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HOW THE SOCIAL NEEDS OF THE FOURTH AND FIFTH-GRADE BOYS IN  
THE PUBLIC SCHOOLS OF DENTON, TEXAS,  
ARE BEING MET THROUGH THEIR HOBBIES

THESIS

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## CHAPTER I

### INTRODUCTION

#### Statement of Problem

The problem of this study is to determine whether the hobbies of the fourth and fifth-grade boys of the public schools in Denton, Texas, are contributing to their social needs.

It is believed that the intangible attributes of living, which can be measured neither by rule nor square, make for the well-rounded, happy, social individual, whether he be adult or child. The degree to which an individual is adjusted socially ranges from the completely anti-social type to the fully-integrated type. The reasons for this gradation are numerous. They include the influence of the home, the school, and the playmates as well as other factors in the general environment of the child. The purpose of this investigation is to discover whether the hobbies of the boys under consideration are potential and actual forces for integration and socialization.

#### Origin of Study

Through contact with children in the schoolroom, all of these various social types were found by the writer. The individual who fitted into the scheme of things, and who would be classed as a truly social being, had many interests. Among

these was often found a leisure time activity, and usually one that could be classified as a hobby. With no more than casual investigations, the conclusion was drawn that the happy and social child had a hobby, and that hobbies were a cause of social development as well as an effect. These observations led the writer to choose the subject of the hobby as a socializing agency for more exhaustive study and investigation.

Explanation of Terms

The social needs of the individual grow out of the fact that life must be lived in contrast with other people.<sup>1</sup> The term "social needs," as used in this study, refers to those qualities possessed by an individual which make it possible for him to live happily and to work harmoniously with members of his group in a manner which is profitable to him and to his fellows. John Dewey says that the art of living together is the working along common lines, in a common spirit, with reference to common aims. The common needs and aims demand a growing interchange of thought and a growing unity of sympathetic feeling.<sup>2</sup>

A hobby is defined in the dictionary as something in

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<sup>1</sup>D. A. Prescott, Emotion and the Educative Process, p. 160.

<sup>2</sup>John Dewey, School and Society, p. 11.

which one takes extravagant and absorbing interest--a favorite pursuit.<sup>3</sup>

Riggs<sup>4</sup> explains that a hobby is a kind of play, which in form is work, but which has the spirit of play. It stands half way between the two and may be the off-spring of either. Its nature is such that it transforms itself easily into one or the other, according to the circumstance or the attitude of the player. Practically any form of play, by taking advantage of its associated interests, can be built into a hobby. Most commonly a hobby begins as an elaboration of some form of play, and becomes specialized into non-responsible work which retains the spirit of freedom and joyousness when finally adopted as a spare time avocation.

It is essential that a hobby be pleasant. Indeed, to be effective, it must remain a constant temptation, be hard to resist, and survive solely by its own fascination. Usefulness is definitely not necessary. The main objective should always remain the amusement and recreation of its possessor.

Cockerell says a hobby is an occupation or interest which enlists both the intellect and the emotions, and is progressive in its nature; while at the same time it is not the means of livelihood.<sup>5</sup>

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<sup>3</sup>Webster's Unabridged Dictionary.

<sup>4</sup>A. T. Riggs, Play: Recreation in a Balanced Life, pp.103-104.

<sup>5</sup>F. D. A. Cockerell, "More About Hobbies," School and Society, XLVIII (May, 1938), 753.

Hobbies must not in any way appear forced. True hobbies are interesting and fundamentally satisfying. They provide individual opportunities for self-direction and offer great possibilities to leadership. These criteria for hobbies were used in the classification of the activities listed by the boys in the questionnaire used for this study.

#### Source of Data and Method of Procedure

Questionnaires concerning hobbies were given to each fourth and fifth-grade boy in the public schools of Denton, Texas. Data from these sheets furnished information on the types of hobbies being pursued. This information was used in analyzing and interpreting the social needs of the group studied and in determining whether these needs were contributed to by the boys' hobbies.

Teachers were interviewed for determining which social needs were outstanding among this group of boys. Many hours were spent in personal observation; and a detailed study was made of the works of some of the recognized leaders in education.

Twenty-five authors were consulted in order to determine what were the social needs of fourth and fifth-grade boys. Terminology and different approach often caused an overlapping in meaning, or different terms were used to define the same need. The various social needs, as mentioned by the authors, were listed, and the number of times each was



mentioned is indicated in Table 1. For the purpose of this study, the ten social needs with the highest frequency of author-mention were chosen as being the most important. Table 2 contains a list of these needs, including the number and percentage of authors mentioning them.

TABLE 2

THE NUMBER AND PER CENT OF THE TWENTY-FIVE AUTHORS  
MENTIONING EACH SOCIAL NEED

Social Needs	Number of Authors	Per Cent of Authors
Happiness.....	23	92
Respect for right of others....	19	76
Adaptability...	18	72
Cooperation....	17	68
Initiative.....	16	64
Self-control...	15	60
Intellectual needs.....	13	52
Reliability....	12	48
Appreciation...	11	44
Independence...	10	40
Leadership.....	10	40
Responsibility.	9	36
Honesty.....	8	32
Physical Health	7	28
Sharing.....	6	24
Courtesy.....	6	24
Helpfulness....	5	20
Courage.....	5	20
Emotional Needs	4	16
Promptness.....	3	12

Although the ten needs which have the highest frequency in the author-mention table range from ninety-two per cent

for happiness to forty per cent for independence, the conclusion is not to be drawn that the importance of each of these traits can be given a weight approximating its frequency of mention.

It would be futile to attempt to arrange these needs according to their importance, for each is of vital importance to the integrated individual. It is the lack of one of these qualities in an individual which makes it stand out as more important than the others, for when an individual has all these qualities, they are so blended that the presence of anyone is not discernible. It is equally as impossible to trace the origin of these qualities in any individual; his home, the school, his playmates, or a thousand other influences which go to make up his environment may be the basis for development of these desirable characteristics. It is equally true that these same influences may cause a retardation of the socializing process. As mentioned in the first of this chapter, this study has been prompted by the belief that the fostering of hobbies among fourth and fifth-grade children will help fulfill the social needs of the group.

#### Definition of Social Needs

In order to clarify certain terms used in the study, a brief definition of each is included in this discussion. From the use of Webster's Dictionary, readings from authors listed in the bibliography, and Warren's Dictionary of Psychology, the following definitions have been formulated:



1. Adaptability is the process of adjusting more perfectly and harmoniously into an environment.

2. Appreciation is the ability to recognize and to enjoy the value and quality of the beauties and mysteries of nature and the works of man.

3. Co-operation is the ability to work, play, and live harmoniously in one's environment with one's fellow man.

4. Happiness is a state of enjoyment and pleasurable satisfaction from irksome care.

5. Independence is the quality of relying entirely on oneself; confidence in one's own power and judgment.

6. Initiative is the power to originate, introduce, and develop ideas, movements, or enterprises.

7. Intellectual needs are those pertaining to understanding or to the capacity for thinking and creating.

8. Reliability is the art of being trustworthy; dependable in all circumstances under all conditions.

9. Respect for the rights of others is the ability to regard one's possessions as you would have him regard yours.

10. Self-control is the ability to restrain and regulate one's emotions, instincts, and desires.

#### Classification of Hobbies

When the questionnaires were checked, and the information was compiled, it was found that among the 185 boys reporting, only fourteen stated that they did not have any hobbies at all.

Each of the remaining 171 boys had one or more hobbies. It is obvious that it would be impossible for a child to have four or five hobbies as some have indicated. The eight boys reporting five hobbies and the sixteen reporting four hobbies actually checked those in only two classifications. Table 3 contains a compilation of data from the interview sheets regarding the number of classifications.

TABLE 3  
CLASSIFICATION OF HOBBIES ACCORDING TO THE NUMBER  
REPORTED

Number of Hobbies	Number of Boys
57 . . . . .	1
65 . . . . .	2
25 . . . . .	3
16 . . . . .	4
8 . . . . .	5

Data in Table 3 show that the number of hobbies reported by the boys range from one to five. The median is three. This number was reported by twenty-five boys. Two hobbies were reported by sixty-five boys and one by fifty-seven; sixteen and eight were reported by four and five boys respectively.

From the interview sheets it was found that forty-seven different hobbies were named by the boys. A check of the list revealed that they could be grouped under the following heads: animal and fowl raising, collecting, handcraft, sports, and miscellaneous. Table 4 shows this grouping.

TABLE 4

THE NUMBER AND PER CENT OF THE 185 BOYS WHO HAVE HOBBIES  
IN EACH CLASSIFICATION, AND THE PERCENT OF THE TOTAL  
HOBBIES IN EACH CLASSIFICATION

Classification (1)	Number and Per cent		Per Cent. of Hobbies Selected (4)
	Number* (2)	Per. Cent.* (3)	
Animal and fowl raising....	31	16.7	11.8
Collecting.....	104	56.2	39.7
Hand craft.....	43	23.2	16.4
Miscellaneous.....	32	17.2	12.2
Sports.....	51	27.0	19.5

\*Figures in column 2 were divided by 185

\*Figures in column 3 were divided by 261

Data in Table 4 show that thirty-one of the 185 boys report animal and fowl raising as a hobby; 104 report collecting; forty-three report handcraft; fifty-one report sports; and thirty-two report miscellaneous hobbies. Due to the diversity of activities and the small number of boys reporting each of these miscellaneous hobbies, further treatment will not be given these items in this study except the following statistical interpretation:

The maximum number of boys reporting the pursuit of any one activity is seven who state that gardening is their choice of a hobby. Five report chemical experiments; five herding cattle; four photography; three astronomy; three killing snakes; and two taming horses.

Table 5 summarizes the hobbies under the five classifications of Table 4 and gives the per cent of each classification of the total hobbies mentioned.

TABLE 5

THE HOBBIES OF THE 185 BOYS AND THE NUMBER AND PERCENT OF BOYS SELECTING EACH HOBBY

Hobbies	Times Mentioned	Totals
<b>Animal and fowl raising</b>		
chickens .....	9	
dogs .....	4	
ducks .....	3	
frogs, turtles, rats.....	4	
pigeons.....	11	
<b>Total</b>		<b>31</b>
<b>Collecting</b>		
arrows .....	4	
baseball.....	6	
big little books .....	1	
bird feathers.....	3	
bottles.....	3	
bullets.....	1	
coins .....	16	
iron scraps .....	2	
marbles .....	5	
match folders (gophers).....	14	
nails .....	2	
rocks .....	6	
salt and pepper shakers.....	5	
shells.....	5	
soda pop tops.....	5	
soil and rocks .....	4	
stamps.....	11	
tin foil.....	2	
vases and pitchers.....	4	
wooden and tin soldiers.....	7	
<b>Total</b>		<b>106</b>
<b>Handcraft</b>		
airplane and bird house building	14	
boat building.....	7	
making and keeping scrapbooks.	6	
mechanical set work.....	4	
model forts.....	3	
receiving sets .....	6	
weaving rugs.....	3	
<b>Total</b>		<b>43</b>

TABLE 5-Continued

Hobbies	Times Mentioned	Totals
<b>Miscellaneous</b>		
camp fires .....	1	
chemical experiments .....	5	
electricity .....	1	
farming .....	1	
gardening .....	7	
herding cattle .....	5	
killing snakes .....	3	
photography .....	4	
studying stars .....	3	
taming horses .....	2	
Total		32
<b>Sports</b>		
fishing .....	6	
horseback riding .....	9	
hunting .....	5	
ball .....	24	
playing cowboy .....	6	
Total		50
GRAND TOTAL		262

Data in Table 5 show that 106 boys report collecting as a hobby. Sports rank second in frequency of mention, with fifty boys reporting. Handcraft is third with forty-three boys reporting; and animal and fowl raising is fourth with thirty-one reporting. The miscellaneous hobbies totaled thirty-two.

## CHAPTER II

### COLLECTING

#### Nature of the Problem

It has been said that "the lure of collecting is as old as the human desire for possession, and its field as wide as the world of human interests."<sup>1</sup> In the realm of hobbies this activity seems to be especially fascinating to adolescents. As an educational pursuit, it is its own excuse for being. Boys who become interested in collecting often find zest in historical and geographical data because of the mental associations which they form with people, places, and things contacted through hobby interests.<sup>2</sup> Occasionally, collecting affords a psychological outlet, which is the source of motivation back of the activity.<sup>3</sup> Oftentimes it suggests a vocation for life. Frequently it provides a means for utilizing leisure time, and, therefore, is invaluable as a social force.

#### Definition of the Activity

The basic assumption of many studies is that the collecting activity is the result of an instinctive drive or urge.<sup>4</sup>

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<sup>1</sup>Ruth Lampland, Hobbies for Everybody, p. 106.

<sup>2</sup>Ibid., p. 107.

<sup>3</sup>Ibid., p. 108.

<sup>4</sup>Austin Fox Riggs, Play, p. 4.

It is, therefore, a medium for satisfying the natural human craving for ego-satisfaction or self-aggrandizement. Burk's<sup>5</sup> work on children's collections, published in 1900, corroborates the existence of such an instinct. Thirteen years later Thorndike<sup>6</sup> said that people have a blind tendency to take portable objects which attract attention. He suggested that marbles, strings, money, shells, cigar tags and picture postals become favored objects because of their ease in exchange, their convenience of carriage, their permanent attractiveness, and their utility in play.<sup>7</sup>

During more recent times, the concept of instinct has been modified and tempered somewhat from the definitions of earlier days. Nevertheless, many psychologists still hold to it, in part at least. John Dewey says:

No unprejudiced observer will lightly deny the existence of an original tendency to assimilate objects and events to the self, to make them part of the 'me.' We may even admit that the 'me' cannot exist without the 'mine.' The self gets solidity and form through an appropriation of things which identifies them with whatever we call myself. . . . 'I own; therefore I am' expresses a truer psychology than the Cartesian 'I think; therefore I am.'<sup>8</sup>

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<sup>5</sup>W. N. Durost, Children's Collecting Activity Related to Social Factors, p. 84.

<sup>6</sup>E. L. Thorndike, Educational Psychology, Vol. 1, pp. 53-54.

<sup>7</sup>Ibid.

<sup>8</sup>John Dewey, Human Nature and Conduct, p. 116.

### Values of the Collecting Activity

The nature of a child is profoundly social; his life is bound up in the lives of others. Because of this fact, collecting has a social value. It possesses potentialities for exerting a desirable moral influence on a child because morality concerns relations to others, and these relations engender ideals.<sup>9</sup> It possesses an educational value, because a child learns to think through experiences. His judgment and discrimination develop through activities in which he has personal interests. "If he has aims and purposes and attains those with resulting satisfaction, he has had an educational experience."<sup>10</sup>

Collecting has another value in the form of mental discipline which is just as necessary for children as behavior discipline. This value has its inception in the philosophical implication that work which is delightful is disciplinary. Mental discipline is tied up with the intellectual needs of the child. The ability to use the tool subjects meaningfully and to think logically is developed by the collecting activity, because the knowledges acquired are by-products of natural conditions and the likelihood of retention is therefore greater.<sup>11</sup> Self-reliance or confidence

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<sup>9</sup>Marietta Johnson, Youth in a World of Men, p. 180.

<sup>10</sup>Ibid., p. 281.

<sup>11</sup>Ibid.



in one's own powers and judgment is another element of mental discipline related to collecting. John Dewey<sup>12</sup> says that when the child is provided with the instruments of effective self-direction, we shall have the deepest and best guaranty of a society which is harmonious. In addition, the development of cooperation is closely allied with the development of self-reliance, appreciation, and self-control. The presence of these characteristics causes a child to substitute socially valuable behavior for undesirable actions.<sup>13</sup>

Collecting also contains vocational values. It can be used as a pleasant method of becoming acquainted with a profession which seems to be interesting and appropriate to the child. The consequent increase in knowledge about that profession may help the hobbyist make a more intelligent decision when the time comes for choosing a vocation.

#### Motivation of the Collecting Activity

The collecting activity may be motivated in many ways. It may be a matter of original nature, if collecting is instinctive; or it may be an emotional undercurrent, if the collecting activity is playing some sort of dual role as a compensating mechanism in the life adjustment of the collector.<sup>14</sup> Any attempts to find the real motivation by

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<sup>12</sup>John Dewey, The School and Society (Revised edition), pp. 27-28.

<sup>13</sup>White House Conference on Child Health and Protection, p. 171.

<sup>14</sup>W. N. Durost, op. cit., p. 16.

asking a child why he collects are generally futile. Sometimes children are influenced in their choice of a collection by the parents, some other member of the family, or by friends. In many cases the activity seems to be self-motivated.

#### Classification of Collections

The definition of a collection implies classification. This part of the activity itself possesses potentialities for meeting the social needs of boys because of its characteristics and because of its demands upon the hobbyist. For the purpose of this study the collections mentioned by each boy on the interview sheets were noted and tabulated. Table 6 contains the results as to the type of collections made and as to the number and percentage of boys in the fourth and fifth grades of Denton, Texas, Public Schools who made the collections.

Data in Table 6 show that 106 boys reported twenty different collections. The largest number engaged in collecting any one object was sixteen who collected coins. It may be that this type of collection ranks first because many coins are valuable or because the valuable ones were difficult to secure, and difficulty presented a challenge.

Match folders were collected by fourteen, or eight per cent of the sixteen boys who made collections as a hobby. It is rather difficult to assign any reason for

TABLE 6

CLASSIFICATION OF THE COLLECTING HOBBIES AND NUMBER AND  
PER CENT OF THE 106 BOYS COLLECTING  
EACH CLASSIFICATION

Classification of Collection	No. of Boys	Per Cent
Arrows.....	4	3.8
Baseballs.....	6	5.7
"Big little books".....	1	.94
Bird feathers.....	3	2.8
Bottles.....	3	2.8
Bullets.....	1	.94
Coins.....	16	15.09
Iron scraps.....	2	1.9
Marbles.....	5	4.7
Match folders.....	14	13.2
Nails.....	2	1.9
Rocks.....	6	5.7
Salt and pepper shakers....	5	4.7
Shells.....	5	4.7
Soda pop tops.....	5	4.7
Soil and rocks.....	4	3.8
Stamps.....	11	10.
Tin foil.....	2	1.9
Vases and pitchers.....	4	3.8
Wooden and tin soldiers....	7	6.6
Total	106	100.0

collecting such valueless things as gophers, and yet it is observed that many boys exhibit a keen interest in this activity. The choice of such a collection may be due to the fact that the objects are easily secured and no cost is attached. It seems plausible that many boys, who for economic reasons cannot participate in expensive collections,

can be interested in this inexpensive hobby. Geographical interest is also a factor in the selection of this type of collection. Boys are able to secure additions to their collections from practically every part of the world, and in so doing, the social studies are vitalized and certain social needs are met.

Data in Table 6 show that stamp collections rank third among the classification, being mentioned by eleven boys or approximately six per cent of the group which participate in collecting as a hobby. The extreme interest in this activity is probably due to the historical association that is to be found in stamp issues of the world. Of course, the true value of the activity is not in the material value attached to the collection but in the social value that the collector experiences.

Data in Table 6 also show that all other collections listed and reported by the boys on the interview sheets were mentioned by seven or less individuals. The collection of wooden and tin soldiers was mentioned by seven; baseballs and rocks by six; marbles, salt and pepper shakers, shells, and soda pop tops by five; arrows, soil and rock, vases, and pitchers by four; bird feathers and bottles by three; iron scraps by two; and "big little books" and bullets by one each. Although many of these objects do not seem to have much value attached to them, a collection of any or all of

them is a hobby that costs no money but adds immeasurably to the richness of life.

### Coin Collecting

Among the twenty classifications of collections reported by 106 boys, coin collecting ranks first with sixteen boys designating this as a hobby.

In order to get a composite picture of this activity as participated in by the sixteen boys, information from questionnaires was compiled and placed in Table 7.

Data in Table 7 show that four boys report fathers as the source of motivation for their coin collecting hobby; three report self; and two report other boys. Each of the following sources is mentioned by one boy: mother, people, girls, picture show, and a Scout book. Two boys report no outside motivation.

Fathers are designated as helpers with collections by three boys. Friends are mentioned by three boys, and mother and father together are mentioned by two boys. A sister, the family, and a Scout master are each reported by one, while five report no helpers.

Data in Table 7 show that the boys who collect coins have pursued their hobbies from two weeks to five years. They also show that these boys hold membership in six clubs, including Scouts, school clubs, sport clubs, the

TABLE 7

SOURCE OF MOTIVATION, HELPERS WITH HOBBIES, LENGTH OF TIME HOBBIES HAVE BEEN PURSUED, CLUB MEMBERSHIP, CHILD'S WEEKLY INCOME, AND FAMILY INCOME STATUS OF SIXTEEN OF THE BOYS WHO COLLECT COINS

Pupil No.	Source of Motivation	Helpers with Hobby	Age of Hobby	Club Membership	Child's Weekly Income	Family Income
1...	Mother	Mother and Father	2 wks.	Scouts	..	Below avg.
2...	Self	Father	5 yrs.	..	..	Average
3...	..	Friends	3 mo.	School	..	Average
4...	Self	..	Years	Scouts	\$.50	Below avg.
5...	Father	Family	4 yrs.	..	..	Below avg.
6...	Boys	Father	1 yr.	..	.50	Below avg.
7...	Father	Father	4 yrs.	..	.25	Average
8...	..	..	2 yrs.	Scouts	..	Below avg.
9...	Boys	..	3 yrs.	Scouts	..	Below avg.
10...	"me"	Sister	2 yrs.	Sports	..	Below avg.
11...	Picture Show	..	3 yrs.	Sports	..	Above avg.
12...	"People"	Friend	3 yrs.	Kiwanis, Scouts, Sports	.10	Above avg.
13...	Scout Book	Scout Master	3 yrs.	Scouts, Sports	..	Average
14...	"Girl"	Friend	2 wks.	..	..	Below avg.
15...	Father	..	9 mo.	Health	.05	Below avg.
16...	Father	Father and Mother	1 yr.	4 H Club	..	Below avg.

Kiwanis Club, health clubs, and the 4-H Club. Five of the sixteen boys report no club membership.

Data in Table 7 further show that four of the boys who collect coins as a hobby earn weekly incomes ranging from five cents to fifty cents. The income status of four families is described as average; ten are below average; and two are above average.

An analysis of data in Table 7 leads to the conclusion that the sources of motivations, the helpers, the length of time the hobbies have been pursued, and the club membership reported by sixteen boys who collect coins are potentialities for contributing to the boys' social needs.

Sources of motivation for collecting coins.--Table 8 contains data on the sources of motivation of sixteen boys who collect coins and the number and percentage of boys reporting each source.

Data in Table 8 show that eight sources of motivation are reported by the fourteen boys under consideration; two boys made no report. Fathers rank first in frequency of mention. This is probably due to the fact that boys usually desire and need companionship with their fathers, and the collecting activity affords opportunities for meeting these needs.

Three boys, or nineteen per cent of the group, report self as sources of motivation; two boys report other boys;

TABLE 8

SOURCES OF MOTIVATION OF SIXTEEN BOYS WHO COLLECT COINS  
AND NUMBER AND PERCENT REPORTING EACH SOURCE

Source of Motivation	Number and Percent of Boys	
	Number	Percent
Father.....	4	25
Self.....	3	19
Other boys.....	2	12.5
No answer.....	2	12.5
Mother.....	1	6.2
People.....	1	6.2
Girls.....	1	6.2
Picture show.....	1	6.2
Scout book.....	1	6.2

two report no one; and one reports each of the following: mother, people, girls, picture shows, and Scout book. A summary of these data leads to the conclusion that the sources of motivation are potential factors for meeting the boys' social needs.

Helpers with coin collecting hobbies.--People who help boys with their hobbies hold a very important place because of the influence which they consciously or unconsciously exert upon the hobbyist. It is very interesting to note the helpers who were reported by sixteen boys who collect coins as a hobby. Table 9 contains these data.

Data in Table 9 show that five boys report that they have no helpers with their hobbies. From the questionnaire,



TABLE 9

NUMBER AND PER CENT OF HELPERS WITH THE HOBBIES OF  
SIXTEEN BOYS WHO COLLECT COINS

Helpers	Number of Boys	Per Cent of Boys
No one.....	5	31.2
Fathers.....	3	18.7
Friends.....	3	18.7
Mother and father..	2	12.5
Family.....	1	6.3
Sister.....	1	6.3
Scout master.....	1	6.3
Total	16	100.0

it was found that in four of these five cases, the family's income status was described as below average; in the fifth case it was described as above average.

Data in Table 9 further show that three boys report that their fathers help them with their collections. Two other boys report that both the father and mother help them. In other words, a little more than thirty-one per cent of the boys who have coin collecting as a hobby have an opportunity to really enjoy their hobbies with their parents. In three out of these five cases, the family income status is described as below average; in the other two cases it is reported to be average.

One boy in the coin collecting group reports that his family helps him with his hobby. It seems that this case

might be included in the cases of the boys who report that their fathers and mothers help them with their collections. The same is true of the boy who reports that a sister helps with his hobby. It is to be noted that seven out of the sixteen boys who collect coins, or almost fifty per cent, report that some member of their family helps them with their hobby. Three of the sixteen boys are helped by their friends, and one is helped by his Scout master. It is believed that this home association and these friendly contacts are potential sources for contributing to meeting such social needs as adaptability, appreciation, cooperation, happiness, respect for the rights of others, and self-control.

Length of time coin collecting hobbies have been pursued.--

Table 10 contains data on the ages of coin collection hobbies of the sixteen boys. The ages are listed in weeks, since at least one boy reports a hobby that was not one month old.

Data in Table 10 show that the ages of the coin collecting hobbies range from two weeks to 260 weeks or five years. Two boys report the minimum age, and one reports the maximum; the average age is approximately 2.2 years. The comparatively long period over which most of the boys have collected coins is indicative of the fact that this factor seems contributory toward meeting such social needs as adaptability, independence, and self-control.

TABLE 10

THE NUMBER AND PER CENT OF THE SIXTEEN BOYS DISTRIBUTED ON  
THE BASIS OF THE NUMBER OF WEEKS THAT THEY HAVE PURSUED  
COIN COLLECTING AS A HOBBY

Ages in Weeks	Number of Boys	Per cent of Boys
2.....	2	12.5
12.....	1	6.2
36.....	1	6.2
52.....	3	18.9
104.....	2	12.5
156.....	4	25.0
208.....	2	12.5
260.....	1	6.2
Total	16	100.0

Club membership of boys who collect coins.--Data in Table 11 pertain to club memberships held by the sixteen boys who collect coins as a hobby.

Data in Table 11 show that eleven of the sixteen boys who report coin collecting as a hobby report membership in some club. Twenty-five per cent report membership in Scouts; approximately twelve per cent report membership in sports clubs; and about six per cent report membership in school clubs, health clubs, and 4-H Clubs, respectively. One boy reports membership

TABLE 11

THE NUMBER AND PER CENT OF THE SIXTEEN BOYS WHO COLLECT COINS,  
AND WHO HOLD MEMBERSHIP IN EACH CLUB

Name of Club	Number and Per Cent of Boys	
	Number	Per Cent
Scouts.....	4	25.0
Sports.....	2	12.5
School club.....	1	6.3
Kiwanis, scouts, and sports.....	1	6.3
Health.....	1	6.3
4-H Club.....	1	6.3
Scouts and sports..	1	6.3
No club.....	5	31.0
Total	16	100.0

in three clubs including the Kiwanis, Scouts, and a sport club. Another boy reports membership in two clubs which are the Scouts and a sport club. It is obvious that the Scout club is the most popular with this group of boys. Sport clubs rank second, while the other clubs listed in the table are given about equal ranking.

The social needs that may be met through club membership are many. Where several persons are joined in a mutual association, the rights of others should be respected; this may

develop adaptability and self-control. In addition, most of the Scout creeds demand reliability and cooperation of the Scouts. It is also the purpose of most club leaders to develop appreciation, independence, and initiative on the part of the club members. In most cases happiness exists in the club, or else the boys withdraw their membership. In many instances, hobbies of the boys are encouraged and developed in clubs because leaders realize the values to be derived from these activities.

Weekly earned income and family income status of boys who collect coins.--Data in Table 12 show the number and per cent of boys who earn weekly incomes. It also contains data on the families' income status.

Data in Table 12 show that five of the boys or 31.2 per cent earn a weekly income, while eleven or 68.8 per cent report in the negative. Three of the five boys who have a weekly income are from families whose income is described as being below average. The fourth case is from a family of average means, and the fifth case is from a family of above average means.

A summary of data in Table 12 shows that a large percentage of the boys who collect coins earns no weekly income. A large percentage is from families whose income status level is below average. The two factors taken together seem to indicate that these boys collect coins for the fun of collecting,

TABLE 12

THE SIXTEEN BOYS WHO COLLECT COINS DISTRIBUTED ON THE BASIS  
OF THE BOYS' WEEKLY INCOME AND THE STATUS OF THEIR  
FAMILIES' YEARLY INCOME

Item	No. and Per Cent of Boys	
	Number	Per Cent
Boys' Weekly Income		
Earning income.....	5	31.2
Earning no income.....	11	68.8
Families Economic Status		
Family income status above average .....	2	12.5
Family income status average .....	4	25.0
Family income status below average .....	10	62.5

for geographical reasons, or because coins may be difficult to secure. It is unlikely that they collect them for the value that rare coins hold, because the financial status of the homes does not indicate that they would be able to invest any large amount of money in a collection.

Summary of coin collecting data.--From the preceding discussions of the coin collecting hobbies reported by sixteen boys in the fourth and fifth grades of the Denton, Texas,

Public Schools, it is to be noted that five of the boys report no outside motivation of their hobby, and five report no helpers. Eleven report that they have been pursuing the hobby longer than one year, and eleven report club membership. Five report a weekly earned income. Two of the families' income status is described as above average, four as average, and ten as below average. All of these factors are component parts of the boys' coin-collecting hobbies, and most of them are potential contributory sources to meeting such social needs as adaptability, appreciation, cooperation, happiness, independence, initiative, intellectual needs, reliability, respect for the rights of others, and self-control.

#### Match Folder Collecting

Table 13 contains a composite picture of the match folder collectors as was reported on the interview sheets. Extensive information is placed in this table in order to present comparative data.

Data in Table 13 show that fourteen boys collect match folders as a hobby. The following sources of motivation are reported by the indicated number of boys: men, by two boys; people, by one boy; father, by two boys; friends, by two boys; self, by three boys; other boys, by two boys; and school, by one boy. Two boys made no report on this item. The following helpers are mentioned by the indicated number of boys:

TABLE 13

SOURCE OF MOTIVATION, HELPERS WITH HOBBIES, LENGTH OF TIME HOBBIES HAVE BEEN PURSUED, CLUB MEMBERSHIP, CHILD'S WEEKLY INCOME, AND FAMILY INCOME STATUS OF FOURTEEN BOYS WHO COLLECT MATCH FOLDERS

Pupil	Source of Motivation	Helpers	Age of Hobby	Club Membership	Boys Weekly Income	Family Income Status
1.	Men	Brother	1 yr.	----	----	Above
2.	People	Friend	----	Kiwanis	\$ .00	Above
3.	Men	Friend	2 mo.	Scouts	1.00	Average
4.	Self	None	6 mo.	Citizen- ship	.50	Average
5.	Father	Aunt	5 mo.	----	----	Average
6.	Friend	None	3 yrs.	----	1.50	Below
7.	Self	Father	2 yrs.	Kiwanis Scouts	----	Below
8.	Father	Father	1 <sup>1</sup> / <sub>2</sub> yrs.	Scouts	----	Above
9.	Self	None	1 mo.	Sports	.50	Below
10.	Self	Friend	2 yrs.	Scouts	----	Average
11.	Boys	None	1 mo.	Sports	.25	Average
12.	Self	None	1 yr.	Kiwanis	----	Average
13.	Other Boys	Cousin	1 yr.	----	.10	Below
14.	Friend	Friend	2 yrs.	Scouts	1.25	Below



brother, one; friends, four; aunt, one; and cousin, one. Five boys report no helpers.

The length of time that the match folder hobbies have been pursued ranges from one month, reported by one boy, to three years, reported by one boy. The average age is one year and four months. Fourteen boys report membership in the following clubs: Kiwanis, two boys; Scouts, five boys; Sport Club, one boy; both Kiwanis Club and Scouts, one boy; and Citizenship Club, one boy. Four members of the group do not indicate club membership.

Seven of the fourteen boys report weekly incomes ranging from ten cents to \$1.50. The average income is sixty-seven cents.

Data in Table 13 show that for six of the fourteen boys, the family income is average. In five cases the income is below average, and in three cases it is above average.

Sources of motivation for match folder collections.--

Table 14 contains data on the sources of motivation of the collection of match folders as reported by fourteen boys among 185 who were interviewed for this study.

Data in Table 14 show that the fourteen boys who collect match folders report six different influences that influenced their selection of match folders as a hobby. Three boys report self as the source of motivation. Two boys reported each of the following sources: men, boys, friends, fathers,

TABLE 14

SOURCES OF MOTIVATION OF FOURTEEN BOYS WHO COLLECT  
MATCH FOLDERS AND NUMBER AND PER CENT  
REPORTING SOURCES

Source of Motivation	No. of Boys	Per Cent of Boys
Self.....	3	21.4
Men .....	2	14.3
Boys .....	2	14.3
Friends .....	2	14.3
Fathers .....	2	14.3
No one.....	2	14.3
People .....	1	7.1
Total	14	100.0

no one, and people. In all cases, it is believed that the collecting activity participated in by these fourteen boys and motivated by the indicated sources, is a social force that contributes effectively toward meeting the boys' social needs.

Helpers with match folder collections.--Table 15 contains data on the number and per cent of boys who report helpers with their hobbies and the name of the helper.

Data in Table 15 show that five boys indicate that they have no helpers with their hobbies. Four report that their

TABLE 15

NUMBER AND PER CENT OF HELPERS WITH THE HOBBIES OF  
FOURTEEN BOYS WHO COLLECT MATCH FOLDERS

Helpers	No. of Boys	Per Cent of Boys
None .....	5	35.7
Friends .....	4	28.7
Fathers .....	2	14.3
Brother .....	1	7.1
Aunt .....	1	7.1
Cousin .....	1	7.1
Total	14	100.0

friends help with the collections. The remaining five boys report some member of the family as helpers. The contacts that ensue from these associations are potential sources for meeting the boys' social needs.

Time that match folder collecting hobbies have been pursued.--Table 16 contains data on the ages of match folder collecting hobbies of fourteen boys.

Data in Table 16 show that the length of time that the boys have pursued their match folder collecting hobbies ranges from one week to one hundred fifty-six weeks. This means that the average age of the hobbies is approximately

TABLE 16

THE NUMBER AND PER CENT OF THE FOURTEEN BOYS DISTRIBUTED ON  
THE BASIS OF THE NUMBER OF WEEKS THAT THEY HAVE PURSUED  
MATCH FOLDER COLLECTING  
AS A HOBBY

Ages in Weeks	No. of Boys	Per Cent of Boys
1 .....	1	7.1
4 .....	1	7.1
8 .....	1	7.1
20 .....	1	7.1
24 .....	1	7.1
52 .....	5	35.8
104 .....	3	21.6
156	1	7.1
Total	14	100.0

one year. Data in Table 16 also show that five of the fourteen boys indicate that their hobbies are fifty-two weeks old; three report 104 weeks; and one reports the maximum age of 156 weeks. It has been previously stated that the pursuit of a hobby for some length of time seems to show that the activity is contributing to meeting such social needs as reliability, adaptability, self-control, and happiness.

Club memberships of boys who collect match folders.--

Table 17 contains data on the number and per cent of the boys

who hold and do not hold memberships in some club. The names of the clubs in which membership is held are also reported.

TABLE 17

THE NUMBER AND PER CENT OF THE FOURTEEN BOYS WHO  
COLLECT MATCH FOLDERS AND WHO HOLD  
MEMBERSHIP IN EACH CLUB

Name of Club	No. of Boys	Per Cent of Boys
Scouts .....	5	35.8
Kiwanis .....	2	14.3
Citizenship .....	1	7.1
Kiwanis and scouts .	1	7.1
Sports .....	1	7.1
No membership.....	4	28.6
Total	14	100.0

Data in Table 17 show that ten of the fourteen boys who collect match folders report membership in five different clubs; four report no membership. Six boys, or almost fifty per cent of the entire group, belong to the Scouts; the Kiwanis Club claims membership of three boys; Citizenship Clubs claim membership of one boy; and a Sports Club claims one membership. It is believed that many social needs, such as cooperation, respect for the rights of others, adaptability,

appreciation, happiness, initiative, and self control are met as the boys associate in club organizations and pursue their hobbies together.

Weekly earned income and family income status of boys who collect match folders.--Table 18 contains data on the number and per cent of boys who report a weekly income, and the family income status of the fourteen boys who collect match folders as a hobby.

TABLE 18

THE FOURTEEN BOYS WHO COLLECT MATCH FOLDERS DISTRIBUTED ON THE BASIS OF THE BOYS' WEEKLY INCOME AND THE STATUS OF THEIR FAMILIES' YEARLY INCOME

Item	No. and Per cent of Boys	
	Number	Per Cent
Boys' Weekly Income		
Earning income .....	8	57.2
Earning no income .....	6	42.8
Families' Economic Status		
Family income status above average .....	3	21.4
Family income status average .....	6	42.8
Family income status below average .....	5	35.8

Data in Table 18 show that eight of the fourteen boys who collect match folders report a weekly income. The remaining six report negatively. The family income status of approximately forty-three per cent of the group is described as being average, while approximately thirty-six per cent of the homes are described as having an income status that is below average; twenty-one per cent have an income status that is above average.

Summary of match folder collecting.--Data in the preceding discussion have been related to the boys who collect match folders as a hobby. An analysis of reports secured from tables and from the interview sheets shows that a large per cent of the boys report "selves" as sources of motivation, implying an exhibition of initiative and reliability. Five boys report no helpers, indicating a necessity for the development of independence on the part of the boys. Five indicate that they are helped by other members of their family, including a father, a brother, an aunt, and a cousin. These contacts imply development of respect for the rights of others, reliability, and cooperation. The remaining members of the group report that they are helped by friends. These associations have the same implications.

The boys report ages of hobbies to be from one week to 156 weeks, with an average of one year, implying development of the boys adaptability and initiative. It is also found

that ten of the fourteen boys hold memberships in some clubs, signifying a development of cooperation, respect for the rights of others, and self-control. A summary of these implications leads to the conclusion that the match folder collecting activity is a potential means for meeting the social needs of adolescent boys.

### Stamp Collecting

During recent years, stamp collecting has become a synonymous term with hobby. Perhaps this activity enjoys a remarkable vogue because it is one of President Roosevelt's interests and because there are many books written on the subject.<sup>15</sup> The extreme interest manifested in stamps is probably also due to the historical associations that are to be found in various issues of the nations, because they contain many political events of importance.

Data related to the stamp collecting activities of the fourth and fifth grade boys in the Public Schools of Denton, Texas, have been compiled from interview sheets and are presented in Table 19.

Data in Table 19 show that seven boys among the 185 considered in this study collect stamps as a hobby. The following number was influenced in making this collecting activity a hobby by the people indicated: three boys, self; one boy, sister; one boy, father; one boy, friend; two boys,

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<sup>15</sup>W. N. Durost, op. cit., p. 129.



TABLE 19

SOURCES OF MOTIVATION, HELPERS WITH HOBBIES, LENGTH OF TIME HOBBIES HAVE BEEN PURSUED, CLUB MEMBERSHIP, CHILD'S WEEKLY INCOME, AND FAMILY INCOME STATUS OF SEVEN BOYS WHO COLLECT STAMPS

Source of Motivation	Helpers	Age of Hobby	Club Membership	Boys' Weekly Income	Family's Income Status
Self	None	1 yr.	Scouts	None	Below avg.
Sister and father	Family	1 wk.	Sports	None	Above avg.
Self	None	1 yr.	Sports	\$ .34	Average
Other boys	Family	2 mo.	Kiwanis	None	Average
None	Mother	1 yr.	Scouts	None	Below avg.
Other boys	Mother	1 yr.	Scouts	None	Above

other boys; one pupil made no report on this item. Data in Table 19 also show that two pupils report that their mothers help with the collections; two report family; and three have no helpers. The age of the hobbies ranges from two months to three years, with an average of approximately 7.2 months. Seven boys hold membership in three different clubs. The following number of boys belongs to the indicated clubs: Scouts, three boys; Sports, two boys; and Kiwanis, one boy. No membership was reported by one boy. Only one of the seven boys earns a weekly income. The family income of two boys is

average; two incomes are below average; and two are above average. One boy did not report on this item.

Sources of motivation of boys who collect stamps.--

Table 20 contains data on the number and per cent of boys reporting certain sources of motivation as they pertain to collecting stamps as a hobby.

TABLE 20

SOURCES OF MOTIVATION OF SEVEN BOYS WHO COLLECT  
STAMPS AND THE NUMBER AND PER CENT  
REPORTING SOURCE

Source of Motivation	No. of Boys	Per Cent of Boys
Self .....	3	42.8
Boys .....	2	28.6
Sister and father.....	1	14.3
No one .....	1	14.3

Data in Table 20 show that approximately forty-three per cent of the boys report selves as sources of motivation for their hobbies. These data are particularly interesting when compared with previous tables which contain data on sources of motivation reported by the boys who collect coins and match folders. A large per cent of boys in all three groups indicated "self" as the source of motivation. No one influenced them; they evidently exhibited initiative and independence

in making their own selection. This means that certain social needs are met by participation in the collecting activity.

Data in Table 20 also show that two boys report that they were influenced in their hobby selection by other boys. It has been stated before that when two or more persons are engaged in any activity, social adjustments must be made, cooperation should be experienced, and respect for the rights of others is necessary. Rights toward definite attitudes, views, and beliefs are to be respected as much as personal property rights.

Data in Table 20 show that one boy was influenced in his selection of a hobby by his sister and his father. Another boy reports that he was influenced by no one. It is very likely that this boy should be included with the group that reports "self" as the source of motivation. Again, it is to be noted that a small per cent of boys indicates that any number of their family served as the source of motivation. This seems to show, as has been shown in several previous instances, that the homes have not seemed to offer as much help to the boys who participate in the collecting activity as most people wish that homes would offer.

It is believed that each of the sources of motivation reported by the boys implies personal associations, and they,

in turn, suggest the boys' benefaction in cooperation, adaptability, respect for the rights of others, and self control.

Helpers of boys who collect stamps.--Table 21 contains data on the number and per cent of boys who report helpers with hobbies and the names of the helpers.

TABLE 21

NUMBER AND PER CENT OF HELPERS WITH THE HOBBIES OF SEVEN BOYS WHO COLLECT STAMPS

Helpers	No. of Boys	Per Cent of Boys
Had none .....	3	42.8
Families .....	2	28.6
Mothers .....	2	28.6
Total	7	100.0

Data in Table 21 show that about forty-three per cent of the boys who collect stamps report that they have no helpers. The remaining fifty-seven per cent are helped by members of their families including the mother in two cases. It has been stated before, in a discussion concerning the collectors of coins and match folders, that in instances where boys are aided by their families or friends in their hobbies that several of their social needs are very likely

to be met. The same applies to the stamp collecting activity. Cooperation, respect for the rights of others, self control, adaptability, and happiness are social values developed in a group of individuals who are working together with a common purpose and toward a common goal.

Length of time that stamp collecting hobbies have been pursued.--Table 22 contains data on the number and per cent of boys who have pursued stamp collections from one week to 156 weeks.

TABLE 22

NUMBER AND PER CENT OF THE SEVEN BOYS DISTRIBUTED ON  
THE BASIS OF THE NUMBER OF WEEKS THAT THEY HAVE  
PURSUED STAMP COLLECTING AS A HOBBY

Ages in Weeks	No. of Boys	Per Cent of Boys
1.....	1	14.3
8.....	1	14.3
52.....	4	57.1
156.....	1	14.3

Data in Table 22 show that four boys each report the age of their hobby to be one year. The remaining three boys report ages from one week to three years. The comparatively long period of time in which a majority of the boys

has been pursuing his hobby is indicative of a development in such qualities as reliability, initiative, independence, and adaptability.

Club memberships of boys who collect stamps.--Table 23 contains data on the number and per cent of boys who belong or do not belong to certain clubs and names of the club to which they belong.

TABLE 23

THE NUMBER AND PER CENT OF THE SEVEN BOYS WHO COLLECT STAMPS, AND WHO HOLD MEMBERSHIP IN EACH CLUB

Name of Club	No. of Boys	Per Cent of Boys
Scouts .....	3	42.6
Sports .....	2	28.6
Kiwanis .....	1	14.4
No club membership .....	1	14.4
Total	7	100.0

Data in Table 23 show that all boys except one who report stamp collecting as their hobby also report membership in some club. The largest number of the boys belong to the Scouts. Sport clubs claim the second largest number, while the Kiwanis Club claims one membership among the group.

In previous discussions pertaining to the value of club membership, it has been stated that many social needs of boys are met through club activities. The hobby of stamp collecting is no exception. In fact, it seems probable that more social needs are met through this hobby than through any other one. For instance, the intellectual needs of the boys are probably met more fully through stamp collecting than through various other activities. This is true because of the geographical and historical knowledge which is gained through participation in the activity. An additional need met by participation in this hobby is that of vocational guidance. Many vocations of adults have grown out of the stamp collection hobby of boys.

Weekly earned income and family income status of boys who collect stamps.---Table 24 contains data on the number and per cent of boys who earn a weekly income and on the family income status of the seven boys who collect stamps.

Data in Table 24 show that one boy among the seven who collect stamps as a hobby reports a weekly income; the remaining six answer in the negative. The family income status of three boys is average; two are below average; and two are above average. These data are supplementary evidence of the fact that stamp collecting generally requires an investment and is participated in more frequently by boys from economically stable homes.

TABLE 24

THE SEVEN BOYS WHO COLLECT STAMPS DISTRIBUTED ON THE BASIS OF THE BOYS' WEEKLY INCOME AND THE STATUS OF THEIR FAMILIES' YEARLY INCOME

Item	No. and Per Cent of Boys	
	Number	Per Cent
Boys' Weekly Income		
Earning income .....	1	14.3
Earning no income .....	6	5.7
Families' Economic Status		
Family income above average .....	2	28.6
Family income below average .....	2	28.6
Family income average .....	3	42.6

Interview with a stamp collector.--In order to have first-hand knowledge from at least one stamp collector, a fifth grade boy was asked for an interview. He seemed to have a stamp collection that had more characteristics of a real hobby than any of the others in the collecting group.

The boy has an invalid father who is practically blind, and who has been in this condition since the child was quite small; the mother works. Naturally, the father and son have been thrown together more than the average parent and child. In the early years it was the father's



duty to entertain the child. Now, since the father's sight is practically gone, it becomes necessary for the child to entertain the father.

It is hard to determine which one started the hobby of stamp collecting, but it is now definitely the child's responsibility, and one which he thoroughly enjoys. The family has never had much money to spend on stamps; nothing for rare ones. Because both father and son are of such a congenial nature, they have many friends who contribute to their collection. The mother has the opportunity to secure a few from the office in which she works.

When a new stamp is brought into the home, it is necessary for the child to describe it minutely to his father. If it is foreign, he must check on the map the country from which it comes. He must find all available information concerning the issue; then he must either read or tell it to his father. When the father and son decide on a new stamp which they need or would like to have, the child takes upon himself the task of locating that stamp among his friends' collections; then he begins the greater task of making a desirable trade. Through such means they now have what is reputed to be one of the best stamp collections in town.

Table 25 represents the interviewed pupil's social needs which appear to have been met, at least partially by his stamp collecting hobby. These data show that eight social



needs of the interviewed pupil seem to be met by his participation in a collecting hobby. If this typical case is an index to the group in general, it is to be concluded that the hobby of collecting contributes to meeting the social needs of the fourth and fifth-grade boys who participate in the activity.

Summary of stamp collecting.--A summary of data pertaining to various factors of stamp collecting shows that a large per cent of the boys who participate in this activity report selves as the sources of motivation. Almost fifty per cent report no helpers with their hobbies. The other fifty per cent report some member of the family.

The boys' hobbies' ages range from one week to one hundred fifty-six weeks with an average of approximately one year. Six of the seven boys report club memberships. Only one boy indicates that he earns a weekly income. Three boys live in homes where the family income status is described as average. An equal number of the remaining boys live in homes where the income status is above and below average.

An analysis of data pertaining to the hobby of stamp collecting, as interpreted by the answers of the seven boys who participate in this activity, seems to indicate that there is ample opportunity for fathers and mothers to share companionship with the boys in pursuing their hobbies. It also indicates that there is a lack of such companionship among

several of the boys' families considered in this study. In addition, all factors relating to the stamp collecting activity indicate that this hobby is a contributory force for meeting the social needs of the participants.

#### General Summary of the Collecting Hobby

It is to be noted from previous data contained in Chapter I that the most popular hobby reported by 185 boys considered in this study is that of collecting. From data in Chapter II, it is seen that the three articles collected by the largest number of boys in this group are coins, match folders, and stamps. Many other articles reported by a small number of boys include arrowheads, baseballs, bird feathers, "big little books," bottles, bullets, marbles, and similar articles.

It is interesting to note in the detailed reports of coins, match folders, and stamp collections that a large number of boys designates self as the source of motivation. Fathers and friends are mentioned, as well as a Scout book, a picture show, and a girl. There appears to be a lack of mutual home relationships so far as helpers are concerned.

The hobbies have been pursued for periods of time ranging from one week to five years. The long periods of pursuit of these hobbies appear to indicate that they give satisfaction and bring happiness to the participants.

Club memberships are reported by a large per cent of the boys with the Scouts leading in frequency of mention. Sports clubs are reported frequently as are school, health, and Kiwanis clubs.

A large per cent of the boys do not earn weekly incomes, and about fifty per cent belong to families whose incomes are below average. It is to be concluded that the status of the family income or the lack of a personal income does not preclude one from pursuing the collection hobby.

It is also to be concluded that the value of the hobby does not lie in the material worth of the collections but in the benefits derived from the associations and contacts made in the pursuit. These benefits include contributions to such social needs as adaptability, appreciation, independence, reliability, respect for the rights of others, self control, initiative, cooperation, happiness, and intellectual needs.

## CHAPTER III

### THE SPORT HOBBY

#### Introduction

Sports are a form of play. Even ball games were played by Egyptian boys forty centuries ago.<sup>1</sup> Baseball is one of the most popular games among the modern youth. As tiny children, one of their first toys is usually a ball. Even before the school age, boys learn to handle a bat. During school age, the year-round game is nearly always baseball.

Definition of the term.--As sports is a part of play, it is hardly possible to define sports alone. It is necessarily interpreted in conjunction with play.

Patrick says

. . . the term play may be applied to all those human activities which are free and spontaneous and which are pursued for their own sake alone. Play will include practically all the activities of children and the larger share of those of adults.<sup>2</sup>

Joseph Lee defines play as a

growth under the supervision of the great achieving instincts, the chief of which are hunting, fighting, creating, and team play. . . . Play is activity; it is not idleness but is the contrast to it. It is not united to any particular form of activity; it may be neuro-muscular, sensory, mental, or a combination of all three.<sup>3</sup>

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<sup>1</sup>W. W. Pangburn, Adventures in Recreation, p. 8.

<sup>2</sup>Joseph Lee, The Normal Course in Play, p. 93.

<sup>3</sup>Ibid., pp. 94-99.

Pangburn, who has done much work in the field of recreation and play, says that "play means growth of the power that lies inside most of us to do interesting things. It develops inner power for joyous and creative activity."<sup>4</sup>

From these definitions it is seen that play is any exercise or occupation for amusement, sport, or frolic.

Value of sports activity.--It is a well-known fact that play is the most serious thing in the child's life; therefore, it is of supreme importance.<sup>5</sup> It is more than a preparation for after life; it is actual living, here and now.

The value of play is measured in terms of physical, mental, vocational, and social development. They are all experienced together, as in actual life; for that is what play is, in its fullest measure. The physical value of play is registered in muscular development and endurance, beauty of form and graceful movement, and accumulated reserve of nerve energy.<sup>6</sup> Children need wholesome outlets for their natural animal spirits. Youth is normally fond of adventure and delights in physical exercise and in taking risks. Play prevents much mischief and vice by giving a helpful expression to motor restlessness and new interests to occupy the mind. It turns the gang spirit into channels of helpfulness.<sup>7</sup>

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<sup>4</sup>W. W. Pangburn, Adventures in Recreation, p. 125.

<sup>5</sup>Joseph Lee, op. cit., p. 94.

<sup>6</sup>Ray O. Wyland, Scouting in the Schools, p. 15.

<sup>7</sup>Joseph Lee, op. cit., p. 25.

Play as an intellectual stimulus is less generally recognized and appreciated. Yet it is probable that more stimulus and intellectual growth are released through games than through any other form of activity, since situations arise in which quick and reliable decisions must be made. The character-forming values of play are fundamental ones: courtesy, self-discipline through obedience to law, loyalty, and appreciation of the values of team work, courage, justice, unselfishness, honesty, perseverance, and tolerance. The development of all these characteristics through play activities means the laying of a sound foundation for the citizenship which is the ultimate goal of the social purpose of leadership. Calvin Coolidge said

I want to see all Americans have a reasonable amount of leisure. . . . Then I want to see them educated to use leisure for their own enjoyment and betterment and the strengthening of the wonderful quality of their citizenship.<sup>8</sup>

Gulick says "Our play activity is the major factor in determining what we are going to be; these principles apply to the individual and to the society as a whole . . . play reveals the level of our culture and in a very large way determines the trend of our growth."<sup>9</sup>

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<sup>8</sup>Ibid., p. 85.

<sup>9</sup>R. O. Wyland, op. cit., p. 14.



From the preceding data, it is to be concluded that specialists in the field of play and recreation believe that sports are contributory toward meeting the social needs of adolescent boys.

#### Classification of Sports or Hobbies

Table 26 contains data on the classification of sports which are enjoyed and engaged in as hobbies by the fourth and fifth-grade boys under consideration.

TABLE 26

CLASSIFICATION OF SPORT HOBBIES AND THE NUMBER AND PER CENT OF FIFTY-ONE BOYS PARTICIPATING IN EACH CLASSIFICATION

Hobby	Number of Boys	Per Cent
Fishing.....	6	11.7
Horseback riding...	10	19.6
Hunting.....	5	9.8
Ball.....	24	47.5
Playing cowboy.....	6	11.7

Data in Table 26 show that fifty-one boys report five different sports. Baseball heads the list with twenty-four boys or 47.5 per cent of the group reporting this as their favorite sport. Horseback riding ranks second with nine or eighteen per cent of the boys participating. Fishing and playing cowboy have equal rank with 11.7 per cent of the fifty-one boys making each choice. Five or 9.8 per cent choose hunting as a hobby.

### Ball Playing

Data in Table 27 contain a composite picture of the source of motivation, helpers with hobbies, ages of hobbies, club membership, child's weekly incomes, and the status of the family incomes of the boys who play ball as a hobby.

An examination of data in Table 27 shows that sixteen boys report the school as a source of motivation in their choice of playing ball as a sport hobby; two report no one; two report boys; and two report David O'Brien, star athlete of Texas Christian University, Fort Worth, Texas. Twelve boys report that friends are helpers with the hobbies; eleven boys report no helpers; and one reports his brother. The hobbies have been pursued by these boys for periods ranging from one month to five years. Fifteen boys report no club membership; six report membership in sports clubs; and one is a member of the school club. Twelve of the twenty-four boys earn weekly incomes ranging from twenty cents to \$2.20. No income is earned by the remaining twelve boys. The family income of twenty of the boys is reported to be below average; two of the boys belong to families with an average income, and two have a family income status above average.

TABLE 27

SOURCE OF MOTIVATION, HELPERS WITH HOBBIES, LENGTH OF TIME HOBBIES HAVE BEEN PURSUED, CLUB MEMBERSHIP, CHILD'S WEEKLY INCOME, AND FAMILY INCOME STATUS OF TWENTY-FOUR WHO PLAY BALL

Boys	Source of Motivation	Helpers with Hobbies	Age with Hobbies	Club Membership	Child's Weekly Income	Family Income Status
1.....	School	None	1 year	None	None	Below average
2.....	School	None	3 years	None	\$ .20	Below average
3.....	School	None	2 years	Scouts	None	Above average
4.....	None	None	1 year	None	None	Above average
5.....	School	Friends	1 year	None	1.50	Below average
6.....	Brother	Friends	1 year	School	.50	Below average
7.....	School	None	2 years	None	1.00	Average
8.....	School	None	5 years	None	None	Below average
9.....	School	Friends	1 year	None	.30	Below average
10.....	School	None	1 year	Scouts	1.00	Below average
11.....	None	None	1 year	None	None	Below average
12.....	School	Brother	2 years	None	.20	Below average
13.....	Brother	Friend	5 years	Scouts	None	Below average
14.....	School	None	1 year	None	None	Below average
15.....	David	Friend	5 years	Scouts	.30	Below average
16.....	O'Brien	None	4 years	Scouts	2.00	Below average
17.....	School	Friends	1 year	None	None	Below average
18.....	School	Friends	5 years	None	.30	Below average
19.....	School	Friends	3 years	None	2.00	Below average
20.....	Boys	Friends	1 month	None	None	Below average
21.....	School	Friends	1 month	None	None	Below average
22.....	Boys	None	3 years	Sports	.50	Average
23.....	School	Friends	1 month	Sports	None	Below average
24.....	School	Friends	2 years	Scouts	1.25	Below average

Sources of motivation.--Sources of motivation of twenty-four boys who play ball and the number and percent reporting sources are shown in Table 28.

TABLE 28

SOURCES OF MOTIVATION OF TWENTY-FOUR BOYS WHO PLAY BALL AND  
NUMBER AND PER CENT REPORTING SOURCES

Source of Motivation	Number of Boys	Per Cent of Boys
School.....	16	66.8
No one.....	2	8.3
Brother.....	2	8.3
Boys.....	2	8.3
David O'Brien.....	2	8.3
Total	24	100.0

It is interesting to note from data given in Table 28 that school is mentioned as a complete source of motivation by sixteen of the twenty-four boys who play ball. Two report brothers; two report selves; two report other boys; and two report David O'Brien. The absence of parental influence in the boys' choice of sports seems to indicate that the home has shifted a large measure of its responsibility to the school in so far as leisure-time activities are concerned. The fact that sixteen per cent of the

twenty-four boys designated the school as their source of motivation indicates, too, that these boys are cooperative and have adapted themselves to the school program. It is well that school people have realized the social needs of those enrolled in their schools and have attempted to revise their programs to meet these needs.

The boys who report their brothers as a source of motivation indicate that the need or desire for companionship was probably met satisfactorily, resulting in true happiness and the development of cooperation. The element of hero worship found in the boys of this grade level is evidenced in the report that David O'Brien was a source of motivation. The two boys who report self-motivation show ingenuity and independence in being able to plan their own entertainment.

Helpers with hobby.--Data in Table 29 show the number and per cent of helpers with hobbies of boys who play ball.

TABLE 29

NUMBER AND PER CENT OF HELPERS WITH THE HOBBIES OF TWENTY-FOUR BOYS WHO PLAY BALL

Helper	Number of Boys	Per Cent
Friends.....	12	50.0
No one.....	11	45.9
Brother.....	1	4.1
Total	24	100.0

Data presented in Table 29 show that twelve or fifty per cent of the boys who named ball as their favorite sport report friends as their helpers. In order to have friends, these boys must exhibit a desire to cooperate, to show respect for the rights of others, to exhibit self-control, and to adapt themselves to group situations. The lack of home influence and cooperation is quite evident throughout this report. The fact that these boys pursue their hobbies without home influences implies the development of independence and reliability.

Length of time boys have pursued ball playing as a hobby.--Table 30 contains data on the number and per cent of the twenty-four boys distributed on the basis of the number of weeks that they have played ball as a hobby.

TABLE 30

THE NUMBER AND PER CENT OF TWENTY-FOUR BOYS DISTRIBUTED ON THE BASIS OF THE NUMBER OF WEEKS THAT THEY HAVE PURSUED BALL PLAYING AS A HOBBY

Age in Weeks	Number of Boys	PerCent
4.....	3	12.5
52.....	9	37.5
104.....	4	16.7
156.....	3	12.5
208.....	1	4.1
260.....	4	16.7
Total	24	100.0

The data in Table 30 show that the boys in this survey have pursued their hobbies of ball playing for periods ranging from four to 260 weeks, or an average of 2.5 years. The boys' continuous participation in ball games shows evidence of the development of cooperation, self-control, reliability, and respect for the rights of others.

Club membership of boys who play ball.--Table 31 contains data on the club membership of boys who play ball.

TABLE 31

THE NUMBER AND PER CENT OF THE TWENTY-FOUR BOYS WHO PLAY BALL AND WHO HOLD MEMBERSHIP IN EACH CLUB

Name of Club	Number of Boys	Per Cent
None.....	15	62.5
Scouts.....	6	25.0
Sports.....	2	8.3
School club.....	1	4.2
Total	24	100.0

Data in Table 31 show that fifteen or 62.5 per cent of the boys who play ball report no club membership. Six or twenty-five per cent of the group are members of the Scouts; two belong to a sports club; and one is a member of a school club. None of the boys report a club as the source of motivation according to data on the interview sheets.

Weekly income and the family income status of boys who play ball.--Table 32 contains data on the weekly incomes of the boys who play ball as a hobby, and on their family income status.

TABLE 32

THE SIXTEEN BOYS WHO COLLECT COINS DISTRIBUTED ON THE BASIS OF THE BOYS' WEEKLY INCOME AND THE STATUS OF THEIR FAMILIES' YEARLY INCOME

Item	Number and Per Cent of Boys	
	Number	PerCent
Boys' Weekly Income		
Earning income.....	12	50.0
Earning no income.....	12	50.0
Families' Economic Status		
Family income status above average.....	..	..
Family income status average.....	2	8.3
Family income status below average.....	20	83.3

Data contained in Table 32 show that twelve of the twenty-four boys have no earned income, and the same number earn an income. Data also show that the family income status of twenty of the twenty-four boys is below average.



Summary of ball playing hobby.--A summary of data on the hobby of ball playing leads to the conclusion that schools influence more boys to choose this sport as a hobby than do other factors. Other sources such as self, friends, members of family, and a star athlete have equal rank as sources of motivation.

Friends rank first as helpers in this sport hobby. The next largest number of boys reports no helper. One boy reports a member of his family. The fact that many of these boys have played three, four, and five years indicates the popularity of the game and the pleasure which the participants derive from this sport. When it is considered that fifteen of the twenty-four boys have no club membership, it appears that the association with the members of the team meets the demand for group organization, thereby contributing to meeting the social needs of the boys. Fifty per cent of the boys earn a weekly income ranging from twenty cents to \$2.20. The family income of twenty of the twenty-four boys is reported to be below average, two are average, and two are above average.

#### Horseback Riding as a Hobby

Table 33 gives a composite picture of the boys who report horseback riding as a sport hobby. Data are included on sources of motivation, helpers, time hobbies have been pursued, club membership, boys' weekly income, and the family income status.

TABLE 33

SOURCE OF MOTIVATION, HELPERS WITH HOBBIES, LENGTH OF TIME HOBBIES HAVE BEEN PURSUED, CLUB MEMBERSHIP, CHILD'S WEEKLY INCOME AND FAMILY INCOME STATUS OF NINE OF THE BOYS WHO RIDE HORSES

Boys	Source of Motivation	Helpers with Hobbies	Age of Hobbies	Club Membership	Child's Weekly Income	Family Income Status
1..	Self	None	5 years	Scouts	None	Above avg.
2..	Radio	Father	3 years	None	None	Below avg.
3..	Self	None	5 years	Scouts	\$.30	Below avg.
4..	Father	Boys	2 years	None	None	Below avg.
5..	Boy	None	1 year	Health	None	Below avg.
6..	Self	Brother	2 years	Sports	None	Below avg.
7..	School	None	4 years	Kiwanis	1.75	Below avg.
8..	Jessie James	Friends-family	5 years	Scouts	2.50	Below avg.
9..	Boy	Boys	4 years	None	None	Below avg.

Data in Table 33 show that three boys report self as a source of motivation; two report boys; one reports radio; one reports father; one reports school; and one reports Jessie James. Four boys report no helper; others report one of the following: father, brother, friends, family, and boys. The length of time the hobbies have been pursued ranges from one to five years. Three of the nine boys report no club membership.

Sources of motivation of boys who ride horses.--Table 34 contains data on the source of motivation of nine boys who ride horses as a hobby.

TABLE 34

SOURCES OF MOTIVATION OF NINE BOYS WHO RIDE HORSES AND NUMBER  
AND PER CENT REPORTING SOURCES

Source of Motivation	Number of Boys	Per Cent
Self.....	3	33.4
Boys.....	2	22.2
Radio.....	1	11.1
Father.....	1	11.1
School.....	1	11.1
Jessie James.....	1	11.1
Total	9	100.0

The data in Table 34 contains a list of a varied group that was reported as sources of motivation for the boys who report horseback riding as their favorite sport. Three or 33.3 per cent report self as the source of motivation; two or 22.2 per cent of the boys report other boys; the remaining four each report a different source of motivation: radio, father, school, and Jessie James.

An analysis of the sources of motivation reported by the boys who ride horses as a hobby leads to the conclusion that each source is a potential factor for contributing to meeting the social needs of the boys.

Helpers of boys who ride horses for a hobby.--Data in Table 35 are related to the number and per cent of boys who report helpers with their hobby.

TABLE 35

NUMBER AND PER CENT OF HELPERS WITH HOBBIES OF NINE BOYS WHO RIDE HORSES

Helper	Number of Boys	Per Cent
No one.....	4	44.5
Boys.....	2	22.2
Father.....	1	11.1
Brother.....	1	11.1
Friends and family.	1	11.1
Total	9	100.0

Data in Table 35 show that four or 44.4 per cent of the boys who choose horseback riding as a favorite sport hobby report they have no helper. Evidently they pursue their hobby on their own initiative. Reference to data in Table 33 reveal that two of these boys have continued this hobby for five years, one for four years, and the fourth boy for one year. This indicates their development of independence and their ability to rely on their own resources.

Further examination of the data in Table 35 reveals that two or 22.2 per cent of the boys report boys as helpers. This seems to show that they have happy congenial relationship with people outside the family group and that they show initiative in ability to make pleasant contacts and adapt themselves to situations.

The remaining boys of the group report that their helpers are father, brother, family, and friends.

Length of time horseback riding has been pursued.--  
Table 36 contains data on the ages in weeks that the boys have pursued horseback riding as a hobby.

TABLE 36

NUMBER AND PER CENT OF NINE BOYS DISTRIBUTED ON THE BASIS OF THE NUMBER OF WEEKS THAT THEY HAVE PURSUED HORSEBACK RIDING AS A HOBBY

Age in Weeks	Number of Boys	PerCent
52.....	1	11.1
104.....	2	22.2
156.....	1	11.1
208.....	2	22.2
260.....	3	33.4
	9	100.0

The data contained in Table 36 reveal that three of 33.3 per cent of the boys who ride horses have pursued their hobbies for 260 weeks or five years, two for 208 weeks or four years, two for 104 weeks or two years, and one for fifty-two weeks or one year.

Two boys who have pursued their hobbies for five years report self as their source of motivation and no one as

helpers, according to data in the interview sheets. These boys exhibit perseverance, initiative, and independence. It is interesting to note that eight of these boys belong to families whose income is reported to be below average. Since these boys have pursued their hobbies for such a long period of time, it seems they are receiving satisfaction from their hobbies and their needs, social as well as physical being met.

Club membership of boys who ride horses as a hobby.--

Table 37 contains data on the club membership of the boys who report horseback riding as a hobby.

TABLE 37

NUMBER AND PER CENT OF THE NINE BOYS WHO RIDE HORSEBACK  
AND WHO HOLD MEMBERSHIP IN EACH CLUB

Name of Club	Number and Per Cent of Boys	
	Number	Per Cent
None.....	3	33.4
Scouts.....	2	22.2
Health.....	1	11.1
Sports.....	1	11.1
Kiwanis.....	1	11.1
Scouts and Kiwanis	1	11.1
Total	9	100.0

Data in Table 37 show that three boys have no membership in clubs. These boys belong to families whose incomes are reported to be below average, and the boys do not earn an income, according to data in the interview sheet. None of the boys who report club memberships gives his club as a source of motivation. This appears that the clubs are not making correlation between club and home activities.

Weekly incomes and the family income status of boys who ride horses.--Table 38 contains data on the number and percentage of boys earning a weekly income. This table also contains data on the income status of the boys' families.

The data in Table 38 show that three of the boys who ride horses as a hobby earn a weekly income. This table also contains data on the income status of the boys' families.

The data in Table 38 show that three of the boys who ride horses as a hobby earn a weekly income ranging from thirty cents to \$2.50. In each case the family income is below average. From the interview sheets it is seen that each of these three boys are club members. They seem to possess reliability, resourcefulness, and independence.

A surprising element in the information found in Table 38 is the fact that eight of the nine boys in this group belong to families whose incomes are below average.

TABLE 38

THE SIXTEEN BOYS WHO COLLECT COINS DISTRIBUTED ON THE BASIS OF THE BOYS' WEEKLY INCOME AND THE STATUS OF THEIR FAMILIES' YEARLY INCOME

Item	Number and Per Cent of Boys	
	Number	Per Cent
Boys' Weekly Income		
Earning income .....	3	33.3
Earning no income .....	6	66.6
Families' Economic Status		
Family income status above average .....	1	11.1
Family income status average .....	0	.0
Family income status below average .....	20	88.8

Summary of horseback riding hobby.--The information contained in Chapter III may be summarized as follows: 33.3 per cent of the boys riding horses report self-motivation, 22.2 per cent report other boys as motivating factors, and 11.1 per cent report each of the following: radio, father, school, and Jessie James. Over forty-four per cent of the boys report no helpers while twenty-two per cent report other boys as helpers. The remaining thirty-four per cent report people outside of the homes.



The ages of the hobbies range from one to five years with three years as the average. Six boys report club membership with Scouts holding first place.

Two-thirds of the group do not earn a weekly income, and the family income of 88.8 per cent of the nine boys is below average.

Interview with boy who engaged in sports as a hobby.--

A boy whose hobby was playing ball was chosen as a representative of the boys who had sport hobbies. He reported that several boys in the neighborhood had formed a team. Permission from the principal of a local school gave them access to a diamond on which to practice, but match games were played in the city park when the diamonds there were not in use. In the beginning, each boy decided to furnish his own glove and to be personally responsible for it. Each one was to contribute a small sum with which to buy bats and balls. It was decided that the team should have a sponsor who would umpire and settle disputes. As a result, an older boy in the neighborhood was chosen by common consent.

The loft in a large barn at the home of one of the members was selected for all meetings. Around the wall hung pictures of the boys' favorite baseball heroes and a huge chart showing the number of games won and lost during each season. The aim of every member was the same: to be the champions of the neighborhood teams and to be a good sport.

From this interview with the sport representative, it is concluded that the sport hobby is a contributory factor in meeting certain social needs of the individual. Accordingly, it is to be concluded that this case is an index to the entire group.

Table 39 contains a picture of the social needs that are met by the activities in the sporting hobby of baseball as indicated by the interview.

Data in Table 39 show that the social needs which are met by the hobby of ball playing include adaptability, appreciation, cooperation, happiness, independence, initiative, intellectual needs, reliability, respect for the rights of others, and self-control.

An analysis of data leads to the conclusion that since the players must work together as a team and abide by its rules and regulations, adaptability, cooperation, respect for the rights of others, and self-control are developed in order to know the progress of the team. An accurate record of winning games must be kept. This requires ability that will meet the boys' intellectual needs and develop their reliability. The organization and management of an independent team require much initiative and independent thinking on the part of the participants.

Each member is obligated to do his share in supporting the team which calls for cooperation. One of the tests of self-control is shown in a boy's ability or willingness to



accept decisions of the umpire without argument. All in all, it seems that many social problems of adolescent boys are met through the sports hobby.

#### Summary

Data in this chapter indicate that the school, the family, and the boys themselves are the chief sources of motivation for sports as hobbies. It is also seen that the largest number of the boys choose baseball with horseback riding second. Friends and members of the family are named frequently as helpers, but many of the boys report no helper. Considering the fact that many boys have pursued these hobbies for five years, it appears that they bring happiness and meet such social needs as adaptability, independence, cooperation, self-control, reliability, initiative, and respect for the rights of others.

The Scout Club has the largest number of boys enrolled as members. The 4-H Club, sports club, school clubs, health clubs and Kiwanis Clubs are other organizations that are named.

The income status of the largest number of the families represented in this study is below average. Therefore, it appears that the boys' hobbies help to meet social needs not supplied by the home, providing wholesome activities for their leisure time.

## CHAPTER IV

### THE HANDCRAFT HOBBY

#### Introduction

Creating an object with the hands is one of the most ancient crafts. Model-making, including the production of replicas of giant ships, airplanes, and similar objects, appears to be an outstanding interest of young boys.

Something about tools intrigues the average boy. Briggs, head master of a boys' preparatory school at St. Paul, Minnesota, says that "He never in his life had so much pleasure for the money spent as he had when he began using tools. It was like stepping to a different world!"<sup>1</sup>

Definition of the term.--The word "craft" comes from the Anglo-Saxon word "croeft" meaning strength, power, skill, and art.<sup>2</sup> Today, the word craft is understood to refer to a piece of workmanship which has some claim to beauty.

. . . beauty in craft means to me the result of the union between the craftsman's aesthetic emotion and his skill, together with his ability to turn the excitement into plastic form through the manipulation of material. His success is measured by the degree to which his feelings are conveyed to others. The word craft can only be associated with the craftsman's actual production, the work of his own hands. It may be produced either for use or for pleasure.<sup>3</sup>

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<sup>1</sup>E. E. Calkins, op. cit., p. 18.

<sup>2</sup>R. R. Tomlinson, Crafts for Children, p. 14.

<sup>3</sup>Ibid.

Webster's New International Dictionary says that handcraft is constructive work done by the hands--skill and expertness in working with the hands.

Values of the handcraft activity.--The advantages of handcrafts are to be considered from two points of view; first, from the educational; second, from the social. By its absorbing interest, handcraft engages the whole of the intellectual powers. It develops the capacity to visualize an end. It is self-corrective in that it cultivates a desire for care and accuracy. There is a certain indefinable satisfaction in using one's hands aptly. To create something apparently out of nothing is a great satisfaction. To watch this something gradually grow leaves one with a sense of power.

Craft training aims at cultivating power of two broad classes: firstly, such qualities as initiative and creative power, which are useful in every department of life; secondly, such additional qualities as manual skill, accuracy and familiarity with tools which are mainly useful in industry.<sup>4</sup>

Fascination lies in achieving, in going from one minor triumph to another, learning something all the time. The acquaintance with an art or craft opens new worlds, makes life richer and more exciting.

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<sup>4</sup>Ibid., p. 30.

Bruce Barton once said,

We all need an outlet, a pastime, an interest of some kind as different as possible from our daily task. This will give life a better balance, developing at least two sides of our nature. It is a matter of mental health or spiritual happiness. Any hobby is useful that makes one's life deeper, more worthwhile.<sup>5</sup>

Creative handwork, properly conducted, is a socializing activity. Its social qualities are many. A child who has once thoroughly explored a craft in all its learnings has received the benefits that result from the development of the power to create. This power develops both reliability and initiative. In handcraft, boys learn to depend upon one another, to respect the rights of each, and to work together for common ends.<sup>6</sup> Creative work is a wholesome activity for the leisure hours.

Crafts can do much to recapture the lost birth-right--the sensibility to apprehend works of art, for this cannot be engendered with profit in view. It must be born in response to a free impulse--the aesthetic impulse.<sup>7</sup>

The crude, unfinished work of the adolescent boy may be perfect for him. If conditions are right, he will work to the point of satisfaction, and that is a sufficient reward for that time. Thus it is to be concluded that many social needs of fourth and fifth-grade boys are met through the handcraft hobby.

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<sup>5</sup>E. E. Calkins, op. cit., p. 8.

<sup>6</sup>Marietta Johnson, Youth in a World of Men, p. 274.

<sup>7</sup>R. R. Tomlinson, op. cit., p. 36.

Motivation of the handcraft hobby.--Handcraft may be motivated in an endless number of ways. Probably the most commonly used means is to surround boys with tools in their early years; then the activity develops as a matter of original nature, if creating is instinctive.

Many times boys are influenced to create objects by their parents or friends. If the father is engaged in using tools, it is very likely that the son will follow his example. This is especially true in cases where desirable companionship exists between the child and his father. It is to be added that many mothers have become interested in handcraft within recent years. This aroused interest may be attributed to the fact that the Works Progress Administration work carried on by the federal government has emphasized the pursuit of creative hobbies in its program of adult recreation. The work has also served as a means of motivating boys in their selection of hobbies. This has been accomplished through supervised workshops, and through exhibitions of creations made by boys. The schools have utilized boys' desire to create by expanding the curricula to include industrial education for young boys. Through this channel, many factors in the school program are so integrated as to produce enriched programs.

#### Classification of Hobbies

Table 40 contains data on the classification of hobbies



pertaining to handcraft, including the number and per cent of boys reporting each classification.

TABLE 40

CLASSIFICATION OF HANDCRAFT HOBBIES AND NUMBER AND PER CENT OF THE FORTY-THREE BOYS COLLECTING EACH CLASSIFICATION.

Hobby	Number of Boys	Per Cent
Airplane and bird house building....	14	32.5
Boat building.....	7	16.2
Making and keeping scrapbooks.....	6	12.0
Mechanical set work.	4	9.3
Model forts.....	3	6.9
Radio receiving sets	6	16.2
Weaving rugs.....	3	6.9
Total	43	100.0

Data in Table 40 show that forty-three boys pursue seven different hobbies under the classification of handcrafts. The largest number interested in any one phase of this activity includes fourteen boys who are interested in airplane and bird house building. Boat building ranks second in popularity, being mentioned by six boys. Experimenting with mechanical set work ranks third in popularity, being mentioned by four boys; building model forts and weaving rugs ties in frequency of mention.

The boys' interests in airplanes are timely since the world at large has shown an increased interest in aviation within the past few years. This situation is probably due to the fact that the change in the economical, social, and scientific world has created a demand for great speed which resulted in airplanes. This condition also caused much to be written regarding aviation; and, as a result, boys have had opportunities to learn a great deal about these machines. In addition, airplanes have been purchased, not only by companies, but by many individuals to such an extent that they are no longer novelties but are a general mode of transportation.

Bird house building has been handed down to boys through the ages. Yet it has never ceased to be a hobby, demanding more than average interest in participation among boys.

Boat building is reported to be the hobby of seven boys. The interest in this activity has probably been motivated through the nearness of a lake to the homes of these boys. Lake Dallas is about nine miles from Denton, Texas, and is the gathering place for much recreation of local citizens. Many boat races are held there, especially throughout the summer, and they are always attended by great crowds, including many boys of the fourth and fifty-grade levels. Active boat works are located at Lake Dallas; these afford boys an opportunity to find out from first-hand sources how boats are constructed.

Making and keeping scrapbooks are reported as a hobby by six boys. In many schools, especially where the program includes unit teaching, the classes utilize scrapbooks to a great extent in order to preserve material which they have gathered on subjects studied. This probably encourages children to make scrapbooks of things that are not required to be collected in school.

Nothing seems to delight a boy more than to receive a mechanical set which is highly useful in handcraft. Within the last few years much publicity has been given to buying desirable and appropriate gifts for children. This publicity campaign has effected a great improvement in children's toys. Most boys may expect to receive gifts which they can use, and mechanical sets always rank at the top of desirable gifts.

Development in radio has been great within the last decade. Boys have not only had opportunities to hear radio programs but also have been persuaded to participate in broadcasts. Many of them have had opportunities to construct receiving sets. In many cases, club programs as well as some programs for the school have encouraged boys in such activities. This is one of the many steps that have been taken in curricular revision.

Building model forts is reported as a hobby by three of the forty-three boys who pursue handcraft activities. This hobby is not a new one by any means; yet it has many

new aspects, because, as developments have been made in plans of actual forts, the plans for miniature model forts have been handed down to the boys.

Probably one of the most primitive arts handed down through the ages is rug weaving. Age has not seemed to lessen interest in this activity. Within recent years, it has been a hobby for boys as well as for girls.

#### Boat Building

Table 41 contains a composite picture of the boys who build boats as a hobby. Data are included on the motivation, helpers, time hobbies have been pursued, club membership, boys' weekly income, and the family income status.

Data in Table 41 show that two boys report "self" as a source of motivation, two report school, two report boy friends, and one reports father. It is also shown that three boys report no helpers; two boys report fathers as helpers; and two report parents. The boys have pursued their various hobbies from the minimum of two weeks to the maximum of five years. Six of the seven boys in this group report club membership, and four report weekly incomes. The family income status of three boys is easily described as below average, while the income status of the remaining four is described as average.

TABLE 41

SOURCE OF MOTIVATION, HELPERS WITH HOBBIES, LENGTH OF TIME HOBBIES HAVE BEEN PURSUED, CLUB MEMBERSHIP, CHILD'S WEEKLY INCOME, AND FAMILY INCOME STATUS OF SEVEN BOYS WHO BUILD BOATS

Sources of Boys Motivation	Helpers with Hobbies	Age of Hobbies	Club Membership	Child's Weekly Income	Family Income Status
1..Self	None	5 years	Scouts	\$1.00	Below avg.
2..Self	Father	5 years	None	None	Average
3..School	Parents	2 years	School	.35	Below avg.
4..Boy friend	None	1 year	School Kiwanis	None	Average
5..School	Parents	2 years	School	1.00	Below avg.
6..Boy friend	None	2 weeks	Kiwanis	1.50	Average
7..Father	Father	2 years	Scouts	None	Average

Sources of motivation of boys who build boats.--

Table 42 contains data on the sources of motivation of seven boys who build boats. This table also contains the number and per cent of boys reporting each source.

Data in Table 42 show that the seven boys report four different sources of motivation for their hobbies of boat building. Two report selves as sources; two boys report school; two boys report boy friends; and one reports brother. It is believed that each of these sources of motivation is a contributory force toward meeting the boys' social needs.

TABLE 42

THE SOURCES OF MOTIVATION OF SEVEN BOYS WHO BUILD BOATS AND  
NUMBER AND PER CENT REPORTING SOURCES

Source of Motivation	Number of Boys	PerCent
Self.....	2	28.6
School.....	2	28.6
Boy friend.....	2	28.6
Father.....	1	14.2
Total	7	100.0

Helpers of boys who build boats for a hobby.--Data in Table 43 are related to the number and percentage of boys who report helpers with their hobby and the name of the helper.

TABLE 43

THE NUMBER AND PER CENT OF HELPERS WITH HOBBIES OF SEVEN  
BOYS WHO BUILD BOATS

Helper	Number of Boys	PerCent
No one.....	3	42.8
Father.....	2	28.6
Mother-father.....	2	28.6
Total	7	100.0

Data in Table 43 show that the seven boys report only two helpers, father and mother; three report no helpers. From Table 43 it was also found that these three boys report club membership; two of them report a weekly income, and two of them report boy friends as sources of motivation. Two of them have a family income status described as average; the third is described as below average. Again it appears that in these cases it is not the low economical status of the home that keeps the family from helping boys with their hobbies.

The four boys who report helpers with their hobbies indicate that the helpers are the fathers in one case and the father and mother in another case. It is to be observed, from Table 41, that in the case of the two boys who report both mother and father as helpers, the income status is described as being below average. This implies that it is possible for families to work together and play together, regardless of the lack of finances. It is also to be noted that in these two cases, where both father and mother are helpers, the school was the source of motivation. This seems to indicate that the school has had an influence in helping the father, mother, and son to work together in play--that is, in the pursuit of a hobby.

Length of time boys have pursued boat building.--Table 44 contains data on the length of time which the seven boys who build boats pursued their hobbies. These data are indicated in terms of weeks.

TABLE 44

THE NUMBER AND PER CENT OF THE SEVEN BOYS DISTRIBUTED ON THE BASIS OF THE NUMBER OF WEEKS THAT THEY HAVE PURSUED BOAT BUILDING AS A HOBBY

Age in Weeks	Number of Boys	Per Cent
2.....	1	14.3
52.....	1	14.3
104.....	3	42.8
262.....	2	28.6
Total	7	100.0

Data in Table 44 show that the boys have pursued their boat building hobbies from two weeks to two hundred sixty-two weeks. This means that the average age of the boy's hobby is approximately two years. Only one boy reported the minimum of two weeks, while two boys reported the maximum age of two hundred sixty-two weeks. It is to be concluded that the time which the boys indicated that they had been spent in pursuing their boat building implies that certain social needs of the participants were met, to some degree at least.

Club membership of boys who build boats.--Table 45 contains data on the number and per cent of boys building boats as a hobby who report club membership. This table also contains the name of the club in which membership is held.



TABLE 45

NUMBER AND PER CENT OF THE SEVEN BOYS WHO BUILD BOATS AS A HOBBY, WHO HOLD MEMBERSHIP IN CLUBS

Name of Club	Number of Boys	Per Cent
Scouts only.....	2	28.7
School club only.....	2	28.7
Kiwanis only.....	1	14.2
Scouts and Kiwanis...	1	14.2
None.....	1	14.2
Total	7	100.0

Data in Table 45 show that all of the boys except one who build boats as a hobby report membership in some club. Scouts and school clubs tie for first place in popularity with this club, each claiming membership of two boys. One boy belongs to the Kiwanis Club, another belongs to the Scout Club, and another to the Kiwanis Club. It is very probable that club membership is encouraged by club leaders offering experience in building. It has been stated before in this study that curriculum revision in the schools has brought about a great change in the experiences offered to children. In many instances the school program and the club program are fully integrated. As a result, many boys have an opportunity to participate in handcraft, especially in

boat building, in their various clubs. Cooperation, respect for the rights of others, reliability, adaptability, and self-control are social values offered to boys through building in cooperation with club members.

Weekly income and the family income status of boys who build boats.--Table 46 contains data on the number and percentage of boys participating in boat building as a hobby, who report a weekly earned income. This table also contains data on the income status of the boys' families.

TABLE 46

THE SEVEN BOYS WHO BUILD BOATS DISTRIBUTED ON THE BASIS OF THE BOYS' WEEKLY INCOME AND THE STATUS OF THEIR FAMILIES' YEARLY INCOME

Item	Number and Per Cent of Boys	
	Number	Per Cent
Boys' Weekly Income		
Earning income .....	4	57.0
Earning no income .....	3	43.0
Families' Economic Status		
Family income above average .....	0	00.0
Family income below average .....	3	43.0
Family income average..	4	57.0

Data in Table 46 show that four, or fifty-seven per cent of the boys, earn a weekly income. Three of them live in families whose income status is described as below average.

None of the boys who come from families that have an income status that is above average. Four live in homes that have an average income, while three live in homes where the income is below average.

Summary of the boat building hobby.--A summary of the data presented on the seven boys who build boats as hobbies show that the boys report four sources of motivation with self, school, and boy friends tying for first place in frequency of mention. Four boys report that their families, specifically the father and mother, help them with their collection. Three of the boys report that they have no helpers. The boys have pursued their hobbies from two weeks to 262 weeks. The average time is approximately two years. Club membership was reported by each of the seven boys. Four report a weekly income. Four of them come from homes in which the family income status is described as average, while the home income status in three homes is described as below average. All of the boys have pursued their hobby for a reasonable length of time. These data indicate that boat building, as a hobby, contributes to meeting the social needs of the seven boys who are participating in the activity.

## Airplanes and Bird Houses

Table 47 contains a composite picture of the boys who build airplanes and bird houses as a hobby. Each of the fourteen boys in this group reports that he engages in both activities at the same time.

TABLE 47

SOURCE OF MOTIVATION, HELPERS WITH HOBBIES, LENGTH OF TIME HOBBIES HAVE BEEN PURSUED, CLUB MEMBERSHIP, CHILD'S WEEKLY INCOME, AND FAMILY INCOME STATUS OF FOURTEEN BOYS WHO BUILD AIRPLANES AND BIRD HOUSES

Boys	Source of Motivation	Helpers with Hobbies	Age of Hobbies	Club Membership	Child's Weekly Income	Family Income Status
1..	Father	Father	5 years	None	None	Average
2..	School	Boy friend	2 years	Scouts	\$1.50	Below avg.
3..	Father	None	3 years	Scouts	1.50	Average
4..	Boy friend	Father	6 months	School club	1.00	Average
5..	School	None	1 week	School club	None	Average
6..	Self	None	5 months	None	None	Average
7..	Self	Brother	2 years	Scouts	1.00	Below avg.
8..	Magazine	Boy friend	2 years	Scouts		
9..	Father	Father	1 year	Kiwanis	None	Below avg.
10..	Self	Father	2 years	Scouts	None	Above avg.
11..	Father	Aunt	5 months	Kiwanis	None	Below avg.
12..	Book	Father	6 months	None	None	Average
13..	Boy friend	Boy	2 months	School club	.50	Average
14..	School	Brother	2 years	Scouts	1.00	Below avg.
					.50	Average

Data in Table 47 show that four boys report self as a source of motivation, three report school, three report father, two report friends, one reports a magazine; and one reports a book. Five boys report their father as a helper; three report a boy friend; two report a brother; one reports an aunt; and three report no helper. The boys have pursued their hobbies from one week to five years, making an average age of approximately 1.5 years. Six boys belong to the Boy Scouts; two belong to both the Scouts and the Kiwanis Club; three belong to school clubs; and three have no club membership. Seven of the fourteen boys report that they earn a weekly income ranging from fifty cents to \$1.50. The remaining seven boys report no weekly income. Eight of the fourteen boys live in homes whose income status is described as average; and five boys live in homes whose income status is below average.

Source of motivation of boys who build airplanes and bird houses.--Table 48 contains data on the number and percentage of boys reporting certain sources of motivation and the name of each source.

Data in Table 48 show that four boys report selves as sources of motivation; three report the school; three report fathers; two report boy friends; one reports a magazine; and one reports a book. It is believed that these sources of motivation are forces that contribute to meeting the boys' social needs.

TABLE 48

SOURCES OF MOTIVATION OF FOURTEEN BOYS WHO BUILD AIRPLANES  
AND BIRD HOUSES AND NUMBER AND PER CENT REPORTING SOURCES

Source of Motivation	Number of Boys	PerCent
Self.....	4	28.5
School.....	3	21.4
Father.....	3	21.4
Boy friend.....	2	14.3
Magazine.....	1	7.2
Book.....	1	7.2
Total	14	100.0

One boy reports that he was influenced in selecting his selection by a magazine, while another boy was influenced in his selection by a book. The small percentage reporting such sources of motivation may be due to the fact that the boys have not been surrounded with enough reading material or that their reading has been in fields unrelated to leisure time, or that they have not been trained in desirable reading. Most educators agree that the reading tool is the greatest instructional instrument for education of the whole personality. If this is true, it appears that the school and the home have not taken advantage of the opportunities that they have for directing boys in the reading field.

A summary of data in Table 48 leads to the conclusion that the school and the home were sources of motivation for a small percentage of the hobbies of the fourteen boys.

Helpers of boys who build airplanes and bird houses as hobbies.--Data in Table 49 pertain to the number and percentage of the boys who report a helper with their hobbies and the name of the helper.

TABLE 49

NUMBER AND PER CENT OF HELPERS WITH THE HOBBIES OF FOURTEEN BOYS WHO BUILD AIRPLANES AND BIRD HOUSES

Helper	Number of Boys	Per Cent
Father.....	5	35.7
Boy friend.....	3	21.4
No one.....	3	21.4
Brother.....	2	14.3
Aunt.....	1	7.2
Total	14	100.0

Data in Table 49 show that five boys report their father as a helper; two report a brother as a helper; and one reports an aunt. This means that over fifty per cent of the boys who build airplanes and bird houses engage in this activity with their family.

Three of the fourteen boys report that boy friends help them with their collection, while three report that they have no helpers. A compilation of these data shows that thirteen of the fourteen boys have helpers. This means that these boys' hobbies are contributing to meeting many of their social needs, including cooperation, adaptability, appreciation, happiness, industry, initiative, reliability, respect for the rights of others, and self-control. It is also possible that the tenth social need which is among the group used as a basis for the study, is met; namely, intellectual needs. It is possible and very probable that in working together, the boys are required to read, to visit exhibitions, and to experiment. These activities would contribute to meeting intellectual needs.

A summary of data in Table 49 leads to the conclusion that airplane and bird house building are hobbies which have social values to the boys who participate in the activities.

Length of time boys have pursued the hobby of building airplanes and bird houses.--Data on the ages of the boys' hobbies of building airplanes and bird houses are contained in Table 50. Data in Table 50 also show that the fourteen boys who pursued building as a hobby have been engaged in this activity from one week to 260 weeks. The average age of the hobby is approximately one and one-half years. It



is interesting to note that one of five boys has been engaged in building airplanes and bird houses for 104 weeks or two years.

TABLE 50

THE NUMBER AND PER CENT OF THE FOURTEEN BOYS DISTRIBUTED ON THE BASIS OF THE NUMBER OF WEEKS THAT THEY HAVE PURSUED AIRPLANE AND BIRD HOUSE BUILDING AS A HOBBY

Age in Weeks	Number of Boys	PerCent
1.....	1	7.2
8.....	1	7.2
20.....	2	14.2
24.....	2	14.2
52.....	1	7.2
104.....	5	35.6
156.....	1	7.2
260.....	1	7.2
Total	14	100.0

Club membership.--Table 51 contains data on the club membership of boys who build airplanes and birdhouses.

Data in Table 51 show that eleven of the fourteen boys indicate that they hold membership in some club. Almost fifty per cent of the boys belong to the Scouts. Two boys belong to both Scouts and the Kiwanis Club, while three boys

belong only to school clubs. It has been stated in previous discussions that the social needs of boys are met in many ways by clubs. In these organizations, the individuals are called upon to cooperate, to respect, to show reliability, and self-control, to contribute to the intellectual activities, and to make group work effective, whether it is in the home or outside of the home.

TABLE 51

THE NUMBER AND PER CENT OF THE FOURTEEN BOYS WHO BUILD AIRPLANES AND BIRD HOUSES AND WHO HOLD MEMBERSHIP IN EACH CLUB

Name of Club	Number of Boys	Per Cent
Scouts.....	6	42.9
School club only....	3	21.4
None.....	3	21.4
Scouts and Kiwanis..	2	14.3
Total	14	100.0

Weekly income and the family status of boys who build airplanes and bird houses.--Table 52 shows the number and percentage of boys who earn and do not earn weekly incomes. This table also shows the number and per cent of the boys' families' income status that are considered as average, above average, and below average.

TABLE 52

THE FOURTEEN BOYS WHO BUILD AIRPLANES AND BIRD HOUSES DISTRIBUTED ON THE BASIS OF THE BOYS' WEEKLY INCOME AND THE STATUS OF THEIR FAMILIES' YEARLY INCOME

Item	Number and Per Cent of Boys	
	Number	Per Cent
Boys' Weekly Income		
Earning income .....	7	50.0
Earning no income .....	7	50.0
Families' Economic Status		
Family income status above average .....	1	7.2
Family income status average .....	8	57.2
Family income status below average .....	5	35.6

Data in Table 52 show that seven of the fourteen boys who build airplanes and bird houses earn a weekly income. Eight of the fourteen boys live in homes that have an average income. Five live in homes whose family income status is below average; none lives in homes whose income status is above average.

It is to be expected that most boys who live in homes whose income is below average will choose hobbies that entail little or no expense.

Interview with a pupil who pursues a handcraft hobby.--

From the building group, a boy was chosen who constructs airplanes and boats. He comes from a family of average income. The father is a contractor; therefore, he has much equipment in his homework shop. Most every toy which this child has owned was hand-constructed, made at home by his father. Early in the boy's life he began to help make his toys. Gradually he accumulated pieces of building equipment of his own. His father told him if he would keep each tool in its place that he would be happy to share the workshop with him, and that he would find that he could do much better work in a neat orderly place. The boy readily agreed, and at once the two had a partnership workshop. From construction books, the boy learned to make model airplanes and boats. His young brother liked his models so well that he wanted to take them for his everyday play toys, breaking or losing them. Accordingly, as a means of protection, a neat shelf was built on which to display the hobby, and at the same time, protect them from the ravages of his brother. They were too attractive to the younger brother for safe keeping, even on a shelf so the owner of the hobby decided to compromise with his brother and let him share the hobby. Each piece was new and had a distinct meaning. To protect the collection from being harmed by the younger brother, yet allowing him a part, it became the older child's task to build, paint, and display the articles. The younger

brother's responsibility was to see that all were carefully preserved. Working harmoniously together, each feeling that he has a definite responsibility, the two have a most interesting collection of hand-made model airplanes and boats.

#### Summary of Chapter on Handcrafts

From the data contained in this chapter, it is seen that self ranks first in the sources of motivation of the handicraft hobbies. Schools are frequently mentioned by the boys, since the curricula has undergone a change to meet the social needs of the child. Family members are also mentioned as sources of motivation and as helpers, which suggest desirable home relationships for the boys.

Over fifty per cent of the boys report hobby ages ranging from two to five years. Others report periods of time ranging from one week to one year. Approximately fifty per cent of the boys do not earn a weekly income; the others earn sums ranging from thirty-five cents to \$1.50 per week.

An analysis of data in the preceding discussions leads to the conclusion that hobbies of building airplanes and bird houses meet many social needs, such as cooperation, intellectual needs, initiative, ingenuity, independent thinking, reliability, self-control, and respect for the rights of others. A representation of the number of these needs met by the hobby, according to the interview, is shown in Table 53.

TABLE 53

SOCIAL NEEDS MET BY THE ACTIVITIES IN THE HANDCRAFT  
HOBBIES

Statements	Adapta- bility	Appre- ciation	Cooper- ation	Happi- ness	Inde- pend- ence	Initia- tive
Early in his life he began helping make his own toys .....						1
Keeping his tools in their right places and not interfering with those of his father .....						
Realizing his younger brother wanted to play with his toys and compromising with him to share the responsibility of caring for them ...			1			
Learning the details in making these models and carefully reading and following instructions .....						
Ability to follow directions and make his models alone .....					1	
Understanding desires of his younger brother and giving him a part .....	1					

TABLE 53-Continued

Intel- lectual Needs	Relia- bility	Respect for Rights of Others	Self- Control	Total Values
				1
		1		1
				1
1				1
				1

## CHAPTER V

### ANIMAL AND FOWL RAISING HOBBIES

#### Introduction

There are few children today who do not have some kind of a pet. It gives them a sense of responsibility which few other hobbies can give. Terhune makes the following statements about this type of hobby:

Dogs became a hobby with me from the time I cut my teeth on the ear of my father's huge pointer, "Shot," and when I used his unprotesting body as a means for climbing back to my feet after one of my frequent infantile tumbles. By clutching his neck I could steady my wobbling first steps. Shot taught me my fondness for dogs; and the help and comradeship they can give to any normal human.<sup>1</sup>

Definition of terms--In this study, animal and fowl raising pertains to the general care of fowls and animals. It includes such activities as feeding, housing, proper health conditioning, and breeding the stock.

Value of the animal and fowl raising hobbies--Hobbies of this type have many values for young boys. Dealing with animals and fowls gives them more direct knowledge of realities of life than most any other activity affords. In caring for pets, a child naturally learns in the most wholesome manner, biological facts that he might gain in a less desirable way.

Feeding pets teaches the child the importance of proper diet. A boy soon discovers an animal's likes and dislikes for food as well as the amounts which are desirable and necessary.



As most pets are helpless creatures and look to their guardians for care, boys generally feel a responsibility for their health and welfare. This requires attention to living conditions of the pets, such as cleanliness, proper housing and freedom of exercise.

Boys are often repaid for the time and energy given to the care of their pets both in a monetary way and in companionship. A child who renders regular hours of care naturally feels an attachment to his animals. Pets are greatly needed in most homes these days because of their value in developing reliability and independence in children. Even in the case of caring for smaller brothers and sisters, such qualities as kindness and consideration acquired through the experience with pets, has great worth.

In acquiring the financial means for pursuing this hobby, the boy develops within himself greater power of business acumen. He must secure his stock; he must provide shelter; he must calculate the demands for food; and he must plan for expansion. While some animals can be fed from mere scraps, others require a more expensive type of feeding.

The sum total of all these experiences is that they provide pleasure and valuable experience for a boy. The success for which he strives will inevitably yield happiness. Most important of all, through such self-motivated activity, the child has gained that one quality which all mankind seeks--satisfaction.

### Classification of Animal and Fowl Raising Hobbies

Table 54 contains data on the number of boys reporting various hobbies under the classification of animal and fowl raising.

TABLE 54

THE NUMBER AND PER CENT OF THIRTY-ONE BOYS PARTICIPATING IN EACH CLASSIFICATION OF HOBBIES

Classification	Number	Per Cent
Chickens.....	9	29.0
Dogs.....	4	12.9
Ducks.....	3	9.1
Frogs, turtles, rats.....	4	12.9
Pigeons.....	11	36.1
Total	31	100.0

Data contained in Table 54 show that eleven boys or 36.1 per cent of the group choose the raising of pigeons as their hobby. Twenty-nine per cent of the group raise chickens. Dogs, ducks, frogs, turtles, and rats are each reported by four boys or less.

#### Pigeon Raising

Table 55 contains a composite picture of eleven boys' reports on pigeon raising. The following factors are included: sources of motivation, helpers with hobbies, length

of times hobbies have been pursued, club membership, child's weekly income, and family income status of 11 boys who raise pigeons.

TABLE 55

SOURCES OF MOTIVATION, HELPERS WITH HOBBIES, LENGTH OF TIME HOBBIES HAVE BEEN PURSUED, CLUB MEMBERSHIP, CHILD'S WEEKLY INCOME, AND FAMILY INCOME STATUS OF 11 BOYS WHO RAISE PIGEONS

Boys	Source of Motivation	Helpers with Hobbies	Age of Hobbies	Club Membership	Childs Weekly Income	Family Income Status
1	Self	None	3 yrs.	None	None	Average
2	Self	None	1 yr.	None	None	Average
3	Boys	None	1 yr.	None	None	Average
4	Self	Mother	1 yr.	None	None	Average
5	Father	Father	2 yrs.	None	None	Average
6	Self	None	4 yrs.	None	None	Average
7	Boys	None	1 mo.	Scouts	.25	Average
8	School	Friend	3 mo.	Scouts	.20	Average
9	School	None	1 yr.	Sports	.34	Average
10	Self	Mother	2 yrs.	4H-Sport	1.00	Average
11	School Friend	Mother and father	4 mo.	Sports	None	Average

Data in Table 55 show that five boys report self as a motivation; two report boys; two report school; one reports father; and one reports school friend. Six boys report no helpers; two report mothers and fathers; one reports mother only; one reports father only; and one reports a friend. The boys have pursued their hobbies for periods ranging from one month to four years. Five of the group do not belong to any club; two report membership in the Boy Scouts; two in Sports; one in Kiwanis Club; and one each in the 4H Club and Sports

Club. Four of the eleven boys report that they earn a weekly income ranging from twenty cents to one dollar. The remaining seven boys report no income. The entire group of eleven boys belong to homes whose income is reported to be average.

### Pigeon Raising

Sources of Motivation--Data in Table 56 are related to the sources of motivation as reported by the pigeon-raising group.

TABLE 56

THE SOURCES OF MOTIVATION OF 11 BOYS WHO RAISE PIGEONS AND THE NUMBER AND PER CENT REPORTING SOURCES

Sources of Motivation	Number	PerCent
Self . . . . .	5	45.4
Boys . . . . .	2	18.2
School . . . . .	2	18.2
Father . . . . .	1	9.1
School friend . . . . .	1	9.1
Total	11	100.0

Data in Table 56 show that five boys report self-motivation; two report boys; two report school; one reports father; and one reports a school friend. It is concluded that each and all of these sources are contributory toward meeting such social needs as respect for the rights of others, cooperation, reliability, and self-control.

Helpers with hobbies--Data in Table 57 are related to the number and per cent of boys who report helpers with their pigeon-raising hobby.

TABLE 57

THE NUMBER AND PER CENT OF HELPERS WITH THE HOBBIES OF NINE BOYS WHO RAISE PIGEONS

Helpers	Number	Per Cent
None .....	6	54.5
Mother and father .....	2	18.2
Mother .....	1	9.1
Father .....	1	9.1
Friend .....	1	9.1
Total	11	100.0

Data in Table 57 show that over fifty per cent of the boys report no helpers with their hobby. Four boys report parents, and one reports a friend. It is to be concluded that the six boys who participate in their hobby independently exhibit initiative, self-reliance, and reliability. The five who have helpers develop self-control, respect for the rights of others, adaptability, and cooperation. A compilation of these data shows that the entire group's social needs are at least partially met by the pigeon-raising hobby.

Age of Hobbies.--Data in Table 58 are related to the length of time the pigeon-raising hobbies have been pursued.

TABLE 58

THE NUMBER AND PER CENT OF THE NINE BOYS DISTRIBUTED ON THE BASIS OF THE NUMBER OF WEEKS THAT THEY HAVE PURSUED PIGEON RAISING AS A HOBBY

Age in Weeks	Number and Per Cent of Boys	
	Number	Per Cent
4 .....	1	9.1
12 .....	1	9.1
16 .....	1	9.1
52 .....	4	36.3
104 .....	2	18.2
156 .....	1	9.1
208 .....	1	9.1
Total	11	100.0

Data in Table 58 show that the eleven boys who raise pigeons as a hobby report the ages of the hobbies to be from four to 208 weeks, with the median being 52 weeks. Continuation of the pursuit indicates that the boys derived happiness from the hobby. Their perserverance also signifies the development of reliability and adaptability.

Club membership of boys who raise pigeons.--Table 59 contains data on the club membership reported by boys who raise pigeons as a hobby.

Data in Table 59 show that approximately fifty per cent of the boys in this group report club membership. The Scout and sports clubs each claim two memberships. One boy belongs to the Kiwanis, and one belongs to both the 4-H Club and to

TABLE 59

THE NUMBER AND PER CENT OF THE NINE BOYS, WHO RAISE PIGEONS,  
AND WHO HOLD MEMBERSHIP IN EACH CLUB

Name of Club	Number and Per Cent of Boys	
	Number	Per Cent
None. . . . .	5	45.4
Scouts only . . . . .	2	18.2
Sports only . . . . .	2	18.2
Kiwanis only. . . . .	1	9.1
4-H and sports. . . . .	1	9.1
Total	11	100.0

a sports club. It has been stated previously that it is believed that club contacts tend to meet the social needs of boys through their demand for cooperation, reliability, respect for the rights of others, and cooperation.

Boys weekly income and family income status.--Data in Table 60 are related to the weekly earned income and to the family income status of the boys who raise pigeons as a hobby.

Data in Table 60 show that approximately thirty-six per cent of the boys earn a weekly income. This fact is especially interesting when it is noted that all homes represented by the pigeon-raising group of boys have an average income status. The fact that 63.3 per cent of the boys report no income is probably due to this fact.

TABLE 60

THE ELEVEN BOYS WHO RAISE PIGEONS DISTRIBUTED ON THE BASIS OF  
THE BOYS WEEKLY INCOME AND THE STATUS OF THEIR FAMILIES'  
YEARLY INCOME

Items	Number and Per Cent of Boys	
	Number	Per Cent
Boy's Weekly Income		
Earning income . . . . .	4	36.3
Earning no income . . . . .	7	63.3
Families' Economic Status		
Family income status above average . . . . .	0	00.0
Family income status average . . . . .	11	100.0
Family income status below average . . . . .	0	00.0

Summary of pigeon raising hobby.--A summary of data pertaining to the pigeon-raising hobby shows that a large per cent of the boys report self-motivation. Most of the boys report they have no helpers. The hobbies have been pursued periods of time ranging from one month to four years. Club memberships are reported by a large per cent of the boys. Four of the group earn weekly incomes ranging from twenty-five cents to one dollar, and all of the eleven boys belong to families who have average incomes. An analysis of data pertaining to the pigeon-raising hobby leads to the conclusion that the sources of motivation, the helpers, the time of pursuit,



and the boys' club memberships are all potential factors in meeting each individual's social needs.

### Chicken Raising as a Hobby

Table 61 contains a composite picture of the chicken-raising hobby as reported by eleven boys. Data on the following items are presented: sources of motivation, helpers with hobbies, length of time hobbies have been pursued, club membership, child's weekly income, and family income status of nine boys who raise chickens.

TABLE 61

SOURCES OF MOTIVATION, HELPERS WITH HOBBIES, LENGTH OF TIME HOBBIES HAVE BEEN PURSUED, CLUB MEMBERSHIP, CHILD'S WEEKLY INCOME, AND FAMILY INCOME STATUS OF NINE BOYS WHO RAISE CHICKENS

Boy	Source of Motivation	Helpers	Age of Helpers	Club Membership	Childs Weekly Income	Family Income Status
1	School	None	4 yrs.	Kiwanis	\$1.75	Below
2	Father	Parents	1 yr.	School	None	Below
3	Self	None	4 yrs.	Scouts	None	Average
4	Magazine	Friends	2 yrs.	Kiwanis	None	Average
5	Friends	Friends	1 week	None	None	Average
6	Father	Father	1 yr.	Scouts	.05	Average
7	Self	Parents	3 yrs.	Scouts	.75	Below
8	Self	None	4 yrs.	None	None	Below
9	Father	Father	2 yrs.	Kiwanis Scouts	None	Average

Data in Table 61 show that three boys were motivated by fathers and three by selves. The school, a magazine, and a boy friend are each mentioned by one boy. When the helpers are considered, three boys report no helpers; two report friends; two report father; one reports father and mother; and one reports mother. Boys mentioned have pursued their hobbies for periods from one week to four years, with an average age of two and one-half years. Three boys report membership in the Boy Scouts; one boy belongs to the Kiwanis Club; two belong to both the Scouts and the Kiwanis Club; one belongs to a school club; and one reports no club membership. Weekly incomes are earned by three of the boys in this group; the amounts range from five cents to \$1.75. Six of the boys report no income. The family income status of five families is reported to be average, whereas four are reported as below average.

Sources of motivation of fowl raising hobby.--Data in Table 62 are related to the influences which nine boys report as factors in the selection of their hobby.

Data in Table 62 show that three fathers, a school, a magazine, and a friend are reported as sources of motivation of the fowl raising hobby. Three boys report self-motivation. It is believed that the father, school, and boy friend were sources who held responsibilities for meeting such social needs as cooperation, respect for the rights of others, self-control, adaptability, and happiness. It is also believed that self-motivation is contributory toward the development of

initiative and reliability, while a magazine is a potential force for meeting the boys' intellectual needs.

TABLE 62

SOURCES OF MOTIVATION OF THE NINE BOYS WHO RAISE FOWLS AND THE NUMBER AND PER CENT REPORTING SOURCES

Source of Motivation	Number and Per Cent of Boys	
	Number	Per Cent
Father . . . . .	3	33.4
Self. . . . .	3	33.3
Magazine . . . . .	1	11.1
Boy Friend . . . . .	1	11.1
School . . . . .	1	11.1
Total	9	100.0

Helpers with hobbies of boys who raise fowls.--Table 63 contains data on the people whom the boys report as helpers with their hobbies.

TABLE 63

NUMBER AND PER CENT OF HELPERS WITH THE HOBBIES OF NINE BOYS WHO RAISE CHICKENS

Helpers	Number and Per Cent of Boys	
	Number	Per Cent
No helpers	3	33.4
Friends	2	22.2
Father	2	22.2
Father and Mother	1	11.1
Mother and Grandmother	1	11.1
Total	9	100.0

Data in Table 63 show that three boys report no helpers; two report friends; two report a father; one reports both father and mother; and one reports both mother and grandmother. An analysis of these data shows that approximately two-thirds of the entire group have helpers. Almost one-half of the helpers are members of the boys' families. These associations are contributory to meeting such social needs as adaptability, self control, respect for the rights of others, happiness, and cooperation.

Ages of fowl raising hobbies.--Data in Table 64 are related to the length of time that the boys have pursued their hobbies. Information on the number reporting each age is also included in the table.

TABLE 64

THE NUMBER AND PER CENT OF NINE BOYS DISTRIBUTED ON THE BASIS OF THE NUMBER OF WEEKS THAT THEY HAVE PURSUED RAISING FOWLS AS A HOBBY

Age in Weeks	Number and Per Cent of Boys	
	Number	Per Cent
1	1	11.1
52	2	22.2
104	2	22.2
156	1	11.1
208	3	33.4
Total	9	100.0

Data in Table 64 show that the nine boys have pursued their respective hobbies for periods ranging from one to 208 weeks, the median being 104 weeks. It appears that the average long period of time over which these hobbies have been pursued is indicative of the boys' development of reliability, adaptability, and happiness.

Club membership of boys who raise fowls.--Data in Table 65 are related to the number and types of club membership reported by the fowl raising group.

TABLE 65

THE NUMBER AND PER CENT OF THE NINE BOYS WHO RAISE CHICKENS,  
AND WHO HOLD MEMBERSHIP IN EACH CLUB

Name of Club	Number and Per Cent of Boys	
	Number	Per Cent
Scouts only	3	33.4
Scouts and Kiwanis	2	22.2
Social Club only	2	22.2
Kiwanis only	1	11.1
No club	1	11.1
Total	9	100.0

Data in Table 65 show that three boys are members of the Scouts, and two are members of both the Scouts and the Kiwanis Club. One boy belongs to the Kiwanis Club only and one to a school club. Two report no membership. An analysis of these data leads to the conclusion that all the boys in the fowl

raising group, except two, have an opportunity to develop social characteristics through contact with the club members. Since most of the clubs encourage and sponsor hobbies, it is to be concluded that the social needs of the boys are at least partially met through their clubs membership.

Weekly income and family income status of boys who raise fowls.--Data in Table 66 are related to the weekly income and the family economic status of boys who raise fowls as a hobby.

TABLE 66

THE NINE BOYS WHO RAISE FOWLS DISTRIBUTED ON THE BASIS OF THE BOYS' WEEKLY INCOME AND THE STATUS OF THEIR FAMILIES' YEARLY INCOME

Item	No. and Per Cent of Boys	
	Number	Per Cent
Boys' Weekly Income		
Earning income.....	3	33.3
Earning no income.....	0	66.6
Families' Economic Status		
Family income status above average.....	0	.0
Family income status average.....	5	55.5
Family income status below average.....	4	44.4

Data in Table 66 show that three of the boys who raise fowls as a hobby earn weekly incomes. The remaining six do

not have an earned weekly income. Data in Table 66 also show that none of the boys' family income status is above average; five are average, and four are below average.

Summary of fowl raising.--A summary of data pertaining to the raising of fowls as a hobby shows that a large per cent of the boys participating in this activity report various sources of motivation. A small per cent report helpers. The age of the hobbies ranges from one week to four years. One-third of the boys earn a weekly income and almost fifty per cent of the group's family income is below average.

Interview with animal and fowl raising pupil:--From the animal and fowl raising group a boy was chosen who raises pigeons for his hobby. He comes from a family whose average income is low; therefore, it is necessary that he be responsible for the financing of his hobby. The initial outlay was purchased with the meager income from the sale of papers after school three days each week. The remaining four days he gives entirely to the care of his fowls. In the beginning, he bought a pair of ordinary pigeons and built them a home. He found it necessary to clip their wings until they decided that this was their new place of abode. He fed and watered them and sprayed their cote. All this he did not know by instinct; he had to consult friends who had the same hobby--a veterinarian, his teacher, and books on the subject.

His flock multiplied until it was necessary to enlarge the quarters. He financed his operations through the sale of squabs. His first stock was ordinary pigeons, but he soon

became interested in blooded stock, and at the time of the interview, he had twenty-four birds. He has read all the material that he can find on this breed of pigeons, and he seems to have an understanding of their fine points. Table 57 contains a list of the social needs which are met by his hobby activities.

Data in Table 67 show that six of the possible ten social needs which were selected as criteria for this study are met through a pursuit of the animal and fowl raising hobby. This fact indicates that such results would apply to practically any boy who participated in the activity. Therefore, it is concluded that this hobby contributes to meeting the social needs of the fourth and fifth-grade boys.

Summary on animal and fowl raising hobby.--A large number of boys in the fowl raising group report self-motivation. Fathers appear to have great influence in motivating the boys in their choice of this hobby. Friends and schools are represented by a small per cent. It appears that the boys' independence is exhibited in their pursuit of this hobby since the greatest number of the group reports no helpers. There is some degree of home cooperation, however, as shown by the fact that fathers, mothers, and grandmothers are mentioned most frequently as helpers. Friends are the only other helpers reported. The length of time these hobbies have been pursued ranges from one week to four years. The Boy Scouts have the greatest number of members among this group; school, Kiwanis, 4-H, and sports clubs are named comparatively often. However, many of the boys do not report club membership.





## CHAPTER VI

### SUMMARY AND CONCLUSIONS

#### Summary

This study concerns the contribution of hobbies to meeting the social needs of fourth and fifty-grade boys in the public schools of Denton, Texas. The eight social needs used as a criterion were determined through recommendations of experts in the field of child development .

The types of hobbies participated in by the boys were determined by questionnaires. The types that were indicated by the largest percentage of the boys include the following major activities: collecting, sports, handcraft, and animal and fowl raising.

The study was organized and presented in the following manner: Chapter I presents an introduction to the study which includes a statement of the problem, a discussion of its origin, an explanation of terms, designation of sources of data, and a delineation of sources of data, and a delineation of the method of procedures for determining social needs, and a classification of hobbies. Chapter II discusses the subject of collecting as a hobby and includes the introduction that presents a definition of the term, the values of collecting activity, classification of collections, and a detailed

description of the major collections of coin, match folder, and stamps. Data are given which deal with the factors pertaining to sources of motivation, helpers, ages of hobbies, club membership, the boys earned weekly incomes, and the family income status of the boys under observation. Chapter III contains data on sport hobbies and includes a detailed discussion of major sports reported as hobbies. The same factors are discussed in a like manner as in the foregoing chapter. Chapter IV deals with handcraft as a hobby and the data are given the same delineation as found in Chapter II. Chapter V presents information on animal and fowl-raising as a hobby, and the same treatment is given the facts as was used in the previous chapters. Chapter VI includes the summary and conclusions that have been drawn from the facts given in the preceding chapters.

### Conclusions

The following conclusions have been drawn from the study:

1. A large number of boys were self-motivated in the choice of their hobbies, and this self-motivation contributed to the meeting of certain social needs.
2. Hobbies may or may not develop a close parent-son relationship.
3. Since a majority of the boys report no helpers with their hobbies it is to be concluded that independent participation

in the activity contributed to meeting such social needs as reliability, initiative, and independence.

4. The relatively long periods of time which a majority of the boys pursued their hobbies indicated a contribution to such social needs as adaptability, cooperation, independence, initiative, respect for the rights of others, and self-control.

5. Since a large number of boys who report hobbies also report club memberships, it is to be concluded that clubs are forces for contributing to the social needs of their members.

6. Low incomes do not preclude the development of hobbies.

7. The lack of boys' participation in hobbies is caused, not by economical status, but by lack of stimuli in the home or group--a factor on which the economic status has a bearing but which may be overcome.

8. Hobbies are an end in themselves and if no other satisfaction were realized than those included in the development of social needs, hobbies would be worthwhile.

9. A hobby may prove to be the means by which a boy can become a participating member of his group.

10. Hobbies may be a bridge of understanding between the child and the adult.

11. A large number of boys are interested in collecting, sports, animal and fowl raising and handcraft as hobbies.

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