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STUDY OF

LEISURE ACTIVITIES AND PREFERENCES OF FIFTH AND SIXTH GRADE PUPILS
IN MONTREAL : AN EXPLORATORY, COMPARATIVE, STUDY OF ENGLISH-
SPEAKING, CANADIAN BORN, WHITE PUPILS AND WEST INDIAN IMMIGRANT
PUPILS.

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ABSTRACT

LEISURE ACTIVITIES AND PREFERENCES OF FIFTH AND SIXTH GRADE PUPILS IN MONTREAL: AN EXPLORATORY, COMPARATIVE, STUDY OF ENGLISH-SPEAKING, CANADIAN BORN, WHITE PUPILS AND WEST INDIAN IMMIGRANT PUPILS.

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An exploratory study of the leisure activities, patterns, and preferences of 145 grade Five and grade Six pupils from the English sector of the PSBGM. The design provided for a comparison between the leisure time activities, patterns and preferences of White, Canadian-born, English-speaking pupils (EC), West Indian Black Immigrant pupils (WI) who were recent immigrants (less than three years WIRI), West Indian Black Immigrant pupils who had been in Canada for more than three years (WILI) and a group of Canadian born Black pupils.

The following hypotheses were advanced and supported:

- H 1: WI pupils and EC pupils will have patterns of leisure activities which are different and the differences will be greater for WI pupils who are recent immigrants.
- H 2: Pupils from different SES groups will have patterns of leisure activities which are different.
- H 3: The differences between SES groups of WI pupils will be comparable to those between SES groups within the EC group except in the case of WI pupils who are recent immigrants.
- H 4: There will be differences in leisure activity patterns between male and female pupils, and these differences will be greatest for female WI pupils who are recent immigrants.
- H 5: There will be no differences in the preference of pupils for leisure time activities except along sex lines and these differences will be strongest for the middle SES groups and the recent immigrant group.
- H 6: There is a significant correlation between family environment and patterns of leisure time activities.
- H 7: There is a significant correlation between school-class environment and patterns of leisure time activities.
- H 8: There is a significant correlation between individual school class peer group and leisure time activities.

The Black Canadian group of pupils exhibited the greatest difference in leisure time activities, patterns and preferences as compared to the other three groups.

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Dedication

Aan mijn Ouders en aan Pim.

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CHAPTER ONE

THE STUDY

INTRODUCTION

This is a study of the leisure activities and preferences of fifth and sixth grade children in the English sector of the Protestant School Board in Montreal. Major attention is directed toward differences which may exist between the leisure time activities of children from different ethclasses:

"The subsociety, created by the interaction of the vertical stratifications of ethnicity with the horizontal stratifications of social class" (Gordon, 1970, p.51).

For the purpose of this study leisure activities refer to all activities in which a child is engaged outside school hours. The arbitrary differentiation between school time and after school time activities is operational, because we can argue that leisure time activities can be pursued within school hours and school work within leisure hours. Leisure activities which interest a child will affect his attitude towards school, in turn, the school will affect the child's attitude and interest in leisure activities. Speaking to this point Harris states:

The school plays a very basic part in the process by which the psychological boundaries of the child's "life space" are progressively enlarged beyond the area affected by the family.

Chief among the broadening influences operating on the child are his associations with chums, his play activities, his vicarious experiences gained through reading, the movies and radio programs, and his contacts with adults other than his parents, who represent authority whether the teacher, the clergyman, or the policeman. Many of these influences are encountered formally or informally, in the school and its activities. Experiences with those agencies of society insure learning and the consequent modification of interests and attitudes. (1950; p.149)

Entwistle (1970) has also noted that "especially in schools, general education should be a complex of disciplines which refer to many different aspects of human experience . . ."

Tyler (1970) stresses the importance of environment on young children and the fact that the community in general provides a considerable part of the educational development of the student:

The day by day environment of young people in the home and in the community in general provides a considerable part of the educational development of the student. It is unnecessary for the school to duplicate educational experiences already adequately provided outside the school. The school's effort should be focused particularly upon serious gaps in the present development of the student.

Therefore, it is important that the teacher acquires some understanding of the kinds of interests and background each student brings to class. Davis (1943, p.1) stressed the importance of environmental factors in relation to school learning situations and stated:

In order to help the child learn, the teacher himself must discover the reference points from which the child starts. Specifically, the

teacher must learn a good deal about the pupil's cultural environment and his cultural motivation, if the teacher is to guide the child's new learning effectively.

The literature surveyed indicates, furthermore, that leisure activities are related to income differences, occupations, education, family origin, sex, color and immigrant status. Therefore major attention should be directed toward the differences which exist between children of different ethnic groups and children from different socio-economic groups.


STATEMENT OF THE PROBLEM

The purpose of this study is to secure data on leisure activities and preferences of children and to ascertain some of the differences which may exist between middle and lower socio-economic groups and between white English speaking Canadian children and West Indian immigrant children in Montreal in these activities and preferences. Particular consideration is given to the following questions:

1. What are the preferences for and patterns of leisure activities of these children?
2. Do children of different socio-economic groups have patterns of leisure activities which are different?
3. Do children of different ethnic groups have patterns of leisure activities which are different?

- 4.
4. Do recent immigrant children have patterns of leisure activities which are different?
 5. Are the differences between socio-economic groups within one ethnic group similar to those between socio-economic groups within the other ethnic group?
 6. Are children's leisure time activities patterned more closely along socio-economic lines, or are they more related to ethnic group patterns?
 7. Are there differences in leisure activities and preferences between male and female children and are these comparable for the different ethnic groups and socio-economic levels?

REVIEW OF RELATED LITERATURE



This review of the literature does not pretend to give a comprehensive picture of research available on the topic of the proposed study. It is rather an attempt to summarize some of the major research results under the following topics:

1. Family Environment and Child Training;
2. Play, Games and Sports,
3. Reading
4. Radio,
5. Television
6. Motion Pictures,
7. Organizations,
8. Musical Activities and Private Lessons,
9. Hobbies and Collecting Activities and
10. Home Chores and Outside Jobs.

FAMILY ENVIRONMENT AND CHILD TRAINING

All social scientists involved in the study of human behaviour stress the significance of family situations in the formation of personality. The family, because of its all-importance to the child in his early life, conditions the behaviour of the child, which means that the child develops within the framework of his family and its culture.

The Committee on the Infant and Preschool Child of the White House Conference on Child Health and Protection described the home environment and training of young children of different racial and socio-economic background (1936). The mothers of 2,758 White families and 202 Negro families were interviewed in their homes. The families were then classified to form seven socio-economic groupings. Of these groups, the upper class parents had smaller families, were more apt to own their own homes, had utilities, more culture and entertainment equipment. As well as being healthier themselves, they also provided their children with better food and health care. In disciplining their children they spanked less often than parents of the lower classes and chose instead methods of deprivation and reasoning. In the Negro group, parents were not as concerned about their children's fears and their children generally had more fears such as of the dark, dogs and storms.

Anderson, who conducted this research, noted that each SES has a different and distinct culture as regards child training, beginning right from birth and per-

vading every aspect of the child's life as he grows. Medical care, diet, sleep, nearly everything depends on socio-economic factors.

To determine the effects of social class and color differences on child-rearing, Davis and Havighurst (1947) had trained personnel interview working class and middle class White mothers and similar Negro mothers. They found more working class mothers who had breast-fed their children and for a longer time compared with middle class mothers. Working class mothers had a more permissive attitude towards their children's impulses, letting them, for instance, stop taking naps at an earlier age. Also at an earlier age, their children were allowed to attend movies at night.

Middle class mothers in this study, on the other hand, seemed to expect more from their children, and at an earlier age (dressing themselves, helping with family chores, etc.). They demanded more achievement such as getting good grades in school, and were more rigid in their child-training setting higher goals. Middle class mothers also put more stress on toilet training and started this training at an earlier time. Lower and middle class Negroes differed in the same way as did lower and middle class Whites.

Conversely, White people would have more in common with Negroes of their own social class than with White people of a lower or higher SES. So Davis and Havighurst reached the same conclusions as Anderson: that the different social classes held vastly different notions on child training, but also insisted that

difference of social class affects child rearing practices more than does colour.

Maccoby and Gibbs (1951) interviewed 198 upper-middle class and 174 upper-lower class Boston mothers. Half of their questionnaire was identical to Davis and Havighurst's. On many points their findings were similar, since both surveys found that middle class mothers demanded greater scholastic achievement of their children and that lower class mothers disciplined their children more severely. However, in Maccoby and Gibbs' study, fewer important differences between social classes were found. Their study indicated that lower class mothers were more strict about toilet training and more inclined to use physical punishment. Middle class mothers were warmer, demonstrative, and less quick to check aggression towards parents. They were more permissive in their child training regardless of their education, age or ethnic origin.

Havighurst and Newgarten (1947) suggested that the difference in the results between the two studies mentioned above might be accounted for by the fluctuation in the point of view of the "experts" in the field of child rearing due to the historical factor of practices of child training in the 1920's as opposed to the 1940's. However, Maccoby and Gibbs discount this explanation, explaining that they have controlled for this factor in their investigation (1954).

Kluckhohn and Kluckhohn (1947) state that lower class children are taught to fear authority and middle class children are taught to respect it.

In a study of the Chinese family in the United States, Kwan (1958) observed a change in the direction of the American democratic family pattern, Lee (1960) in turn, pointed out sources of cultural conflict in some Chinese-American families when the children " . . . inevitably realize their foreign-born parents are different indeed, in their speech, food, housekeeping, leisure-time activities, and values."

In Canada, W. Lambert conducted a cross-national study on child rearing values (1976). Under his direction, several investigators gave home interviews to parents from lower and middle SES and from different ethnic groups. The ethnic groups were compared to immigrants and homeland parents. The groups interviewed are: French Canadians (FC), English Canadians (EC), Greeks, Italians, Portuguese and Japanese.

The results on the English Canadians (EC) and the French Canadians (FC) indicated major differences in child rearing. Ethnic differences were that EC parents think twice before giving help to the child, probably in an attempt to foster independence; EC parents are also more severe in control of insolence, possibly fearing that their children are readily influenced by the American trend to rebel against adult control and direction. EC consent less frequently to guest privileges perhaps to encourage their children to rely on their own resources to entertain themselves. The greater privileges to guest from the French sample, was explained because of cultural survival. They may feel that they must be

9.

united and include other members of their minority as a part of their extended family. Further ethnic differences were found in that French Canadian middle class mothers were notably perceptive of sex-role differences in styles of conduct, therefore it was postulated that they, as a group, might be more distressed by social movements that deny importance of sex-appropriate behaviour.

Social class differences also existed between the two groups. As compared to middle class parents, the lower class parents both FC and EC, are harder on their children when they act unfriendly or unpleasant. For instance, should a child clash with his playmates or his younger sibling, the lower class parents would be more apt to take up for the playmate or sibling. They are more strict in curbing angry outbursts, whether directed against objects or people, and will not tolerate insolence. In addition, lower class parents limit guest privileges and check their child's bid for autonomy.

Compared to middle class parents, the lower class parents perceive and expect a more marked difference between the roles of boys and girls. So in this study, social class differences exist mainly in relation to discipline and bids for autonomy. As opposed to middle class parents, lower class parents know the world as one where they are degraded and made to submit to authority, perhaps they are hard on their children in order to prepare them for such a world.

The Greek Immigrant parents (GI) in Montreal were compared with the

the Greek Home parents (GH) in Greece and with French and English Canadians. The findings were that GI working class parents had more in common with Canadian middle class parents than with Canadian working class. For example, GI parents seldom punish or threaten to punish their children. Instead, they give verbal reprimands. Among GI and Canadian working class there are significant ethnic differences in how they grant guest privileges. The EC and FC working class parents lecture about how to behave with the playmate while the GI parents simply agree to the child's request, in keeping with the general Greek tradition of treating friends of the family as part of the family.

Acculturation is not evident in the child rearing practices of GI parents. The replies of the GI and GH were very similar. The only noteworthy difference is that GH parents deal more harshly with their children in a child-guest dispute.

The results of the Portuguese approach are also interesting. Again, the study was carried out with Portuguese homeland parents (PH) and Portuguese parents who were immigrants in New England (PI) and American (A) parents. It was found that PH and A parents agreed on five issues: help giving, temper control, comfort giving, child guest dispute, and expectations of sex-role differences. Both groups gave help more readily to boys than to girls. Ethnic differences were discovered only in regard to insolence control, attention denial, and guest restriction. The PH and the A parents were alike in trying to curb insolence, but the A parents

more severely. The A parents were also more inclined to limit guest privileges.

Social class differences were also found. The PH and A working class parents were alike in their child-tearing practices, but with middle class parents, PH and A parents were at variance. In addition, PH lower class and PH middle class were alike, but A lower class were alike, but A lower class were much more strict than A middle class in child baby disputes, social temper control and autonomy control. The evidence of the study is that some of the child rearing practices of the PI parents alter and come to be more like the Americans while some of their child rearing practices stay distinctly Portuguese. It was found, for example, that PI parents deal more harshly than PH parents with insolence, and requests for guest privileges and are more liberal than PH parents concerning child-baby disputes and child's bid for attention. Following a rather subtle pattern of American society the PI parents, like the A parents, were more likely to concede to their daughter's rather than their son's requests for guest privileges. Also in the same context, PI mothers more so than PH mothers allowed autonomy to sons rather than to daughters. PI parents expected more sex-role differences than did PH parents.

The Italian sample was chosen from Montreal and urban Italy to compare Italian homeland parents (IH), Italian immigrants (II) and Canadian parents (EC/FC). IH and EC were both hard on a child who quarrelled with a playmate or who took out his temper on others. IH were more severe in a child-baby dispute. But when a child directed his anger against objects or his own parents, IH were more inclined to legitimize these outlets for his aggression.

IH parents perceived no more sex-role differences than did EC but let the child know that they expected differences. More IH and EC working class and more IH and EC fathers than mothers perceived and expected greater sex-role differences. The working class perhaps felt that men were "tough" and survived better in the lower classes; middle class fathers had reasons to keep their world male dominated. In general, the social classes of IH seemed to share a common method of discipline. In Canada, the EC middle class were very much more permissive than EC working class. Also, EC middle class allowed the child more autonomy than did IH or EC working class.

Comparisons were done between IH and II, using only working class groups since most Italian immigrants came from a working class background. Some typical IH values persisted, for example, II were even more quick to give help than IH, a tendency which strengthened within family bonds. II were as harsh as IH in child-sibling or child guest disputes and were as determined not to give undue attention,

Both II and IH were lenient in allowing guest privileges, mothers more lenient towards sons, fathers lenient towards their daughters. II and IH father ignored child-baby disputes more so than II and IH mothers would, were less concerned than mothers by social temper displays, less apt to offer comfort; but more apt to offer help. Like IH, II were not inclined to grant the child autonomy at a young age. However, partially influenced by Canadian society, fathers showed an increasing willingness to allow more independence to their sons, mothers

to their daughters.

Also in Canada, II no longer allowed temper displays, or insolence but differed from EC in using physical punishment to control insolence. In comparison with Canadian groups II seemed more surprised by differences in behaviour between boys and girls. Aside from that, II had much in common with Canadians, especially FC. Parents of girls in both FC and II groups expected more sex role differences than parents of boys. EC parents of boys expected more differences. II mothers were more like FC than EC mothers in being harder than fathers in child-rearing, baby disputes. Working class II were closer to Canadian middle class than to Canadian working class in their child rearing values, except perhaps in that II fathers were similar to PC working class fathers, in perceiving more sex role differences than the mothers. Also, like working class II mothers allowed daughters more independence, II fathers allowed sons more independence, while middle class EC and FC parents allowed more independence to daughters.

The Japanese study compared Japanese Homeland (JH) with Japanese immigrants in Montreal (JI) and English Canadians (EC), all from middle class. This study showed vast differences between JH and EC. EC parents gave comfort and help readily but JH parents did not, seeking to encourage self-reliance and toughness. In a child-baby dispute, EC parents let the children solve their own

problems whereas JH parents disciplined the aggressive child. EC parents were hard on a child who took out his anger on parents or on material things, but these aggressive acts were overlooked by JH. JH but not EC encouraged children to have guests in to play. EC parents were more demanding on their daughters, but JH were more demanding of their sons.

Jl and JH contrasted in the same way with EC in episodes of aid or discipline, except in child-baby disputes where Jl were less severe than JH. JH and EC fathers were more demanding than mothers, and so were Jl fathers.

Some change in values did take place with Jl in Canada. Although Jl expected more sex role differences in behavior than did EC both Jl and EC agreed that girls should be dealt with more severely than boys to encourage in them autonomy and self control, but JH parents were more harsh on boys.

Jl mothers differed from JH mothers but also remained difference from EC mothers in that Jl mothers become less encouraging of autonomy than Jl fathers, EC mothers were more encouraging of autonomy than EC fathers.

The literature survey indicates therefore that child training including attitudes toward leisure activities vary according to ethclass and immigrant status. However, there is not much literature related to child training or leisure activities of West Indians or West Indian immigrants in Canada. The few studies encountered were conducted in Great Britain and related to participation of West Indian boys in English schools' sports activities. (Sargeant, 1972).

PLAY, GAMES AND SPORTS

Earlier studies (Lehman and Witty, 1931; Jersild and Tasch, 1949) conducted in the United States revealed that games, play and sports were the favored activities of boys and girls. More recent studies also disclose that these activities are still popular; however, television has supplanted these play activities as the most popular activity. Boys favor active games and play while girls prefer more sedentary activities. Negro and White children were found to be rather similar in their play activities. For some activities, "Opportunity for participation is a potent factor in effecting certain differences in the play behavior of Negro and White children (Lehman and Witty, 1931; p.88). It is also stressed in the literature that Negro children engage in social participation to a greater degree than other children.

Anderson and his White House Conference Committee (1933) found that Negroes and White children did not differ greatly in their play habits nor in the amount of time they played outdoors. The White children, however, tended to be confined to their homeyard or neighbourhood more so than Negro children, at every age level. Also, Negro children of all ages played in the street and in playgrounds much more than their white counterparts.

McEntire (1952) interviewed 453 Berkley California students, from junior and senior high school to find that 41.6% of them were engaged in leisure activities in the parks, playgrounds, and recreation centers. Within

the four SES levels of his sample, participation ranged from 57.8% for the lowest SES level group to 33.9% for the highest socio-economic level group. Negro students had an especially high participation rate of 75.3%. Mexicans 60 per cent, and Orientals 37.9 per cent.

Variations in leisure time activities by different types of schools have been the focus of several studies. Thus, Woody (1938) studied the play activities of children in two schools of contrasting environment, one a college laboratory school in a middle-class area, the other a public school in a lower socio-economic area. The similarities were found to be greater than the differences. Woody suggests that there is an economic basis for different play patterns, for example, the children of the public school had numerous chores to perform after school as opposed to the children from the laboratory school. Hildreth (1933) compared the interests of adolescents from a private high school which drew its students from New York City and its suburbs, and from a public high school in an industrial city not far distant. Again similarities found were greater than differences. They note however that private school girls were found to be more mature and sophisticated than public school girls in their differences in their choices of leisure activities. Stewart (1950) studied the leisure activities of 1,400 English grammar school children and modern secondary school children by means of a questionnaire. Marked differences were found between the sports preferences of boys and girls and Stewart commented that the activities of a modern secondary school child lack direction as compared with a grammar school child.

The Boy Scouts of America sponsored A Study of Boys Becoming Adolescents (1968). 1,453 boys were interviewed on their activities and interests. This study found that boys aged eleven to thirteen most frequently mentioned indoor games, cars, ping pong, etc. Boys of higher socio economic status were found to participate significantly more in individual sports such as horseback riding, skiing, etc.

Jung (1968) studied extensively the leisure time activities of middle and lower status children from White, Negro and Oriental groups. The subjects of the study were 574 fifth and sixth grade pupils of the public schools of a large West Coast city in the United States. He found that in outdoor play Negro children were less involved in ball games but more in activities such as rollerskating and bicycle riding. The Oriental children of both SES were less involved in outdoor plays and the largest number played mainly on the side walks. According to this study, basketball was the favorite indoor activity of White middle class boys whereas lower status boys preferred bowling. The students who played the most indoor table games were Oriental boys and girls. The Oriental girls preferences were notably different than those of Negro girls no matter what the SES level. Oriental lower SES boys differed from the groups in their choice of indoor play.

To summarize the literature reviewed in this section it can be stated that there exists ethclass as well as sex differences in childrens preferences for indoor

or outdoor games, as well as individual or group sports and activities. SES seems to be the most important factor in accounting for group differences in the choice of play, games and sports. School environment does not seem to be very important except in the case of the English grammar and modern schools. Here again, the difference observed may be due to the SES factor underlying the attendance of the two schools.

READING

Jung's study (1968) revealed that no matter what their ethnic origins or SES status, more girls enjoyed reading than did boys. White children more than Negro children read books, but Negroes and Whites read more books than Oriental children. With the exception of Negro middle class girls, more middle class children mentioned reading in their diaries than did lower class children from each ethnic group. Jung found that Oriental children led in the ownership of library cards and more middle class children than lower class children had cards, in each ethnic group except for Oriental boys.

Brennenman (1968) studied the reading interests of 12 sixth grade Amish and 23 non Amish children, in a rural school in northern Indiana. This study was to determine the impact of home environment and the mass media on children's interests. His findings were that reading was the favourite leisure time activity

of non-Amish girls. The Amish children generally read more books than non-Amish children and the kinds of books they read differed from those enjoyed by non-Amish children. Amish boys liked animal stories while Amish girls preferred biographies and stories about animals, family and home. The non-Amish children chose mysteries, biographies and stories of other lands and people. The fact that non-Amish children chose books from wider interest areas led Brennenman to conclude that children's reading interests were greatly influenced by strict religious home environment.

Lazar (1937) found variations in the reading habits of the fifth and sixth graders she studied and pointed out that reading interest depended to a great extent on SES factors, since the three schools where she took her sample were the schools where a great number of parents were unemployed or who held low paying jobs. Lazar noted that the average number of books read increased with the SES levels. The bright students among those of the lower classes enjoyed reading but chose to read a poorer quality of books. In Lazar's findings, the number of books read depended on both intelligence and social class but she felt that the more important factor of the two was intelligence.

In the English sample studied by Stewart (1950) it was found that 69 per cent of the higher SES "modern secondary school" girls named reading as a favorite activity. Thirty-eight per cent of "grammar school" boys named reading

as a favorite activity as compared to 37 per cent for "modern secondary school" boys.

Vandament and Thalman (1956) studied the reading interests of 1,634 southern Illinois children by means of a questionnaire and found that among reading materials, storybooks, ranked first and were followed in popularity by comic books and magazines.

Witty and Moore (1942) investigated interest in reading comics among Negro children in Chicago and compared their findings with those of a similar study of white children from Evanston, Illinois. The Negro children were found to read considerably more comic books than the White children, and Negro boys more frequently than Negro girls. They attributed the excessive reading of the comic magazine by the Negro children to an inadequate provision of books for the Negro pupils.

There are very few studies focusing on ethnic differences in reading and reading preferences among children. The existing studies furthermore do not generate enough data to support any particular conclusion about ethnic differences. Several studies note a trend toward more extensive reading of books among middle-class children than among lower class children. The middle class children also show better quality in their choice of reading materials than do lower class children. Sex differences do exist in this respect.

RADIO

Studies up to the early fifties indicated that radio listening was a national pastime in North America. With the advent of television, radio listening has declined, but it is still common during adolescence (Anderson, 1936).

Macdonald, McGuire, and Havighurst (1949) found that participation rates for radio listening among the students in their sample varied between SES groups and that middle class children had the highest rate in this activity. Ricciuti (1951) studied the radio listening habits of fifth to eighth graders in Waterbury, Connecticut and found that the most popular type of program listened to was comedy-variety and crime drama. Sex differences were also noted.

Witty, Sizemore, Kinsella and Coomer (1960) showed that radio still has a strong appeal to pupils, to upper grade pupils more than to lower grade pupils and that the average amount of time spent weekly in radio listening was about eight hours.

TELEVISION

Television is clearly children's favorite leisure pursuit today as indicated from all the studies reviewed for this section and for this proposal. Witty has

made yearly studies for over ten years of the television viewing habits of children in the greater Chicago area (1952). Lazarus has observed elementary classrooms in Southern California (1956). Himmelweit (1958) conducted a study of the television habits of English children. Schramm, Lyle and Parker conducted a three year survey on the impact of television on children and interviewed children, their parents and teachers (1961). All these studies found that children watch about twenty hours of television every week and no less than about two hours each day. These studies also found that the average hours per week of television watching increased with lower SES groups. Similarly Scott (1955) found that there was an inverse relationship between the occupational level of parents and total television viewing of the children. As to television programme preferences these studies found that age, sex and intelligence were the chief factors affecting television preferences. Furthermore, all these studies found that television has displaced consistently most other forms of leisure activities for all SES groups, grade levels and ages. There was disagreement among the studies in regard to television's effect on the amount of time spent on reading.

Of the 565 children in Jung's study (1968) all but eleven could watch television in their homes. For both SES levels studied Negro children said most frequently that they watch television for two or more hours daily while few

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Oriental children watched television that much. Negro middle class boys and girls watched the same amount of television but in most ethnic groupings more girls than boys watched two or more hours of television daily. Both Negro middle and lower class children preferred movies over television and radio, but the Oriental groups all liked television best of the three groups.

MOTION PICTURE

All studies about children's leisure time activities have reported a great interest in motion picture, and movies systematically have been ranked as second on what children like best outside of school. The lower SES groups attend movies more often than the higher SES groups and Negroes more often than White children. There is no indication as to significant differences related to age, sex or intelligence as is the case in some other leisure time activities reported by these same studies (Mitchell, (1929), Witty (1952), Jersild and Tasch, (1933), Anderson (1936), McEntire (1952), Volberding (1948)

In Jung's study (1968), judging from the diary records, going to the movies was the favorite form of entertainment, aside from watching television. For the lower SES it was the White children who went to the movies most often. White girls went much more frequently than Oriental and Negro girls. The children who attended the movies the least were the Negro children. For the

middle status children, Oriental boys seemed to attend movies much more often than the other boys, and White girls much more often than the other girls.

Jung noted a vast difference between Oriental middle status boys and Oriental middle status girls. The Oriental middle class boys were the ones who went to the movies most often than the rest of the children. The Oriental middle class girls were the ones who went to the movies the least.

According to this study the children liked comedy best. They also enjoyed mystery movies. Boys were very keen on gangster movies. Some girls chose movies of love and romance, a few children preferred Westerns and cartoons, and sad movies were liked by eight girls only.

Comedy was favoured by White and Oriental children and by Negro middle SES girls. Lower SES Negro girls and boys both gave first choice to mystery movies, whereas middle SES Negro boys preferred gangster movies.

ORGANIZATIONS

Several studies indicate that a large proportion of elementary age children do not enter clubs or organized group activities. Middle class children are pictured as being more active in organized groups than lower-class children. The Boy and Girl Scouts tend to attract more middle class children; the YMCA and the YWCA have more appeal to the lower class children. Negro children and lower class children were found to attend church to a greater extent than

other groups although this was one activity in which all SES groups and ethnic groups took part to some extent. (Witty and Kopel (1938). Jersild and Tasch (1933), Stendler (1949), McEntire (1952), Macdonald, McGuire and Havighurst 1949).

The Survey Research Center, Institute for Social Research, of the University of Michigan conducted a Study of Boys Becoming Adolescents for the National Council of the Boy Scouts of America (1961). Forty one per cent of the 1,453 boys interviewed in this study belonged to no clubs or organizations and 57 per cent to no athletic team, but only 27 per cent belonged to neither a club nor team. The Boy Scouts with 25 per cent membership among the boys was the largest organization. Farm organizations had 10 per cent membership, and smaller proportions belonged to the YMCA Boy's Clubs of America and school and church groups.

According to Jung's study (1968), the organization which attracted the most participants were Church, Boy and Girl Scouts, and boys clubs in this order. Far more children attended church than any other organization. Negro children especially negro middle SES girls led in church attendance (75%) while Oriental lower SES boys were the least interested in church attendance (18.8%). Negro children of lower SES went to church more often than White lower SES children but girls went to church more often than boys.

MUSICAL ACTIVITIES AND PRIVATE LESSONS

All the studies reviewed agreed that higher SES children participate more in musical activities and take more private lessons than lower SES children (Macdonald, McGuire and Havighurst (1949), Anderson (1936), Stendler (1949).

Jung's study (1968) indicated that Negro children were the most involved in music lessons, but not by any great percentage except when compared to Oriental boys. The preferred instruments for girls were piano, violin and flute. The boys favoured drum and trumpet and played more clarinet and guitar. Jung found that the piano was the instrument played the most by Negro children, 41.7 per cent of the Negro middle SES choosing piano. Negro and Oriental girls showed great differences in preferences. The Oriental lower SES girls (20%) chose to play violin. Instruments like the accordion, saxophone, harp, xylophone were played by very few children.

Free instrumental music lessons were offered in the schools of Jung's study which may account for lower SES children practicing music about as much as middle SES children. There were no ethnic or socio-economic differences found in this respect.

Diary records showed that only ten girls took dancing lessons, and one girl took singing lessons.

HOBBIES AND COLLECTING ACTIVITIES

Several studies indicate that hobbies are not a very popular leisure time activity of children and that upper SES children are the ones with an interest in this activity. (Jersild and Tasch, 1949; Stendler, 1949; Durest, 1932; Anderson, 1936; Stewart, 1950).

Lehman and Witty (1931), however, state that hobbies are an almost universal interest of children both boys and girls. The type and number of collections varies according to locality, sex and age of the pupils.

Jung found that most children in his study had hobbies, although the least likely to have hobbies were Negro children. Negro middle SES girls had significantly fewer hobbies among them as compared to White and Oriental middle SES girls. Both middle and lower SES Oriental children were enthusiastic about collections, but Negro and White middle SES children listed collecting as a hobby more than their lower-status counterparts.

Collections included stamps, coins, rocks and shells, art, records and books, bugs, screws and bolts. Hobbies noted were baking, sewing, repairing bikes and radios. Most children, boys in particular, enjoyed making or building things. Boys and girls differed greatly in the time spent building or making things, except for Negro middle SES and Oriental children, in which groups boys and girls engaged in these activities to the same degree.

Some children in Jung's study recorded talking to friends, and Negro lower SES girls seemed to be the ones who did the most telephoning, at a rate of 20%. Letter writing was reported by only eleven children.

Many children of Jung's study noted between meal snacks in their diaries, Orientals more so than others. Except between Oriental and Negro middle SES girls, differences between Orientals and others were great. This may be explained by the fact that Orientals went to Chinese language school from six to eight every evening which caused their families to delay dinner until after eight. Relatively few children reported playing with pets.

HOME CHORES AND OUTSIDE JOBS

Most studies found that children frequently did home chores like baby-sitting and doing the dishes. However more lower SES children did this type of chores than upper SES children. Furthermore there were SES differences and sex differences in payments for such chores. (Jersild, (1933); McDonald, McGuire and Havighurst (1949), Stendler, 1949; McGullough (1965). Furthermore these same studies found similar differences for outside jobs done for pay. Paper routes were the most usual jobs for boys.

Most children studied by Jung (1968) did home chores. The Oriental children were less apt to have home chores than were other children probably

because attendance at a Chinese language school left them less free time.

The responsibility most frequently given to the children was dish washing, with no differences along ethnic or socio-economic lines. Half the boys and two-thirds of the girls washed dishes and a good number, both boys and girls, had to make their own bed and clean their own room.

Most children of Jung's study did some work for pay, many for their own families, white and Negro children to a greater extent than Oriental children. In fact, at both SES levels wide differences were found between Oriental and White girls and Oriental and Negro children.

Both boys and girls, particularly White girls, received pay for housework. A few boys had paper routes. It was mainly Oriental children who worked in stores or businesses. More boys and girls were paid to do yards, more girls than boys were paid to do dishes or babysit. The lower SES girls babysat more often than higher SES girls. The most common way to earn money was through baby-sitting since very few children got paid for cleaning their own room, washing cars or running errands.

Homework was another activity mentioned frequently outside of school. Jung's diary records show that most of the children did homework at one time or the other during the week studied. In each ethnic or social-status group, girls did more homework than boys.

Negro children did considerably less homework than Oriental children

who did the most, and also middle SES Negro children did considerably less homework than middle SES White children. In fact, Negro children apparently did the least homework which could partly explain why they also achieved less in school. Perhaps schools would have to help families change to a healthier attitude in regards to school and homework if they want to raise the standards of culturally-deprived children as suggested in this study. Most children did homework for up to two hours a day, hardly anyone did no homework or more than two hours homework.

Family activities were also mentioned as leisure time activity. Many more of the Negro and White children's fathers played with them than did the Oriental children's fathers, according to Jung. At each SES level, ethnic comparisons showed that Negro fathers played the most with their children, Oriental fathers the least. The Oriental fathers played with their children much less than the fathers of any other group, except for the fathers of lower SES girls. Similarly, Oriental mothers were much less apt to play with their children than were the other mothers except in comparing mothers of Oriental lower SES girls to mothers of White or Negro lower SES girls.

As their favourite family activity, girls chose park outings and picnics, boys chose outdoor sports and many children chose movies and indoor games. Jung's findings were that family activities reflected ethnic differences more than socio-economic differences.

SUMMARY OF THE LITERATURE REVIEW:

The literature on family environment and children's leisure time activities is extensive. From about forty different studies surveyed in this section, it becomes clear that child training and leisure activities are strongly influenced by the socio-economic status of the family and that most often socio-economic differences are greater than ethnic differences except in the case of new immigrants.

Earlier studies have indicated that games, play and sports were the favored activities of boys and girls of elementary school age. More recent studies disclose that television is the predominant children's leisure time activity and that it has decreased the amount of time formerly spent on hobbies, outdoor recreation, movie attendance and household chores.

Socio-economic differences were found in most leisure time activities and ethnic differences were also found to be strong in the case of different leisure time activities specially when these involved group participation or family participation.

Elementary school children were found not to participate in many organized groups and middle SES children were more active in such groups than lower SES children.

There were some important differences found between the leisure activities

of private school children as compared to public school children but these were directly related to parents' SES or occupational category rather than school factors.

Sex, age and intelligence were also stressed as important variables for participation in certain activities.

CHAPTER TWO

RESEARCH PROCEDURES

INTRODUCTION

This study was planned to find the answer to the following question: What are the preferences for and patterns of leisure activities of fifth and sixth grade pupils in the English Sector of the Protestant School Board of Montreal. More specifically, it was planned to be an exploratory, comparative study of English speaking, Canadian born, White pupils and West Indian Immigrant pupils, males and females from low and middle socio-economic groups (SES).

As has been illustrated by the literature review in Chapter One, there are differences found in leisure time activities of the different SES groups and the different Ethnic groups as well as along the variables of immigrant status, family environment, sex and age. The only consistent result obtained from the literature is that there are more important differences found in leisure time activities between SES groups than ethnic groups. However, in this study, we are dealing with recent immigrants and this factor (immigrant status) may be expected to play a greater role than in former studies in the choice of leisure activities of the immigrant students as compared to the Canadian born students.

This is, therefore, a study of leisure activities and preferences of fifth

and sixth grade children in the English sector of the PSBGM. The purpose of this study is to secure data on the leisure activities of White, Canadian-born, English speaking pupils (CE) and West Indian Black Immigrant children (WI) who have been here for more than three years (WILI) or who have migrated to Canada only recently (WIRI).

In addition to the factors discussed in the literature review we shall briefly present below some of the factors which may affect the leisure time activities of the West Indian Child because of the specific experience of migration from one culture to another.

Life in the West Indies is quiet and uncomplicated on a day to day basis. There is room to grow and breathe freely, people make an effort to know each other and are known by their neighbors. They share one another's hopes, joys and troubles and are secure in the sense of community and belonging. On the whole, life is spent in the open air in a warm, sunny and friendly climate. When the West Indian pupils arrive in Montreal, they find a climate that is cold, wet and highly uncertain. They have to live most of their life indoors, and there is no common yard as in the West Indies where they can congregate with others and even engage in idle chatter.

The leisure time activities of the West Indian pupils may be influenced by the cultural shock the pupils experience. The pupils begin to experience

a pace of life far removed from their own. Its speed and unchanging routine are at first strange and to some students quite terrifying. This is quite understandable if we consider the students' youth, their ignorance of their new environment and their being unprepared to face a new life and climate.

Patriarchal authority is at the basis of the philosophy of life and child rearing practices which govern the West Indian family. However, it is also very common to find one parent families with the father missing most of the time. There are SES differences in this pattern. Also, the fact of being recent immigrants in a new country causes many disruptions at the level of the family.

Keeping these facts in mind we shall now turn to the description of the design of this study.

THE DESIGN

The design of the study was planned to find the answer to the following question:

What are the preferences for and patterns of leisure activities of fifth and sixth grade children in the English sector of the Protestant School Board of Montreal.

and to test the following hypotheses:

- H1. WI pupils and EC pupils will have patterns of leisure activities which are different and the differences will be greater for WIRI.

- H2. Pupils from different socio-economic groups will have patterns of leisure activities which are different.
- H3. The differences between SES groups of WI pupils will be comparable to those between SES groups within the EC pupils except in the case of WIRI.
- H4. There will be differences in leisure activity patterns between male and female pupils, and these differences will be greatest for female WIRI.
- H5. There will be no differences in the preference of pupils for leisuretime activities except along sex lines and these differences will be strongest for the middle SES group and the recent immigrant group (WIRI).
- H6. There is a significant correlation between family environment and patterns of leisure time activities.
- H7. There is a significant correlation between school-class environment and patterns of leisure time activities.
- H8. There is a significant correlation between individual school-class peer group and leisure time activities.

The following plan was used to select the sample that will provide the ex-post facto design necessary for the testing of the tentative hypotheses advanced at the beginning of the study:

WHITE EC
(40)

Middle SES (20)		Lower SES (20)	
Male (10)	Female (10)	Male (10)	Female (10)

WI less than 3 years in Canada
(40)

WI more than 3 years in Canada

Middle SES (20)		Lower SES (20)		Middle SES (20)		Lower SES (20)	
Male (10)	Female (10)	Male (10)	Female (10)	Male (10)	Female (10)	Male (10)	Female (10)

SELECTION OF THE SAMPLE

Based on this model we made an attempt to locate PSBGM schools in Montreal where we could find students with the above characteristics. Four schools were chosen as follows:

School No. 1: This is a typical urban school situated in a lower class neighborhood. The proportion of West Indians in the school to the total population of the school is over 50%. These are mainly new immigrants from lower SES groups. There are less than 25% Black Canadians in this neighborhood which was at one time predominantly Black and White Canadian. We selected 41 pupils from this school for our sample.

School No.2: This school is located in a neighborhood with a variety of ethnic classes. The school population reflects the structure of the neighborhood. The proportion of West Indians in the school to the total population of the school is 45%. There are about 25% immigrant children in the school and less than 25% of the school is Black Canadian. We selected 54 pupils from this school for our sample.

School No.3: This school is situated in an affluent area of the city. Most of the children in the neighborhood attend private schools. The school population has only 5% upper class children. The rest of the children come from the broader border neighborhoods with mixed ethnic backgrounds. (About 20% West Indian and 50% immigrant children from different SES groups). We selected 41 pupils from this school for our sample. These were mainly middle class pupils.

School No.4: This school is situated in a middle class WASP neighborhood. The children in this school come from different ethnic origins since they live in the broader border neighborhoods. Many West Indian children of both middle and lower SES groups live in this neighborhood. Nine students were selected from this school for our middle class sample.

The final sample looked as follows based on the model on which it was planned (see also table 1).

EC
(62)

WHITE EC
(44)

BLACK EC*
(18)

Middle SES
(22)

Lower SES
(22)

Middle SES
(4)

Lower SES
(9)

Male (11)	Female (11)	Male (11)	Female (11)
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Male	Female	Male	Female
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WI Less than 3 years in Canada
(42)

WI more than 3 years in Canada
(41)

Middle SES
(21)

Lower SES
(21)

Middle SES
(20)

Lower SES
(21)

Male (11)	Female (10)	Male (11)	Female (10)
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Male (10)	Female (10)	Male (11)	Female (10)
--------------	----------------	--------------	----------------

* As we came across 18 Canadian born Black students in our selection process in the schools we decided to add this group for comparison purposes to our original design.

Table 1

The Distribution of the 145 fifth and sixth grade students of the study sample according to SES, Ethnic group and SEX.

SocioEconomic Status and Ethnic Group	Boys	Girls	Total
Middle Status, EC	11	11	22
Middle Status, WI	11	10	21
Middle Status, WIC	10	10	20
Lower Status EC	11	11	22
Lower Status WII	11	10	21
Lower Status WIC	11	10	21
Middle and lower S BC	10	8	18
Total	75	70	145

THE INSTRUMENT

The questionnaire/interview schedule used for this study is an adapted version of Jung's instrument which was itself an adapted version of Witty's Interest Inventory. (See Appendix 1 for the complete Questionnaire). The format of a questionnaire for gathering data was selected over other forms of data collection since it was the most effective of all the traditional forms of leisure data collection and was less expensive in terms of time and money involved (Doyle, Bishop et al. 1975)

The questionnaire was pretested and the necessary corrections were made. Some questions were marked to be explained in detail to the respondents at the time of the administration of the questionnaire.

THE INTERVIEWS

The final sample consisted of 145 students from four PSBGM schools. In May 1977 I contacted by telephone the appropriate authorities at the PSBGM for permission to conduct the research in their schools. I was told, by these authorities, that the normal procedure was to write a letter to the screening committee of the schoolboard explaining the purpose of my research and including a copy of my thesis proposal. After receiving the approval of the screening committee I had then to receive the approval of the school principals concerned. It was also explained to me that because of the large number of applicants there was a long waiting list and my request could not be considered by the screening

committee before Spring 1978. Furthermore, I was told that priority of permission usually went to research related to second language learning.

My second alternative was to contact the school principals directly. I was refused permission to administer the questionnaire in three of the four schools contacted. At that point, I decided to work as a substitute teacher and therefore to get the chance to administer the questionnaire myself with the help of a personal contact in the schools. Coincidentally, I had a two month assignment in one of the schools. After working for three weeks in this school I approached the principal and the grade five and six teachers with my request to administer my questionnaire. I was granted permission and administered the questionnaire personally. I administered the questionnaire to 20 students at a time. These students were preselected by their teachers on the basis of ethnicity and socio-economic status according to my directions. The procedure followed was simple. First of all I explained to each group of students the purpose of my study and the process to be followed to fill in the questionnaires. Then I read one page at a time to the students and stressed the method of multiple choice. Since the questions were pretested with students of the same age, I had a precise idea of the difficulties to be encountered. Questions 20 and 44 needed special explanation and the word "influence" in question 48 had to be explained in great detail. After some of these difficulties were pointed out and ironed out I asked the students to start filling in the questionnaire. If there were any questions

they could put up their hand and I would go to the individual student and discuss the problems. The time to fill out the questionnaire varied from 55 minutes to about 75 minutes.

In the second and third schools where I was initially refused permission to carry on my research, I obtained access to the students through the intervention of a fellow graduate student in the M.A. in Educational Studies programme. My friend had worked in the second school and, therefore, knew some of the teachers personally. These teachers in turn had personal contact with teachers in the third school. My friend contacted the grade five and six teachers of the two schools and asked for their cooperation. They agreed to administer the questionnaires in their classes in the same manner as I had done in the first school described above.

In the fourth school where I needed access, I knew a parent of a grade six student. I called him and asked for the telephone number of the West Indian and Canadian students in grades five and six. I called the parents of the students selected and asked them if I could administer the questionnaire on the phone to their child. After obtaining the parents' permission I read each question and the student answered over the phone and I filled out the questionnaire. The telephone interview took about 45 minutes per child.

The teachers of all the students interviewed cooperated in filling out page 14

of the questionnaire dealing with the composition of the student body in the school. They also checked the accuracy of the information collected on page one and thirteen relative to the student's age, class, grades, etc.

As soon as the collection of data was completed I coded the data obtained on special coding sheets. This took quite some time since I was only able to do five or six questionnaires on an evening.

When the coding sheets were ready and the punching on the special computer cards was completed, the data collected was analysed by computer at the Computer Center of Concordia University on the Sir George Williams campus.

CHAPTER THREE

FINDINGS

DESCRIPTION OF THE SAMPLE

The final sample consisted of 145 pupils. Forty seven pupils (32.4%) were from grade 5 and ninety seven pupils (66.9%) from grade six. One student was not classified. Seventy five of the pupils (51.7%) were male and seventy of the pupils (48.5%) were female. Twenty pupils (13.8%) were less than ten years old, fifty eight pupils (40%) were eleven years old, fifty three pupils (38.6%) were twelve years old and fourteen pupils (9.7%) were thirteen years of age or older.

Forty four pupils (30.3%) were English Canadian, forty two pupils (29.0%) were long term West Indian Black immigrants who had been in Canada for over three years. Forty one pupils (28.3%) were recent West Indian Black immigrants who were in Canada for less than three years and eighteen pupils (12.4%) were Black Canadians.

Eighty two pupils (56.6%) were born in Quebec, twenty four pupils (16.6%) were born in Jamaica, fourteen pupils (9.7%) were born in Trinidad/Tobago and twenty five pupils were from smaller islands. Seventy eight of the pupils (53.8%) were classified as belonging to a low SES group and sixty seven pupils (46.2%) were classified as belonging to the middle SES group. Werner's Revised Scale

for rating occupations (1949) was used to determine the SES of the pupils and as a way of rating the occupation of the pupil's father.

When there was no father in the house, the mother's occupation was used:

Werner's Revised scale for rating occupations is as follows:

Lower SES: a) semi-skilled

b) unskilled

c) unemployed

Middle SES: a) technical and semi professional

b) clerical and kindred workers

c) skilled workers

Sixteen pupils (11%) were only children, twenty nine pupils (20%) had one sibling, thirty pupils (20.7%) had two siblings, twenty nine pupils (20%) had three brothers and sisters, sixteen pupils (11%) had four siblings, twenty five pupils (17.2%) had five or more brothers and/or sisters. Forty eight pupils (33.1%) were middle children, forty seven pupils (32.4%) were youngest children and thirty two pupils (22.1%) were eldest children.

Fifteen pupils (10.3%) aspired to semi-skilled occupations as career choices, sixty pupils (41.4%) aspired to become technicians, thirty six pupils (24.8%) aspired to skilled occupations, nine pupils (6.2%) wanted to make a sport career, eight were planning to become artists (5.5%) two were undecided, one wanted to be a housewife, four chose clerical occupations and ten pupils did not have an

answer for this question.

Forty four pupils (30.3%) did not attend any religious functions while one hundred pupils (69%) attended religious functions regularly. Only 34% of the English Canadians in the sample attended religious services regularly while at least 80% of each of the other groups (WIRI, WILL, and BC) attended such services regularly. The results were significant at .001 level.

One hundred and six pupils (73.1%) spoke only English, thirty three pupils (22.8%) spoke English and one other language, Six pupils (4.1%) spoke English and two other languages. Fifty per cent of the English Canadians spoke at least another language in addition to English while 88% of each of the other groups did not speak any other language but English. The results were significant at the .001 level.

Fifty two pupils (35.95) had only Canadian friends, twenty four pupils had all West Indian friends, six pupils had all Black Canadian friends. The rest of the sample had friends from all ethnic backgrounds.

As far as the family environment was concerned 45 pupils had parents who urged their children to do all things on time such as going to school, eating meals, going to bed and so forth. Only twenty seven pupils agreed with their parents all the time on all matters. Six pupils disagreed with their parents all the time on all matters and one hundred and twelve pupils agreed with their parents

on some matters and disagreed on others. One hundred and two pupils (70.3%) said that there were important matters on which they disagreed with their parents (examples: staying up late, going out with friends, hair, definition of bad behaviour, family affairs, how to choose friends). Forty one pupils did not feel that they had any influence in family decisions concerning themselves. Sixty five pupils said they felt free to complain if a decision was made that they did not like. Thirty six pupils said they felt uneasy and forty four students said they felt it was better not to complain in such cases. In twelve families the father made the important decisions in the family while the mother took all important decisions in forty families. In sixty six families father and mother decided together on important matters while in twenty seven families all members of the family participated in the decision making process.

There were significant differences on this matter between the two SES groups and the four ethnic/immigrant groups. Ninety per cent of the English Canadians felt that they had an influence in family decisions while only 72% of the WILI and BC felt that way. Only 50% of the WIRI felt that they had an influence in family decisions concerning themselves. The results were significant at $p \ll .008$ level. Along SES lines the division was also statistically significant at $p \ll .08$ level. Sixty six per cent of the lower SES group felt that they had some decision making influence in the family while 80% of the middle SES group felt so.

Based on this finding we decided to eliminate Hypothesis No. H 6 from the list of our hypotheses (H 6 = There is a significant correlation between family environment and patterns of leisure time activities). This decision was taken since it is obvious that ethnic/immigrant status and SES status were more important and would act as confounding factors in the test of such a hypothesis. Since this study is only an exploratory one and the information available does not warrant any analysis of greater statistical sophistication this decision is justified.

LEISURE ACTIVITIES

We shall organize the discussion of the leisure time activities of our sample in the same way as we organized the literature review in Chapter One:

1. Play, Games and Sports.
2. Reading.
3. Radio.
4. Television.
5. Motion Picture.
6. Organizations and Clubs.
7. Musical activities and private lessons.
8. Hobbies and Collecting activities.
9. Home chores and outside jobs, and the new category we have added
10. Social and cultural events.

PLAY, GAMES AND SPORTS

In the summer as well as in the winter, the pupils preferred outdoor plays and activities to indoor play and activities. The indoor games, plays and activities included mainly sports (77 pupils) as the best liked activity, followed by forty six pupils choosing games. Seven pupils did not answer this question while nine pupils

indicated their preference to play with something, two said they liked to play with someone best, three liked reading best and one liked to do a combination of things. (Q.26 Appendix).

Ninety eight pupils chose sports as the best liked activity outdoors, ten indicated their preference for swimming, nine mentioned races, games, eight chose riding, eight others playing with something the rest mentioned snow games (3 pupils), fishing (one pupil) and a combination of activities (one pupil). Seven pupils did not answer this question. These variables were not chosen for further analysis since we did not obtain a good distribution on them (Q. 43-44 Appendix).

Asked where they spent most of their outdoor play time seventy one pupils (49%) indicated parks, thirty one pupils (21.4%) indicated shopping centers, twenty one pupils (14.5%) indicated the street. The rest of the pupils chose the school yard (two), friend's house (eight pupils) and combination of places (eleven pupils). One pupil did not answer this question. Most likes and dislikes about the neighborhoods where the pupils lived were expressed in terms of the recreational facilities available (Q. 51-52 Appendix).

Seventy seven pupils said that their fathers played with them while sixty six said their fathers never played with them. Two did not answer this question. Seventy two students played with their mothers while seventy two others did not. One student did not answer this question. Forty one students played different sports with their fathers while twenty five indicated playing games with the father. Seventeen

mothers participated in sports with their children, twenty nine in table games, others leisure activities that mothers shared with their children were: singing, trips, games, educational activities, cooking and reading (Q. 35-36 Appendix). The participation of parents in the activities of the pupils was different across SES and ethnic/immigrant lines. Sixty nine per cent of the middle SES fathers played with their children as opposed to 41% of the lower SES fathers ($p < .001$). Sixty per cent of the middle SES mothers played with their children as compared to only 40% of the lower SES mothers ($p < .04$). Twenty five per cent of the Black Canadian fathers played with their children as compared to 51.2% of the WILI and 50% of the WIRI and 70.5% EC fathers ($p < .01$). Twenty seven per cent of the BC mothers played with their children as compared to 48.8% of WILI mothers and 69.8% EC mothers ($p < .008$).

Twenty two pupils liked to play table games with their families, twenty liked to undertake educational activities together, twenty two opted for sports, twenty four went for picnics and twenty eight went visiting places and the country side. Other family activities mentioned were camping, going to the movies, watching T.V. Seven pupils did not answer this question (Q. 56 Appendix). Twenty seven per cent of the EC group shared sports activities with family members and twenty five per cent of this group liked to read and/or play table games together, thirty one per cent of the WIRI group liked to undertake educational activities

together, while fifty five per cent of the WILL liked to go for picnics and camping with family members. Forty per cent of the BC group liked to read or play table games together and twenty seven per cent of this group liked to go to picnics with family members. These results were statistically significant at the $p < .001$ level.

The most popular spectator sport among our sample of pupils was baseball (ninety six pupils) followed by hockey (eighty five pupils), volleyball (fifty seven pupils), cricket (fifty two pupils), basketball, tennis, football (fifty pupils each), then bowling (forty three pupils) and ping pong (forty three pupils). The least popular spectator sports were golf, netball, squash, billiards (see Table 2) Therefore, these were not included in further analysis. The popularity of the spectator sports under consideration was determined by asking the question: "Do you ever go to watch a game of . . ." In the next question, the pupils were asked to indicate which one of the listed thirteen sports and games they preferred. Baseball came first in preference (thirty pupils) followed by cricket (thirty pupils) and then hockey (twenty one pupils). Next came tennis with sixteen pupils indicating their preference for it. No other single sport or games had more than eight pupils indicating their preference for it.

TABLE 2

Students Who Go Watching Games
(Frequencies and percentages)

Game	No	Yes	No Answer
1. Bowling	101 (69.7)	43 (29.7)	1 (.7)
2. Basketball	94 (64.8)	50 (34.5)	1 (.7)
3. Tennis	95 (65.5)	50 (34.5)	-
4. Golf	130 (89.7)	14 (9.7)	1 (.7)
5. Softball	113 (77.9)	31 (21.4)	1 (.7)
6. Baseball	48 (33.1)	96 (66.2)	1 (.7)
7. Hockey	59 (40.7)	85 (58.6)	1 (.7)
8. Football	86 (59.3)	50 (40.0)	1 (.7)
9. Volleyball	87 (60.0)	57 (39.3)	1 (.7)
10. Netball	124 (85.5)	20 (13.8)	1 (.7)
11. Squash	134 (92.4)	10 (6.9)	1 (.7)
12. Ping Pong	103 (71.0)	41 (28.3)	1 (.7)
13. Billiards	124 (85.5)	20 (13.8)	1 (.7)
14. Cricket	92 (63.4)	52 (35.9)	1 (.7)

TABLE 3

Students Who Play Games and Sports.
Frequencies and (percentages)

	Game	No	Yes	No Answer
1.	Bowling	55 (37.9)	89 (61.4)	1 (.7)
2.	Basketball	52 (35.9)	92 (63.4)	1 (.7)
3.	Tennis	62 (42.8)	82 (56.6)	1 (.7)
4.	Golf	125 (86.2)	19 (13.1)	1 (.7)
5.	Softball	97 (66.9)	47 (37.4)	1 (.7)
6.	Baseball	26 (17.9)	118 (86.4)	1 (.7)
7.	Hockey	38 (26.2)	106 (73.1)	1 (.7)
8.	Football	73 (50.3)	71 (49.0)	1 (.7)
9.	Volleyball	55 (37.9)	89 (61.4)	1 (.7)
10.	Netball	106 (73.1)	38 (26.2)	1 (.7)
11.	Squash	129 (89.0)	15 (10.3)	1 (.7)
12.	Ping Ping	66 (45.5)	78 (53.8)	1 (.7)
13.	Billiards	111 (76.6)	33 (22.8)	1 (.7)
14.	Cricket	104 (71.7)	41 (28.3)	-

In relation to sports it is interesting to note that only twenty six of the one hundred and forty five pupils in our sample attended any of the Olympic events that took place in Montreal a year before the questionnaire was administered. Eleven of the twenty six pupils went to see track and field events, six saw a soccer game, gymnastics, swimming, basketball and hockey were the other events mentioned.

Asked if they participated in any of the sports and games mentioned the sample responded in a pattern similar to their response to spectator sports. Baseball (one hundred and eighteen pupils), hockey (one hundred and six pupils), basketball (ninety two pupils), volleyball and bowling (eight nine pupils each) and ping pong (eight pupils) were the most popular (Table 3).

Furthermore, the pupils were asked which one of these sports and games they played most often. Baseball was the most practiced (fifty five pupils) followed by hockey and volleyball (twenty pupils) and tennis came third with twelve pupils. (Q. 63 Appendix)

Asked about the best liked sport, baseball came first once again with forty pupils opting for it followed by hockey seventeen pupils then tennis (thirteen pupils), volleyball (eleven pupils) and bowling (ten pupils),

Outdoor activities were also subject to investigation. Outdoor swimming (one hundred and thirty pupils), bicycling (one hundred and twenty eight pupils),

walks (one hundred and twenty two pupils), picnics (one hundred and twenty one pupils), drives (one hundred and seventeen pupils), ice skating (one hundred and thirteen pupils) and tobogganing (one hundred and five pupils) were the most frequently mentioned activities (Table 4). Of these bicycling (fifty three pupils), swimming indoors (twenty three pupils), walking (eighteen pupils), and swimming outdoors (fifteen pupils) were the activities practiced most often (Q. 66 Appendix). The preferred activities were mentioned in this order: swimming indoors (twenty one pupils), picnics (nineteen pupils), camping (sixteen pupils) fishing (fifteen pupils) and swimming outdoors (thirteen pupils).

There were no significant differences found along sex lines in leisure time activities as far as sports events and participation were concerned. The only significant differences between males and females occurred in the participation in bowling, football, hockey, baseball, volleyball and tobogganing. The males participated in larger percentages in all these sports except for Volleyball and all these differences were significant at the $p < .10$ (Table 5).

There were only four significant differences in leisure activities along sports line based on SES status. These were going to hockey games, going to volleyball games, going fishing and going boating where a larger percentage of middle class students participated except in the case of hockey where the participation from the lower class pupils was greater. All these relationships

TABLE 4

Outdoor Activities practiced by pupils in the sample
Frequencies and (Percentages)

Activities	No	Yes	No Answer
1. Fishing	80 (55.7)	65 (44.8)	-
2. Boating	76 (52.4)	69 (47.6)	-
3. Water Skiing	129 (89.0)	16 (11.0)	-
4. Swimming outdoor	15 (10.3)	130 (89.7)	1 (.7)
5. Swimming indoor	47 (32.4)	98 (67.6)	-
6. Hunting	119 (82.1)	26 (17.9)	-
7. Picnics	24 (16.6)	121 (83.4)	4
8. Camping	66 (45.5)	79 (54.5)	
9. Hiking	77 (53.1)	68 (46.9)	
10. Walks	23 (15.9)	122 (84.1)	4
11. Bicycling	17 (11.7)	128 (88.3)	2
12. Drives	28 (19.3)	117 (80.7)	5
13. Tobogganing or sledding	40 (27.6)	105 (72.4)	7
14. Ice skating	32 (22.1)	113 (77.9)	6
15. Skiing	109 (75.2)	36 (24.8)	

TABLE 5

Leisure Activities: Sports

Significant differences along Sex lines
Frequencies and (percentages)

Sport	Sex	No.	Yes	R
1. Play bowling	Male	23 (31.1)	51 (68.9)	.10
	Female	32 (45.7)	38 (54.3)	
2. Play football	Male	26 (35.1)	48 (64.9)	.0002
	Female	47 (67.1)	23 (32.9)	
3. Play Hockey	Male	9 (12.2)	65 (87.8)	.0002
	Female	29 (41.4)	41 (58.6)	
4. Play baseball	Male	8 (10.8)	66 (89.2)	.03
	Female	18 (25.7)	52 (74.3)	
5. Play volleyball	Male	34 (45.9)	40 (54.1)	.07
	Female	21 (30.0)	49 (70.0)	
6. Tobogganing	Male	15 (20.0)	60 (80.0)	.05
	Female	25 (35.7)	45 (64.3)	

TABLE 6

Leisure Activities: Sports

Significant differences along SES lines
Frequencies and (percentages)

	Sports	Sex	No	Yes	P
1.	Go to hockey game	Low	26 (33.8)	51 (66.2)	.08
		Middle	33 (49.3)	34 (50.7)	
2.	Go to a volleyball game	Low	52 (67.5)	25 (32.5)	.08
		Middle	35 (52.2)	32 (47.8)	
3.	Go fishing	Low	50 (64.1)	28 (35.9)	.03
		Middle	30 (44.8)	37 (55.2)	
4.	Go Boating	Low	47 (60.3)	31 (39.7)	.06
		Middle	29 (43.3)	38 (56.7)	

TABLE 7

Leisure Activities: Sports

Significant differences along
Immigrant/Ethnic status lines.

Frequencies and (percentages)

	Sport	Status	No	Yes	P
1.	Go to Basketball	EC	35 (79.5)	9 (20.5)	.03
		WIRI	28 (66.7)	14 (33.3)	
		WILI	20 (48.8)	21 (51.2)	
		BC	11 (64.7)	6 (35.3)	
2.	Go to tennis game	EC	26 (59.1)	18 (40.9)	.06
		WIRI	30 (71.4)	12 (28.6)	
		WILI	23 (56.1)	18 (43.9)	
		BC	16 (88.9)	2 (11.1)	
3.	Go to Hockey	EC	12 (27.3)	32 (72.7)	.003
		WIRI	25 (59.5)	17 (40.5)	
		WILI	12 (29.3)	29 (70.7)	
		BC	10 (58.8)	7 (41.2)	
4.	Go to Volleyball	EC	34 (77.3)	10 (22.7)	.03
		WIRI	24 (57.1)	18 (42.9)	
		WILI	22 (53.7)	19 (46.3)	
		BC	7 (41.2)	10 (58.8)	
5.	Go to Cricket	EC	38 (86.4)	6 (13.6)	.001
		WIRI	19 (45.2)	23 (54.8)	
		WILI	25 (61.0)	15 (39.0)	
		BC	10 (58.8)	7 (41.2)	
6.	Play Bowling	EC	11 (25.0)	33 (75.0)	.0001
		WIRI	28 (66.7)	14 (33.3)	
		WILI	15 (36.6)	26 (63.4)	
		BC	1 (5.9)	16 (94.1)	

TABLE 7 (Cont'd)

	Sport	Status	No	Yes	P
7.	Play Baseball	EC	13 (79.5)	31 (70.5)	.07
		WIRI	24 (57.1)	18 (42.9)	
		WILI	17 (41.5)	24 (58.5)	
		BC	8 (47.1)	9 (52.9)	
8.	Play Netball	EC	24 (54.5)	20 (45.5)	.04
		WIRI	35 (83.3)	7 (16.7)	
		WILI	27 (65.9)	14 (34.1)	
		BC	11 (64.7)	6 (35.3)	
9.	Play Baseball	EC	6 (13.6)	38 (86.4)	.004
		WIRI	15 (35.7)	27 (64.3)	
		WILI	4 (9.8)	37 (90.2)	
		BC	1 (5.9)	16 (94.1)	
10.	Play Hackey	EC	7 (15.9)	37 (84.1)	.02
		WIRI	18 (42.9)	24 (57.1)	
		WILI	8 (19.5)	33 (80.5)	
		BC	5 (29.4)	12 (70.6)	
11.	Play Football	EC	19 (43.2)	25 (56.8)	.008
		WIRI	30 (71.4)	12 (78.6)	
		WILI	19 (46.3)	22 (53.7)	
		BC	5 (29.4)	12 (70.6)	
12.	Play Ping Pong	EC	12 (27.3)	32 (72.7)	.0001
		WIRI	33 (78.6)	9 (21.4)	
		WILI	14 (34.1)	27 (65.9)	
		BC	7 (41.2)	10 (58.8)	
13.	Play Billiards	EC	31 (70.5)	13 (29.5)	.001
		WIRI	41 (97.6)	1 (2.4)	
		WILI	26 (63.4)	15 (36.5)	
		BC	13 (76.5)	4 (23.5)	
14.	Play Cricket	EC	38 (86.4)	6 (13.6)	.005
		WIRI	22 (52.4)	20 (47.6)	
		WILI	30 (73.2)	11 (26.8)	
		BC	14 (77.8)	4 (22.2)	

TABLE 7 (Cont'd)

	Sport	Status	No	Yes	P
15.	Indoor Swimming	EC	9 (20.8)	35 (79.5)	.0005
		WIRI	24 (57.1)	18 (42.9)	
		WILI	8 (19.5)	33 (80.5)	
		BC	6 (33.3)	12 (66.7)	
16.	Picnic	EC	7 (15.9)	37 (84.1)	.002
		WIRI	14 (33.3)	28 (66.1)	
		WILI	2 (4.9)	39 (95.1)	
		BC	1 (5.6)	17 (94.4)	
17.	Camping	EC	14 (31.8)	30 (68.2)	.04
		WIRI	26 (61.9)	16 (38.1)	
		WILI	17 (41.5)	24 (58.5)	
		BC	9 (50.0)	9 (50.0)	
18.	Bicycling	EC	19 (43.2)	25 (56.8)	.03
		WIRI	30 (71.4)	12 (28.6)	
		WILI	18 (43.9)	23 (56.1)	
		BC	10 (55.6)	8 (44.4)	
19.	Tobogganing	EC	7 (15.9)	37 (84.1)	.0001
		WIRI	24 (57.1)	18 (42.9)	
		WILI	8 (19.5)	33 (80.5)	
		BC	1 (5.6)	17 (94.4)	
20.	Ice Skating	EC	3 (6.8)	41 (93.2)	.006
		WIRI	16 (38.1)	26 (61.9)	
		WILI	9 (22.0)	32 (78.0)	
		BC	4 (22.0)	14 (77.8)	

were significant at the $p = .08$ level. (Table 6)

The greatest number of significant differences occurred along ethnic/immigrant status lines in leisure time activities related to sports. Black Canadians and WIRI were significantly different on ~~twenty~~ sports activities. When we controlled for sex and SES the most striking differences were found for Black Canadians, followed by WIRI but the most different group was the lower class Black Canadian female in each case. However these relationships were not statistically significant and therefore we have omitted a detailed discussion of these relationships.

READING

Sixty pupils (41.4%) enjoyed reading very much, sixty two pupils (42.8%) enjoyed reading fairly well, twenty one pupils enjoyed it a little and only two pupils said that they did not enjoy reading at all. However, only ten pupils (6.9%) spent two hours or more a day on reading outside of school, twenty six pupils (17.9%) spent between one and two hours on reading outside of school, forty one pupils (28.3%) spent about an hour on this activity while fifty two pupils (35.9%) spent only half an hour a day reading outside of school. Sixteen pupils (11%) did not read at all outside of school. Sixty three pupils (43.4%) had a public library card but only six used the public library more than once a week. Sixteen used their

card once a week, twenty three once every two weeks and twenty three others used their card only occasionally. Ninety one pupils (62.8%) said that they had an encyclopaedia at home while one hundred and twenty six (86.9%) said they had a dictionary at home. Ninety seven students (66.9%) said that there were more than thirty books at home. Only seventeen pupils (11.7%) read the newspaper every day, one hundred and twenty pupils (82.8%) read the paper only occasionally. Eight pupils (5.5%) said they read everything in the newspaper, eighteen pupils (12.4%) read mainly the front pages, sixteen read sports, eleven read the entertainment page only while forty seven pupils almost one third of the sample read mainly the comic section.

Fifty one pupils read comic books every week, eighty four pupils read comic books from time to time while eight pupils never read comic books.

Fiction is the favorite reading for the pupils in the sample. Thirty three pupils opted for mystery fiction and thirty five pupils for other fiction. Fourteen pupils read science books, thirteen read adventure stories and thirteen others read only comic books. Ten pupils liked reading fairy tales. (Q. 12 Appendix)

Therefore, there was not too much of a difference found along the variable of reading except in the case of possession of a public library card and preference of reading material as far as books were concerned. A larger percentage of females, middle class pupils and English Canadians as well as WILI possessed a public library

TABLE 8

Significant relationship between possession of
Public Library Card, SES, Sex, and Ethnic/Immigrant Status
Frequencies and (percentages)

Independent Variables	Library Card			P
	No	Yes		
Sex	Male	47 (63.5)	27 (36.5)	.10
	Female	34 (48.6)	36 (51.4)	
SES	Low	51 (65.4)	27 (34.6)	.02
	Middle	30 (45.5)	36 (54.5)	
Immigrant Ethnic Status	EC	17 (38.6)	27 (61.4)	.0004
	WIRI	34 (81.0)	8 (19.0)	
	WILI	(46.3)	22 (53.7)	
	BC	11 (64.7)	6 (35.3)	

card as compared to the males, lower SES groups and WIRI and BC. (Table 8). The differences were statistically significant at the $p < .10$ level. In book preference 32% of the males opted for science fiction while 34.3% of the females opted for other fiction. About the same percentage of males (24%) and females (21%) opted for mystery books. When we controlled the results for SES the group with the most striking difference in reading preference and possession of library card was the female BC group, on SES lines it was the Black Canadian middle class which was the most different. These differences were not statistically significant.

It is also interesting to note that in Jung's study (1968) the majority of the pupils read the newspaper every day unlike the results of this study where only a few pupils read the newspapers.

RADIO

Thirty pupils in the sample spent at least two hours daily listening to the radio, forty pupils listened to the radio at least for half an hour a day while sixty pupils listened to the radio only a few times a week. Nine pupils never listened to the radio. Forty six pupils tuned in to programs of music, sport, traffic and forty pupils listened only to music programmes. Twenty three pupils listened to music and weather reports.

There were no statistically significant differences along sex, SES and ethnic/immigrant status lines.

TELEVISION

Except for two pupils the rest of the sample population had at least one television set at home, fifty four pupils had two sets at home and thirty one pupils had three T.V. sets at home. One hundred and thirty pupils spent at least two hours watching T.V. on weekdays and all pupils spent at least half an hour a day watching T.V. with one exception. The weekend T.V. watching patterns were comparable to the weekday ones but pupils tend to spend longer hours in front of the T.V. set on Saturdays with one hundred and thirty one pupils watching at least two hours of T.V. on that day. On Sunday only forty three pupils spent more than two hours watching T.V., twenty nine spent at least two hours, twenty pupils did not watch T.V. on Sundays (Q. 16-17 Appendix).

There were no particular differences along sex, SES and ethnic/immigrant status lines on the T.V. watching pattern of the pupils in the sample.

If their T.V. sets were broken sixty three pupils would spend the time playing, fifty three would read, seven would listen to the radio and seven would opt for sports (Q. 18 Appendix). Seventy seven pupils preferably watched detective and family type programs, twenty six pupils had a definite preference for family type programs and thirteen pupils for detective programs. Only one

pupil expressed preference for educational programs and only three pupils expressed preference for sports programs (Q. 19 Appendix).

There were significant differences along Sex lines on the preferred activity of pupils if their T.V. set were broken. Fifty seven per cent of the females would opt for reading while only 17.3% of the males would opt for reading. The rest would rather play.

MOVIES

Twenty two pupils (15.2%) never went to the movies, nineteen went to the movies once a year, and twenty two went to the movies once every two weeks. Fifty six pupils went to the movies once a month. Comedies were the favorite entertainment for sixty nine pupils followed by adventure movies (twenty one pupils) and mystery movies (fourteen pupils).

Seventy six pupils preferred T.V. to movies and radio, fifty eight pupils liked movies best while eleven pupils liked listening to the radio better than watching T.V. or going to the movies.

The only significant difference on this activity occurred along ethnic/immigrant status lines. Going to the movies was the first choice of EC and WILI followed by BC and WIRI (p <.03).

ORGANIZATIONS AND CLUBS

Fifty nine pupils did not have any club or organizational membership. Twenty four pupils belonged to community type clubs, sixteen pupils belonged to boy scouts and guide clubs, thirteen belonged to sports clubs, thirteen to church clubs and eleven to the YMCA (Q. 33 Appendix). Ethnic/immigrant status provided the most important differentiation on this item. A larger percentage of English Canadians and WILI belonged to clubs than WIRI and BC did. ($p < .05$)

MUSICAL ACTIVITIES AND PRIVATE LESSONS

Fifty six pupils played a musical instrument and twenty six pupils were taking music lessons. Forty four pupils were following other private lessons in arts and crafts and sports (Q. 30, 31, 32 Appendix).

There were significant differences along sex and ethnic/immigrant status lines on this item. More females played musical instruments than males ($p .004$) and a greater percentage of EC and WILI played a musical instrument than WIRI and BC ($p < .01$)

HOBBIES AND COLLECTING ACTIVITIES

One hundred and twenty pupils (82%) had a hobby or liked making things.

Thirty two mentioned arts and handicrafts, twenty nine mentioned model building, eighteen cooked and another eighteen made clothes, woodwork and carpentry were also mentioned as hobbies. Twenty five pupils did not have any hobbies or collecting interests.

There were no important differences along sex, SES or ethnic/immigrant status lines on this leisure option.

HOMEWORK, HOME CHORES AND OUTSIDE JOBS

Thirty eight pupils spent more than an hour on homework daily, while ninety five pupils spent at best half an hour doing homework each day. Twelve pupils did not spend any time on homework at all. Only thirty nine pupils did not have any chores at home, the rest had to take care of their own rooms (twenty nine pupils) and did some family chores (seventy eight pupils).

In winter, fifty two pupils held paid jobs outside of the house. Twenty mentioned snow shovelling, followed by paper routes (thirteen pupils) and babysitting (ten pupils). (Q. 41 Appendix). Forty four pupils held summer jobs. Twelve mentioned paper routes and thirteen pupils did babysitting outside their homes (Q. 42 Appendix).

There were significant differences along sex lines on the family chores item - 84% of the females having such responsibilities as compared to only 62%

of the males ($p < .006$). There was also an important difference on time spent on homework along SES lines. Middle class children spent more time on their homework than lower class children ($p < .004$).

VISITING, SOCIAL AND CULTURAL ACTIVITIES

Eighty eight pupils (60.7%) responded positively to the question "Last week did you visit any friends or relatives in their home?" Twenty two pupils visited one relative and fifteen visited two. Twenty one pupils visited three or more relatives at home. Seventeen pupils visited one friend at home, eighteen pupils visited two friends at home, fifteen pupils visited three friends at home. Eighteen pupils visited more than three friends at home during one week. On the other hand ninety three pupils accepted the visit of a relative or friend at home: fourteen mentioned one relative and twenty five mentioned two relatives. Twenty four accepted the visit of three or more relatives at home. Twenty pupils accepted the visit of a friend at home, twenty one pupils received two friends at home and twenty six pupils received more than three friends at home. Only twenty six pupils did not call a friend or relative on the telephone during the week preceding the interview (Q. 55 Appendix).

In addition to visits we were interested in the social and cultural activities in which the pupils participated. Asked if they ever go to parties, plays, concerts,

TABLE 9

Participation in Cultural and social activities
Frequencies and (percentages)

Activities	No	Yes	No Answer
1. Parties	28 (19.3)	117 (80.7)	-
2. Plays	80 (55.2)	65 (44.8)	-
3. Concerts	94 (64.8)	51 (35.2)	-
4. Art shows	113 (77.9)	31 (21.4)	1 (0.7)
5. Museums	61 (42.1)	83 (57.2)	1 (0.7)
6. Movies	26 (17.9)	118 (81.4)	1 (0.7)

TABLE 10

**Visiting, social and cultural Activities by Sex:
Significant relationships
Frequencies and (percentages)**

Activity	Sex	No	Yes	P
Friend /Relation Visit	Male	32 (42.7)	43 (57.3)	.08
	Female	19 (27.5)	50 (72.5)	
Phone visit	Male	17 (23.3)	56 (76.7)	.03
	Female	6 (8.7)	63 (91.3)	
Plays	Male	49 (65.3)	26 (34.7)	.01
	Female	31 (44.3)	39 (55.7)	
Concerts	Male	57 (76.0)	18 (24.0)	.006
	Female	37 (52.9)	33 (47.1)	
Museums	Male	39 (52.7)	35 (47.3)	.01
	Female	22 (31.4)	48 (68.6)	

TABLE II

Visiting Social and Cultural Activities:
significant relationships with SES

Frequencies and (percentages)

Activity	SES	No	Yes	P
Visit Friend/ Relative	Low	38 (48.7)	40 (51.3)	.02
	Middle	19 (28.4)	48 (71.6)	
Phone visit	Low	17 (22.7)	58 (77.3)	.04
	Middle	6 (9.0)	61 (91.0)	
Concert	Low	56 (71.8)	22 (28.2)	.08
	Middle	38 (56.7)	29 (43.3)	
Museums	Low	39 (50.0)	39 (50.0)	.06
	Middle	22 (33.3)	44 (66.7)	

TABLE II

Visiting Social and Cultural Activities:
significant relationships with SES

Frequencies and (percentages)

Activity	SES	No	Yes	P
Visit Friend/ Relative	Low	38 (48.7)	40 (51.3)	.02
	Middle	19 (28.4)	48 (71.6)	
Phone visit	Low	17 (22.7)	58 (77.3)	.04
	Middle	6 (9.0)	61 (91.0)	
Concert	Low	56 (71.8)	22 (28.2)	.08
	Middle	38 (56.7)	29 (43.3)	
Museums	Low	39 (50.0)	39 (50.0)	.06
	Middle	22 (33.3)	44 (66.7)	

TABLE 12

Visiting, social and cultural activities:
significant relationships with ethnic/immigrant status
Frequencies and (percentages)

Activity	Ethnic/ Immigrant Status	No	Yes	P
Receive Visits	EC	14 (32.6)	29 (62.4)	.07
	WIRI	19 (45.2)	23 (54.8)	
	WILI	9 (22.0)	32 (78.0)	
	BC	9 (50.0)	9 (50.0)	
Concert	EC	28 (63.6)	16 (36.4)	.07
	WIRI	28 (66.7)	14 (33.3)	
	WILI	22 (53.7)	19 (46.3)	
	BC	16 (88.9)	2 (11.1)	
Museum	EC	15 (34.9)	28 (65.1)	.06
	WIRI	25 (59.5)	17 (40.5)	
	WILI	15 (36.6)	26 (63.4)	
	BC	6 (33.3)	12 (66.7)	
Movies	EC	4 (9.3)	39 (90.7)	.001
	WIRI	16 (38.1)	26 (61.9)	
	WILI	4 (9.8)	37 (90.2)	
	BC	2 (11.1)	16 (88.9)	

art shows, museums and movies, one hundred and seventeen pupils mentioned parties, one hundred and eighteen movies, these were the most popular activities and were followed by visits to museums (sixty one pupils), plays (sixty five pupils), concerts (fifty one pupils) and art shows (thirty one pupils) (Table 9).

However, only forty three pupils had actually participated in any of these activities in the week preceding the interview: twenty had gone to a movie and fourteen had been to a party, two saw a play, three went to a concert and two visited a museum. Asked about the preferred activity fifty two opted for the movies, forty nine for the parties and sixteen for museums.

There were significant differences along sex lines in receiving visits from friends and relatives ($p < .08$) in making phone visits ($p < .03$) in going to plays ($p < .01$) and concerts ($p < .006$) as well as visiting museums ($p < .01$). In all cases a larger majority of females participated in these activities. (Table 10).

There were also some significant differences along SES lines. (Table 11). A greater majority of middle class pupils participated in visiting friends and relatives ($p < .02$), making phone visits ($p < .04$) going to concerts ($p < .08$) and museums ($p < .06$).

In addition to differences along sex and SES lines, there were differences along ethnic/immigrant status lines. A larger majority of EC participated in receiving visits, going to concerts, museums and movies, followed by WILI and as compared to BC and WIRI (Table 12).

TABLE 13**Preferred Activities
Frequencies and (percentages)**

Activity	Not of the first 3 choices	1st Choice	2nd Choice	3rd Choice
1. Reading Comics, magazines or books	79	25	11	30
2. Going to the movies	40	59	26	20
3. Reading books	81	18	28	18
4. Watching T.V.	21	38	64	22
5. Reading the news- paper	132	1	2	10
6. Listening to the radio	99	3	10	33
7. Reading magazines	176	5	3	11

The following question was asked to determine the most frequent use of leisure time "When you have an hour or two outside of the school that you can spend just as you please, what do you like to do best?" "Play outside" was the choice of eighty seven pupils (60%) and "play with a friend" was the choice of twenty one pupils (14.5%). Seven pupils replied "play inside" and twelve others opted for games. Therefore almost 88% of the pupils opted for play in one form or another. Two pupils mentioned talking and visiting, nine said they liked to read or do homework and four mentioned T.V. as their best liked option (Q. 1 Appendix).

The same question was asked in a forced choice format where the pupils were asked to rank their preferred activities. The following seven activities were offered to them to choose from in ranking: reading comic books or magazines, going to the movies, reading books, watching T.V., reading the newspaper, listening to the radio, and reading magazines. Watching T.V. and going to the movies were the best liked activities (Table 13).

To summarize this section of Chapter III we should restate the aim of this study. It was designed to find the answer to the following question: What are the preferences for and patterns of leisure activities of fifth and sixth grade pupils in the English sector of the Protestant School Board of Montreal. It was designed to be an exploratory, comparative study of English speaking, Canadian born, White pupils and West Indian immigrant pupils, males and females, from lower

and middle SES groups and having lived in Montreal for less than three years or more than three years. In collecting the data we could get access to a comparable group of eighteen Black Canadian born pupils and we included them in our analysis. Originally eight hypotheses were advanced for testing in this study. In the next section of Chapter III we shall discuss the hypotheses and the results obtained.

TEST OF HYPOTHESES

As mentioned in the first section of this chapter, we have already eliminated the discussion of hypothesis H 6 from our eight hypotheses. An analysis along the lines described in Hypotheses numbers H 7 and H 8 revealed that there were differences along the school-class environment and school class peer group factors and the leisure activities of the students. However, it was also obvious that the ethnic/immigrant status and SES status were the most important variables and these were confounding the results in each of the two previous factors. Therefore, we decided to omit the discussion of H 7 and H 8. These hypotheses were supported in general in the case of almost all the dependent variables, however the relationships were each time confounded by SES and immigrant and ethnic status. The data were not detailed enough to provide appropriate controls to be introduced in the analysis.

CHARACTERIZATION OF MAJOR DEPENDENT VARIABLES

Leisure time activities: refer to all activities a child is engaged in outside school hours.

Pattern of leisure time activities: to be defined according to the social interaction component of the activities, alone, with friends, and with parents and relatives.

Preferred activities: refer to all leisure activities in which the pupils may or may not be engaged presently but which they indicate as their best liked choice.

CHARACTERIZATION OF MAJOR INDEPENDENT VARIABLES

SES: as explained previously on the Werner's Revised Scales for rating professions;
a) Low SES and b) middle SES by pre-selection of the sample along these lines.

Ethnic/Immigrant Status:

EC	English Canadian white pupils
WIRI	West Indian Black pupils who are in Canada for less than three years
WILI	West Indian Black pupils who have been in Canada for longer than three years.
BC	This was an added category - Black Canadian born pupils.

School Class environment: will be characterized by a) majority of school population WI immigrant
 b) majority of school population Immigrant

Immediate school-class peer group environment: will be characterized by
 a) ethnic background of closest friends in class
 all WI immigrant or majority WI immigrant
 b) ethnic background of closest friends in class
 all Immigrant or Majority Immigrant.

Although we decided not to present the test of H 7 and H 8 in detail the following is a summary of the most significant relationships along these lines:

THE HIGH CORRELATION BETWEEN THE WI POPULATION IN THE SCHOOL

1. The more pupils with a public library card (p < .0001)
2. The more pupils with a reading habit (p < .09)
3. The more pupils with a reading preference (p < .04)
4. The more pupils with a reading habit (p < .02)
5. The more parents urge their children (p < .005)
6. The greater the percentage of pupils with lower than average coverage (p < .09)

- | | | |
|-----|--|------------|
| 7. | The lower the pattern of phoning friends | (p < .02) |
| 8. | The lower the number of phone calls | (p < .03) |
| 9. | The lower hockey watching | (p < .09) |
| 10. | The higher the cricket watching | (p < .08) |
| 11. | The lower the volleyball playing | (p < .003) |
| 12. | The lower the ping pong playing | (p < .02) |
| 13. | The higher the cricket playing | (p < .02) |

THE HIGHER THE PERCENTAGE OF IMMIGRANT POPULATION IN THE SCHOOL

- | | | |
|-----|--|-------------|
| 1. | The higher the possession of public library card | (p < .0001) |
| 2. | The higher the level of fiction reading | (p < .09) |
| 3. | The more frequent movie going | (p < .01) |
| 4. | The lower the participation in clubs | (p < .01) |
| 5. | The lower the church attendance | (p < .001) |
| 6. | The more time spent in homework | (p < .03) |
| 7. | The higher the percentage of job holders | (p < .01) |
| 8. | The less the parents urge | (p < .004) |
| 9. | The less parent/child disagreement | (p < .02) |
| 10. | The higher the grade average | (p < .03) |
| 11. | The higher the phone visits | (p < .05) |
| 12. | The higher the frequency of phone calls | (p < .05) |
| 13. | The higher indoor swimming | (p < .001) |

THE HIGHER THE PERCENTAGE OF I POPULATION IN CLASS

1. The higher the possession of library cards (p < .0001)
2. The lower the preference for reading if T.V. broken (p < .04)
3. The lower the club membership (p < .07)
4. The lower the church attendance (p < .02)
5. The less parents urge (p < .006)
6. The less parent/child disagreement (p < .08)
7. The more the children play hockey (p < .07)
8. The more the children play ping pong (p < .006)
9. The less they play cricket (p < .06)

THE HIGHER THE PERCENTAGE OF WI IN CLASS

1. The lower the possession of public library cards (p < .0001)
2. The lower the preference for reading if T.V. broken (p < 0.2)
3. The higher the church attendance (p < .02)
4. The more the parent urges (p < .004)
5. The higher parent/child disagreement (p < .08)
6. The lower the phoning (p < .01)
7. The lower the number of phone calls (p < .03)
8. The more hockey is played (p < .03)
9. The less ping pong is played (p < .06)

HYPOTHESIS H 1 WI pupils and EC pupils will have patterns of leisure activities which are different and the differences will be greater for WIRI.

This hypothesis was supported since EC and WILI were different from WIRI on at least 20 sports activities and these differences were significant. But the most different group was the new group we added, the BC. This difference existed on reading variables, such as possession of public library card and preference of type of reading. There were no statistically significant differences on radio listening habits. There were significant differences along movie going lines ($p \ll .03$), watching T.V. ($p \ll .03$), music lessons ($p \ll .01$) club memberships ($p \ll .05$), father/child play ($p \ll .01$) mother/child play ($p \ll .008$) family activities ($p \ll .001$) winter jobs ($p \ll .004$) summer jobs ($p \ll .04$) receiving visits of friends and relatives ($p \ll .07$) number of telephone calls made to friends and relatives ($p \ll .10$) going to concerts ($p \ll .07$) and visiting museums ($p \ll .06$). In all these cases the EC and the WILI were more like each other than like the WIRI, who were more like the BC, who were however the most different group from the three other groups.

HYPOTHESIS H 2: Pupils from different SES groups will have patterns of leisure activities which are different.

This hypothesis was supported significantly in the case of four sports activities: going to watch hockey ($p \ll .08$) going to watch volley ball ($p \ll .08$) going fishing ($p \ll .03$) and going boating ($p \ll .06$).

There were also significant differences between the low SES and middle SES groups in public library card ownership ($p < .02$), pattern of mother/child play ($p < .04$) family participation in leisure activities ($p < .14$) visiting friends and relatives ($p < .02$) number of telephone visits ($p < .01$) attending concerts ($p < .08$) and visiting museums ($p < .06$) as well as time devoted for homework ($p < .004$)

HYPOTHESIS H 3: The difference between SES groups of WI pupils will be comparable to those between SES groups within the EC group except in the case of WIRI

This hypothesis has been supported in general for most of the variables discussed under hypothesis H 2. However, the greatest difference was noticed between the SES groups of Black Canadians and the rest of the groupings. No significant relationships were obtained however.

HYPOTHESIS H 4: There will be differences in leisure activity patterns between male and female pupils and these differences will be greatest for female WIRI.

This hypothesis was supported in general. We have seen that females participated significantly less in bowling, football, hockey, baseball, and tobogganing and significantly more in tennis. However, once again the most different group was the female BC group. Social and cultural activities were the pattern on which the females were significantly different from the males in general.

HYPOTHESIS H 5: There will be no differences in the preference pupils have for leisure time activities except along sex lines and these differences will be strongest for the middle SES groups and the recent immigrant groups.

This is supported in general along reading preference, lines in particular and social and cultural activities as well. It is however interesting to note that the greatest difference was observed in middle class BC female pupils, in some of these activities although the differences were not significant.

To summarize we can state that:

1. There are differences in leisure time activities along sex, SES and ethnic/immigrant status lines and the stronger differences are found first along ethnic/immigrant status lines, then sex and then SES.
2. There are different patterns of leisure time activities along sex, SES and ethnic/immigrant status lines, the strongest being along ethnic/immigrant, sex and then SES lines.

It seems that most leisure time activities are equally available to all SES groups but not so along ethnic/immigrant lines. Sex differences are stronger in the case of some type of sports practiced and social cultural activities.

There do not seem to be too many significant differences along SES and ethnic/immigrant lines in terms of preferred activities except in the case of Black Canadians. There seems to be some strong difference between preferred

activities of males and females.

As was illustrated by the literature review, there are differences found in leisure time activities of the different SES groups and the different ethnic groups as well as along the variables of immigrant status, family environment, sex and age. The only consistent result obtained from the literature is that there are more important differences found in leisure time activities between SES groups than ethnic groups. However, in this study, the fact of being an immigrant with only three or less years of history in Canada seemed to make the greatest impact in terms of different activities and patterns of leisure. The greatest difference was also found in the Black Canadian group as compared to the English Canadian and the West Indian immigrant groups.

RESEARCH LIMITS, JUSTIFICATION AND RECOMMENDATIONS

Although we tried to control for sex while comparing the influence of SES and the ethnic/immigrant status factors and vice versa in their relationships to the dependent variables (leisure activities, patterns and preferences) we could not subject the data at hand to a more detailed and sophisticated statistical analysis because of the insufficient numbers and the extreme distribution of some groups and variables. However, this will be one of the recommendations of this study: to try and assess in a better controlled study, the differential effect of sex, SES and ethnic/immigrant status on the leisure activities of children in the schools

with different proportions of immigrant/non-immigrant populations and WI immigrant/non-immigrant populations. WI immigrants seems to be quite different in their patterns of leisure activities from other immigrant groups as hinted by the preliminary results obtained on H 7 and H 8.

The more affluent nature of the Canadian society in general and its more pluralistic and open policy as compared to some other settings where children's leisure activities are examined may account for the difference in the results obtained i.e. that immigrant status is more important than SES. (as mentioned in the literature review).

Leisure research concentrating on immigrant subcultures and socialization towards the values of the larger host society is rare, although the value of leisure activities on the process of immigrant integration is recognized in the major theoretical schemes for the study of immigrant assimilation in the United States (Gordon, 1964), and Canada (Breton, 1964). Although some attempt at research has been made recently in this direction, this research deals mainly with adult populations. In the seven volumes of the Journal of Leisure Research available to us there were only two articles dealing with students at the high school level and only in relation with school athletics programs within the school itself. There were no studies reported which dealt with the leisure time activities of children outside the school. The study by Jung (1968) as mentioned in the literature review is one of the rare studies on the subject. Therefore, the theoretical base available to us is not extensive and the same is true about the method-

ological aspects of this kind of research. The shortcomings of this study are related to this fact:

At the practical level, since Canadian schools are increasingly multi-cultural in nature, it would be worthwhile to study the experiences and interests minority children bring to the classroom. Many educators and parents simply do not know how to integrate immigrant children into our school system. Placing the immigrant students into special education classes, as is often the case, is no solution since being with children who have learning difficulties will expose them to poor models for adaptation purposes (Ashworth, 1975).

One of the variables that may cause non-adaptation or non-integration in the school is the ignorance on the part of the educators of the interests of the different children who are in the classroom and for whom the program content is being prepared. Tyler noted that without a solid understanding of the child's cultural motivation, the teacher had little hope of selecting and organizing the right learning experience, because learning is easier when a child's interest has been aroused.

Furthermore, most teachers have had little training to cope with multi-cultural classrooms and their attitude is often ethnocentric. The immigrant student is expected to get along at school following the rigidly defined classroom setting, based on English or French Canadian assumptions.

By providing data which point to a certain direction in the research related to the leisure activities and preferences of the immigrant and English Canadian children, this study attempts to help bridge some of the gap existing in the knowledge available in this area to educators and educational policy makers.

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TO RETAIN ANONYMITY - QUESTIONNAIRES
WILL BEAR ONLY A SERIAL NUMBER

QUESTIONNAIRE

NAME OF STUDENT _____

SCHOOL _____

TEACHER _____

CLASS _____

SECTION _____

YOUR HELP IS NEEDED

This is not an examination. Your answers will not be graded, but they will provide helpful information for teachers, librarians, and other pupils. Please answer each question carefully and as fully as possible. Your teacher will help you if you need assistance.

Frequency Percentage

1. Play outside	87	60.0
2. Play with friends	21	14.5
3. Play inside	7	4.8
4. Visiting/talking	2	1.4
5. Reading/Homework	9	6.2
6. T.V.	4	2.8
7. Games	12	8.3
8. Visit nature	1	0.7
9. Do art	2	1.4

1. Very much	60	41.4
2. Fairly well	62	42.8
3. A little	21	14.5
4. Not at all	2	1.4

1. None	16	11.0
2. Half an hour	52	35.9
3. One hour	41	28.3
4. One to two hours	26	17.9
5. More than two hours	10	6.9

1. No	81	55.9
2. Yes	63	43.4

1. When you have an hour or two outside the school that you can spend just as you please, what do you like to do best?

2. How much do you enjoy reading?

3. About how much time each day do you spend reading outside school?

4. Do you have a card for the public library?

Frequency Percentage

5. If yes, how often do you get books from the public library?	1. Only occasionally	23	15.9
	2. Once very two weeks	23	15.9
	3. Once a week	16	11.0
	4. More than once a week	6	4.1
6. Do you have a set of encyclopedia at home?	1. No	54	37.2
	2. Yes	91	62.8
7. Do you have a dictionary that you use at home?	1. No	19	13.1
	2. Yes	12.6	86.9
8. How many books to you have at home?	1. None	1	0.7
	2. About 10 books	20	13.8
	3. About 20 books	10	6.9
	4. About 30 books	17	11.7
	5. More than 30 books	97	66.9
9. Do you read newspaper?	1. Never	8	5.5
	2. Sometimes	120	82.8
	3. Every day	17	11.7
10. What parts of the newspaper do you usually read?	1. Comic/mini page	47	32.4
	2. Sport	16	11.0
	3. Front Page	18	12.4
	4. Entertainment	11	7.6
	5. Everything	20	13.8
	6. News	6	4.0
	7. Combination Comic/sport	9	6.2
	8. Dear Abby	10	6.9

Frequency Percentage

12. What is the name of the book you like best?

1. Mystery fiction	33	22.8
2. Other fiction	35	24.1
3. Comedy	8	5.5
4. Fairy tales	10	6.9
5. Science	14	9.7
6. Science fiction	4	2.8
7. Adventure	13	9.0
8. Comics	13	9.0
9. Educational	9	6.2

13. Do you have a T.V. at home?

1. No	1	0.7
2. Yes	143	98.6

14. How many T.V. sets do you have at home?

1. One	60	41.4
2. Two	54	37.2
3. More than 2	31	20.4

15. How much time do you spend viewing T.V. on weekdays?

1. None	1	0.7
2. Half an hour every day	5	3.4
3. One hour every day	9	6.2
4. One to two hours every day	27	18.6
5. More than two hours every day	103	71.0

Frequency Percentage

16. How much time do you spend viewing T.V. on Saturdays?

1. None	1	0.7
2. Half an hour every Saturday	6	4.1
3. One hour every Saturday	7	4.8
4. One to two hours every Saturday	26	17.9
5. More than two hours every Saturday	105	72.4

17. How much time do you spend viewing T.V. on Sundays?

1. None	20	13.8
2. Half an hour every Sunday	28	19.3
3. One hour every Sunday	25	17.2
4. One to two hours every Sunday	29	20.0
5. More than two hours every Sunday	43	29.7

18. Finish this sentence: If my T.V. set were broken, I would spend the time I usually give to watching T.V. to

1. Play	68	46.9
2. Read	53	36.6
3. Sport	7	4.8
4. Radio	7	4.8
5. Homework	4	2.8

	<u>Frequency</u>	<u>Percentage</u>
1. Family type	26	17.9
2. Ethnic family type	8	5.5
3. Detective	13	9.0
4. Comics	10	6.9
5. Science fiction	5	3.4
6. Combination family/ detective	41	28.3
7. Combination of others	36	24.8
8. Educational	1	0.7
9. Sports	3	2.1

19. What are your three favorite T.V. programs?

20. Write "1" after the activity you like best, "2" after the activity you like next best, and "3" after your third choice.

Reading comic magazines or books

1. First choice	25	17.2
2. 2nd choice	11	7.6
3. 3rd choice	30	20.7

Going to movies

1. First choice	59	40.7
2. 2nd choice	26	17.9
3. 3rd choice	20	13.8

Reading books

1. First choice	18	12.4
2. 2nd choice	28	19.3
3. 3rd choice	18	12.4

Watching T.V.

1. First choice	38	26.2
2. 2nd choice	64	44.1
3. 3rd choice	22	15.2

Frequency Percentage

Reading the Newspaper

1. First choice	1	0.7
2. 2nd choice	2	1.4
3. 3rd choice	10	6.9

Listening to the Radio

1. First choice	3	2.1
2. 2nd choice	10	6.9
3. 3rd choice	33	22.8

Reading magazines

1. First choice	5	3.4
2. 2nd choice	3	2.1
3. 3rd choice	11	7.6

21. How much time do you spend listening to the radio?

1. I never listen to the radio	9	6.2
2. I listen to the radio a few times during the week	65	44.8
3. I listen to the radio for half an hour every day	21	14.5
4. I listen to the radio for an hour every day	19	13.1
5. I listen to the radio from one to two hours every day	11	7.6
6. I listen to the radio for more than two hours every day	20	13.8

Frequency Percentage

22. What are your three favorite radio programs?

1. Music/weather/traffic	23	15.9
2. Combination news/others	14	9.7
3. Sport	5	3.4
4. Combination/sport/music	46	31.7
5. Music	40	27.6
6. Talk shows and music	5	3.4

23. How often do you usually go to the movies?

1. Never	22	15.2
2. About once a month	56	38.6
3. About twice a month	22	15.2
4. Once a week	26	17.9
5. Once a year	19	13.1

24. Which kind of movies do you like best?

1. Comedy	69	47.6
2. Mystery	14	9.7
3. Science fiction	9	6.2
4. Love stories	3	2.1
5. Family story	1	0.7
6. War movies	2	1.4
7. Adventure	21	14.5
8. Non-fiction	2	1.4
9. Fiction	12	8.3

25. Which do you like the best?

1. Television	76	52.4
2. Radio	11	7.6
3. Movies	58	40.0

Frequency Percentages

26. What play or recreational activity do you usually like best:

In the summer

1. Outdoors	42	29.0
2. Sport	92	63.4
3. Indoors	2	1.4

In the winter

1. Outdoors	83	57.2
2. Sport	45	31.0
3. Indoors	8	5.5

27. What games or sports do you like best to play?

Indoors

1. Sport	77	53.1
2. Games	46	31.7
3. Play with something	9	6.2
4. Play with someone	2	1.4
5. Reading	3	2.1

Outdoors

1. Sport	98	67.6
2. Snowgames	3	2.1
3. Play with something	8	5.5
4. Fishing	1	0.7
5. Riding	8	5.5
6. Races/games	9	6.2
7. Combination	1	0.7

Frequency Percentage

28. Do you build or make things?

1. No	25	17.2
2. Yes	120	82.8

29. Name some things you make

1. Clothing	18	12.4
2. Carpentry	6	4.1
3. Paper things	8	5.5
4. Cooking	19	13.1
5. Art Handcraft	32	22.1
6. Model building	29	20.0
7. Small woodwork	8	5.5

30. Do you play a musical instrument?

1. No	89	61.4
2. Yes	56	38.6

31. Are you taking music lessons now?

1. No	119	82.1
2. Yes	26	17.9

32. Are you taking any other kinds of lessons after school?

1. No	101	69.7
2. Yes	44	30.3

33. Name the clubs and organizations to which you belong.

1. Library	4	2.8
2. Y.M.C.A.	11	7.6
3. Sportsclub	13	9.0
4. Boy/girl scouts	16	11.1
5. Community club	27	17.3
6. Church	13	9.0

Frequency Percentage

34. Where do you spend most of your outdoor play time?

1. Park	71	49.0
2. Streets	21	14.5
3. Shopping Centres	31	21.4
4. School yard	2	1.4
5. Friend's house	8	5.5
6. Country	3	2.1
7. Combination	4	2.8
8. Other facilities	4	2.8

35. Does your father ever play with you?

1. No	66	45.5
2. Yes	77	53.1

What kind of play?

1. Sport	41	28.3
2. Joking/tickling	5	3.4
3. Games	25	17.2
4. Wrestling	3	2.1
5. Combination	1	0.7

36. Does your mother ever play with you?

1. No	72	49.7
2. Yes	72	49.7

What kind of play?

1. Tables games	29	20.0
2. Educational	3	2.1
3. Sport	17	11.7
4. Cooking	6	4.1
5. Singing	3	2.1
6. Trips	1	0.7
7. Other games	10	6.9
8. Reading	2	1.4

Frequency Percentage

37. What activities do you like to do with your family?

1. Table games	22	15.2
2. Educational games	20	13.8
3. Camping	1	0.7
4. Sport	22	15.2
5. Playing/reading	8	5.5
6. Going to Movies	8	5.5
7. Eating/picnics	24	16.6
8. T.V.	5	3.4
9. Going places	28	19.3

38. Do you attend a church, a mosque, a synagogue or Sunday school?

1. No	44	30.0
2. Yes	100	69.0

39. How much time outside of school do you spend doing homework?

1. None	12	8.3
2. Halfan hour every day	51	35.2
3. One hour every day	44	30.3
4. One to two hours every day	31	21.4
5. More than two hours every day	7	4.8

40. Do you have home chores or duties?

1. No	39	26.9
2. Yes	106	73.1

What are they?

1. Own chores	29	20.0
2. Family chores	78	53.8

Frequency Percentage

1. No	93	64.1
2. Yes	52	35.9
What kind of job?		
1. Babysitting	10	6.9
2. Paperboy	13	9.0
3. Snow shoveling	20	13.8
4. Home chores	5	3.4
5. Walking dogs	1	0.7
6. Combination	2	1.4
7. Groceries/messages	3	2.1

42. During the summer do you have a job for which you receive pay?

1. No	100	69.0
2. Yes	45	31.0

What kind of a job?

1. Babysitting	13	9.0
2. Paperboy	12	8.3
3. Home chores	4	2.8
4. Gardening	7	4.8
5. Car washing	2	1.4
6. Chores for others	6	0.7

43. What languages do you speak?

1. English	106	73.1
2. English + 1 other language	33	22.8
3. English + 2 other languages	8	4.1

Frequency Percentage

44. Who are your three best friends?

1. All Canadian	52	35.9
2. All immigrant	1	0.7
3. All West Indian	24	16.6
4. All Black Canadian	6	4.1
5. Combination	61	42.1

45. Some parents urge their children to be on time for all things such as going to school, eating meals, going to bed and so forth. Other parents do not care whether their children do things on time or not. What do your parents do?

1. They do not urge me at all	12	8.3
2. They urge me in some things	88	60.7
3. They urge me to do all things on time	45	31.0

46. Some young people agree with their parents on all matters, others do not agree. What do you do?

1. I do not agree with my parents on all matters	6	4.1
2. I agree with my parents on some matters	112	77.2
3. I agree with my parents on all matters	27	18.6

47. Are there any important things about which you and your parents disagree?

1. No	102	70.3
2. Yes	43	29.7

What are the two most important things?

1. Staying up late	13	9.0
2. Going out with friends	5	3.4
3. Bad behaviour	3	2.1
4. Hair	2	1.4
5. Family affairs	17	11.7
6. Who my friends are	2	1.4

Frequency Percentage

48. How much influence do you feel you have in family decisions affecting yourself?	1. I have much influence	17	11.7
	2. I have some influence	87	60.0
	3. I have no influence at all	41	28.3
49. If a decision is made that you don't like do you	1. Feel free to complain	65	44.8
	2. Feel uneasy about complaining	36	24.8
	3. Feel it is better not to complain	44	30.3
50. Who makes the important decisions in your family?	1. Father alone	12	8.3
	2. Mother alone	40	27.6
	3. Father and mother	66	45.5
	4. All the family	27	18.6
51. What do you like most about your home neighborhood?	1. Friends	62	42.8
	2. People	21	14.5
	3. Facilities	23	15.9
	4. Neighbors	2	1.4
	5. Nature	2	1.4
	6. Park	9	6.2
	7. Quiet/clean	7	4.8
	8. Street	5	3.4
	9. Animals	2	1.4

Frequency Percentage

52. What do you like least about your home neighborhood?

1. Lack of facilities	31	21.4
2. Crowded	10	6.9
3. Neighbors	17	11.7
4. French people	8	5.5
5. Traffic	25	17.2
6. Pollution	7	4.8
7. Dirt	11	7.6
8. School	1	0.7
9. Animals and children	17	11.7

53. Last week did you visit any relatives or friends in their homes?

1. No	57	39.3
2. Yes	88	60.7

How many relatives?

1. 1 relative	22	15.2
2. 2 relatives	15	10.3
3. 3 relatives	7	4.8
4. More than 3 relatives	14	9.7

How many friends?

1. 1 friend	17	11.7
2. 2 friends	18	12.4
3. 3 friends	15	10.3
4. More than 3 friends	18	12.4

Frequency Percentage

54. Last week did any of your relatives or friends visit you in your home?

1. No	51	35.2
2. Yes	93	64.1

How many relatives?

1. 1 relative	14	9.7
2. 2 relatives	25	17.2
3. 3 relatives	9	6.2
4. More than 3 relatives	24	10.4

How many friends?

1. 1 friend	20	13.8
2. 2 friends	21	14.5
3. 3 friends	11	7.6
4. More than 3 friends	15	10.4

55. Do you talk over the phone to your friends or relatives?

1. No	23	15.9
2. Yes	119	82.1

How many times a week?

1. 1 time a week	7	4.8
2. 2 times a week	17	11.7
3. 3 times a week	15	10.3
4. 4 times a week	8	5.5
5. 5 times or more a week	95	61.9

56. Do you go to:

Parties

1. No	28	19.3
2. Yes	117	80.7

Plays

1. No	80	55.2
2. Yes	65	44.8

Concerts

1. No	94	64.8
2. Yes	51	35.2

Frequencies Percentages

Art shows
 1. No 113 77.9
 2. Yes 31 21.4

Museums
 1. No 61 43.1
 2. Yes 83 57.2

Movies
 1. No 26 17.9
 2. Yes 118 81.4

57. Did you go to any of the above places last week?

1. No 102 70.3
 2. Yes 43 29.7

Which one?

1. Parties 14 9.7
 2. Plays 2 1.4
 3. Concert 3 2.1
 4. Artshow 3 2.1
 5. Museum 2 1.4
 6. Movies 20 13.8

58. Which one do you prefer?

1. Parties 49 33.8
 2. Plays 1 0.7
 3. Concert 6 4.1
 4. Artshow 1 0.7
 5. Museum 16 11.0
 6. Movies 52 35.9

59. Do you ever go to watch a game of:

		<u>Frequency</u>	<u>Percentage</u>
Bowling	1. No	101	69.7
	2. Yes	43	29.7
Basketball	1. No	94	64.8
	2. Yes	50	34.5
Tennis	1. No	95	65.5
	2. Yes	50	34.5
Golf	1. No	130	89.7
	2. Yes	14	9.7
Softball	1. No	113	77.9
	2. Yes	31	21.4
Baseball	1. No	48	33.1
	2. Yes	96	66.2
Hockey	1. No	59	40.7
	2. Yes	85	58.6
Football	1. No	86	59.3
	2. Yes	58	40.0
Volleyball	1. No	87	60.0
	2. Yes	57	39.3
Netball	1. No	124	85.5
	2. Yes	20	13.8

Frequency Percentage

Squash
 1. No 134 92.4
 2. Yes 10 6.9

Ping Pong
 1. No 103 71.0
 2. Yes 41 28.3

Billiards
 1. No 124 65.5
 2. Yes 20 13.8

Cricket
 1. No 92 63.4
 2. Yes 52 35.9

60. Which one of the above do you prefer?

1. Bowling 8 5.5
 2. Basketball 6 4.1
 3. Tennis 16 11.0
 4. Softball 2 1.4
 5. Baseball 33 22.8
 6. Hockey 21 14.5
 7. Football 7 4.8
 8. Volleyball 6 4.1
 9. Netball 3 2.1
 10. Billiards 4 2.8
 11. Cricket 30 20.7

Frequency Percentage

61. Last summer, did you attend any of the events in the Olympic Games

1. No	119	82.1
2. Yes	26	17.9

Which one

1. Track and Field	11	7.6
2. Soccer	6	4.1
3. Gymnastics	4	2.8
4. Swimming	2	1.4
5. Basketball	1	0.7
6. Hockey	1	0.7

62. Do you ever play:

Bowling

1. No	55	37.9
2. Yes	89	61.4

Basketball

1. No	52	35.9
2. Yes	92	63.4

Tennis

1. No	62	42.8
2. Yes	82	56.6

Golf

1. No	125	86.2
2. Yes	19	13.1

Softball

1. No	97	66.9
2. Yes	47	32.4

		<u>Frequency</u>	<u>Percentage</u>
Baseball	1. No	26	17.9
	2. Yes	48	81.4
Hockey	1. No	38	26.2
	2. Yes	106	73.1
Football	1. No	73	50.3
	2. Yes	71	49.0
Volleyball	1. No	55	37.9
	2. Yes	89	61.4
Netball	1. No	106	73.1
	2. Yes	38	26.2
Squash	1. No	129	89.0
	2. Yes	15	10.3
Ping Pong	1. No	66	45.5
	2. Yes	78	53.8
Billiards	1. No	111	76.6
	2. Yes	33	22.8
Cricket	1. No	104	71.7
	2. Yes	41	28.3

63. Which one of the above do you play most often?

	<u>Frequency</u>	<u>Percentage</u>
1. Bowling	5	3.4
2. Basketball	1	0.7
3. Tennis	12	8.3
4. Softball	1	0.7
5. Baseball	55	37.9
6. Hockey	20	13.8
7. Football	2	1.4
8. Volleyball	20	13.8
9. Netball	3	2.1
10. Ping Pong	7	4.8
11. Billiards	4	2.8
12. Cricket	7	4.8

64. Which one of the above do you like best?

1. Bowling	10	6.9
2. Basketball	6	4.1
3. Tennis	13	9.0
4. Baseball	40	27.6
5. Hockey	17	11.7
6. Football	6	4.1
7. Volleyball	11	7.6
8. Netball	3	2.1
9. Ping Pong	7	4.8
10. Billiards	4	2.8
11. Cricket	24	16.6

65. Do you ever go

		<u>Frequency</u>	<u>Percentage</u>
Fishing	1. No	80	55.2
	2. Yes	65	44.8
Boating	1. No	76	52.4
	2. Yes	69	47.6
Water skiing	1. No	129	89.0
	2. Yes	16	11.0
Swim outdoors	1. No	15	10.3
	2. Yes	130	89.7
Swim indoors	1. No	47	32.4
	2. Yes	98	67.6
Hunting	1. No	49	82.1
	2. Yes	26	17.9
Picnics	1. No	24	16.6
	2. Yes	121	83.4
Camping	1. No	66	45.5
	2. Yes	79	54.5
Hiking	1. No	77	53.1
	2. Yes	68	46.9
For walks	1. No	23	15.9
	2. Yes	122	84.1

Frequency Percentage

1. No 17 11.7
 2. Yes 128 88.3

1. No 28 19.3
 2. Yes 117 80.7

1. No 40 27.6
 2. Yes 105 72.4

1. No 32 22.1
 2. Yes 113 77.9

1. No 109 75.2
 2. Yes 36 24.8

1. Fishing 6 4.1
 2. Boating 2 1.4
 3. Swim outdoors 15 10.3
 4. Swim indoors 23 15.9
 5. Hunting 1 0.7
 6. Picnic 6 4.1
 7. Camping 4 2.8
 8. For walks 18 12.4
 9. Bicycling 53 36.6
 10. For drives 1 0.7
 11. Ice Skating 9 6.2
 12. Skiing 2 1.4

Bicycling

For drives

Tobogganing or sledding

Ice skating

Skiing

66. Which one of the above do you do most often?

67. Which one of the above do you prefer?

	<u>Frequency</u>	<u>Percentage</u>
1. Fishing	15	10.3
2. Boating	5	3.4
3. Water skiing	1	0.7
4. Swim outdoors	13	9.0
5. Swim indoors	29	20.0
6. Hunting	1	0.7
7. Picnic	19	13.1
8. Camping	16	11.0
9. For walks	5	3.4
10. Bicycling	21	14.5
11. For drives	5	3.4
12. Tobogganing	4	2.8
13. Ice skating	6	4.1
14. Skiing	1	0.7

68. Where were you born?

69. When did you come to Canada?

1. Only a few months ago	9	6.2
2. One year ago	15	10.3
3. Two years ago	10	6.9
4. Three years ago	10	6.9
5. Four years ago	3	2.1
6. Five years ago	4	2.8
7. More than five years ago	15	10.3
8. I was born here	79	54.5

Frequency Percentage

70. How many brothers and sisters do you have?

1. None	16	11.0
2. One	29	20.0
3. Two	30	20.7
4. Three	29	20.0
5. Four	16	11.0
6. Five	7	4.8
7. More than five	18	12.4

71. What is your position in the family?

1. The only child	16	11.0
2. A middle child	48	33.0
3. The youngest child	47	32.4
4. The eldest child	32	22.1

72. What is your father's occupation?

1. Unemployed	32	22.1
2. Semi-skilled	45	31.0
3. Tech./prof.	22	15.2
4. Clerical	9	6.2
5. Skilled	29	20.0
6. No father	7	4.8

73. What is your mother's occupation?

1. Housewife	47	32.4
2. Any occupation	88	60.7

Frequency Percentage

74. What occupation would you like to have?

Occupation	Frequency	Percentage
1. Semi-skilled	15	10.3
2. Tech./prof.	60	41.4
3. Clerical	4	2.8
4. Skilled	36	24.8
5. Sportsman	9	6.2
6. Artist	8	5.5
7. Undecided	2	1.4
8. Housewife	1	0.7

75. How old were you at your last birthday?

Age	Frequency	Percentage
1. 10 years	20	13.8
2. 11 years	58	40.0
3. 12 years	53	36.6
4. 13 years	14	9.7

76. Proportion of W1 in the school 1976

School	Frequency	Percentage
1. School I		50.0†
2. School II		45.0
3. School III		20.0
4. School VI		30.0

77. Proportion of I in the school. 1977

School	Frequency	Percentage
1. School I		30.0
2. School II		25.0
3. School III		50.0
4. School VI		30.0

78. Sex of student

Sex	Frequency	Percentage
1. Male	75	51.7
2. Female	70	48.3

79. Sample category

	<u>Frequency</u>	<u>Percentage</u>
1. WI less than 3 years in Canada	42	29.0
2. WI more than 3 years in Canada	41	28.3
3. EC	44	30.3
4. Black Canadians	18	12.4

80. Ranking of students

1. A	35	24.1
2. B	48	33.1
3. C	40	27.6
4. D	19	13.1

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