

OUT-OF-SCHOOL ACTIVITIES OF EDUCABLE MENTALLY RETARDED
GIRLS ATTENDING SENIOR HIGH SCHOOLS IN THE KANSAS CITY AREA

by

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CHAPTER I

INTRODUCTION

Mental retardation is a concept incorporating medical, psychological, social, and legal factors. Mental retardation is a resultant condition frequently caused by a lack of opportunity in learning, neurotic crises in a child's life, or a physical disease. Socio-cultural factors are felt to be of the most importance to many mildly retarded children (Benda et al., 1963). Stein and Susser (1963) stated:

When careful examination reveals no positive neurological sign or history suggestive of brain damage, and no obvious physical incongruity or metabolic disturbance; when investigation shows no chemical abnormality of chromosomes; and when there is no other psychiatric disorder, then the diagnosis can be inferred from the social background.

A mentally handicapped individual is inadequate and retarded in his intellectual development and ability and this precipitates enormous social problems.

Confusion exists in part of today's literature concerning definitions of terms used in connection with mental retardation. Herber's (1959) Manual on Terminology and Classification in Mental Retardation establishes that all individuals one standard deviation below the mean intelligence quotient (IQ) of the general population are considered to be

"mentally retarded" (MR). There is differentiation between mental retardation associated with cerebral pathology and mental retardation associated with cultural and family factors. A "familial retardate" has a parent of limited intelligence, a sibling of limited intelligence and frequently lives in a culturally deprived environment (Herber, 1959). He further stated that an "organic retardate" had some physiological defect resulting in impaired functioning.

In educational programs the MR are placed at three levels. An individual with an IQ of 0 to 25 is classified as "custodial." The "custodial" person was formerly referred to as "idiot." A person with an IQ of 25 to 50 is referred to as "trainable" and was previously known as an "imbecile." An "educable mental retardate" has an IQ of 50 to 75 and was formerly called a "moron." Mental retardation literature frequently uses the term "mildly retarded" in referring to an individual with an IQ of 55 to 70.

Students who are mentally retarded are offered varying classroom situations in different localities. A "regular class" would have students whose abilities range from the educable mentally retarded student to intellectually superior students. "Special education" classes are comprised primarily of students with an intellectual performance at the 50 to 75 IQ level. Literature shows that the decision as to whether a person is considered retarded is often based on social adjustment as well as on intellectual characteristics.

Social functioning is being acknowledged increasingly as the most serious handicap of the MR. It is commonly accepted that the MR have more personality problems. Retarded adolescents have little social status and normal social and recreational opportunities are not readily available to them; furthermore, they seldom participate in organized clubs and recreational centers because of the unequal competition and feelings of anxiety that are created (Begab, 1958). In relating the dilemma of a retarded person's mastering social skills Gershenson and Schreiber (1963) stated:

The lack of social experiences leads to social retardation and ineptness in chronologically appropriate social skills, accompanied by emotional difficulties arising from feelings of rejection and deprivation; and the lack of social skills further limits the opportunities the retardate has of participating in social experiences.

Psychologists cite low general intelligence as a factor in the impaired adaptive behavior of retardates. The MR frequently develop anti-social behavior and abnormal personality traits as a result of unsuccessful social participation. Begab (1958) believed that the adolescent's physical and social maturity corresponded to his chronological age and that his level of emotional maturity was more closely related to his mental development.

Research in the area of mental retardation has largely been confined to younger retardates and to factors involving the intellectual capabilities of the individual. Activities of the educable retardate outside of the classroom have

received little attention in research. No research was found on the out-of-school activities of the mentally retarded female adolescent attending high school.

The objective was to provide educators and other interested persons with information concerning: (1) out-of-school activities participated in by the subjects (Ss); (2) persons with whom the Ss associate in out-of-school activities; and (3) location the Ss spend their time in out-of-school activities.

Mentally retarded students composed the experimental group and were defined as students who had been placed in a special education program because of low mental ability. A sample of students drawn from a group enrolled in a regular high school program comprised the comparison group.

The hypotheses tested in this study were:

Hypothesis I. There is no difference between normally intelligent and mentally retarded girls attending senior high schools in relation to the following selected out-of-school activities:

- A. Service activities, as measured by the number of students who:
 - 1. Are employed in part-time jobs
 - 2. More frequently perform home responsibilities
- B. Sport activities, as measured by the number of students who:
 - 1. Participate in sport events

2. Watch sport events
 3. Take part in more than three types of sports
- C. Educational and cultural activities, as measured by the number of students who:
1. Spend more than one hour on homework daily
 2. Own a public library card
 3. Attend a musical program, play, museum or art show during the year
 4. Play musical instruments and have taken music lessons
 5. Would like to play musical instruments
- D. Social activities, as measured by the number of students who:
1. Belong to organizations
 2. Participate in dating and date more than once weekly
 3. Attend more than one party during the year
 4. Participate in dancing
- E. Other entertainment activities, as measured by the number of students who:
1. Watch television, listen to records, or listen to the radio more than two hours daily
 2. Attend movies

Hypothesis II. There is no difference between normally intelligent and mentally retarded girls attending senior high schools in relation to the passiveness of the out-of-school activities participated in, as measured by the number of girls who:

- A. Choose a passive activity as the one in which they most enjoy participating
- B. Report a passive activity as the one in which they most participate during out-of-school hours

Hypothesis III. There is no difference between normally intelligent and mentally retarded girls attending senior high schools in relation to their participation with friends and parents in out-of-school activities, as measured by the number who:

- A. Have more than two friends
- B. Meet friends outside of school
- C. More frequently participate in activities with their parents

Hypothesis IV. There is no difference between normally intelligent and mentally retarded girls attending senior high schools in relation to the location in which they spend free time as measured by the number of students who spend most of their free time away from home.

The design of the research study was developed to provide maximum information within accessible time and resource limits. One limitation of the study was that the mentally retarded Ss were from only the suburban Kansas City area, and they were from only public schools. School districts without specialized programs for the MR did not wish to participate which resulted in omission of data for the MR

in regular school programs. Time limitations prevented the interviewer from returning to schools where possible Sg were absent during the regularly scheduled interviews. The number of students in the comparison group was equated to the number of students in the experimental group rather than being proportional to the ratio of normally intelligent and mentally retarded students in the population. The students in the comparison group represented a proportional stratified sample of students in each senior high grade level. Ability of the mentally retarded students to relate their activities might have altered the results.

CHAPTER II

REVIEW OF LITERATURE

Prevalence of Mental Retardation

Yearly, there are more than 100,000 parents whose children are found to be mentally retarded (Jacob, 1954). The President's Panel on Mental Retardation (1962) stated that "an estimated 126,000 babies born each year will be regarded as mentally retarded at some time in their lives." The number of persons handicapped by mental retardation was 5,000,000 as reported by government figures in 1957 (Dybwad, 1964). Weber (1962) stated that it was estimated that 3 per cent, or 6,000,000 of the people in the United States were mentally retarded. Cruickshank (1963) reported the incidence of mental retardation to be between 3 and 4 per cent. Based on the figure of 3 per cent, the United States Department of Health, Education, and Welfare (1962) stated that of all births each year 4,200 children would be retarded so severely that they would not be able to care for their own needs, 12,600 would remain below the seven-year intellectual level, and 110,000 would be classified as mildly retarded and with special training could achieve independence in community living. Dybwad (1964) believed that discrepancies in estimates

of the number of retardates is based on "the point of delineation at which the upper limits of mental retardation are established." Benda et al. (1963) reported that in 1959 it was estimated that 0.1 per cent of the total population would be classified as "custodial"; the "trainable" at 0.3 per cent; and the "educable" retarded at 3.0 per cent. Weber (1962) stated that the educable mentally retarded person could become a contributing member in society, because they had enough intelligence to make a satisfactory social and personal adjustment.

Social Development of Mental Retardates

Mental retardates have socialization problems and possible family problems as a result of the retardation. Most professional persons involved with mental retardates feel that these children are a threat to the family unit as the retardate's demand for care and management restrict extra-familial social contacts and create strains in family relationships (Birch, 1964). Grief and anger appear to be standard reactions when one discovers that one's child is mentally retarded, and a doctor's diagnosis is frequently rejected (Cohen, 1962; Begab, 1958; Laycock, 1950). Coleman (1953) found that sibling problems developed as neighborhood children made remarks about the mentally retarded brother or sister. However, some families are not adversely affected by a retarded child in the family. Cruickshank (1963, p. 477) noted:

As far as the high-grade, educable retardate is concerned, the hopes and aspirations of the parents are in harmony with the ability of the child. He is living at a socio-economic and cultural level that is within reason to expect him to at least maintain.

Zigler (1962) reported that familial retardates experienced a greater social deprivation than organic retardates with differences in their performance due, in part, to motivational differences.

Kern and Pfaeffle (1962) compared the social adjustment of mentally retarded children in various educational settings and found that the regular class retardates showed the poorest overall adjustment. Blatt (1958) investigated 75 special class and 50 regular class members between 8.6 and 16.0 years of age and found the MR to be less accepted and more rejected in the regular class by the other students. In Miller's (1956) study of 120 subjects divided equally into the mentally superior, mentally typical, and mentally retarded classifications in regular upper elementary school it was shown that superior students were most wanted as friends by classmates, next wanted was the typical student, and least wanted as friends was the mentally retarded child. Johnson (1950) found that the acceptance increased as the mean IQ increased resulting in the MR being most rejected. Baldwin (1958) and Johnson (1950) found similar results which showed that the anti-social behavior of the mentally retarded children seemed to be the characteristic the students resented. Special education classes are now developing because of these problems.

Equal educational opportunity formerly was interpreted to mean the same method and standard for each child; now it is coming to mean maximum opportunity for each child to learn and develop according to his individual needs and capacities. The first class for the mentally handicapped was organized in 1896 (Johnson, 1950). In special education classes emphasis is placed upon cooperation, social and community adjustment, and the development of good habits of personal cleanliness. The early development of public school programs for the mentally retarded students was more beneficial to the elementary-aged student, but recently programs have been worked out for the secondary level in which the mental retardate is being prepared for full-time employment by a half-time school and half-time supervised work program (Gardner and Nisonger, 1962). The special education classes are proving to be important in preparing the pupil to hold a job.

Kolstoe (1961) studied 82 former trainees of an Employment Evaluation and Training project and found that those who had spent a longer time in special education classes were somewhat more successful in securing employment. Carson (1965) did a follow-up study of 49 mentally retarded high school graduates and found 90 per cent of the boys and 75 per cent of the girls to be gainfully employed in 33 different types of jobs.

In studies by Begab (1958), Kolstoe (1961), and Engel (1952) socialization and personality factors were found to be

of primary importance in work situation. Engel (1952) concluded that when the MR were not capable of successfully holding a job it was more dependent on their being an unstable individual than upon their having basic limitations in reasoning and judgment.

Motor Abilities and Physical Growth of Mental Retardates

The available research suggested that the MR are slightly below normal in motor skills. Howe (1959) studied 43 mentally retarded students in special education classes and compared their performances on a variety of motor skill tasks with normally intelligent school children of matched chronological age, socio-economic background and sex. The normally intelligent children were consistently superior to the mentally retarded students on a variety of motor skill tasks. Turnquist and Marzolf (1954) found similar results with the difference in motor abilities between the normally intelligent group and the mentally retarded group to be statistically significant. The greatest difference between the two groups of students was found on simultaneous movement and general static items. Howe (1959) reported that within the normal intelligence range there was no correlation between intelligence and motor skills. Howe (1959) drew implications which suggested that a structured program of physical education might be a necessary part of the curriculum for the MR to learn what normally intelligent children learn incidentally.

There is an association between physical development and mental development. In Blatt's (1958) study of 75 special education class members and 50 regular class members who were not mentally handicapped, the MR were 10 per cent more underweight. Kugel and Mohr (1963) examined 879 mentally retarded children in the Child Development Clinic, University Hospital, Iowa City, Iowa, and found the degree of mental retardation and the degree of physical growth deficiency to be related. Rundle et al. (1965) studied 104 female retardates between the ages of 7 and 20 years who were permanent hospital residents. Maturation was determined by using the criteria for pubic hair and breast development. Skeletal ages were determined by comparing radiographs with normal standards. Results showed that growth was less at all ages than for a normally intelligent group, but a normal rate of growth was followed. Puberty was one to two years late when rated by pubic hair and breast development standards. The mean age of menarche was 14.2 years with a wider range in ages than normal.

Mental retardates need the assistance of mature adults to gain insight into their bodily functions and drives in order to understand their sexual development and society's expectations. Kratter and Thorne (1957) discussed the lack of educational materials concerning physical maturity and sex education that were written for use by mentally retarded students in the classroom. In reviewing the literature, only one

program (Kratte and Thorne, 1957) was found that involved sex education for the retardate.

Recreational-Social Programs for Mental Retardates

The Director of Community Services for the National Association for Retarded Children emphasized that recreational skill is an important factor if the mentally retarded person is to make a successful adjustment in the community (Krishef, 1960). Krishef (1960) believed that recreation often made the difference between a happy person and a withdrawn unhappy person.

Community recreation programs have done very little in the area of recreation for the MR. Only 1 in 50 recreational agencies has provided any type of recreational program for the MR (Recreation, 1956). Berryman (1962) stated that those who were concerned with the play and recreational activities of the MR often planned their programs based on the mental age of the mentally retarded students rather than on their chronological age and mental age. A survey by the Recreational Specialist for the Ill and Handicapped showed that recreational agencies not offering programs for the MR believed that personnel needed additional training before working with the MR (Berryman, 1962). The University of Minnesota has started a graduate program designed to train professionals in the field of recreation for the exceptional child (Billig and Loewendahl, 1953).

Community programs for the MR are very slowly beginning to develop. Canteens for mentally retarded young adults offer an opportunity for these young people to meet for social and recreational purposes. Suggestions given by the Chairman of Recreation for the National Association for Retarded Children for teenage canteen programs included music, dancing, checkers, ping pong, horseshoes, crafts, and an abundant amount of food (Gould, 1958). Sember (1959) recommended that normal activities and games be simplified or altered to fit the capabilities of the participants. Mrs. Eunice Kennedy Shriver, (1965) the executive vice-president of the Joseph P. Kennedy, Jr., Foundation, stated that \$7,000,000 is waiting in Washington for those persons imaginative enough to study and develop recreation for the retarded.

There are several activities that have been successful in programs designed for the MR. Woods (1962) echoed the opinion of Gould (1958) that listening to music was one of the most enjoyable activities for mentally retarded children. Woods (1962) recommended musical activities such as rhythm bands, folk dancing, and simple ballroom dancing for the MR. In Los Angeles County's recreational programs for the MR, bowling had become one of the most popular activities of the educable retarded person (Woods, 1962). The Los Angeles County program also included day camping. Braaten (1958) reported on an Ontario, Canada recreational program for the mentally retarded persons in which swimming and camping were two of the successful programs. During the camping program two of the activities

enjoyed were socio-dramas and water sports. Arnholter (1955) related that socio-dramas helped to release tension and emotions in retarded adolescents.

For several years normally intelligent and mentally retarded children were separated into individual groups when participating in recreational programs. Today there are differing opinions on the inclusion of normally intelligent and mentally retarded children in the same program. Berryman (1962) stated that unless normally intelligent and mentally retarded adolescents were included in the same programs, the separation between the groups would become more distinct. Schreiber (1965) expressed the desirability of integrating the MR and the physically handicapped into existing recreational and leisure-time programs, and he indicated the trend was moving toward this goal. Allen (1957) concluded, after a four week camping experience with the normally intelligent and the mentally retarded individuals grouped together, that a unified program was not efficient. Allen (1957) stated that the group automatically separated into two groups with each group being happiest when they segregated themselves.

Services provided the estimated 31,884 mentally retarded individuals in the Kansas City area were investigated during 1965 (Osgood, Gorsuch, and McGrew, 1966). The investigation included a survey of services provided by Jackson, Clay, and Platte counties in Missouri. Wyandotte and Johnson counties were studied in Kansas. Social-recreational services available to the MR and listed in the survey were provided by the following:

Jackson County, Missouri:

YMCA
 Recreation Division, Welfare Department
 United Cerebral Palsy Association
 Boys Club
 Boy Scouts
 Campfire Girls
 Girl Scouts
 Guadalupe Center
 Department of Recreation

Clay County, Missouri:

Park and Recreation Board

Wyandotte County, Kansas:

Recreation Commission
 YMCA
 Bethel Neighborhood Center
 Girl Scouts

Johnson County, Kansas:

American Red Cross
 YMCA
 Teen-Age Monitors

Of an estimated 31,884 retarded persons in the Kansas City area, only a total of 741 persons were served by social-recreational services. In the five-county area only 630 of an estimated 6,893 mildly retarded population were served by social-recreational services.

CHAPTER III

PROCEDURE

Subjects

Choice of Subjects

The superintendents of seven suburban school districts surrounding the Kansas City area were contacted by letter (Appendix, p. 68) to explain the proposed study. Telephone contacts were made one week later to make appointments with interested superintendents. North Kansas City, Missouri; Independence, Missouri; and Shawnee Mission, Kansas school district superintendents asked the researcher to contact their district's special education director to explain the study. The three interested suburban school district superintendents were the only superintendents contacted who indicated there were specialized programs provided for the mentally retarded students in their school district.

A personal contact with the special education director of each of the three school districts was made to discuss the interview procedures and to obtain names, birthdates, and IQ scores of possible Ss. A list of possible Ss was compiled based on the following criteria: (1) enrolled in a special education program for the MR; and (2) female member of the sophomore, junior, or senior class.

There were thirty-nine possible Ss in the three districts: ten in North Kansas City, twelve in Independence, and seventeen in Shawnee Mission. Thirty-three of the possible thirty-nine girls were interviewed. The six girls who were not interviewed were absent from school the day the interview was scheduled.

After consultation with the Statistics Department of Kansas State University, Manhattan, Kansas, the comparison group was selected from students at Oak Park High School, North Kansas City, Missouri. From a study hall roster of three-hundred students, a list of possible Ss was compiled based on the following criteria: (1) enrolled in a regular high school program; and (2) female member of the sophomore, junior, or senior class. Eleven sophomore girls, eleven junior girls, and eleven senior girls were randomly selected from their respective class level to compose the thirty-three member comparison group.

Description of Subjects

The mentally retarded Ss ranged in age from 14.2 to 19.2 with the mean age being 17.2 years. Twenty-one of the thirty-three mentally retarded students had been administered the Stanford-Binet Scale. The IQ score range on the Stanford-Binet was 45.0 to 80.0, and the mean IQ was 64.3. Twenty-four of the mentally retarded group had taken the Wechsler Intelligence Scale for Children with a score range recorded

of 39.0 to 80.0. There was a mean score on the Wechsler Intelligence Scale for Children of 64.7.

The normally intelligent Ss ranged in age from 15.0 to 18.0 years. The mean age was 16.7 years. All of the thirty-three normally intelligent students had scores recorded for the Kuhlmann-Anderson Scale. Intelligence quotients ranged from 79.0 to 132.0 with a mean score of 107.7.

Background of Subjects

Twenty-seven of the thirty-three MR resided in homes with both parents living together. Fifteen of the mothers worked. The mean number of siblings for the mentally retarded group was 2.96.

Thirty of the normally intelligent students lived in intact homes with both parents present. There were eleven mothers that worked. The mean number of siblings for the normally intelligent students was 2.41.

The Interview Schedule

The initial schedule was developed after informal discussions on out-of-school activities with four classes of freshman students. Two of the author's special education junior high school students with whom there was good rapport were selected for the pilot study. Two questions were clarified and one question was omitted after the pilot study.

The interview schedule was developed with typical responses listed on sets of index cards (Appendix, p. 69) so responses

that were given by the students could be quickly recorded. Questions were designed to obtain an accurate account of the life of the special education student outside of the classroom. Questions were asked during the interview concerning the following topics: Family members, housing, jobs, home responsibilities, organizational membership, transportation to activities, friends, television viewing, radio listening, records, sewing, reading, homework, sports, family activities, dating, parties, dancing, movies, telephoning, musical instruments, and cultural programs.

Collection of Data

Interviewing was the research technique used to collect information. Hall (1962) stated that more accurate information could be obtained from interviews than from other methods when the person being interviewed was poorly educated or had difficulty reading and understanding questions. Walters (1960) believed an advantage for use of the interview was that misconceptions in meanings could be clarified. During a consultation with the investigator, the president of the Kansas City Association for Retarded Children recommended interviewing the mentally retarded students because of the personal response between the student and the interviewer.

The thirty-three mentally retarded students were interviewed during school hours at their respective schools. Before the interview, the girls were told that the researcher

was attempting to find what girls did when they were not in school and that the information would help in teaching. It was emphasized that the information given by the students would be considered confidential. Each student was shown a set of interview cards so she could see that her name was not written on the cards. Responses of the students were recorded during the interview on the interview cards.

Arrangements were made for the normally intelligent group of students to be present in the school auditorium for a fifty-five minute period. The auditorium was used so the girls would be separated from each other. Following the procedure recommended by the statistician, a set of cards was handed to each girl. An explanation was given as the students checked their responses on the cards.

Analyses of Data

The raw data were recorded on master tabulation sheets and converted into tables for analysis. Analyses of home responsibilities and family activities was made by the t-test.

CHAPTER IV

RESULTS

Data were tested for significant differences between the mentally retarded students and the normally intelligent students for each phase of their out-of-school activities. The chi square analysis was used for all aspects of the out-of-school activities except family responsibilities and family activities for which the t-test was used.

Results are presented in four parts: (1) selected activities of Ss; (2) passive activities of Ss; (3) participation with friends and parents; and (4) location in which Ss spend free time. Numerous tables are found in the Appendix to give a more thorough representation of the out-of-school activities of the students.

Selected Activities of Subjects

Information on selected activities of Ss is presented under five subsections: (1) service activities; (2) sport activities; (3) educational and cultural activities; (4) social activities; and (5) other entertainment activities.

Service Activities

Part-time employment.--Chi square analysis showed there was a highly significant difference between the number of

normally intelligent and mentally retarded girls who were employed part-time (Table 1). Results showed there was a larger number of normally intelligent students than MR employed part-time. Table 23 (Appendix, p. 70) sets forth the part-time employment positions. Twenty-seven of the thirty-one employed normally intelligent girls worked as baby sitters. Six of the fifteen employed mentally retarded girls were employed as baby sitters. Seven Ss from each group were employed in positions outside of the home in jobs other than baby-sitting or home duties.

TABLE 1
PART-TIME EMPLOYMENT STATUS OF SUBJECTS

Presently Employed	Number	
	NI	MR
Yes	31	15
No	2	18
Total	33	33
χ^2	18.37**	

** $p < .01$

Mentally retarded students that were employed earned \$.88 an hour as their mean wage while employed normally intelligent students earned \$.60 as their mean hourly wage. Of

those working, mentally retarded girls worked a mean of 11.3 hours each week, and normally intelligent students worked a mean of 9.0 hours per week. Five of the fifteen employed mentally retarded respondents indicated that the vocational coordinator procured their jobs for them.

Home responsibilities.--The difference between the two groups in mean weekly frequency of performing home responsibilities was significant at the .01 level with the MR reporting the greater frequency (Table 2).

TABLE 2
MEAN WEEKLY FREQUENCY OF PERFORMING
HOME RESPONSIBILITIES

	NI(33)	MR(33)
Range	1.03 to 5.25	1.00 to 7.00
Mean	3.19	4.12
t	3.42**	

** $p < .01$

The number of different home responsibilities participated in weekly showed a range of 3 to 10 for the normally intelligent and 1 to 9 for the MR (Table 24, Appendix, p. 71). The mean number of responsibilities was 6.78 for the normally intelligent students and 4.79 for the MR. Normally intelligent girls performed responsibilities with less frequency

but they performed a more diversified number of responsibilities.

Table 25 (Appendix, p. 72) enumerates the different responsibilities participated in by the two groups. Bed making was the only responsibility performed by all respondents. However, the mean frequency of weekly performance showed bed making was not performed daily by all Ss.

Home duties that were enjoyed and disliked by the mentally retarded girls are set forth in Table 26 (Appendix, p. 73). In response to "duty most enjoyed" the highest agreement was found when that duty was "cooking." Eleven girls enjoyed helping to cook while two did not enjoy helping. Of the eleven MR who cooked by themselves, they all enjoyed the duty. Twenty-four of the MR enjoyed bed making, and eighteen of the twenty-two girls that ironed enjoyed the task.

Sport Activities

Participation in sports.--Greater numbers of students participated in sport events than did not participate; however, when compared to the normally intelligent students, seven less MR participated. Chi square analysis revealed this to be a significant difference between the two groups (Table 3).

Sport spectators.--Members of both groups were asked if they watched sport events either on television or live. Without exception, the thirty-three normally intelligent

students watched sport events. Twenty-three of the MR were spectators. Chi square analysis showed a highly significant difference between the groups (Table 4).

TABLE 3
PARTICIPATION IN SPORT EVENTS

Participate	Number	
	NI	MR
Yes	32	25
No	1	8
Total	33	33
χ^2	6.30*	

* $p < .05$

TABLE 4
SUBJECTS WHO WATCHED SPORT EVENTS

Spectator	Number	
	NI	MR
Yes	33	23
No	0	10
Total	33	33
χ^2	11.79**	

** $p < .01$

A comprehensive picture of the sports that were viewed by all Ss is reported in Table 27 (Appendix, p. 74). Ten sports were watched by individual members of the two groups. Football and basketball were viewed by the largest number of normally intelligent students, and more than one-half of the normally intelligent students viewed four sports. Baseball and football were the sports that received the largest number of viewers from the mentally retarded group.

Number of different sports participated in.---Results showed there was a highly significant difference between the two groups in relation to the number of sports in which each Ss took part (Table 5). The MR participated in a significantly fewer number of sports.

TABLE 5
NUMBER OF SPORTS IN WHICH
THERE IS PARTICIPATION

Number of Sports	Number of Students	
	NI	MR
Three or Less	5	22
More than Three	28	11
Total	33	33
χ^2	18.11**	

** $p < .01$

An itemized list of the different sports participated in is presented in Table 28 (Appendix, p. 75). Swimming was the sport most participated in by the normally intelligent students with twenty-seven of the girls participating. Bicycling was the sport most participated in by the MR. Archery, badminton, basketball, bicycling, hiking, horseback riding, ping pong, pool, and softball were each participated in by at least one-third of the normally intelligent Ss. Two activities, roller skating and swimming, were participated in by at least one-third of the MR.

Table 29 (Appendix, p. 76) sets forth the sports the students of both groups desired to learn. Seventeen MR reported they would like to learn a sport in which they had not participated previously. Thirteen of the normally intelligent girls checked that they desired to learn a sport in which they had not previously participated. Ice skating and water skiing were the two sports the greatest number of normally intelligent girls reported they wanted to learn. Horseback riding, ice skating, and water skiing were indicated most frequently by the mentally retarded girls.

Educational and Cultural Activities

Homework and reading participation.--Students in the normally intelligent group and students in the mentally retarded group were asked if they spent "less than one hour" or "more than one hour" daily on homework. The number of

normally intelligent students who studied more than one hour daily was significantly greater than for the MR (Table 6).

TABLE 6
TIME SPENT ON HOMEWORK DAILY

Hours Spent Daily	Number	
	NI	MR
Less than One	15	30
More than One	18	3
Total	33	33
χ^2	15.71**	

** $p < .01$

Data collected on the number of books owned by the Ss showed the mentally retarded students owned a median number of 3.2 books. The median number of books owned by the normally intelligent group of students was 25.5 books. Furthermore, the relative lack of literary materials for the MR was not compensated by public library card ownership. Chi square analysis showed that the normally intelligent students owned significantly ($p < .05$) more library cards (Table 7).

Methods of obtaining books are presented in Table 30 (Appendix, p. 77). "From friends" was the method most used by the MR to obtain books. For the normally intelligent

students, the school library was the source most used for obtaining books. There was variance between the numbers from each group that purchased books. Fifteen of the normally intelligent students purchased books, but only one MR indicated that she purchased books.

TABLE 7
LIBRARY CARD OWNERSHIP

Have a Library Card	Number	
	NI	MR
Yes	23	13
No	10	20
Total	33	33
χ^2	6.11*	

* $p < .05$

Table 31 (Appendix, p. 77) reports the number of students that enjoyed looking at books. Eighteen of the MR indicated they always enjoyed books while twenty-seven of the normally intelligent students reported they always enjoyed books. Three mentally retarded students stated that they did not enjoy books.

Data pertaining to newspaper reading habits of the students is set forth in Table 32 (Appendix, p. 78). When

compared to normally intelligent students, it appears more MR looked through the entire paper. Eleven of the MR and six of the normally intelligent students looked at the entire newspaper. Four MR as compared to one normally intelligent student, did not look at the paper. The data showed that the twenty-six normally intelligent students who read sections of the paper primarily read the comics, the front page, and Ann Landers or Dear Abbey. However, the eighteen MR who read sections of the paper were more diversified in the sections they read.

Cultural experiences.--Attendance for the past year showed the MR did not attend musical programs, plays, museums, or art shows to the degree the normally intelligent students attended. The difference between the two groups was highly significant (Table 8).

Experiences with musical instruments were investigated and the results indicated less variation between the two groups than in other cultural experiences. There was no statistical significance between the two groups in relation to the number playing musical instruments or the number who had taken music lessons (Table 9). Statistical significance was found at the .01 level when the two groups were compared in relation to the number who would like to play musical instruments. The MR group expressed more interest in wanting to play a musical instrument.

TABLE 8
MUSICAL PROGRAMS, PLAYS, MUSEUMS, AND ART
SHOWS ATTENDED DURING THE PAST YEAR

Attended	Number Attending							
	Musical Program		Play		Museum		Art Show	
	NI	MR	NI	MR	NI	MR	NI	MR
Yes	26	14	32	17	23	5	16	2
No	7	19	1	16	10	28	17	31
Total	33	33	33	33	33	33	33	33
χ^2	9.14**		17.83**		20.10**		14.97**	

** $p < .01$

TABLE 9
EXPERIENCES WITH MUSICAL INSTRUMENTS

Response	Can Play Instruments		Have Taken Lessons		Would Like to Play Instrument Do Not Now Play	
	NI	MR	NI	MR	NI	MR
Yes	19	15	14	10	16	24
No	14	18	19	23	17	9
Total	33	33	33	33	33	33
χ^2	0.97		0.97		4.06*	

* $p < .05$

The instruments which the students indicated they had played or wanted to play are enumerated in Table 33 (Appendix, p. 79). The piano was the instrument most frequently found in the home, most frequently played, and most often studied. Normally intelligent students checked the guitar most frequently as the instrument they would like to learn to play. The piano was indicated most frequently by the MR as the instrument they would like to learn to play.

Social Activities

Organizational membership.--Twenty-two of the MR and thirty-one of the normally intelligent students belonged to organizations. When the type of membership was considered, the difference appeared to widen between the two groups. Nineteen of the twenty-two MR who belonged to organizations belonged to a church and held no other memberships. However, twenty-one of the twenty-eight normally intelligent students who belonged to church also belonged to other organizations. The mean number of organizations belonged to was 2.81 for the normally intelligent students and 1.14 for the MR. There was a highly significant difference between the two groups in relation to the number who belonged to an organization as shown by chi square analysis (Table 10).

The different organizations in which there was reported membership are illustrated with the number of members in Table 34 (Appendix, p. 80).

TABLE 10
MEMBERSHIP IN ORGANIZATIONS

Belong to Organization	Number	
	NI	MR
Yes	31	22
No	2	11
Total	33	33
χ^2	7.76**	

** $p < .01$

Reasons the students gave for belonging to organizations and reasons for not belonging to additional organizations are set forth in Table 35 and Table 36 (Appendix, p. 81). The two reasons given most frequently for belonging to organizations by the normally intelligent students were "enjoyment" and "friends belong." The two reasons given most frequently by the MR were "enjoyment" and "parents." The most frequent reason given for not belonging to other organizations by the normally intelligent students was "time." The most frequent response of the MR to the question was "do not know"; however, "time" was given by nine MR as the reason they did not belong to other organizations.

Dating.--Dating activities of the two groups showed a highly significant difference with a larger number of normally intelligent students dating and dating more frequently (Tables 11 and 12).

TABLE 11
STUDENT DATING

Dating Status	Number	
	NI	MR
Date	29	16
Do Not Date	4	17
Total	33	33
χ^2	11.80**	

** $p < .01$

TABLE 12
FREQUENCY OF DATING AMONG THOSE DATING

Weekly Frequency	Number Dating	
	NI	MR
One or More	22	7
Less than One	7	9
Total	33	33
χ^2	4.64*	

* $p < .05$

Dating activities are shown in Table 37 (Appendix, p. 82). When compared to the dating activities of the MR, the activities participated in by the normally intelligent girls who dated are more diversified. Activities of the normally intelligent students who dated were most frequently game parties, bowling, movies, parking, riding, and teen night clubs. The mentally retarded girls who dated more frequently attended movies or parked.

Of those who dated, eleven normally intelligent and eight mentally retarded students said they dated different boys rather than dating the same boy steadily. Single dating was more popular than double dating, with sixteen of the normally intelligent students and eleven MR indicating they preferred single dating.

The parents of the normally intelligent students appeared to be more acquainted with the persons their daughter was dating than were the parents of the MR. Three of the MR indicated their parents were not acquainted with the boys they dated. Seventeen normally intelligent and ten mentally retarded students stated the boys they dated were known by their parents. Twelve normally intelligent and three mentally retarded students reported their dates were well known by their parents.

One of the four normally intelligent students and ten of the seventeen mentally retarded students who did not date indicated a desire to date.

Party attendance.--There was no statistical significant difference between the normally intelligent and the mentally retarded students in party attendance during the past year (Table 13). The number of parties attended was grouped into "one or less" and "more than one." A greater number of normally intelligent students attended more than one party, but chi square analysis indicated the difference between the groups was not significant.

TABLE 13
PARTY ATTENDANCE DURING THE PAST YEAR

Number of Parties	Number Attended	
	NI	MR
One or Less	8	14
More than One	25	19
Total	33	33
χ^2	2.45	

Dancing.--The number of normally intelligent girls who danced was slightly greater than the number of MR who danced, but chi square analysis showed the difference not significant (Table 14).

One of five normally intelligent students and six of eight MR who did not dance wished they did dance. "Religion" was the reason three normally intelligent students gave for

not dancing (Table 38 in Appendix, p. 83). Three of the normally intelligent girls who did not dance wanted to learn, but there was not one mentally retarded girl who indicated that she wanted to learn to dance.

TABLE 14
PARTICIPATION IN DANCING

Participate in Dancing	Number	
	NI	MR
Yes	28	25
No	5	8
Total	33	33
χ^2	0.86	

Other Entertainment Activities

Television, radio, and records.--The number of Ss who watched television, listened to the radio, and listened to records "two hours or less" daily and "more than two hours" daily is shown in Table 15. Chi square analysis showed no significant difference between the two groups in relation to the time spent viewing television, listening to the radio, and listening to records. There was a larger number of mentally retarded students than normally intelligent students who spent more than two hours daily participating in each category, but the difference was not statistically significant.

TABLE 15

TIME SPENT WATCHING TELEVISION AND LISTENING TO
RECORDS AND TO THE RADIO

Hours Spent Daily	Number Watching TV		Number Listening to Radio		Number Listening to Records	
	NI	MR	NI	MR	NI	MR
Two or Less	22	17	17	13	30	28
More than Two	11	16	16	20	3	5
Total	33	33	33	33	33	33
x ²	1.57		0.98		0.57	

Movie attendance.--A significantly ($p < .01$) greater number of normally intelligent students attended movies (Table 16).

TABLE 16
MONTHLY MOVIE ATTENDANCE

Attend Monthly	Number	
	NI	MR
Yes	30	16
No	3	17
Total	33	33
x ²	14.06**	

** $p < .01$

Passive Activities of Subjects

Students were asked to select one activity in which they most enjoyed participating when they were not in school. They were also asked to report the activity in which they spent most time when they were not in school. Activities were classified as either passive or nonpassive (See Tables 39 and 40 in Appendix, pp. 84 and 85). Data were analyzed to compare the two groups in: (a) enjoyment of and (b) actual participation in passive and nonpassive activities. Activities in which the students participated were classified as passive if the students were influenced or acted upon without exerting influence or acting in return.

"Most Enjoyed" Activity

Chi square results showed that there was no significant difference between the two groups in relation to the passiveness of the "most enjoyed" activity (Table 17).

TABLE 17
PASSIVENESS OF "MOST ENJOYED" ACTIVITY

Type of Activity	Number of NI Selecting	Number of MR Selecting
Passive	2	6
Nonpassive	31	27
Total	33	33
χ^2	2.28	

Activities that were reported to be most enjoyed by the students are set forth in Table 39 (Appendix, p. 84). Thirteen of the normally intelligent students listed "dating" as their most enjoyed activity. Four MR selected "dating" and four selected "swimming."

"Most Participated in" Activity

Chi square analysis indicated there was a statistical difference between the groups (Table 18). A significantly greater number of normally intelligent students participated in nonpassive activities than did the MR.

TABLE 18
PASSIVENESS OF "MOST PARTICIPATED IN" ACTIVITY

Type of Activity	Number of NI Reporting	Number of MR Reporting
Passive	9	18
Nonpassive	24	15
Total	33	33
χ^2	5.08*	

* $p < .05$

Activities in which the students participated during most of their free time are listed in Table 40 (Appendix, p. 85). Twenty-seven of the MR most enjoyed nonpassive

activities; however, only fifteen MR actually spent most of their free time participating in nonpassive activities. Fifteen of the MR reported they spent most of their time while not in school watching television. There was no specific activity for the normally intelligent group in which participation was concentrated.

Participation with Friends and Parents

One objective of the study was to provide educators and other persons interested in the MR with information concerning whom the Ss associated with in out-of-school activities.

Data related to whom the Ss associated with in out-of-school activities is presented in two sections: (1) friends; and (2) parents.

Friends

Number of friends.--Analysis of the number of best friends for each group showed a highly significant difference between the normally intelligent and the mentally retarded students (Table 19). A larger number of normally intelligent students had more than two friends.

Meeting friends.--Chi square analysis showed a significantly ($p < .01$) larger number of normally intelligent students met their friends outside of school (Table 20). Activities the students reported they participated in with their friends are enumerated in Table 41 (Appendix, p. 86). Dancing,

attending movies, listening to records, shopping, and talking stand out as the activities in which normally intelligent students most frequently participated. Listening to records, shopping, and talking were the activities most frequently participated in by the MR and their friends.

TABLE 19
NUMBER OF BEST FRIENDS

Number of Friends	Number	
	NI	MR
Two or Less	6	14
More than Two	27	19
Total	33	33
χ^2	4.59*	

* $p < .05$

TABLE 20
MEETING FRIENDS OUTSIDE OF SCHOOL

Meet Friends Outside of School	Number	
	NI	MR
Yes	33	19
No	0	14
Total	33	33
χ^2	17.77**	

** $p < .01$

Students were asked where they became acquainted with their friends. Twenty-nine of the normally intelligent students met their friends in classes at school and seventeen indicated their friends were neighbors. Twenty-four of the mentally retarded students met their friends in classes at school, and seven reported their friends lived in their neighborhood.

There were differences between the two groups in their association with friends when dancing activities were investigated. Table 42 (Appendix, p. 87) reports the most frequent dance partners of the students. Twenty-seven of the twenty-eight normally intelligent students who indicated they danced, most frequently danced with their boy friends. "No one" was the most frequent response of the MR with seventeen of the twenty-five students giving this answer.

Parents

Students were asked to give the name of any event that they participated in with their parents. The mean monthly frequency for each girl was calculated on the number of times she participated in any activity with her parents and the t-test was used to analyze the data. No significant difference was found between the two groups. (Table 21). Frequency of participating in activities with parents was slightly higher for the MR.

TABLE 21
MONTHLY FREQUENCY OF PARTICIPATING IN
ACTIVITIES WITH PARENTS

	NI(33)	MR(33)
Range	0 to 4.40	0 to 4.00
Mean	2.34	2.59
t	2.59	

The number of activities that were participated in are set forth in Table 43 (Appendix, p. 88). The mean number of different types of activities participated in with parents was 4.91 for the normally intelligent group and 2.79 for the mentally retarded group. Further information on activities participated in with parents is given in Table 44 (Appendix, p. 89).

Both groups were asked who they sat with when they attended movies. The greatest variance between the groups was the number who sat with their parents. Only four of the thirty normally intelligent girls reported that they ever sat with their parents, while seven of the sixteen MR who attended movies reported that they sat with their parents. Thirteen of the mentally retarded girls and twenty-seven of the normally intelligent girls who attended movies sat with their boy friends.

Persons with whom the comparison and the mentally retarded Ss watched television, listened to the radio, and listened to records are shown in Table 45 (Appendix, p. 90). There was little difference in companions for each group when one considered only the parents and siblings. The greatest discrepancy between the two groups was the number who watched television with their boy friends. It was previously reported that only four of the thirty-three normally intelligent students did not date; however, seventeen of the thirty-three mentally retarded students did not date.

Table 46 (Appendix, p. 91) gives results showing the persons with whom the Ss most enjoyed spending their free time. The majority of students from both groups indicated they would rather spend their free time with friends. However, eleven of the mentally retarded students and three of the normally intelligent students most enjoyed spending their free time with their families.

Location in Which Subjects Spend Free Time

Chi square analysis showed a significant ($p < .05$) difference between the two groups in relation to the location in which they spent most of their free time (Table 22). Data showed the normally intelligent student spent more free time away from home while the mentally retarded student spent more free time at home.

TABLE 22
LOCATION IN WHICH MOST FREE TIME IS SPENT

Location	Number	
	NI	MR
Home	14	22
Away From Home	19	11
Total	33	33
χ^2	3.91*	

* $p < .05$

Students were asked where they had attended plays and musical programs during the past year. Both groups were in agreement with reference to the school having been the location where the largest number attended plays and musical programs. Twenty-nine of the thirty-one normally intelligent students who attended plays attended a play at the school. Of the seventeen MR who attended a play, nine students attended school productions. Musical programs were attended at school by twenty-four normally intelligent and eleven mentally retarded students.

Table 47 (Appendix, p. 92) lists the places where parties were held and attended. The school was the location for seventeen of the parties attended by twenty-four MR. School parties were attended by seven of the twenty-eight normally

intelligent students who indicated they attended parties. Parties held at the homes of friends were the ones primarily attended by the normally intelligent students.

Place of viewing sports was reported by the students. Twenty-four normally intelligent and twenty-three mentally retarded girls watched sport events on television. Thirty-one normally intelligent and twelve mentally retarded students watched sport events live. Ten of the thirty-three mentally retarded students did not watch sports in any location.

CHAPTER V

CONCLUSIONS AND DISCUSSION

Selected Out-of-School Activities

Service Activities

Part-time employment.--The hypothesis which dealt with the difference between the normally intelligent and the mentally retarded group of Ss in part-time employment was rejected. There was a significantly ($p < .01$) greater number of normally intelligent students who worked part-time. It would seem reasonable to suggest that the normally intelligent student would possess a greater number of marketable skills. The study presented an unexpected result when the mean hourly wage was found to be \$.18 an hour higher for the mentally retarded employed. Perhaps the vocational coordinators in the special education programs were able to secure better paying positions for the MR than normally intelligent students could secure for themselves.

Home responsibilities.--When the frequency of performing home responsibilities was tested for differences between the two groups, chi square analysis revealed the frequency was significantly ($p < .01$) greater for the mentally retarded

group. Further analysis showed the number of different home responsibilities participated in weekly was less for the MR. This suggests that the MR participated in the same responsibilities repeatedly during the week. Because the MR were found to spend a greater amount of time at home, rather than away from home, they could spend more time in activities in the home.

Sport Activities

Participation in sport events.--The differences between the normally intelligent and the mentally retarded students led to a rejection of the hypothesis dealing with participation in sport events. A significantly ($p < .05$) greater number of normally intelligent students participated in sport events.

Sport spectators.--The hypothesis which dealt with the number of students from the two groups who watched sport events live or on television was rejected because a significant ($p < .01$) difference was found between the groups. A greater number of normally intelligent students viewed sport events.

Number of different sports participated in.--A significant ($p < .01$) difference was found between the two groups in relation to the hypothesis which dealt with the number of different sports in which the students participated. A greater

number of normally intelligent students participated in more than three different sport events, and the mentally retarded students more frequently participated in three or less different sports.

Perhaps the findings of Howe (1959) and Turnquist and Marzolf (1954) give a partial explanation to the findings relating to sports. They found a statistically significant difference in motor abilities between normally intelligent and mentally retarded children with the normally intelligent children showing superior motor abilities. Over one-half (17) of the MR in the present study named sports they would like to learn to participate in; therefore, a lack of experience in participating in sport activities might partially account for the findings.

Educational and Cultural Activities

Homework.--The hypothesis which dealt with the difference between the Ss in relation to homework was rejected at the .01 level of significance. A larger number of normally intelligent students spent more than one hour on homework daily. Many of the MR interviewed would not be capable of independent study because of their low level of intelligence.

Reading.--Analysis showed that more normally intelligent students owned public library cards; therefore, the null hypothesis that dealt with library card ownership was rejected ($p < .05$).

Ownership of books was also low for the MR. The median number of books owned by the MR was 3.2. However, thirty of the thirty-three MR indicated they enjoyed looking at books. One possible explanation is that there are few books available for the MR written on a low reading level with subject content that is interesting to adolescents.

Cultural experiences.--A significantly ($p < .01$) larger number of normally intelligent students attended a musical program, play, museum and art show during the year; therefore, the hypothesis was rejected that dealt with the difference between the two groups in cultural experiences.

Musical instruments.--No significant relationship was found between the two groups in relation to the hypothesis which dealt with the difference in normally intelligent and mentally retarded students playing musical instruments and having had music lessons. The special education director of the Independence, Missouri, school district explained that parents of mentally retarded children frequently purchased musical instruments for their children as a compensation for their limited intelligence.

The experiences the students had with musical instruments were not measured for quality or skill of performance. The mean number of hours the normally intelligent students played musical instruments weekly was 2.83 and the MR who played musical instruments played a mean of 2.40 hours weekly;

therefore, it may be doubtful that there were many musically dedicated students in either group.

The hypothesis which involved the difference between normally intelligent and mentally retarded students desiring to learn to play musical instruments was rejected after chi square analysis showed a larger number of mentally retarded students desired to learn to play musical instruments ($p < .05$).

Social Activities

Organizational membership.--Analysis of the number of normally intelligent and mentally retarded female senior high school students who belonged to organizations showed the relative lack of MR who belonged to more than one organization (significance, $p < .01$); therefore, the hypothesis involving differences in organizational membership was rejected. With only three MR reporting membership in organizations other than church, the opportunities to informally socialize with other adolescents diminished.

When the MR were asked why they did not belong to other organizations, ten respondents answered that they did not know. Perhaps the data reflect a lack of motivation on the part of seven mentally retarded students as they reported they never tried to join any organization. Zigler's (1962) study stated that social deprivation of familial retardates was due, in part, to their low motivation. However, nine MR said they did not have time to belong to other organizations. Further study of the findings showed that eight of the nine interviewed

MR were employed five days a week. Possibly organizations that offer membership to the MR are not directing their efforts in the most efficient manner as only three mentally retarded students belonged to an organization other than church but twenty-two of the thirty-three MR indicated specific organizations to which they would like to belong. Eighteen normally intelligent students listed specific organizations to which they would like to belong; however, twenty-eight or the thirty-three normally intelligent students currently held membership in organizations.

Dating.--The hypothesis which involved differences between the number of normally intelligent and mentally retarded students who participated in dating and dated more than once weekly was rejected. Chi square analysis revealed that a larger number of normally intelligent students dated ($p < .01$), and the normally intelligent students dated more frequently ($p < .05$). Differences between the number of students that dated may be larger than the tabulated results indicate as four of the mentally retarded girls who were tabulated as girls who dated indicated that they had only had one or two dates.

Results showed the normally intelligent students participated in a larger number of activities while on dates than did the MR. Attending "drive-in" movies and "parking" were the two most frequently participated in dating activities of the MR. These activities were frequently participated in by the normally intelligent girls that dated, but the normally

intelligent girls more frequently listed other activities they participated in while dating. These findings show another area where the MR seem to participate in a more limited number of activities than the normally intelligent student.

Apparently the boys the MR dated were not usually well known by the girls' parents. Only three MR reported their dates were well known by their parents. Twelve normally intelligent students indicated their dates were well known by their parents. Possibly one explanation could be that the normally intelligent students date more frequently; therefore, the parents of the normally intelligent students could have more opportunities to meet the boys their daughters dated.

Party attendance.--The hypothesis which dealt with the differences between the normally intelligent and the mentally retarded girls that attended parties was not rejected. No significant difference was found in the number from each group that attended more than one party during the year.

Dancing.--No difference was found to be significant between the number from the normally intelligent and the mentally retarded group that participated in dancing; therefore, the hypothesis that dealt with dancing was not rejected.

Other Entertainment Activities

Television, records, and radio.--There was no significant difference found between the number of students from the

normally intelligent or the mentally retarded group who watched television, listened to records, or listened to the radio more than two hours daily, so the hypothesis that related to the differences between the students in participation of these activities was not rejected.

Woods (1962) and Gould (1958) reported that listening to music was one of the most enjoyable activities for mentally retarded children. Fifteen of the MR reported that watching television was the activity they spent most time participating in when not in school. Therefore, possibly a clearer picture of television viewing time could have been obtained by asking for the actual number of hours each Ss spent watching television each day.

Movies.--The hypothesis which related to the number of normally intelligent students and mentally retarded students who attended movies was rejected. Chi square analysis showed that a larger number of normally intelligent students attended movies, and the difference was significant ($p < .01$). Over one-half of the MR did not attend movies, but only three of the normally intelligent students did not attend.

Passive Activities of Subjects

"Most Enjoyed" Activity

No significant difference was found between the number of normally intelligent and mentally retarded students who

selected a passive activity as the one activity they most enjoyed participating in when not in school; therefore, the hypothesis relating to differences in "most enjoyed" activity of students was not rejected.

"Most Participated in" Activity

There was a significant ($p < .05$) difference between the number of normally intelligent and mentally retarded students who spent most of their free time in a passive activity, so the hypothesis which dealt with the "most participated in" activity of each student was rejected. Normally intelligent students participated in more nonpassive activities and the mentally retarded girls participated in more passive activities.

The results showed a variation between the activities in which the MR would like most to participate and the activities in which they usually participated when not in school. This was most evident in relation to the number who watched television. Two mentally retarded girls indicated that they most enjoyed watching television when not in school; however, fifteen MR reported that watching television was the activity in which they spent most time when not in school.

Participation with Friends and Parents

Friends

Number of friends.-- The hypothesis which dealt with the number of students who had more than two friends was rejected because there were significantly ($p < .05$) more normally intelligent students with more than two friends.

One possible explanation for the smaller number of friends of the mentally retarded students might be that the MR have relatively few classmates in their special education classes, and members from both groups indicated that their friends were usually classmates.

Meeting friends.--A significantly ($p < .01$) greater number of normally intelligent students met their friends outside of school to participate in activities; therefore, the hypothesis which dealt with students getting together with their friends out of school was rejected. A suggested reason for the finding might be that only seven MR indicated their friends lived in their neighborhood. The relatively small number of students enrolled in the special education program are dispersed throughout the geographic area of the school district; therefore, in two of the school districts where the study was conducted, the MR did not attend a high school in their immediate neighborhood because of the centralization of the special education classes.

Parents

No significant difference was found in the frequency the normally intelligent and the mentally retarded girls participated in activities with their parents, so the hypothesis involving activities participated in with parents was not rejected. The normally intelligent group participated in a larger number of different activities with their parents. However, the MR participated in activities with their parents more times during a month. The difference in frequency was not great enough to reach significance, but perhaps if the interview schedule had been arranged to find the amount of time the student spent with their parents, more complete information might have been found. The fifteen MR who spent most of their time when not in school watching television indicated that they most frequently watched with their parents and siblings.

The MR had few associations with friends their own age when the persons were considered with whom they watched television, listened to records, and listened to the radio. However, the normally intelligent students mentioned boy friends and girl friends as their most frequent companions.

Perhaps the parents of the mentally retarded students are filling a social need for their children as seven of the sixteen MR indicated they usually sat with their parents when they attended a movie. Perhaps the parents are protective of their retarded child. Another possible explanation might be that the MR are not acquainted with many adolescents

at the movie as their friends are usually classmates and there are relatively fewer adolescents enrolled in special education classes.

The results showed the mentally retarded student danced most frequently by herself with no one as a partner. The normally intelligent girls danced most frequently with their boy friends. Further analyses showed that the MR usually danced in her bedroom at home. Perhaps the social contacts between persons that are usually thought to be made during dancing are not occurring for the MR as they are frequently not dancing with anyone. Significantly inferior motor skills, as compared to normally intelligent students, (Howe, 1959; Turnquist and Marzolf, 1954) could mean that the MR have inferior dancing skills as motor skills are involved in dancing. Furthermore, the inferior motor ability might offer a partial explanation for the reason the eight MR who did not dance did not want to learn.

Location in Which Subjects Spend Free Time

The hypothesis which dealt with the differences between the number of normally intelligent and mentally retarded Ss who spent most of their free time away from home was rejected. The normally intelligent students spent significantly ($p < .05$) more time away from home than did the MR. However, over one-half (19) of the MR indicated that the time they spent with their friends was enjoyed more than the time they spent with

their parents. Perhaps this is an indication the MR might participate in a larger number of social activities with their friends if the opportunity was arranged for them. A possible reason for the mentally retarded girl spending more of her free time at home might be that few of her friends live close enough to visit without having to be taken in an automobile.

It appears that the school program served a major function in providing cultural experiences for both groups of students as the largest number of students who attended plays and musical programs attended the programs at school; and, the five MR who indicated that they attended a museum during the past year were on a tour conducted by their school.

Even though there was no significant difference found in relation to the number of students who attended parties, there was a difference in the location of the parties attended. School parties were the ones primarily attended by the MR. In direct comparison, the normally intelligent students most frequently attended parties at a friend's home. Perhaps this is indicative of the role the school performs in helping to provide opportunities for the mentally retarded students to socialize informally with their friends. Perhaps limited ability to organize and initiate projects partially explains the social dilemma of the mentally retarded students. Probably the normally intelligent students could provide social experiences for themselves through their own initiative.

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

Many articles have been written on the limited opportunities for the MR to participate in recreational and social programs, but limited research has been conducted. No research was found that had been conducted on the out-of-school activities of the female adolescent retardates attending public high schools. Therefore, this exploratory research was proposed with the objective of providing educators and other interested persons with information concerning: (1) out-of-school activities participated in by the Ss; (2) persons with whom the Ss associate in out-of-school activities; and (3) location the Ss spend their time in out-of-school activities.

The students were from the Kansas City suburban school districts that had special education programs for mentally retarded students. Thirty-three mentally retarded girls enrolled in special education classes and thirty-three normally intelligent girls enrolled in regular classes in high school composed the Ss.

Information was collected for the mentally retarded group by the interview technique so questions could be clarified and they could respond more easily than if they had to write their

answers. Results were analyzed by chi square tests and t-tests. Statistically significant differences between the groups were found in many areas with the mentally retarded high school student having few opportunities to associate with other adolescents in social situations. Activities other than those provided by the home and school were practically nonexistent for the MR.

Significantly fewer mentally retarded girls were employed part time ($p < .01$), attended movies ($p < .01$), participated in sport events, ($p < .05$), watched sport events ($p < .01$), spent over an hour on homework daily ($p < .01$), used a public library card ($p < .05$), attended cultural programs ($p < .01$), or belonged to organizations ($p < .01$).

The MR were limited in having social experiences with other adolescents, and their life seemed to perhaps revolve around their home and parents. The MR significantly differed from the normally intelligent girls in that fewer MR dated ($p < .01$), then dated less frequently ($p < .05$), had fewer friends ($p < .05$) and met them outside of school less often ($p < .01$), spent most of their free time at home ($p < .05$), and they performed weekly home responsibilities more often ($p < .01$).

In areas where no significant differences were found between the groups in the number of students who participated in specific activities, further analyses frequently showed differences between the groups in relation to their companions while participating. Normally intelligent students usually danced with their boy friends while the MR usually danced by themselves in their bedrooms. Normally intelligent students

frequently watched television, listened to records, and listened to the radio with their girl friends or boy friends. The MR seldom watched with friends and her parents and siblings were her companions. At movies, the MR usually sat with her parents while the normally intelligent student most frequently sat with their boy friends. Although the students attended the same number of parties, the parties were attended most frequently at school by the MR and the normally intelligent student most frequently went to parties at homes of her friends. No significant difference was found in the number of students who selected a nonpassive type of activity as the activity in which they most enjoyed participating; however, a significantly fewer ($p < .05$) number of MR actually spent their time participating in a nonpassive activity. The number of mentally retarded and normally intelligent students who played musical instruments and had taken music lessons was not significantly different; however, a significantly ($p < .05$) larger number of mentally retarded students expressed a desire to play musical instruments.

Other areas in which the mentally retarded students expressed a desire to participate were discovered in the study. They expressed a desire to learn additional sports, participate in dating, belong to organizations, and to participate in additional activities with their parents.

Implications for educators, program coordinators, parents, and other persons interested in the lives of the MR are numerous. As activities other than those provided by the home and

school were very limited, it is necessary for the community agencies to revise their programs in order to effectively reach the MR. As the school was the most effective agency for providing a variety of experiences, the community organizational directors might work more closely with school personnel in developing after-school programs for the MR.

A revision of the special education programs could provide additional experiences to enrich the MR. Implementation of a greater number of cultural experiences through the school program would create a method of narrowing the differences between the normally intelligent and the mentally retarded students in one area. Further efforts to provide opportunities for the MR to informally meet with their friends could effectively be made through the schools.

A well executed physical education program at the lower elementary school level could help to absolve the lack of participation in sport events and improve the dancing skills of the MR. As additional experiences with musical instruments were desired by the MR interviewed, enrichment in this area should be considered.

Implications for further studies are evident. A continuing study of the MR interviewed in the present study would help to discover if their social limitations are evident in adult life. A study of the activities of parents of mentally retarded students would be beneficial in evaluating the significance of the social climate established in the home.

APPENDIX

North Kansas City Public Schools

ANTIOCH JUNIOR HIGH SCHOOL
2100 EAST 65TH STREET, NORTH
KANSAS CITY 18, MISSOURI

September 10, 1966

OFFICE OF THE
PRINCIPAL

(Superintendent's Address)

Dear Dr. _____:

As a home economics teacher doing graduate work at Kansas State University, I am currently planning a project in the Kansas City area to gain more knowledge of the special education student's out-of-school activities.

The project will involve my interviewing female special education students at the sophomore, junior and senior high school level. As there is little knowledge concerning this group of students outside of the classroom the information gained should be beneficial to educators. I plan to use the information to develop a more useful program for the mentally retarded students that I teach at Antioch Junior High School.

In a few days, I will contact you to make arrangements to discuss the project with you and to answer any questions you might have concerning the program.

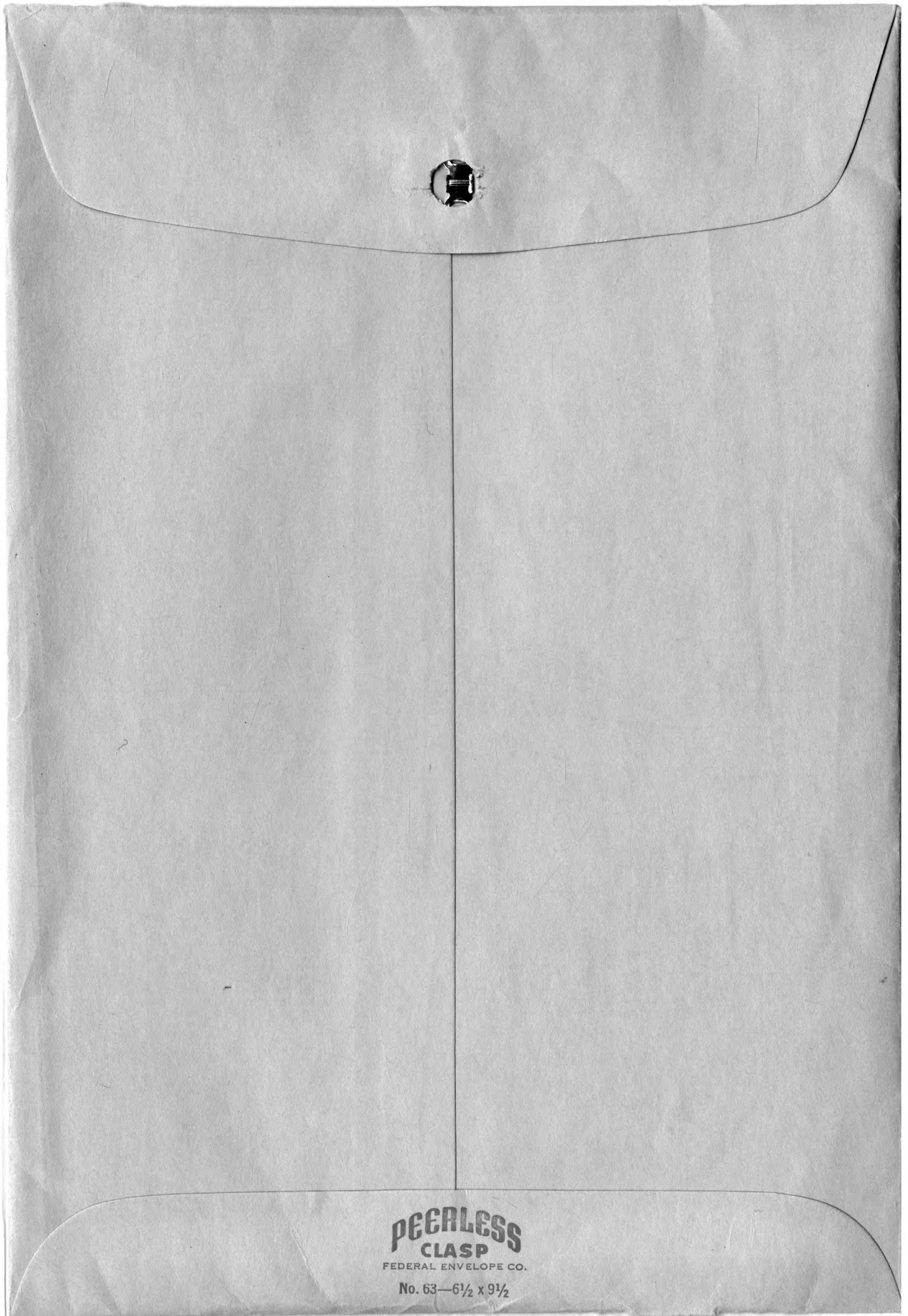
Thank you.

Sincerely,

Mrs. Patricia King

pk

Interview Schedule Cards



PEERLESS
CLASP

FEDERAL ENVELOPE CO.

No. 63-6 1/2 x 9 1/2

TV:

Hr./Da.: With Whom:
 -1 _____ boy friend _____
 1-2 _____ girl friend _____
 3-4 _____ parents _____
 +4 _____ self _____
 _____ siblings _____
 _____ other _____

RECORDS:

Hr./Da.: With Whom:
 -1 _____ boy friend _____
 1-2 _____ girl friend _____
 3-4 _____ parents _____
 +4 _____ self _____
 _____ siblings _____
 _____ other _____

RADIO:

Hr./Da.: With Whom:
 -1 _____ boy friend _____
 1-2 _____ girl friend _____
 3-4 _____ parents _____
 +4 _____ self _____
 _____ siblings _____
 _____ other _____

BOOKS:

No. Books Owned _____

Do Not Enjoy _____

Sometimes Enjoy _____

Always Enjoy _____

Library Card _____

Book Club _____

NEWSPAPERS:

Do not look _____

Look completely _____

Comics _____

Ladders or Abbey _____

Front page _____

Sports _____

Other _____

SEWING:

Buttons _____

Doll _____

Hems _____

Hooks and snaps _____

Garments _____

Other _____

Obtain Books:

buy _____

friends _____

public library _____

school library _____

other _____

HOMEWORK:

Hr./Da.:

-1 _____

+1 _____

Freq./Mo.:

-1 _____

1-2 _____

3-4 _____

+4 _____

CODE _____

DATING:

yes _____ Freq./mo. _____ Different boy 66
no _____ Same boy _____
would like _____

After-game party _____
Amusement park _____
Boating-skiing _____
Bowling _____
Movies (drive in) _____
Movies (indoor) _____
Park _____
Picnic _____
Riding _____
Skating _____
Swimming _____
Teen night club _____
Teentown _____
Other _____

Steadily _____
Steady _____
Occas. _____
Most double _____
Most single _____
Older _____
Same _____
Younger _____

Parents do not know _____
Parents know _____
Parents know well _____

PARTIES:

Attended last year
0 _____
1 _____
2 _____
3+ _____

Places attended parties
friend's house _____
own home _____
school _____
other _____

TRANSPORTATION:

CODE _____

	Clubs and Meetings	Movies	Church	School Act.
Bus	_____	_____	_____	_____
Drive	_____	_____	_____	_____
Friend	_____	_____	_____	_____
Parent	_____	_____	_____	_____
Walk	_____	_____	_____	_____
Other	_____	_____	_____	_____

Driver's Education:

yes _____

no _____

Driver's License:

yes _____

no _____

Drive Family Car

yes _____

no _____

Own car

yes _____

no _____

FRIENDS:

Same class _____
 Relative _____
 Neighbor _____
 Church _____
 Other _____

"Get Together"
 daily _____
 twice weekly _____
 weekly _____
 bi-weekly _____
 monthly _____
 other _____

Number:
 1 _____
 2 _____
 3 _____
 4+ _____

Activities
 dancing _____
 movies _____
 records _____
 shopping _____
 studying _____
 talking _____
 other _____

Most free time

home _____

away _____

Most enjoy free time

family _____

friends _____

DANCING:

yes _____

no _____

Would like to learn:

yes _____

no _____

Dance with:

no one _____

girl friends _____

boy friends _____

siblings _____

other _____

Freq./Mo.:

1-2 _____

3-4 _____

5-6 _____

7+ _____

Reasons do not:

parents _____

religion _____

never learned _____

other _____

MOVIES:

Freq./Mo.:

8 _____

4 _____

1 _____

0 _____

Most Attend:

drive in _____

indoor _____

Sit With:

boys _____

girls _____

parents _____

self _____

sibling _____

other _____

PHONE:

Own Phone _____

Limited Time _____

Time/Day:

-15 _____

15-30 _____

31-60 _____

61+ _____

Talk to:

boys _____

girls _____

other _____

Subjects:

boys _____

school events _____

lessons _____

leisure act. _____

other _____

CODE _____

MUSICAL INSTRUMENTS:

	In Home	Play	Lessons	Would Like to play	Play or Practice/wk.
accordian	_____	_____	_____	_____	_____
clarinet	_____	_____	_____	_____	_____
drums	_____	_____	_____	_____	_____
flute	_____	_____	_____	_____	_____
Fr. horn	_____	_____	_____	_____	_____
guitar	_____	_____	_____	_____	_____
organ	_____	_____	_____	_____	_____
piano	_____	_____	_____	_____	_____
sax	_____	_____	_____	_____	_____
trumpet	_____	_____	_____	_____	_____
uke	_____	_____	_____	_____	_____
violin	_____	_____	_____	_____	_____
other _____	_____	_____	_____	_____	_____

PROGRAMS ATTENDED:

Plays	Plays	Musical Programs	Musical Programs	Art Show
0 _____	church _____	0 _____	church _____	yes _____
1 _____	comm. center _____	1 _____	Music Hall _____	no _____
2 _____	school _____	2 _____	Munic. Aud. _____	
3+ _____	Starlight _____	3+ _____	school _____	Museum
	other _____		other _____	yes _____
				no _____

CODE _____

MOST ENJOYED ACTIVITY WHEN NOT IN SCHOOL: _____

WHEN NOT IN SCHOOL, WHAT DO YOU SPEND MOST OF YOUR TIME DOING: _____

COMMUNITY CENTER ACTIVITIES:

- Know of Program** _____
- Do not know of Program** _____
- Participate in Program** _____

Code _____

Birthdate _____

Present Age _____
(Years) (Months)

Tests Given:

Average Score:

Year Given:

CODE _____

FAMILY:

Brothers _____

Sisters _____

Mother's Occupation _____
 Hr./da. _____

Family members:

Mother _____
 Father _____
 Aunt _____
 Uncle _____
 Brother-in-law _____
 Sister-in-law _____
 Niece _____
 Nephew _____
 Cousin _____
 Other _____

Cleaning lady _____
 Dishwasher _____
 Family room _____
 Rec. room _____
 Own bedroom _____
 Share bedroom _____

JOBS FOR PAY:

	Pay/hr.	Hr./wk.	Hr./mo.	Source of Job
Babysitting _____	_____	_____	_____	_____
Cafeteria _____	_____	_____	_____	_____
Clerking _____	_____	_____	_____	_____
Home duties _____	_____	_____	_____	_____
Restaurant _____	_____	_____	_____	_____
Other _____	_____	_____	_____	_____

CODE _____

ORGANIZATIONS OR CLUBS:

	Belong	Reg. Attend	Comm. or Off	Would Like to Belong
Campfire	_____	_____	_____	_____
Church	_____	_____	_____	_____
Church Group	_____	_____	_____	_____
Drama Club	_____	_____	_____	_____
Drill Team	_____	_____	_____	_____
FHA	_____	_____	_____	_____
FTA	_____	_____	_____	_____
French Club	_____	_____	_____	_____
Future Nurses	_____	_____	_____	_____
Girl Scouts	_____	_____	_____	_____
Intramurals	_____	_____	_____	_____
Jr. Achieve.	_____	_____	_____	_____
Pep Club	_____	_____	_____	_____
Spanish Club	_____	_____	_____	_____
Square Dance	_____	_____	_____	_____
Swim Club	_____	_____	_____	_____
Teen Town	_____	_____	_____	_____
Y-teens	_____	_____	_____	_____
4-H	_____	_____	_____	_____
Other _____	_____	_____	_____	_____

Reasons for belonging:

- friends _____
- enjoyment _____
- educational _____
- vocational _____
- helping _____
- parents _____
- other _____

Reasons for not belonging to others:

- parents _____
- money _____
- time _____
- other _____

TABLE 23
 POSITIONS OF PART-TIME EMPLOYMENT
 OF SUBJECTS

Position of Part-time Employment	Number	
	NI(31)	MR(15)
Baby-sit	27	6
Cafeteria	1	2
Hospital	0	1
Home Duties	8	2
National Bellas Hess ^a	0	3
Office Work	2	0
Restaurant	4	1

^a Mail order store

TABLE 24
 NUMBER OF HOME RESPONSIBILITIES
 PARTICIPATED IN WEEKLY

Number of Responsibilities	NI Performing	MR Performing
10	3	0
9	5	1
8	3	4
7	7	2
6	7	2
5	3	9
4	3	6
3	2	5
2	0	3
1	0	1
Total	33	33
Mean	6.78	4.79

TABLE 25
WEEKLY HOME RESPONSIBILITIES

Responsibilities Performed Weekly	Number Having Responsibility		Mean Frequency of Weekly Performance	
	NI(33)	MR(33)	NI(33)	MR(33)
Baby-sitting	0	3	0	5.00
Bed Making	33	33	5.82	5.85
Carrying Logs	0	1	0	3.00
Cleaning Bathroom	22	7	2.41	5.42
Cooking (Help)	28	13	4.22	5.54
Cooking (Self)	19	7	2.21	5.42
Dish Washing	28	23	4.82	5.86
Dressing Sibling	2	2	2.00	7.00
Dusting	27	20	1.48	2.35
Feeding Dog	0	1	0	7.00
Garbage-Trash	13	11	2.77	3.72
Ironing	23	22	1.69	2.14
Mowing Lawn	8	1	1.13	1.00
Polishing Shoes	13	3	1.31	1.66
Sweeping	0	4	0	6.00
Washing Car	4	1	1.00	1.00
Washing Clothes	2	2	1.00	1.00
Washing Floors	2	3	1.00	1.33

TABLE 26

HOME DUTIES ENJOYED AND DISLIKED BY
THE MENTALLY RETARDED SUBJECTS

Home Duty	Number of MR(33) Who Enjoyed Duty	Number of MR(33) Who Disliked Duty
Baby-sitting	2	1
Bed Making	24	9
Carrying Logs	1	0
Cleaning Bathroom	1	6
Cooking (Help)	11	2
Cooking (Self)	7	0
Dish Washing	10	13
Dressing Sibling	2	0
Dusting	10	10
Feeding Dog	1	0
Garbage-Trash	4	7
Ironing	18	4
Mowing Lawn	0	1
Polishing Shoes	1	2
Sweeping Floor	3	1
Washing Car	0	1
Washing Clothes	1	1
Washing Floors	2	1

TABLE 27

VIEWING HABITS OF SPORT SPECTATORS

Sport	Number Viewing		Number Viewing				Mean Viewing Frequency Per Month for Those that Viewed	
			TV		Live			
	NI(33)	MR(23)	NI(24)	MR(23)	NI(31)	MR(12)	NI(33)	MR(23)
Baseball	18	14	11	14	11	3	3.7	5.9
Basketball	25	4	8	4	18	2	4.6	3.3
Bowling	1	0	1	0	0	0	4.0	0
Drag Racing	17	3	5	1	13	2	3.9	1.7
Football	26	17	9	15	23	8	4.2	3.5
Horseshows	9	1	3	0	7	1	3.8	1.0
Stockcar Racing	9	0	4	0	6	0	2.1	0
Tennis	3	0	2	0	2	0	2.3	0
Water Sports	12	5	9	5	3	0	2.9	2.2
Wrestling	0	1	0	1	0	0	0	1.0

TABLE 28
SPORTS PARTICIPATION

Type of Sport	Number Participating		Mean Frequency Per Month	
	NI(32)	MR(25)	NI(32)	MR(25)
Archery	13	1	3.23	1.00
Badminton	19	4	7.16	7.50
Basketball	11	2	6.36	11.00
Baton Twirling	1	0	12.00	0
Bicycling	14	14	3.29	12.21
Boating	9	4	5.78	7.50
Bowling	7	6	4.71	2.17
Cards	0	1	0	4.00
Checkers	0	1	0	3.00
Croquet	8	2	5.50	1.50
Football	8	2	3.62	20.00
Golf	1	0	1.00	0
Hiking	12	2	6.92	2.50
Horseback Riding	14	2	4.57	10.50
Ice Skating	8	1	2.63	1.00
Ping Pong	12	5	5.50	10.60
Pool	16	4	7.50	9.75
Roller Skating	7	12	1.29	3.17
Softball	12	9	4.08	13.11
Swimming	27	12	12.74	10.00
Tennis	9	5	2.67	4.60
Volleyball	0	2	0	8.00
Water Skiing	7	3	7.14	9.33

TABLE 29
SPORTS THAT SUBJECTS DESIRE LEARNING

Sport	Number	
	NI(13)	MR(17)
Archery	2	1
Basketball	0	2
Boating	4	0
Croquet	0	1
Football	1	0
Hiking	1	1
Horseback Riding	2	4
Ice Skating	7	4
Ping Pong	0	1
Pool	1	2
Roller Skating	1	1
Swimming	0	1
Tennis	4	1
Water Skiing	6	4

TABLE 30
METHODS OF OBTAINING BOOKS

Method	Number	
	NI(33)	MR(33)
Buy	15	1
Friends	12	16
Gifts	1	1
Public Library	23	13
School Library	30	10

TABLE 31
ENJOYMENT OF BOOKS

Degree of Enjoyment	Number	
	NI	MR
Always Enjoy	27	18
Sometimes Enjoy	16	12
Do Not Enjoy	0	3
Total	33	33

TABLE 32
NEWSPAPER READING HABITS

Section Read	Number	
	NI(33)	MR(33)
All	6	11
None	1	4
Book Reviews	1	0
Comics	25	11
Editorial	1	0
Fashions	0	1
Front Page	22	9
Grocery Ads	0	1
Ann Landers or Dear Abbey	24	6
Movies	1	1
Society	1	0
Sports	8	2

TABLE 33*
EXPERIENCES WITH MUSICAL INSTRUMENTS

Instrument	In Home		Play		Lessons		Would Like to Play	
	NI	MR	NI	MR	NI	MR	NI	MR
Accordian	2	0	1	0	1	0	2	0
Clarinet	2	2	1	1	0	1	1	2
Drums	4	1	2	0	1	0	4	3
Flute	0	0	0	0	0	0	1	0
Guitar	8	9	3	4	2	2	7	8
Organ	4	10	2	6	1	4	4	5
Piano	17	9	12	9	10	6	6	13
Saxophone	0	1	0	0	0	0	0	0
Trumpet	0	2	0	0	0	0	0	0
Ukulele	3	0	3	0	2	0	0	0
Violin	3	4	3	2	2	1	0	3

* NI(33); MR(33)

TABLE 34
 ORGANIZATIONS WITH PREVALENCE OF MEMBERSHIP

Organizations	Number of Members	
	NI(31)	MR(22)
American Field Service	2	0
Church	28	22
Church Group	16	1
Drama Club	1	0
Drill Team	1	0
French Club	6	0
Future Nurses	1	0
German Club	2	0
Girl Scouts	4	0
Intramurals	2	0
Jobs Daughters	2	0
Junior Achievement	2	0
Oriels	1	0
Pep Club	10	1
Riding Club	0	1
Square Dance Club	1	0
Sorority	2	0
Swim Club	3	0
Teen Town	3	0

TABLE 35
REASONS FOR BELONGING TO CLUBS AND ORGANIZATIONS

Reasons	Number	
	NI(31)	MR(22)
Educational	11	6
Enjoyment	25	9
Friends Belong	22	1
Helping	5	3
Parents	5	8
Vocational	4	2

TABLE 36
REASONS FOR NOT BELONGING TO OTHER ORGANIZATIONS

Reasons	Number	
	NI(33)	MR(33)
Do Not Know	0	10
Money	4	5
Never Tried	1	7
Never Wanted to	2	2
Not Qualified	1	0
Parents	10	3
Time	27	9
Transportation	1	1

TABLE 37
 DATING ACTIVITIES AND PLACES ATTENDED

Activities and Places	Number Attending	
	NI(29)	MR(16)
After Game Party	14	0
Amusement Park	4	2
Boating--Skiing	1	0
Bowling	13	3
Football Game	0	1
Movie (Drive In)	18	10
Movie (Indoor)	16	4
Park	10	10
Parties	2	0
Picnic	5	0
Plays	1	0
Restaurant	1	0
Riding	12	5
Skating	4	1
Stay Home	1	0
Swimming	9	2
Teen Night Club	10	0
Teen Town	4	3

TABLE 38
REASONS FOR NOT DANCING

Reason Do Not Dance	Number	
	NI(5)	MR(8)
Do Not Want to	1	6
Never Learned	1	7
Parents Object	1	0
Religion	3	0

TABLE 39

"MOST ENJOYED ACTIVITY" DURING AFTER SCHOOL HOURS

Activity	Number	
	NI	MR
Nonpassive Activities:		
Attending Games	2	0
Baby-sitting	1	0
Bicycle Riding	0	3
Bowling	1	3
Cooking	0	1
Dancing	2	3
Dating	13	4
Fixing Hair	0	1
Horseback Riding	0	3
Parties	1	0
Piano Playing	0	1
Reading	0	1
School Activities	2	0
Sewing	0	2
Shopping	0	1
Skating	1	0
Swimming	1	4
Talking	1	0
Walking	1	0
Water Skiing	5	1
Passive Activities:		
Listening to Records	2	1
Radio Listening	0	2
TV Watching	0	2
Total	33	33

TABLE 40

"MOST PARTICIPATED IN" ACTIVITY DURING
AFTER SCHOOL HOURS

Activity	Number	
	NI	MR
Nonpassive Activities:		
Dancing	2	0
Dating	4	3
Homework	3	0
Housecleaning	5	2
Pep Club	2	0
Reading	1	2
Sewing	0	1
Shopping	0	1
Singing	0	1
Talking	2	0
Visiting Friends	3	1
Water Skiing--Boating	0	1
Working	3	5
Passive Activities:		
"Goofing Off"	2	0
Radio Listening	1	0
Record Listening	0	1
TV Viewing	5	15
Total	33	33

TABLE 41
 ACTIVITIES PARTICIPATED IN WITH FRIENDS

Activities	Number Participating	
	NI(33)	MR(19)
Bowling	0	1
Church	0	1
Clubs	1	0
Dancing	15	3
Dating	1	2
Horseback Riding	0	1
Movies	23	4
Ping Pong	0	1
Play Cards	0	1
Pool	0	1
Records	23	8
Ride Around	0	2
School Activities	2	0
Shopping	29	9
Skating	0	1
Studying	9	0
Talking	27	9
Working	2	0

TABLE 42
MOST FREQUENT DANCE PARTNERS

Dance Partner	Number	
	NI(28)	MR(25)
Boy Friend	27	9
Father	0	1
Girl Friend	5	7
No One	8	17
Sibling	2	9

TABLE 43
 NUMBER OF ACTIVITIES PARTICIPATED IN
 MONTHLY WITH PARENTS

Number of Activities	NI Participating	MR Participating
9	1	0
8	3	1
7	3	1
6	6	2
5	7	2
4	7	3
3	1	4
2	2	13
1	2	5
0	1	2
Total	33	33
Mean	4.91	2.79

TABLE 44

ACTIVITIES PARTICIPATED IN WITH PARENTS

Activity	NI(33) Participating				Total NI	MR(33) Participating				Total MR	Number that Would Like to Participate But Do Not	
	W	BW	M	L ^a		W	BW	M	L ^a		NI(33)	MR(33)
Boating	2	1	4	2	9	2	1	1	0	4	5	0
Bowling	6	1	3	2	12	2	4	0	0	6	1	7
Camping	1	1	1	3	6	0	0	0	2	2	3	4
Cards	5	5	6	1	17	1	1	1	2	5	0	2
Church	20	1	3	1	25	12	0	2	4	18	0	2
Eating ^b	4	6	3	4	17	2	3	1	4	10	1	0
Eating ^c	4	6	8	5	23	5	5	1	4	15	0	0
Monopoly	0	0	0	0	0	0	0	0	1	1	0	0
Movies	5	3	4	4	16	0	2	1	2	5	1	2
Picnic	4	8	8	4	24	0	2	0	7	9	1	2
Pool	0	0	0	0	0	1	0	0	0	1	0	0
Shopping	8	10	6	4	28	9	7	6	1	23	0	2
Sightseeing	0	0	0	0	0	1	0	0	1	2	0	0
Swimming	0	0	0	0	0	1	0	0	0	1	0	0
Vacation	0	0	0	0	0	0	0	0	2	2	0	3
Visit Friends	5	6	11	3	25	4	5	4	2	15	0	0

^a W, weekly; BW, biweekly; M, monthly; L, less than once a month

^b Eating at "drive-in"

^c Eating at restaurant

TABLE 45

PERSONS WITH WHOM SUBJECTS WATCHED TELEVISION
AND LISTENED TO RECORDS AND THE RADIO

Person	Watching TV		Listening to Radio		Listening to Records	
	NI(33)	MR(33)	NI(33)	MR(33)	NI(33)	MR(33)
Boy Friend	13	1	10	4	16	3
Girl Friend	13	3	15	3	18	8
Parent	20	19	2	5	1	2
Self	24	7	29	19	24	13
Sibling	17	15	7	5	6	7

TABLE 46
 PERSONS WITH WHOM MOST ENJOYED
 FREE TIME IS SPENT

Persons	Number	
	NI	MR
Family	3	11
Friends	27	19
Family and Friends Equally	3	3
Total	33	33

TABLE 47
PLACES PARTIES WERE HELD AND ATTENDED

Places Held	Number Attending	
	NI(28)	MR(24)
Friend's Home	24	9
Own Home	14	1
School	7	17
Other	3	2

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OUT-OF-SCHOOL ACTIVITIES OF EDUCABLE MENTALLY RETARDED
GIRLS ATTENDING SENIOR HIGH SCHOOLS IN THE KANSAS CITY AREA

by

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The major significance of this exploratory study lies in the attempt to identify specific activities participated in by mentally retarded students and to identify specific activities in which they would like to participate.

Hypotheses were presented in four parts: (1) selected activities of Ss; (2) passive activities of Ss; (3) participation with friends and parents; and (4) location in which Ss spend free time. Data analyses showed significant differences between the mentally retarded and the normally intelligent girls that justified the conclusions that the mentally retarded girls:

1. Are less frequently employed part-time
2. Perform weekly home responsibilities more frequently
3. Participate and watch sport events less frequently
4. Participate in a fewer number of different types of sports
5. Spend less time on homework daily
6. Use public library cards less frequently
7. Attend fewer cultural programs
8. Belong to fewer organizations
9. Date less
10. Attend fewer movies
11. Spend most time when not in school participating in a passive activity
12. Have fewer best friends and meet them outside of school less often
13. Spend most free time at home rather than away from home

Data analyses showed there was not a significant difference between the number of normally intelligent and mentally

retarded students in relation to the following:

1. Parties attended during the year
2. Time spent watching television, listening to records, and listening to the radio
3. Participation in dancing
4. Frequency of participation in activities with parents
5. Passiveness of favorite out-of-school activity

In areas where no significant differences were found between the groups in the number of students who participate in specific activities, further analyses frequently showed differences between the groups in relation to their companions while participating. Association with other adolescents in activities was relatively limited for the mentally retarded girls.

During the study there was a desire expressed to learn additional sports, to learn to play additional musical instruments, to participate in dating, to belong to organizations, and to participate in additional activities with parents. Recommendations were given to revise community agencies and special education programs to meet the expressed need of the mentally retarded students.