys did not have the doll-type of toy, they would have more of the other toys listed. This is not the case, however, and while 90 per cent of the families with both boys and girls and 88 per cent of the families with girls only have 5 or more playthings in the home, only 38 per cent of the families with boy children only have 5 or more toys in the home.

The bicycle and tricycle are by far the most expensive toys listed in the questionnaire. The bicycle is a vehicle that often is used by older boys and girls and sometimes bought with their own money. However, it was noted that very few of the teen-age boys and girls at the Iverley used bicycles, whereas they were very popular with the children of 9 to 12 years of age. Table VI shows the 77 families classified as to ownership of a bicycle or tricycle.

TABLE VI
CLASSIFICATION OF 77 FAMILIES
ACCORDING TO OWNERSHIP OF A BICYCLE OR TRICYCLE
AND THE SEX OF THE CHILDREN

	Total Families	Sex of Children		
		Girls and Boys	Girls Only	Boys Only
Total	77	30	26	21
Ownership of Bicycle or Tricycle	51	23	16	12

As will be noted, there is very little difference in the number of families with only boys or only girls who own bicycles. Fifty-four per cent of the families with girls only own bicycles, while 57 per cent of the families with boys only own bicycles. However 73 per cent of the families with both boys and girls possess bicycles or tricycles. The families who own bicycles are not only the families who possess a good many other toys.

Of the total 77 families having children between 2 and 12 years of age, 58 families had 5 or more of the toys listed in the home, while 19 families had less than 5 playthings in the home. Of the 58 families having 5 or more playthings, 40 or 69 per cent also owned a bicycle or tricycle. Of the 19 families having less than 5 toys in the home, 11 or 58 per cent also owned a bicycle or tricycle. Thus, the fact as to whether or not there is a bicycle in the home seems to bear no direct relation to the number of other less expensive playthings in the home.

Also, since the bicycle is by far the most expensive item on the list, this seems to indicate that the cost of the toys has nothing to do with the number of toys found in the home.

The other recreational accessories listed in this section of the questionnaire are those which are used by adults as well as children. These are the radio, the piano, the gramophone and other musical instruments. All of these are accessories that are purchased for the pleasure and enjoyment they provide. Their presence alone does not necessarily guarantee their use, but it does indicate that their acquisition was considered important to the leisure-time activities of the family as a whole or of some member of the family at one time or another.

Of the total 132 families completing the questionnaire, 128 families reported a radio in the home. Although two of these had not actually placed a check after "Radio" in Section III of the questionnaire, they had reported "Listening to the radio every day" in Section IV. In both of these cases there were no checks at all in Section III, so it is assumed that this was an oversight, and since they listed "Listening to the radio every day," it is assumed that there is a radio in the home in both cases.

Among the four homes without a radio, three were elderly women; one living alone, one living with a married daughter and grown son, and one living with her husband. The other person reporting no radio was a teen-age boy who lived with his mother, an aunt and an uncle. The latter reported a gramophone in the home and the woman living with her married daughter reported a piano or organ.

Seventy-eight of the 132 families reported a gramophone in the home. Seventy-seven of this seventy-eight reported a radio also.

Thirty-three families had a piano or organ. Twenty-four reported a guitar, banjo or accordian. Only four families had a piano and another instrument. Four families each reported a violin, clarinet, trumpet, or traps. Six families had two of these smaller instruments.

Even in these homes of lower income bracket, toys for the younger child of 12 years and under are present in the homes. Of the total 77 families with children between 2 and 12 years, 58 or 75 per cent had 5 or more toys listed. There is no correlation between the number of toys and number of children in the home. Nor does there appear to be any correlation between the price of the toy and the frequency with which it is

found in the homes. Bicycles and tricycles, the most expensive of the toys listed, were found in practically the same percentage of the homes that have 5 or more toys as in the homes that have less than 5 toys.

However, there is a relationship between the number of toys and the sex of the children in the family. Of the 30 families having both boys and girls in the home, 90 per cent have 5 or more of the 9 toys listed. Of the 26 families having girls only, 88 per cent had 5 or more toys. Of the 21 families having boys only, 38 per cent had 5 or more toys. It is perhaps to be expected that the highest percentage of toys is found in those families having both boys and girls in the home. In order that both sexes have enough toys, a larger number must be on hand. There is a vast difference, however, in the number of toys possessed by the families where all the children are girls and the number of toys owned by the families where all the children are boys. In the case where there are only boys in the families, only 38 per cent have 5 or more toys. This is a difference of 50 per cent.

Even though boys do not play with dolls or doll's toys, is it not reasonable to expect them to have other toys in their stead? Why is it that the boys lack toys in the homes? Is it because the parents feel that boys do not have the same need for toys that girls do? Or is it because the boys have showed so little interest in toys that parents have made no effort to provide them? Or is it, perhaps, that boys destroy their toys and parents refuse to keep replacing them? Do boys lack the interest in playing with toys because they do not receive the same kind of parental interest that many mothers give to dolls and doll's equipment? Answers to these questions can not be found in this study, but further research in

the field would be enlightening.

Without considering the sex of the children in the homes, the ball was the most common toy, found in 70 of the 77 homes. Here is a toy beloved by children of both sexes and all ages between 2 and 12 years. The second most common toy is the paints and crayons found in 65 of the 77 homes. The third most common is the doll, found in 60 of the 77 homes. However, if we take into consideration the sex of the children in the home, the doll leads all the rest when there is a girl in the home. The doll was found in all but one of the homes having a girl child. There was no toy listed that took the same rank in popularity with the boys that the doll did with the girls. In the homes where boys were found, the ball was the most popular toy, being found in 44 of the 51 homes.

Seventy-five per cent of the homes with the younger children of 12 years and younger reported 5 or more toys in the home, 97 per cent possessed a radio, and 59 per cent a gramophone. A piano or organ were to be found in 33 per cent of the homes and the smaller musical instruments in 24 per cent of the homes. The articles of play and recreation are present in the great majority of the homes in which this study is interested.

The majority of the Iverley families, then, attach a good deal of value to home play equipment. In spite of low incomes, a part of the family budget has gone to equip the homes with those articles which are a necessary part of home play. The presence of the more expensive toys and recreational accessories is witness to the fact that the importance attached to such equipment is not inconsiderable. However, this portion of the study reveals a dearth of toys for boys in these homes.

It is a well established fact that toys are just as necessary to

the development of the boy as they are to the growth of the girl. The staff of the Iwerley Community Centre could do much to bring this fact before the parents with whom they work. This could be done through the three women's clubs and one men's club already in existence, since the great majority of the members of these groups are parents of young children. The doll's corner, which is already a part of the agency's program for the 5 to 8 year old child, could serve an important function in this parent education program. The doll's corner could prove of great value in providing facts on the play habits of the 5 to 8 year old boy and could serve as a demonstration centre for the various types of boys' toys.

The family camp setting also, where parents and children are in close proximity, is an ideal place for this type of informal education. The parents can see the various types of toys chosen for the boys' play and the learning experience provided by each type of toy can be interpreted by the workers. It is extremely important that the boys of the families be given their share of toys and receive the play guidance that is essential for their personality development and maturation.

Although it is evident that play accessories are to be found in the homes of these families with which we are concerned, their presence alone does not necessarily attest to their use. The extent to which these toys and other articles are put to use will be found in the next chapter, where play activities in the home are considered.

CHAPTER III

PLAY ACTIVITIES IN THE HOME

As has been pointed out in the preceding chapters, it is the relationship between members of the family that is of primary importance in the development of effective personality and sound character. It is the relationship between parent and parent, between parent and child, and finally between brother and sister, that makes the home atmosphere what it is. In the family are taught the first lessons in cooperative living. Here the parents must pass on to the child their own standards and values, their culture and their philosophy. All too frequently, standards and values are expressed only when the parent's voice is raised in anger, and the child is prompted to reject such standards as he rejects the manner in which they are expressed. During play, tensions are lessened, restraint is broken down, and a new feeling of sympathy and intimacy is created. Social attitudes, standards and conducts are acquired naturally in an atmosphere in which participants find security, incentive and comradeship and when laughter eases strain and apprehension. Through genuine and whole-hearted participation in home play, parents and children can come to know each other and to establish sympathetic relationships. It is a necessity that children be given the opportunity of meeting their parents on something like an equal basis, and parents, likewise, need to gain some understanding of their child as he is revealed to them through play.

We know that the differences in age, time and experience that lie between parent and child cannot be bridged entirely. It is doubtful

if perfect comradeship can ever be achieved between two generations, nor is it to be especially desired. The wise parent will enter into the child's play life but will not seek that sort of acceptance as a playmate that children give to friends of their own age. However, the happiest childhood memories for many adults are connected with some play experience which was shared in their childhood home with members of their family.

This chapter is divided into two main sections. The first deals with the ordinary play activities that are carried on in the home during a given week. Table games take up a good portion of this first section. For such games, equipment is cheap and easily obtained and the variety available makes it possible to gear the games to all ages. The lessons they teach are important. The acceptance of limitations represented by the rules of the game, the standards of conduct in winning and losing, the ability to find pleasure both in cooperation and rivalry with others.

Other activities dealt with in this first section are those types of activities easily carried on in any home; the dramatic play of children, listening to the radio, singing, dancing, reading aloud, making candy, having a party, etc. The popularity and frequency of the activities will be dealt with as well as parent participation.

The second section of the chapter deals with the celebration of special seasonal and religious days of the year such as Christmas and New Years and birthdays. Around such events are built up family customs and traditions that come to mean a good deal to family members and that add strength to the feeling of the members for the home. The celebration of these festivals and special occasions encourages the participation

of every member of the family. Young and old alike can derive pleasure and satisfaction from trimming a Christmas tree or setting off firecrackers. It is such affairs that make parents and children conscious that family "doings" can be fun. Such traditions can become so meaningful that they are carried over into the homes the children establish for themselves in later years.

Table games can provide a good time for all members of the family. Parents and children can find equal pleasure in a game of cards or in putting together a jigsaw puzzle. The great majority of these games can be played with two persons only or with six and more. Here is ideal recreation for the family. Father and son start a game of cards and are joined later by mother and the girls after the dishes are washed. No great facilities are needed for these games. The games equipment itself is inexpensive and is small and compact enough to be easily stored. The space in which to play need only be as large as the kitchen or dining-room table. Table games, then, can be adjusted to the size of the family, the age of its members, the space in the home, and the amount of money in the budget. Table games can mean family play for all families.

Of the total 132 families filling in the questionnaire, 77 families reported the playing of one or more of the table games listed during the given week. Since such games require some degree of organization, it indicates that 58 per cent of the families had made a definite effort to initiate some type of family play within the given week.

From comments made by individuals at the time of filling in

the questionnaires, it was also evident that other families were in the habit of playing such games although they had not done so during that one week. For example, one member of the women's club said that the family had played cards and monopoly all winter but by the spring they were tired of them. Another woman said they did puzzles and played darts once in a while but had not done so that week. Another mother said the children and sometimes their father played parchesi, checkers, and darts during the winter months. It would seem safe to assume then, that the questionnaires were not filled in at the height of the season for such games and that if answered during the winter the number of families playing such games would have been higher.

Table VII indicates the frequency with which such games were played. Thirty-two families had played one game, 17 had played 2 games, 10 had played 3 games, and 18 families had played more than 3 table games during the given week.

As will be seen from Table VII, of the 77 families playing at least one game a week, 51 had at least one parent playing with the children at one time. This is 66 per cent. Of the 45 families playing twice or more during the week, 35 or 78 per cent had one or both parents participating. The families showing a higher rate of games played also show a higher percentage of parent participation. Of the 8 families playing more than 5 times in a week, there were parents and children playing together in 100 per cent of the cases. Probably when parents themselves are interested, the children find more encouragement to play and receive greater satisfaction from playing.

TABLE VII

CLASSIFICATION OF 77 FAMILIES
 ACCORDING TO THE NUMBER OF GAMES PLAYED IN GIVEN WEEK
 AND THE PARTICIPATION OF ONE OR MORE PARENT

Number of Games Played in Given Week	Number of Families Participating	Number of Families with One or Both Parents Playing With Children at Least Once
1	32	16
2	17	12
3	10	8
4	6	4
5	4	3
6	4	4
7	0	0
8	3	3
9	1	1

Forty families reported the mother playing with the family, while 37 families reported the father taking part. Of the 77 families playing during the week, 29 reported the whole family played at least once.

The collected material on table games was analyzed also according to the ages of the children in the family, for it was of interest to note any relationship between the frequency of table games and the ages of the children playing. Is there any one age to which this type of activity has special appeal? Is there one which shows little or no

interest in table games? It must be borne in mind that 6 years is generally the youngest age at which the child can participate in this type of activity. Practically all table games require number or letter recognition and counting, none of which the average child is capable of until he goes to school. In two families a child of 5 years of age played table games, but for our purposes only the child of 6 and over will be considered here. Table VIII shows the 132 families classified according to the presence of children in the home and the ages of the offspring. For the purposes of this study all the unmarried offspring of the parents who live in the home with the parents are considered as "children," even though the ages of these persons may range from infancy to 25 years. The division in age has been made at the teen-age, as it is generally accepted that there is great change of interest when adolescence is reached.

TABLE VIII

THE SAMPLE GROUP OF 132 FAMILIES
CLASSIFIED AS TO THE PRESENCE
AND AGE OF CHILDREN IN THE HOME

Total Families	No Children	All Children by Broad Age Groups			
		Between 0-5 Years	Between 6-12 Years	Between 12-25 Years	Between 0-25 Years
132	6	7	17	44	58

Table IX shows the 119 families that had children of 6 years and over classified according to whether or not table games were played in the home during the week.

TABLE IX

CLASSIFICATION OF 119 FAMILIES
ACCORDING TO THE AGE OF THE CHILDREN
AND ONE OR MORE TABLE GAMES IN GIVEN WEEK

Table Games	Total Families	All Children		
		Between 6-12 Years	Between 13-25 Years	Between 6-25 Years
Total	119	17	44	58
Table Games	73	12	23	38
Per Cent	61	71	52	65

From the above table it will be seen that the families whose children are all between 6 and 12 years had the highest rate of families playing one or more games during the week. Seventy-one per cent of these families played, which is 10 per cent more than the average in the total 119 families. The 38 families with children both under teen-age and of teen-age show 65 per cent playing a game during the week. The families in which all children are of teen-age and older have 52 per cent playing during the week. Even in those families having only teenagers and young adults in the families, more than half had this form of activity in the home during the week.

It is to be expected that the highest rate of families playing table games are those where the children are between 6 and 12 years of age. This is the age when the child's play life is concentrated on toys

and games. At 9 or 10 his mental capacities deepen and his interest is directed toward creative activities and to games such as table games, requiring thought and skill. With adolescence comes a new awareness of people and social relationships become more meaningful. Toys are no longer needed to give meaning to play, but recreational activities are still an important aid to the social adjustment of the individual. More than half of the families where all the children are of teen-age or older reported playing one or more of these games during the week.

It is of interest to note which of the table games listed is played by the largest number of families. Table X shows the number of families playing each game in the given week as well as those participating.

Of all the games listed, cards was the most popular. The popularity of this game is no doubt due to the vast variety of games that can be played with one pack of cards. Card games can range from the very simple "snap," "old maid," and "fish" to the more complicated games of "rummy," "whist," and "bridge." Thus cards can be adapted to suit the age of any member of the family.

Sixty-one of the 77 families reported playing cards at least once during the week. Of the 32 families that played only one game during the week, cards was that game in 72 per cent of the cases. Five families reported playing cards every day. Twenty-seven families reported cards played twice or more in the week. Twenty-six families reported cards played by the whole family. Fifteen families reported parents playing cards together.

TABLE X
CLASSIFICATION OF 77 FAMILIES
ACCORDING TO THE TABLE GAMES PLAYED AND THOSE PARTICIPATING

Game	Number Families	Participants in Table Games						
		Whole Family	Children Only	Parents Only	Father and Children	Mother and Children	Friends	Alone
Cards	61	26	16	15	10	13	4	0
Parchesi	13	6	8	1	2	3	0	0
Snakes & Ladders	13	4	10	1	2	5	1	0
Checkers	15	3	8	1	5	2	2	0
Chinese Checkers	12	6	7	0	3	5	0	0
Bingo	22	9	10	0	3	4	3	0
Puzzles	26	5	18	0	4	3	0	2
Darts	9	2	6	0	4	1	1	0
Paper & Pencil Games	23	5	17	0	3	4	0	0

The second most popular game was puzzles. Twenty-six of the 77 families that played one game during the week reported doing a puzzle. Although no special type of puzzle was mentioned in the questionnaire, it was obvious from the conversation of those filling in the questionnaire that the jigsaw puzzle was the most popular type.

Five families reported the whole family working on them. Eighteen reported the children only participating.

Paper and pencil games were the third most popular game with Bingo a close fourth. After cards, Bingo is the second most popular game for the whole family, with 41 per cent of those playing Bingo reporting the whole family participating.

Fifteen families reported playing checkers, while Parchesi and Snakes and Ladders were played by 13 families each.

Twelve families reported Chinese Checkers and 9 reported darts.

Cards, puzzles, snakes and ladders were the most popular games in those families where all the children were under 13 years of age.

Cards, checkers, bingo and puzzles were the most popular in the families where the children were of teen-age or older.

The table games have a real place in the home play of these families. All combinations of family members are reported playing these games.

Sometimes the whole family joined together to enjoy a game, while at other times the children of the family would spend their spare time with cards or puzzles or snakes and ladders. Some families reported the father playing with the children while others reported the mother and children playing together. Some families recorded friends joining in these games and others said the parents enjoyed a game of cards every evening. It was

obvious from the conversation that was carried on in the groups when the questionnaires were completed that these games were old familiar activities to a good many families.

Dramatic play is another well-known home activity. "Dramatic play is the method that nature has adopted to make life and nature real to children."¹ At the age of three or four dramatization begins and it is in this type of play that toys play their greatest role. Through dramatization the child is learning the adult world around him, is building social awareness and is releasing feelings and tensions. The scolding the child receives is passed on to the doll, the doctor's visit is relived with the teddy bear as the patient. Such play can take the form of "house" or "school" which are related to real life situations familiar to the child or it can branch out to include imaginative situations including "witches" and "Indians" and "robbers." Such play involves the whole child and through it his needs are satisfied and his energies directed.

The dramatic play of house, school and store was found only in those homes where there were children of 12 years and younger. Thus, there are 82 families to be considered. Thirty-one families reported the children as playing one or more of these. Fourteen reported playing all three, while ten reported playing two and seven reported playing one.

Here it was impossible to obtain the number or even the approximate number of times each was played. Only 12 families gave any definite time, and when these were given it was done by the young children who would be participating in this type of play. The parents said that they did play

¹Henry S. Curtis, *Play and Recreation for the Open Country* (Boston, 1914), pp. 12-13.

but they did not know how often, or the mothers were apt to say "all the time." The teen-ager answered negatively to this type of play in the home. When questioned further they would say that the kids might play those things but they didn't notice or "I'm out all the time, I don't know what the little kids do."

It would seem that since this is an informal type of play, only the children participating were conscious that it was going on. The fact that the children who participated did list it does indicate that it was common.

In only four cases was there any mention of parent participation in this type of activity. All other cases reported children alone or children and friends.

Of the 21 families where there were boys only of 12 years or younger, in no case was this type of dramatic play reported.

Twenty families reported dressing up. As was the case in the other forms of dramatic play, the times given were not definite. Only 9 persons stated the number of times this activity was carried on during the week and 7 of these were children. The age of the children taking part in this type of activity ran from 5 to 12 years with 2 teen-agers saying they had dressed up during the week.

Only 7 families reported putting on a play. In one case a teen-ager reported the whole family joining in this activity. In one other case the mother participated, but the remaining families reported participation on the part of the children 12 years and under only.

Thus in the realm of dramatic play 38 families listed one of the following -- play house, play store, play school, dress up and put on a play.

Twenty-eight families with children between 2 and 12 years recorded none of these things. In 8 of these cases recording was done by teen-agers and in 3 cases by fathers. This type of play might have been carried on during the week but be unknown to the fathers who were out during the day or to the teen-agers who might be out or unconcerned.

The game of charades which has a dramatic element which appeals to the teen-age child and the adult was played in only two homes.

Dancing becomes a popular activity with adolescence. Such comments as "All the teen-agers want to do is dance" are common. Leaders of teen-age groups are continually asking, "How can we get the teen-agers interested in some activity besides dancing?" For this reason, when considering this activity, we divided the families into those where all the children in the home were of teen-age, those where all children were under teen-age, and those where there were children of teen-age and younger. Table XI shows the number of homes reporting dancing during the week.

TABLE XI

A TOTAL OF 126 FAMILIES WITH CHILDREN
CLASSIFIED ACCORDING TO THE AGE OF THE CHILDREN
AND DANCING IN THE HOME

Dancing in the Home	Total Families	All Children		
		Between 0-12 Years	Between 13-25 Years	Between 0-25 Years
Total	126	24	44	58
Dancing in the Home	51	7	17	27
Per Cent	40	27	39	46

As will be noted in Table Xi, of the 126 families with children in the home, 51 reported dancing during the week. This is the total of families reporting dancing, as none was reported in those homes where there were no children. In 7 cases the whole family participated. In 4 other cases either the mother or father participated. Of these 11 families reporting parent participation in this activity, 9 had children younger than the teen-age in the home. In only 2 cases where all the children were of teen-age was there any parent participation. In the great majority of cases those participating included outside friends.

There were 102 families that had teen-agers in the home. Of the 102, 44 reported dancing during the week. This is 43 per cent of the 102 families with teen-agers in the home.

There were 44 families where all the children were of teen-age or older. Of the 44, 17 or 39 per cent reported dancing during the week.

Of the 24 families where all the children were under 13 years of age, 7 families reported dancing. This is 27 per cent.

Of the 42 teen-agers who filled in the schedule, exactly half reported dancing in the home.

In the 51 cases where dancing was recorded, only 20 gave any indication as to the number of times this activity was carried on. Of the 20, 6 recorded once, 5 recorded twice, 1 recorded three times, 2 recorded 4 times. Six others recorded "Lots," "Every day" or "All the time."

The frequency of dancing in the homes equipped with a gramophone is only slightly greater than in those homes with a radio only.

Dancing as an activity has the greatest appeal for the teen-ager and young adult. Forty-three percent of the families with children of this

age in the home reported dancing during the week. The difficulty which the majority of families had in recording the exact number of times dancing was carried on in the week and the number of families that indicated that this activity was carried on "All the time" and "Lots" would seem to show that this is a common form of home recreation.

The amount of parent participation in this activity when the teen-ager and young adult were involved is so small that it is almost negligible. In those families where the children younger than the teen-age did any dancing, parent participation was a good deal higher. Friends seem to share this activity with the children of the family in a good many cases.

One or two generations ago, group singing and musicals were two of the most popular activities when families and friends spent an evening together. Group singing frees tension and welds family ties and is still recommended as a family pastime that can prove to be a source of companionship and interest.

Of the 132 families, 52 reported singing during the week. In 14 cases the whole family participated while in 9 other cases the mother and children sang together. The children alone participated in 25 cases. In the other 4 cases where singing was recorded no indication was given as to the participants.

What relationship exists between the possession of a piano or other musical instrument and the frequency of singing in the home? More than half of the families who had singing during the week had no musical instrument in the home.

Of the 33 families owning a piano, 11 or 33 per cent reported

singing. Eight of these gave the frequency. Two were every day, the rest once or twice.

Of the 15 families having a musical instrument such as the guitar or accordian, 9 or 60 per cent reported singing. Six of the 9 recorded times and in all cases it was "Every day." Four of these reported the whole family singing. In 2 cases there was mention made of a son in the family playing while the whole family sang.

Thirty-nine per cent of the families reported singing during the week. About half of these indicated some parent participation in this activity. The kind of singing carried on seems to be very informal in nature, for very little of it seems to be done to the accompaniment of a piano or other musical instrument. More than half of the families who sang had no musical instrument in the home and only one-third of the families that owned a piano recorded any singing. Possession of the smaller instruments does not seem to encourage group singing. Discussion revealed real family group singing several times a week when a family member played a banjo or accordian.

Parents participated with the children in about half the cases where singing was recorded.

Much color can be added to family evenings at home if there is story-telling or reading aloud. Rare, indeed, is the child who does not like to listen to a story, and child-care books advocate reading aloud at bedtime as a quiet time to prepare the child for rest. Reading aloud in families when the children are older can serve as an introduction to good books and thus make reading a worthwhile leisure time activity enjoyed by the whole family.

Thirty-five families had either reading aloud or story-telling

during the week. Nine of these families recorded both. Twenty-three reported reading aloud and twenty-one reported story-telling.

With regard to parent participation, it was found that either the mother or father joined with the children in 24 of the 35 families; that is, in 69 per cent of the cases. In 17 of the 35 families those taking part were "Children only." In all but one of these 17 cases there were teen-age children and younger children in the home. In such cases it may be the older members of the family reading to the younger ones.

Five families mentioned the whole family participating, 17 mentioned the mother and children taking part, 2 the father and children participating. One married couple without children recorded reading aloud.

Of the 23 families reporting reading aloud, 4 recorded the activity as an every-day occurrence. Five other families recorded reading aloud four times or more in the week, and 4 recorded story-telling four or more times. Seven families failed to record the number of times for reading aloud and 6 failed to record any definite number of times for story-telling.

Nine families recorded both reading aloud and story-telling. One of either parents participated with the children in 6 of these 9 cases.

In those cases where reading aloud or story-telling were carried on in the homes, the frequency of the activity was high. About half the families that had one or the other of these activities recorded it as taking place four or more times in the week and more than half of the families that reported it gave it as a daily occurrence. Parents and children participated together in 69 per cent of all cases where stories were told or books read aloud.

The radio holds a unique place in the homes of the Iverley families. Of the 128 families having a radio in the home, 57 reported the whole family listening every day. Another 20 families said the whole family listened but did not say how often, while 25 more reported listening every day but did not state who listened. There was no mention of any particular program that appealed to any family nor was there mention of any particular time when the family did get together with the purpose of listening to the radio. For this reason, it is felt that although the whole family did listen to the radio, it was more because the radio was on most of the time, rather than that there was any real purpose to listening.

When filling in this part of the schedule a great majority of the women in the women's clubs agreed that the radio was turned on the first thing in the morning and went until the last thing at night.

Two persons said the whole family listened to the radio four times during the week. Although it is impossible to say, this family might have listened as a definite family group since the figure "four" stands out in their minds. Eleven said that only the children listened. One teen-ager said he listened "When home." Seven families failed to record listening at all.

With the advent of the radio, the gramophone was forced to take a secondary place in the home for several years, but once again, collecting records has become a favorite pastime with many. A record collection which sometimes begins as one person's hobby often becomes a prized possession of the entire family.

Of the 78 families reporting a gramophone in the home, 20 said the whole family listened every day. Nine others reported the whole family as

listening but gave no indication as to the number of times this was done during the week. Ten said they listened every day but did not indicate if this was done alone or in family groups. Seven recorded only the children as listening to records.

Of the 78 families, only 4 families stated any definite number of times other than every day. In these cases the number of times ranged from one to four.

Thirteen of the 78 families recorded no listening to the gramophone during the week.

Candy-making has always been a popular activity for children. Twenty-eight families reported making candy during the week. In four cases the mother said she had made it alone. In four other cases a teen-age girl reported she had made it alone. In five cases the whole family was reported as having made it and in all five cases there were small children in the home. In five cases the mother and children made it, and here again, in all but one case, there were young children in the home. In ten cases the children alone made candy.

In 23 of the 28 cases the candy was made once during the week.

Parties are one of the most pleasant forms of home recreation. Twenty-four families reported having a party in the home during the week. In 17 cases the whole family took part. In 6 cases the children took part and in one the parents alone participated.

From conversation during the filling in of the questionnaires and from several parties which have been observed by the writer, it is the accepted pattern in this neighborhood that even though the party is especially for one member of the family, friends of the mother come in to

help with the preparations and younger children have one or two guests to keep them company and the whole family becomes involved.

In the past the special holidays and festivals of the year were times for families to celebrate together. Much thought was given to the planning of such events and all contributed to the occasion. Such days have great interest for the children and it is worth the parents' time to make a special effort to show that family affairs can be happy ones.

Of all sections of the questionnaire, this section on special days was the one that invoked the greatest interest on the part of children and adults alike. All were enthusiastic and all talkative as they answered the questions about Christmas, vacations, birthdays and other special days.

From the questionnaire it is evident that these days of the year are widely celebrated in the homes. Of the 132 families, there was no family that did not pay some attention to these festive occasions and do something special to celebrate. With the exception of one older woman and her husband, who only celebrated Christmas and New Years, all the families took special notice of the majority of the days listed in the schedule.

Christmas is the day which is most widely celebrated in the families studied here. No family let this day pass unnoticed. One hundred and twenty-three of the families have special food at Christmas and 121 exchange gifts. One hundred and seventeen have a Christmas tree and 109 further decorate the house. Eighty-seven families sang Christmas carols and 73 reported hanging of stockings. Other families reported the hanging of stockings at one time when the children were younger. Thirty-six families read Christmas stories aloud. Many families mentioned other things that the family did at Christmas. Five especially mentioned this as a time for

a family gathering, while 75 families reported having a party at this time.

Birthdays are the next most widely celebrated time among these families. Only three families let birthdays pass uncelebrated. One hundred and twenty-three families recorded the habit of having a birthday cake and 120 said they exchanged gifts. Seventy-five families recorded having birthday parties, while 8 others said that birthday parties were held "sometimes."

New Years Day was made a special day by all but 4 of the 132 families. One hundred and fifteen persons recorded the family as having special food on that day. Ninety-nine families said that New Years was a time when they visited friends and relatives and 80 families said they had a party at this time. Others did not have a party but said they went out to one. Four gave this time as a special one for family gatherings.

Easter was the next most widely celebrated season. All but 7 of the 132 families did something of a special nature at Easter. One hundred and thirteen families had Easter eggs, 101 had special food of some kind. Easter is not the season for parties that Christmas, New Years, and birthdays are, but 21 persons recorded having a party at Easter. Only one person mentioned this as a gift-giving time in the family.

In all but 12 families vacation time seems to be a time of special activity. Sixty families said they went visiting at this time and 44 said they went to their own camp or "Away some place." One person mentioned using vacation time to sightsee, while another said he went to see "New things." Fifty-one of the families spent part of vacation time at the camp for mothers and children run by the agency. Picnics are popular during this time and 68 families said this was a part of vacation activity. Hiking was mentioned by 41 families. Three men especially mentioned hunting at

this time.

Of the other holidays listed; that is Thanksgiving, Hallowe'en and May 24th, July 1st, etc., Thanksgiving is celebrated the least. Forty-two families did nothing special to observe this day. Eighty-eight families recorded having special food on this day and two others celebrated it in other ways. Hallowe'en was celebrated by 94 families in dressing up and 4 others celebrated in other ways. Thirty-four families did nothing special at this time.

One hundred and six of the families did something special on the holidays of May 24th, July 1st, and Labor Day. Perhaps the reason that celebration of these days is more widespread is that these holidays come during the summer months when weather permits outdoor activities. Sixty-three families reported going on picnics on these days, 86 families celebrated with firecrackers, 45 take this time to visit friends and relatives. Several others mentioned going away when these holidays made a long weekend.

Thus in the realm of home play activities, 71 of the 132 families had some form of recreation during the given week in which the children and at least one parent participated. This represents 54 per cent of the total families represented in the study.

Of all the activities listed the table games are the most popular and it was this type of activity that brought parents and children together in play the greatest number of times. At least one parent joined in with the children in 66 per cent of the cases where table games were played, and it is interesting to note that 52 per cent of the families that had children all of teen-age and older reported at least one table game during the week. It is also evident, from the discussions that arose within the groups as

the questionnaires were being completed that the incident of table games in the homes is higher during the winter months than in the spring when this research was done.

Dancing is a popular home activity with these families and 51 homes reported dancing during the week. Reading aloud was reported by 35 families, making candy was reported by 28 families, and 24 families had a party during the week. Of these four activities, reading aloud was the type of home play in which both parents and children participated the greatest number of times.

The majority of persons filling in the questionnaire was unable to give the number of times certain of the activities were carried on during the week. It was impossible to arrive at any conclusion regarding the frequency of such activities as dancing, dramatic play, listening to the radio and gramophone. The number of times given for these activities were "Lots," "All the time," "Every day." This would seem to indicate that these activities are so common that it was impossible for the family members to estimate the number of times they occurred in a week. There was no such trouble in giving the number of times per week for such activities as table games, reading aloud, candy making, or having a party and singing.

Parent participation was lowest in those activities in which it was impossible to determine the frequency. Mother and father seldom took part in dancing and dramatic play but often joined the children for reading aloud, table games and singing. Thus, in those activities which require a greater degree of knowledge, skill and organization, parents played with the children. For instance, in the making of candy, the mother

participated when the children were 12 or under, but teen-agers who made candy did so without parental help. In the more casual types of play, the children alone participated.

The Children's Bureau in Washington¹ states that "In a way, the radio gathers the family together at home." It is difficult to ascertain from this study just what place the radio holds in the recreation life of the family. It was found that all but four of the 132 families recorded listening "Every day." However, there were no special programs mentioned as appealing to the individual family nor were any mentioned during the discussions in the groups. With two exceptions there were no definite times recorded for the family listening, other than "Every Day." Many persons, however, did say that the radio was turned on the first thing in the morning and turned off the last thing at night. It would seem, then, that all members listened when at home because the radio was on all the time, rather than that any effort was made to listen as a family to a popular program.

The presence of certain accessories in the home does not always mean that they are used to promote family activities. For instance, the possession of a piano does not seem to encourage group singing in these families, for the amount of singing done in the homes with a piano was somewhat less than was done in those homes which had no musical instrument. On the other hand, singing in the families who owned a small instrument was much higher than in the homes that lacked this equipment. In those families with a piano in the home, only one-third mentioned that someone played the instrument. With the smaller instruments, less than one-half

¹Children's Bureau Publication Number 324, Your Child from 6 to 12, (Washington, 1949), p. 8

reported the playing of them during the week. It was evident from discussions that in some cases where there was a piano in the home there was no one that was able to play it. Only one parent mentioned a child taking piano lessons.

The workers of the Iverley Community Centre would be doing a real service for these families if they included music lessons in the Centre's program. Piano playing has been successfully taught to several children at the same time, thus lowering the cost of piano lessons for each pupil. Family parties at the Iverley where instrumental solos are made a part of the program might also encourage a wider use of musical instruments in the home.

Although there is a good deal of family play carried on in these homes, the staff of the Iverley could further encourage such activities by continually demonstrating and teaching new types of play. New games that go over well at a club party are often incorporated in the family party program with great success. If the same games are played week-in and week-out in the home, they will quickly grow stale and members will cease to find enjoyment in family play.

If a table games room were established at the Iverley, new games could be introduced which could be carried back to the home. Such a room could prove invaluable in demonstrating the fun to be had with table games to those members who are strangers to this type of play.

It is interesting to note how frequently the teen-age boy and girl have been a part of family play in these homes. Over the past few years so much thinking has been concentrated on the recreation needs of teen-agers that we have thought of them as a group forever seeking

enjoyment away from home. Yet it has been noticed here that more than half of the families with boys and girls of this age have had table games during the week and an equal number have had dancing in the home during the week. If this age is to be satisfied at home and given further encouragement to find pleasure in home recreation, new methods must be taught and initiated. New interests could be stimulated and new skills acquired through the teen-age groups and parents' groups which would add new meaning to family play when carried back to the home.

This acquisition of new skills could also contribute much to family celebrations during the special holidays and festivals. Every family represented in this study showed that some effort was made to make Christmas, birthdays and other holidays special days in the home. The workers of the Iverley should encourage the recognition of these days without running programs that might compete with family celebrations. Something might be done in the groups to enhance the interest of the celebration of Thanksgiving, which the study revealed to be the least recognized of all special days. The memories of the fun and pleasure that a family has together on these days far outlasts the remembrance of any gifts received, and the happy atmosphere established on such days can brighten the home for many weeks after the day itself is past and gone.

Any recreational activity that contributes to fun and friendliness within the family is important to the welfare of the home. Such activities need not of necessity take place within the four walls of the home. The father and son that can enjoy a day of fishing together and the parents and children that can spend a day visiting some place of interest in the neighborhood build up like interests that will make conversation in

the home more stimulating and will establish bonds and create better understanding between generations. The types of activity that can involve the family group outside the home are considered in the next chapter.

CHAPTER IV

PLAY ACTIVITIES OUTSIDE THE HOME

William C. Menninger¹ tells us that there is scientific evidence to show that the healthy personality is one who not only plays but who takes his play seriously. This theory has had wide acceptance and facilities for recreation outside the home have been provided. Community centres, playgrounds, bowling alleys, movie theatres, skating rinks, and sport clubs have sprung up in the 20th century to offer recreation of all kinds.

The last few years have seen a huge increase in the number and variety of commercial entertainment facilities. Many have been the criticisms of such commercial ventures. They have been derided as big business with no concern for the type of recreation they offer; they have been condemned for attracting the child away from the home and school, and deplored because the "passive" entertainment they offer demands nothing from the participants but sitting, looking, and listening. Whatever the facts may be, and in spite of all criticism, the movies, the pool halls, the bowling alleys, etc., seem to be here to stay and must be reckoned with if we are to evaluate the family recreation of today.

Although we fully realize the value of home play and although we would like to see it promoted and increased, nevertheless we also realize that all recreation cannot be and should not be confined to the home. To mature and grow, the child must at times leave the security of home to

¹William C. Menninger, "Recreation and Mental Health," Recreation Vol. 42, No. 8 (Nov. 1948), p. 340.

try his capabilities outside the confines of the family. If a real adjustment is to be made by the child he must feel himself a part of the outside world as well as feel at home within the family. One of the four basic needs of mankind is for adventure. This is sought in new experiences, new relationships, new ideas.

The adolescent has a natural desire to free himself from his parents, and having a good time away from the parents becomes extremely important to him. For these reasons we should not be too concerned about the teen-ager's "drive" to find his interests in new areas. Rather it is the teen-ager who refuses to go out with the "gang" and who continues to stick closely to home to whom our concern is due.

Parents, too, must find releases from the worries and the cares of home and children by seeking relaxation away from home. It is the parents who have kept alive their own interests who find life the most satisfying and are less apt to hold on to developing children.

Nevertheless, there is also a place for family recreation outside the home. Parents, in accompanying their children to places of interest, can unobtrusively guide and direct their attentions toward the better types of recreation facilities. Thus, if they accompany the children on hikes, fishing expeditions and picnics, to museums and art galleries, parents can demonstrate the pleasures to be had from these types of leisure time activities and new awareness and pride are often created within a family when parent and child see each other through the eyes of their peers.

This chapter deals with the various types of recreation that can be carried on outside the home. This includes not only the commercial type of activity such as movies, boxing matches and concerts, but also certain

activities which seemed to be popular in the neighborhood such as bingo playing and bowling and other activities which seemed common among the Iverley members such as visiting of friends and relatives and house parties. Seasonal activities such as fishing and swimming, skating and skiing, as well as trips and excursions to places of interest, are also included.

The Canadian Youth Commission¹ says more money is spent on movies than on any other form of commercial recreation. When this type of activity is considered here, it must be remembered that a law of the City of Montreal prevents any child under the age of 16 from attending a public movie theatre, and it is on rare occasions only that a member of the Iverley Community Centre who is under 16 is permitted to attend a local theatre.

Movies proved to be the most popular activity outside the home for the people filling in the questionnaire. Seventy-four of the 158 persons said they had attended the movies in the given week. Of these, 5 persons said the whole family attended the movies together. In all 5 cases the children were of 16 years of age and over. Children attended with one parent in 12 other cases. Thus, in a total of 17 cases or 23 per cent of the cases reporting movie attendance, did teen-age boys and girls attend a movie in the given week in the company of one or more of their parents. Children attended movies with their friends in 50 cases. Parents went together in 5 cases.

Visiting is a popular leisure time activity with both individuals

¹Canadian Youth Commission, Report on Youth, Marriage and the Family, (Toronto, 1948), p. 20.

and families. This was the most popular activity for families for the given week, as far as activities outside the home are concerned.

Thirty-four families reporting visiting either relatives or friends did so either with the whole family or with the children accompanying the mother. Of the twenty-five families visiting relatives, 17 or 68 per cent reported the whole family going together. Sixteen families reported visiting both relatives and friends in the given week, with at least one parent participating. In no case did the father and children report visiting together; either it was a case of the whole family going or the mother accompanying the children. There was a good deal of visiting "Alone" or "With friends."

Thirty-seven persons reported going to a party or dance in the week but only one family went as a family group. Four others reported one parent and children going. In 30 cases, however, the children went alone or with friends. Parents went alone in 3 cases. Of the 5 families reporting both parents and children going, the children of the groups were of teenage in 2 cases.

Of the activities play or concert, bowling, bingo, boxing or wrestling match, 26 persons went to at least one. Two families went to a play or concert together, one went bowling together, 5 played bingo together. In one case a father and children went to a boxing or wrestling match and in 2 cases a mother and children went to a bingo game.

Of the 13 parents reporting at least one of these, 7 reported going with children. Of 10 teen-agers reporting attending one of the above activities, only one went with another member of his family.

Visits to places of interest in the city represents real adventure

to the child. It is the novelty of the visit and the fact that it is the parents who are introducing the child to something new and different that makes such trips memorable.

Of the 158 individuals filling in the schedule, all but 19 reported having visited at least one of the places listed. Of these 19, 14 were women, 3 were teen-agers and 2 were men.

The parks and playgrounds were the places visited by the largest number of persons, 99 having visited a park and 100 having visited a playground. The newspaper office was the place least visited, only 22 having reported this. The numbers visiting the other places ran between 40 and 55.

Parents and children went together to the parks and playgrounds in 35 to 40 per cent of the cases. In the visits to all the other places with the exception of the docks and Botanical Gardens, parents and children went together in 16 to 30 per cent of the cases.

Visits to the docks and Botanical Gardens represent travelling fairly long distances from the area in which this study took place. In these two visits, parent participation ranks highest of all, with parents accompanying the children in 40 to 50 per cent of the cases. Mothers accompanied the children more than three times as often as did the fathers in these last two visits.

Summer means a holiday from school for the child and generally a vacation for the father. It can mean swimming and fishing and picnics and excursions for the individuals of the family, but what does it mean in terms of family recreation for these members of the Iwerley Community Centre?

Practically all the children and teen-agers reported swimming during the summer at some time. Times varied greatly. From the discussions which took place during the filling out of the questionnaires, it was the impression that most of them swam every day when at the agency's camp or some other organized camp, or when holidays were spent in the country. At other times swimming was a weekly or even a monthly affair. The great majority of young people swim with their friends, 19 cases showing some parent participation. Thirty-nine men and women reported no swimming at all in the family. Eight of these had no children or only infants, 12 had only children of 16 or more, 16 had children between 6 and 12 years of age.

Thirteen families reported definite family picnics as held each week during the summer. Eleven others reported family picnics about once a month or once in a while. Twenty others reported a picnic as occurring once a week but attending with friends only. In 5 cases a family picnic was the only thing in the entire schedule, other than the celebration of special days of the year, where parents and children participated together.

Of 29 who gave hiking as an activity, only one gave any parent participation, this being one where the father accompanied the children "Once in a while."

Fifty-eight gave baseball as an activity engaged in during the summer. Twenty-four of these played every day. Four persons recorded the father participating "Once in a while" or "Sometimes."

Forty-two gave fishing as a summer activity, the majority of cases being "Once in a while." Three persons gave father and children fishing regularly once a week while two others gave father and children

going fishing together "Once in a while."

Forty-seven persons listed car-driving as an activity, 19 of these being regularly once a week or every day. Parents participated with the children in 17 cases.

The more common winter activities are sports calling for much physical exertion. Here it is seen that skating, skiing, coasting, although popular activities with the youngsters and teen-age boys and girls, show little participation by family groups or on the part of parents. Only 7 persons in all gave parents as participating in any winter activity and the frequency in these cases was "Once in a while."

All in all, 87 families showed some type of family recreation outside the home. This is 66 per cent of the families.

Of the recreational activities carried on outside the home during the given week, the largest number of families went visiting together. The next most popular activity was going to the movies, although this event did not allow for the participation of any children under 16 years of age. The other types of activity -- the party and dance, bowling, bingo, boxing match, play or concert, were popular with individual members of the family but showed very little participation by family groups. All but 19 families had visited one or more of the places of interest. Parents accompanied the children in about 40 per cent of the total cases where these special visits were made.

Summer activities do more to bring family members together for recreation than do the winter activities. Picnics, car-driving and swimming bring the parents and children together a good deal. Family picnics seem common and with 13 of the families, picnics were a weekly affair.

In 5 cases the family picnic was the only type of recreation outside the celebration of special days wherein parents and children participated together.

The winter activities showed practically no participation on the part of parents. This lack of participation on the part of the parents in the active seasonal sports such as baseball, skiing, skating, etc., points up the fact that these activities supply recreation for the young people only. The youth that spends all his leisure time in the pursuit of these activities will be left without any recreation when he becomes too old to take part in these active games. The staff of the Iwerley Community Centre should make every effort to introduce the sport-minded children to clubs and interest groups where they can find satisfaction in the less active hobbies that can be carried over into later years.

CHAPTER V

SUMMARY AND CONCLUSIONS

It is evident from the preceding chapters that there is a good deal of play carried on by the families of the area studied. In fact, there appears to be a greater amount of recreation carried on in these homes than writers on the subject would lead us to expect.

With regard to toys in the homes where there were children between two and twelve years of age to whom these playthings are important, it was found that 75 per cent of the families have five or more of the nine toys listed. Whether a relationship exists between the number of children in the home and the number of toys in the home could not be determined. There seems to be just as many toys in the homes where there are two or three children as there are in the homes where there are eight or nine children. Perhaps this can be accounted for by the fact that a larger surplus of money would be left in the family budget of the smaller family after rent, food and clothing have been provided, and would allow for the purchase of a larger number of toys per child. No correlation was found as to the expense of the toy and the frequency with which it was found in the home. The bicycle and tricycle took their place along with the cheaper toys such as paints and balls. These families would give much thought to the purchase of any article as expensive as a bicycle, and the fact that they exist in the homes to as great an extent as the other toys indicates an appreciation of the value of toys on the part of these families of a low income group.

A lack of toys among the boys of these families is one of the main

needs in this area. Further research in this area might reveal the type of toys which would appeal to these boys between two and twelve years of age and which would satisfy their requirements. The Iverley Community Centre could be of real service in educating the parents to the importance of the role of toys in the development of the boy. If a kindergarten were part of the agency's service, this would be the logical place to start. Certainly, the inclusion of a kindergarten in the agency's program would enable the Iverley to work with additional members of the family and strengthen their relationships with the family. Mothers are seen each day when they bring their children to the kindergarten and there is great merit in working with parents on a day-to-day basis. However, there is ample opportunity to work with parents on this level in the summer camp where a nursery for the children of two to four years and play activities for the four to seven year olds are all part of the daily program. Here the mothers can see the various types of toys used by the young children and their purposes and values can be demonstrated.

The study indicates that a fair percentage of homes have record players and pianos and other musical instruments that could contribute much to the enjoyment of family activities. However, the small extent to which these instruments are put to use is also revealed. Only one-third of those owning a piano reported any playing of it during the week and several homes possessed a piano but had no one in the home who could play it. It would seem that the days of the family gathering around the piano for an evening of singing have gone. The Iverley Community Centre could incorporate piano lessons into their program with little expense to the agency and with great benefits to the families.

As has been seen, it is difficult to assess the amount of family play that is carried on in the home. For the more organized type of activity in which the time limit is brief, a fairly accurate result seemed obtainable.

The individuals who reported about the table games, parties, and candy making seemed to have no difficulty recording the frequency of such activities and in telling which members participated. On the other hand, it was impossible to arrive at any definite rate of frequency for certain other types of home activity such as listening to the radio, listening to records, dancing, and dramatic play of children. Nevertheless, so many persons recorded "Every day" or "All the time" or "Lots" for these activities that it seems quite evident that these activities are even more common than are the more organized forms of play. But it also appears that these less organized forms of activity do not bring the family together in the same way that the more organized ones do. It was evident from the questionnaires, for example, that there was little participation of the parents in dancing in the home, and although all individuals in the home listened to the radio, there was no indication that there was a sharing of interest in given types of programs.

On the other hand there was a good deal of family play within the home that definitely brought children and parents together. Fifty-eight per cent of these families played at least one table game during the week, and in 66 per cent of these families at least one parent and the children played together. In 26 cases the whole family took part twice or more in the given week. It was quite evident from the discussion that this type of family play was an established pattern with many families and even

higher in the winter months than in the month of May when this research was done. In 24 families parents read aloud to the children. In 10 families mother and children made candy and in 24 families a party was held which no doubt involved the majority of family members.

No correlation could be found between the number of rooms in the home and the number of play activities carried on in the home. There seemed to be just as much play in those homes where families were overcrowded as in those where more adequate home conditions prevailed. Gesell and Ilg¹ state in their book, "Infant and Child In the Culture of To-day," that there is a crippling influence of cramped apartments and squalid tenements that cannot be fully overcome by public parks and playgrounds and other outside facilities. It is perfectly true that more space is needed if families are to live together without "getting on each other's nerves." Children need the space to play that can allow the mother to do her work without constant strain. On the other hand it is all too obvious that even with a play-room close at hand, children still prefer playing in the kitchen or near their mother. There is great need for better housing and much has been written on the subject and many efforts have been made to better these conditions. Nevertheless, it would be foolish to put off the encouragement of home play activities until that day when all families will be adequately housed.

In the discussion and planning of leisure-time activities, the teen-ager has had more than his share of attention. With the sudden rise of juvenile delinquency during World War II, the attention of parents and

¹Arnold Gesell and Frances L. Ilg, The Infant and Child in the Culture of To-Day (New York, 1943), p. 361.

social and educational agencies was focused on the children of this age group. During this time we got a mental picture of the teen-ager as a member of the family who was in the home only long enough to eat and sleep. For this reason, in the analysis of the material of this study, special effort was made to ascertain, where possible, the extent to which the teen-ager played with other members of his family.

Of the 44 families in which all children were of teen-age and older, more than half showed some activity in which the parent and children participated together. The chief activities which the parent shared with the teen-ager were table games, movies, picnics, car-driving, visiting, and occasionally swimming and fishing.

Among the teen-agers who answered the questionnaire and who came from homes where all the children in the home were of teen-age, half reported activities with the family while the other half reported all activities as carried on with friends.

The total picture shows more families taking part in some form of recreation outside the home than within it. Seventy-one families had some form of play within the home in addition to the celebration of special days. Eighty-seven families reported some form of activity outside the home. Fifty-six of these reported both. It must be remembered, however, that the questions about the activities within the home were limited to a one week period whereas the questions about activities outside the home were extended to include last winter and last summer.

Thirty, or 23 per cent of the total 132 families recorded no family play of any kind.

It is difficult to know just how the results of this study compare

with similar studies in other areas or other cities, as so little of this type of research has been published in recent years. A good many surveys were done in the field of recreation during the 1930's, but these were depression years when circumstances were vastly different from those which exist today.

A survey conducted by the National Recreation Association in 1934 among 5000 people showed 64 per cent of the people spending more time around their homes than was spent in the year or so prior to the study.¹ However, this was due to financial limitations rather than desire, as two-thirds of some 34,683 persons asked preferred outside activities.

A survey of 908 families in Indianapolis in 1929 showed 40 per cent of the families in the city playing games together and 50 per cent of the families in the country.² Of the 132 families included in this study, 58 per cent played games together.

Nimkoff states in "The Family" that going to movies together appears to be the most common form of family recreation in the city.³ The results of this research show movies to be the second most common form of family recreation "within" the city and "outside" the home. A much smaller proportion of the 132 families studied here went to the movies together than played at home together.

We could agree with figures provided by the Los Angeles City

¹M. H. & E. S. Neumeyer, Leisure and Recreation (New York, 1936), pp. 53-54.

²Recent Social Trends in the United States. Report of the President's Research Committee on Social Trends, Vol. 1 (New York, 1933), p. 675.

³M. F. Nimkoff, The Family (Cambridge, 1934), p. 213.

Recreation and Park Department which show that the family picnic remains near the top in popularity among all forms of recreation in the city.¹

It is impossible to tell why the amount of home play should be more prevalent among the families of this study than seems indicated by other studies. Is it because they have been influenced by the program of the Iverley Community Centre? Or is it, perhaps, because the people interested in family play are also interested in all forms of recreation, and that they, therefore, look to an agency outside the home for additional recreational facilities? A further study of families in the same area who are not known to any community centre or recreational agency might provide the answers to these questions.

In spite of the fact that the families of the Iverley do take part in home and family play, it is the 23 per cent who list no form of family play and the fairly large number that mentioned only one or two types of play activity that must remain as a challenge to the community centre in the area.

William A. Morrison states that the group work of the neighborhood house perhaps impinges more directly and beneficially upon the family as a whole than specialized groups do, since all members of the family find their place and have a share in its work. He goes on to say that the group worker must work with the entire family in strengthening the home ties and in reinforcing both individual character and home strength.²

¹Recreation, Vol. XII, No. 4 (July, 1947), World at Play, p. 205

²William A. Morrison, "Group Work Plays Its Part," Canadian Welfare, Vol. XVI, No. 6, (Nov. 1940), p. 29

If the habits of play were instinctive in their origin, the Iverley would have no concern with this matter, but it has been firmly established that play can be learned and that habits of play can be developed under direction and guidance.

However, it has been truly said by Rogers¹ that "Play cannot be led by mere theory." It is the attitude toward play that is of vital importance. Rogers also states² that the best home play is that which is natural, spontaneous and in itself joyous and satisfying to both parents and children. He states that it is important for many parents to recover the art of play which they have lost since childhood. If the Iverley is to aid in the development of more integrated families through the use of recreation, a beginning might well be made by means of parent education. The Centre has three women's clubs and one men's club, and it is fortunate in dealing with the mother as well as with the children in the summer camp setting.

The adult members of the Iverley come to the groups to seek satisfaction for their own needs and therefore any adult education must be presented in such a form that the members experience satisfaction and pleasure in the process. Ways and means to transmit information by means of recreation are numberless.

The whole camp setting is ideal for giving mothers a pleasurable experience in play, for teaching the various forms of play and for demonstrating their importance in the release of tensions and the promotion of

¹James E. Rogers, The Child and Play (New York, 1932), p. 49.

²Ibid. pp. 54-55

group spirit and "togetherness." It is interesting to note that the family play in the homes of the members of the Chapleau Club, which is the club for the mothers who attended camp, is much higher than in the homes of the members of the Men's Club or the Iverley Youth Club. Of the members of the Youth Club who filled in the questionnaire, 50 per cent reported no family recreation. Whereas only about 12 per cent of the Men's Club and the Iverley Youth Club reported family play both inside and outside the home, 45 per cent of the members of the Chapleau Club reported play in both these areas.

The Chapleau Club makes games and folk-dancing a large part of its club program, whereas in the other two women's clubs the members' idea of recreation is to have some outside person come in to entertain them. There is need to show such adult groups that fun can be had from "doing." The Men's Club, too, needs help in learning those types of play which can be carried back to the home, or what is more important, to learn the "spirit of play." Folsom¹ says, "When a parent can enter for a time into his child's play life instead of regarding this as inconsequential and perhaps troublesome, when he can take an intellectual interest in what the child says at the dinner table, learning to interpret it in terms of his own language and feelings, he may be on the way to a solution. At least there is evidence of developing values of this kind."

A table games room, too, would add much to the program of the Iverley. Here children can be introduced to all the various types of table games and can learn real satisfaction in playing them. These are

¹Joseph Kirk Folsom, The Family and Democratic Society (New York, 1943), p. 184.

the games which are inexpensive and easily obtained. Their use in the home can answer the age-old cry of the child, "What can I do?" They are games that the youngest members of the family can take the initiative in introducing into the home. When and where parents refuse to take any initiative in organizing home recreation, the child must be the instigator if there is to be any such thing as "Family play."

There are many other types of activities that the Iverley Community Centre could sponsor to bring members of the family together. Mother and daughter banquets, father and son nights, special evenings of games where the games played could be adapted for use in family play activities in the homes. One evening a week might be set aside for family gatherings when square dances, old-fashioned games, singing, variety shows, would get everyone to participate and demonstrate the fun derived when playing together as a family. In such ways skills can be acquired that can be taken back to the homes. Many types of activities similar to this have been tried in various places and found to be successful.

In 1946 the Recreation Department and the Parent Teachers Association of Austin, Texas conducted a "Family Recreation Workshop." Six sessions were held during the month of April which performed the dual function of providing fun for the whole family and of instructing members in recreation activities designed for family fun. Music, games, handicrafts and dramatic sessions were attended by 370 parents and children.¹

In 1936 the Home Play Group Association was organized in Baltimore to promote home play in that city. Volunteers offered their services to

¹"Program Highlights," Recreation, Vol. XL., No. 9, (Dec. 1946), p. 472

go into the homes and teach various forms of play. Contacts were made with parents through Parent Teacher Associations or through churches or social agencies. With the parents' consent, the volunteer would go into two neighborhood homes for one hour each week over a five week period to direct games, tell stories, teach simple handicrafts. The family is allowed to invite their own guests but the same group must be maintained over the five week period. Sometimes, if weather permitted, games were held outside. Families were under no financial obligation, but they were supposed to pass on to others the activities they had learned. There was evidence that some homes which were disintegrating have been cemented by this mutual interest and enjoyment.¹

The sponsorship of this type of program would be a real service to the community and homes would be contacted that are not reached through the every-day program of the Iverley.

The Iverley might also do much for family recreation if it set up some type of program to provide families with information on places of interest to visit, inexpensive games equipment, picnic spots in the vicinity, low-cost vacation spots, etc.

Thom² says that training in the use of leisure is a two-parent job. If this is so, every effort should be made to draw both parents into any of the above types of program.

The number of things which a community centre such as the Iverley could do to promote family recreation is almost unlimited. However, we

¹Bertha G. Kyle, "Families At Play," Survey Midmonthly, Vol. LXXXVIII, No. 12 (Dec. 1942), p. 336.

²D. A. Thom, Guiding the Adolescent, (Washington, 1933), p. 56

agree with Wren¹ who says, "Home cannot be preserved as an important agency in the recreation life of youth without more imagination and planning than is revealed in studies."

¹Gilbert C. Wren and D. L. Harley, Time On Their Hands, (Washington, 1941), p. 13.

APPENDIX

Form of Questionnaire

FAMILY PLAY

I Members Of Family In Home:

Mother _____

Brothers and sisters:

Father _____

Name

Age

Grandmother _____

1. _____

Grandfather _____

2. _____

Uncle, aunt, son-in-law,

3. _____

etc. _____

4. _____

Others _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

II House And Surroundings:

Have you any of these:

1. Floor:

Basement _____

4. Garden _____

Ground _____

5. Yard _____

First _____

6. Things in Yard to Play With:

Second _____

Sand-box _____

2. Rooms:

Living room _____

Teeter-totter _____

Dining room _____

Swing _____

Kitchen _____

Horse-shoes _____

Number bedrooms _____

Things to climb on _____

Other things _____

3. Gallery:

Front _____

Back _____

III Playthings In The Home:

Doll _____

Piano or organ _____

Doll's furniture _____

Tricycle or bicycle _____

Doll's carriage _____

Wagon or wheelbarrow _____

Trains, cars, planes _____

Radio _____

Blocks _____

Gramophone _____

Ball _____

Guitar _____

Paints and crayons _____

Other _____

Hammer, saw and nails _____

IV How Often Did You Play These Things In Your Home Last Week:

Activity	How Often	Who Took Part					
		Whole Family	Children Only	Parents Only	Father & Children	Mother & Children	Others
Card games _____							
Parchesi _____							
Snakes and ladders							
Checkers _____							
Chinese checkers							
Bingo _____							
Puzzles ..							
Darts _____							
Paper and pencil games							
Charades							
Play house							

IV How Often Did You Play These Things In Your Home Last Week: - cont'd.

Activity	How Often	Who Took Part				
		Whole Family	Children Only	Parents Only	Father & Children	Mother & Children Others
Dress up _____						
Put on a play _____						
Dancing _____						
Singing _____						
Reading aloud _____						
Story-telling _____						
Playing musical instrument _____						
Listening to radio _____						
Listening to records _____						
Making candy _____						
Have a party _____						

V How Often In The Last Week Did You Go To The Following:

Outside Activity	Number of Times	Who Did You Go With			
		Whole Family	Children Alone	Father & Children	Mother & Children Others
Movies _____					
Visiting friends _____					
Visiting relatives _____					

V How Often In The Last Week Did You Go To The Following: - cont'd.

Outside Activity	Number of Times	Who Did You Go With				
		Whole Family	Children Alone	Father & Children	Mother & Children	Others
Party or dance						
Play or concert						
Bowling						
Bingo						
Wrestling or boxing match						
Others						

VI Have You Ever Visited These Places:

Place	Yes	No	Who Did You Go With				
			Whole Family	Children Alone	Father & Children	Mother & Children	Others
Playground							
Park							
Botanical Gardens							
Fire station							
Police station							
Docks							
Airport							
Factory							
Museum							

VI Have You Ever Visited These Places: cont'd.

Place	Yes	No	Who Did You Go With				
			Whole Family	Children Alone	Father & Children	Mother & Children	Others
Newspaper office							
Others							

VII Last Summer Holiday, How Often Did You Do The Following:

[illegible]

VIII Last Winter. How Often Did You Do The Following:

Activity	How Often					Who With			
	Not At All	Once A Day	Once A Week	Once A Month	Once in a While	Whole Family	Children Only	Father & Mother & Children	Others
Skating _____									
Skiing _____									
Coasting _____									
Others _____									

=====

IX Special Days:1. Christmas. Do You:

- | | |
|--------------------------------|---------------------------------------|
| a) Have a Christmas tree _____ | f) Decorate the house _____ |
| b) Exchange gifts _____ | g) Sing carols _____ |
| c) Hang up stockings _____ | h) Read aloud Christmas stories _____ |
| d) Have special food _____ | i) Other things _____ |
| e) Have a party _____ | _____ |

2. New Years. Do You:

- | | |
|----------------------------|------------------------|
| a) Have special food _____ | c) Visit friends _____ |
| b) Have a party _____ | d) Other _____ |

3. Birthdays. Do You:

- | | |
|-------------------------------|-----------------------|
| a) Give presents _____ | c) Have a party _____ |
| b) Have a birthday cake _____ | d) Other _____ |

4. Easter. Do You:

- | | |
|----------------------------|-----------------------|
| a) Have Easter eggs _____ | c) Have a party _____ |
| b) Have special food _____ | d) Other _____ |

IX Special Days - cont'd.5. Thanksgiving. Do You:

a) Have special food _____ b) Other _____

6. Hallowe'en. Do You:

a) Dress up _____ b) Other _____

7. Other Holidays (May 24th, July 1st, Labor Day). Do You:

a) Go on a picnic _____ c) Visit friends & relatives _____

b) Set off fire-crackers _____ d) Other _____

8. Vacations. Do You:

a) Go visiting _____ d) Go on a hike _____

b) Go to your summer camp _____ e) Go on picnics _____

c) Go to an organized camp _____ f) Other things _____

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