

DOCUMENT RESUME

ED 436 301

PS 028 164

AUTHOR Kariuki, Patrick; Redman, Suzanne
TITLE Accounts of Play: A Descriptive Study in the Changes Exhibited in Play across Three Generations.
PUB DATE 1999-11-00
NOTE 22p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adolescents; Adults; *Age Differences; Age Groups; *Children; Cohort Analysis; Interviews; *Play; *Pretend Play; Social Change; Surveys

ABSTRACT

This descriptive study examined differences in childhood play across three generations, focusing on kind of play, time of play, and the place play occurred. Participating in the study were 100 persons randomly selected from an initial sample of 165, with 20 subjects from each of 5 age groups: 5 to 12 years; 13 to 20; 21 to 40; 41 to 65; and older than 65 years. The study population lived primarily in urban communities in upper East Tennessee. Data were collected by means of interviews and a 28-item written survey (conducted orally for those who for age, health, or physical handicap reasons could not complete the written survey). Findings revealed that respondents over 65 years had less experience in play with board games, puzzles, and hobbies than other age groups. Childhood play with electronic toys/games was more common with the 5-12 year group than with other groups. Childhood play with parents was most prevalent among the 13-20 year group. Childhood pretend play had the highest score among the participants over 65 years of age. The two oldest age groups were more likely to have limited time for play than younger age groups. The respondents over 65 had the highest response to outdoor play, and the 5-12 year group had the highest response to indoor play. The degree of change appeared to be related to geographical location and family structure during childhood. Also implied was a relationship between play changes, historical events, and shifts in societal pressure. (KB)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Running head: CHANGES EXHIBITED IN PLAY

Accounts of Play : A Descriptive Study in the Changes Exhibited in Play Across Three Generations

**Patrick Kariuki
And
Suzanne Redman**

Milligan College

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Patrick Kariuki

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

A paper presented at the Annual Conference of the Mid-South Educational Research.

Association Point Clear Alabama

November 17 – 19, 1999

028164

PS

Abstract

The purpose of this study was to determine the changes in childhood play across three generations. The study focused on three areas of play including; kinds of play, time of play, and the place of play. The research used a descriptive study design utilizing oral interviews and a written survey. The study sample consisted of a random selection of 20 subjects per 5 age groups for a total sample of 100. Responses to statements on childhood play were ranked using a Likert scale. Numerical values given to each response scored were graphed on point value for a comparison between the 5 age groups. Results of the data indicated some changes in the accounts of play in each targeted area. The degree of change appeared to be related to the geographical location and family structure during childhood. This study also implies a relationship between the changes in play to historical events, and shifts in society pressure.

Review of the Literature

“Play, like love, defies description” (Tyler, 1976, p.225). There are many things in life that defy description. A person’s personal, cultural, emotional, social, environmental, and especially religious beliefs create the aspects of life one finds to defy description. Like love, play is a part of human life in one form or another and to one degree or another.

Although there is no all-encompassing definition of play, there is some agreement about its common elements. As one text reveals:

- 1. Play is enjoyable.**
 - 2. Play is flexible and free from externally imposed rules.**
 - 3. Play is nonliteral.**
 - 4. Play requires verbal, mental, or physical activity.**
 - 5. Play has intrinsic motivation.**
 - 6. Play is freely chosen.**
- (Seefeldt, 1994)**

With all of these agreed common elements, there is little doubt as to the importance and the impact play has on the life of anyone no matter the age, cultural and/or environmental aspects of one’s existence.

However, concepts about the values of certain types of play have changed over the years. Different theories of play have evolved due to the ever-changing lifestyles of human existence (Decker, 1997).

Historically, the establishment of the Playground Association of America in 1907 led the way in America’s establishment of the importance of play in children’s lives outside of home. “ Unfortunately, as the focus of the organization became less and less on playgrounds (as shown by its

name changes—Playground and Recreational Association of America, National Recreation Association, and National Recreation and Parks Association), the equipment became more unsafe and of little play value” (Decker, 1997, p. 179).

Play has been recognized as very important for holistic development. Although play became an important part of the school day for most children, the time, place and kinds of play children were involved in outside of school became even more a source of interest (Binet & Simon, 1980).

Due to advances in technology, changes in family structure, home environments and educational expectations, the role, priority, and impact of play has shifted. No longer should play be an assumed part of everyday life for a child. Less and less time is being spent in play for all ages in our current society. One example of this shift over the generations reveals: “At the age of five, perhaps 90% of our children have high levels of creativity, but that percentage drops to about 10% for elementary children, and only about 2% of the adult population” (Morgan, 1997, p.159). A major part of play is and should be creativity. Two words in the English language that uniquely spark-creativity and imagination: “Let’s pretend....”. These words launch our children into exploration of their world. Intelligence and the capacity for later learning can be stimulated in the early years through use of imagination and creative play. Albert Einstein, as cited in Bence (1985) indicated that “Imagination is more important than knowledge, for knowledge is limited, whereas imagination embraces the entire world ” (Bence, 1985 p.30).

Historically to present day the interest, knowledge of importance, and relevance of play to childhood has not changed. However, the role, priority, place and perception of play has changed across the generations.

The impact of play on the past, present and future trends in development of childhood and beyond.

Miller (1964) indicated a dangerous tendency in life, particularly with regard to child rearing to disregard the instinctual needs. These were closeness, security, freedom to explore and test the environment, gratification of the child's curiosity about nature and life, the human body and its functions, the eating of natural healthful foods, as well as the need for freedom to play and to have joyous relations with others.

Several other factors were eroding a child's right to play. First, was continued poverty throughout the world. A second factor was changed cultural values in developed societies such as America where indifference toward the importance of play was prevalent. The many activities children were required to participate in and the amount in time they spent viewing TV decreased the time they spent in play. Inadequate environmental planning where developers did not include play spaces in their community designs along with pollution and traffic deterred childhood play. Segregation of children in communities prevented the child's day from being an integral part of life in a neighborhood. A fourth factor was an overemphasis on academic and structured studies in schools and preschools.

This academic approach hindered play's functions of helping children grow intellectually and learn social skills (Guddemi, 1992).

Frost (1995) indicated that children as a result of "play deprivation" committed a number of violent crimes. Factors such as inadequate outdoor spaces, organized sports, and hi-tech entertainment which interfered with spontaneous play were cited as reasons for the increase.

Implementation of developmental play programs has proven beneficial not only for children of described programs involved, but in training of adults of such programs. Counselors, teachers, professionals, and even students used for peer facilitators have seen the value of play and providing opportunities for growth in intellectual, emotional, physical, and social development during childhood (Canning, 1985). Specific training in play space and suggestions for training of teachers noted influence in participation of children in pretend play and reinforcement of adult perception of the importance of this type of play (Leister, 1995). Universities provided seminars and study where the subject has specifically been held on play based curriculum. Participants found in some areas students related play to issues of bias, development, stress, and creativity. The impact of immigration of other cultures within a society demanded support and study of play and its role within the world of children in bicultural communities. Support of play was exhibited through: a) understanding of the role of play within curriculum, b) study of a sense of community focusing on play of different cultures, c) the opening of art studios providing opportunities to play

with different media, and d) exploration of the theory surrounding the role of play in learning from a multicultural perspective (Lakin, 1996).

Methodology and Procedures

The population for this study consisted primarily of residents in the upper east Tennessee area. The population included age groups ranging from 5 years to 65+ years of age. Those involved in the study lived primarily in urban communities in the upper East Tennessee area.

The sample for this study consisted of 165 subjects, which were divided into 5 age groups. The age groups were 5-12 years of age, 13-20, 21-40, 41-65, and 65+ years of age. Each group consisted of a minimum of 20 subjects.

Data were collected using a Likert-type scale survey to determine the types of play, times of play and places of play participated in during the childhood years of life. The researcher developed the survey.

Taped interviews and observations were also used to collect data from the sample.

Procedures

The initial stage of the research was to identify the population of study. Since childhood play was the major focus for this study, childhood was defined as the years of life from 0-12 years of age. A survey of 28 statements was designed to identify the family unit structure during childhood, geographical location and environment, and the specific areas of kind, time and place of play.

Subjects for the survey were selected based on availability, variety of childhood background based on interviews and observations and differences in gender, ethnic background and age. Interviews were conducted within the 5-12 age group for those unable to complete written survey and for those within the 65+ age group who for reasons of health and physical handicap could not attend to written completion of developed survey. Interviews were conducted orally and contained the same statements as the survey. The researcher analyzed data from the survey and interviews.

Results

Research Questions

Three research questions were used to guide the analysis of this study.

1. How has the kind and types of childhood play changed across three generations?
2. Is there a difference in the amount of time spent in childhood play across three generations?
3. How has the place of childhood play changed across three generations?

Figure 1 answers research question 1.

Figure 1

KIND/ TYPES OF PLAY

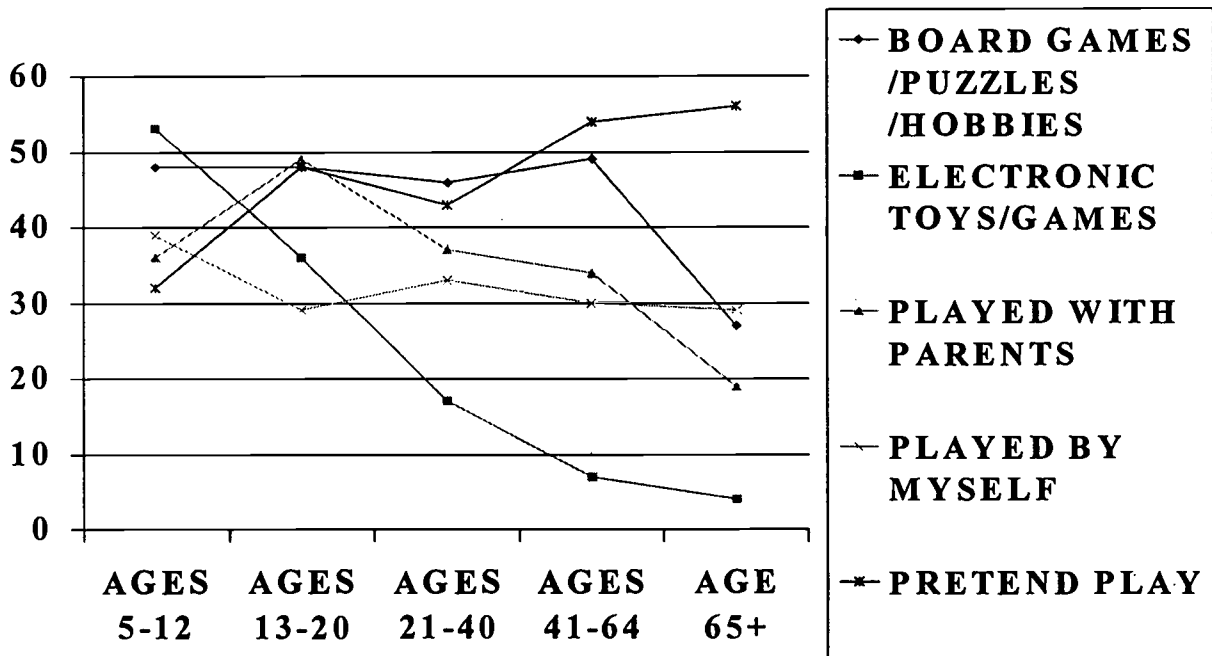


Figure 1. Responses to the “Kind/Type of Play” during childhood is demonstrated citing 5 specific play experiences. These experiences included (red) board games, puzzles, hobbies, (purple) electronic toys and games, (green) play with parents, (lt. Blue) play by (blue), and myself pretend play. Point values in each of the age groups per play experience is shown and /or any variances between the three-generation age span.

Figure 2 answers research question 2.

Figure 2

TIME OF PLAY

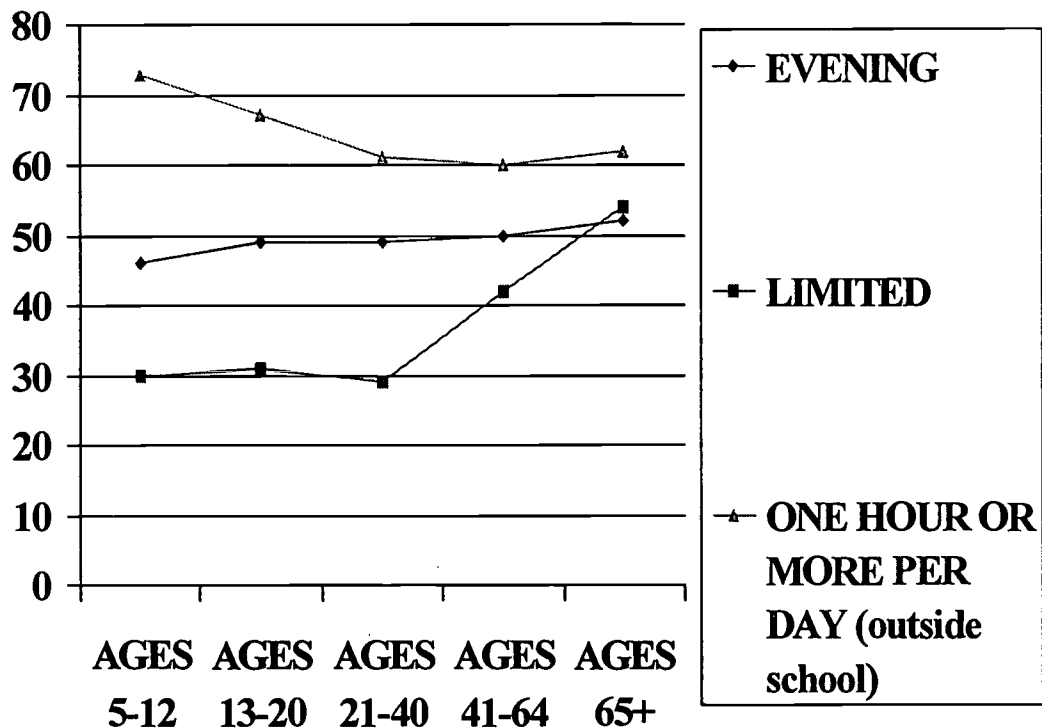


Figure 2. Responses to “Time of Play” during childhood included 3 specific times of play. Evening play, limited time for play, and one hour or more per day of play outside school hours were surveyed. Values of each were cited by (red) evening, (purple) limited, and (green) one hour or more per day outside school hours.

Figure 3 answers research question #3.

Figure 3

PLACE OF PLAY

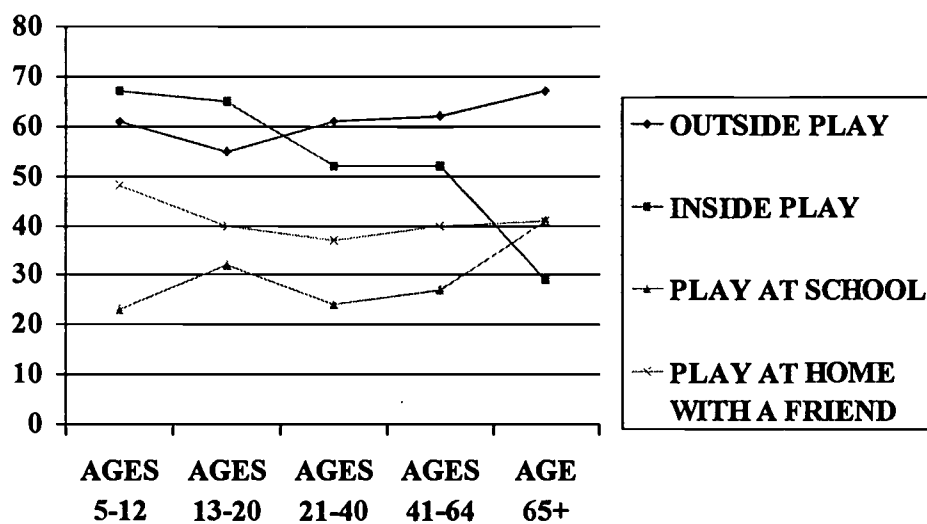


Figure 3. Responses in the area of "Place of Play" were cited in 4 specific play areas.

The areas were outside play, inside play, play at school, and play at home with friends. Each place of play represented by a color, (red) outside play, (purple) inside play, (green) play at school, and (lt. Blue) play at home with friends.

The family unit demographic profile of the survey group is displayed in Table 1. As noted in the table there were very little variances in the family unit structures between the 5 age groups.

Table 1

The comparison of childhood family unit structure over three generations.

Family Unit Data

Family Unit	Ages 5-12	Ages 13-20	Ages 21-40	Ages 41-64	Ages 65+	Total
Single Parent No Siblings			1	1		1
Single Parent With Siblings	2		3			5
Two Parents No Siblings		3	2	3	4	12
Two Parents With Siblings	18	17	15	16	16	82

Note. Family unit structure within the sample population does not display a great variance in number of differing unit structures. The majority of research study population is within the two-parent, with sibling's category.

Table 2

Geographical location during childhood of five age group sample population spanning three generations.

AGE Location	5-12	13-20	21-40	41-64	65+
Inner	1	1	1	2	3
Urban	0	6	5	4	3
Suburb	18	4	8	5	0
Country	1	9	6	9	14

Note. There is a definite increase in “suburban” location during childhood as the table demonstrates. The opposite is true of childhood years spent in a “country” location.

Both tables 1 and 2 defined information that appeared to have an impact on the role of play during childhood. As seen in each table there has been a gradual change in both family unit structure and geographical location during childhood. More change in location than family structure is shown from the study population.

Discussion

Changes in Play Across Three Generations

Kind / Type of play

Data analysis and interpretation of the hypothesis associated with this research question indicated that there appears to be some changes of specific kinds of play across three generations. These changes appeared to be based on historical events, society pressure, and geographical location during childhood. In response to five specific play experiences of childhood, data revealed a variety of changes in play exhibited in accounts of sample study. In the targeted area of kind/type of play there were five specific play experiences surveyed.

First, in play experiences with board games, puzzles and hobbies responses revealed a definite decline in this type of play over all five age groups. The data analysis revealed that between 5-64 years of age this type of play experience was consistently used within a 4-point value variance. At age 65+ the use of these kinds of play experiences dropped by 13 points reflecting a definite change in play experiences of these kinds and/or types. Reasons for these changes were attributed to geographical location and family expectations during childhood. The majority of 65+-sample population lived in the country and revealed during interviews the inability to have the luxury of many bought toys or games or even money to purchase them.

The most visible change in play experiences came in the specific play with electronic toys and/or games. Experiences of this type of play scored a high point value of (53) in the 5-12 years age group, the highest score of any play

experience surveyed. In this particular age group of those surveyed and over the three generation study population this type of play dropped in each category to a low score use of (4) in the 65+ age group sample. Reasons for this continued drop in play with electronic games and/or toys appeared to be related to the availability of this type of play object and a change in family lifestyle and social pressure. In surveyed specific play experience of playing with parents the age group of 13-20 scored this type of play highest over the five age group study with age 65+ having the lowest score in this type of play. These changes appeared again to be related to geographical location, family lifestyle and social differences in children and their parental and social expectations as a child. Play experiences titled “played by myself” were responded to with the least amount of change as this type of play scored within a 10 point range overall. In written survey and oral interviews this type of play was seen to be common but not of any significant role in childhood play.

In the specific experience of pretend play the only opposite trend was observed with the highest score of this type of play in the 65+ age group at 67-point value. This point value meant the role of pretend play within the sample population had a high priority in play during childhood overall. Across the age groups pretend play continually decreased with the age groups 21-40 and 5-12 scoring this type of play the lowest of the 5 age groups. Historical events and a shift in work ethics along with more children spending time in preschool experiences and more structured play appeared to attribute to drop and role of pretend play over the three generation age study. Reasons for the high role of

pretend play in 65+ age group was simply stated during interviews with the common phrase, “We didn’t have anything else to do or play with, pretending was what we did best.” Although all play experiences surveyed in written and interview form had different roles during childhood of the five age groups studied, the consistent thread in all of them was that all of the surveyed play experiences existed and still are evident even within the youngest study age group. The degree to which they have a part in childhood play may differ but there appears to be a need and love of each kind of play in every age group studied.

Time of play

Data analysis responding to the research question concerning the amount of time spent in childhood play revealed a more consistent pattern. Three specific times of play were cited for responses. These areas were evening play, limited play and one hour or more per day outside of school. The responses given appeared to be similar to those of play kind/type data. Two out of the three times of play saw a decline over the five age groups. Evening play had a similar role in childhood time of play across the three-generation age span. Only a 6-point spread was visible in the role of evening play during childhood between all five age groups studied. In the specific area of limited time of play there was a consistent response with age groups 5-12, 13-20 and 21-40 all staying within a 7 point value spread. With a sample of age groups 41-64 and 65+ a sharp rise in limited play was observed from data collected. In each of these two groups a 10-

point increase in responses to time of play being limited rose successively between each one. During interviews those in the 65+ age group reasoned limited time for play due to work expectations of parents and children at this time in history and events such as World War II having an important role in shift of family structure and work ethics. Children were seen in a different role and society pressures took a toll on the amount of playtime given to children especially during the day hours. Having limited time for play before ages 41-64 did not appear to be an issue with the three other age groups showing 31 points or fewer giving limited time of play responses of any significance. The only time of play response showing an increase in the current childhood play was the role of one hour or more per day outside school hours. In this experience the opposite response of limited play took effect. In age groups 21-40, 41-64 and 65+ those surveyed responded within a 3-point spread of favorable time in play one hour or more per day outside school hours. However, in age groups 13-20 and 5-12 the responses increase in the accounts of playtime of one hour or more per day outside school by over 10 points collectively between these two age groups compared to the other three.

The increase in accounts of time for play within the one hour or more per day outside school experience over the other times of play surveyed (evening and limited) appear to display an overall attitude that time for play was allowed for at least one hour or more per day beyond school hours by the majority of sample population. Data in this area of research question by those responding to the survey appear to demonstrate a close relationship of all three times of play in

the 65+ age group, with scores in the three times of play surveyed spreading farther apart with every age group across the board 41-64, 21-40-, 13-20, and current 5-12. A change in exhibited play within the targeted age groups is observed from this research data.

Place of play.

Data analysis and interpretation of the hypothesis of the research question in the focus area of place of play cited the most diverse changes exhibited in play for all three focus areas. There were 4 specific places of play cited for data collection. These were outside play, inside play, play at school, and play at home with a friend. Responses to the role of outside play had the highest overall scores of any place of play. This high response to outside play demonstrated an importance and consistent need and likeness to this place for play. The 65+ age group scored highest in outside play with reasons given as geographical location and being outside the most favorite place to be as a child. Inside play demonstrated the opposite of outside play with the youngest study group 5-12 years of age scoring inside play as their favorite place to play. More toys to play with and more time spent in childcare facilities and inside the home were reasons cited for this continued rise in inside play across the 5 age group study. Sharp increases between 65+ to 41-64 were attributed to historical events during these years affecting family life and society as well as the increase between 21-40 and 13-20 where there were more working mothers and a shift in societal demands being reasons given for increased inside play. Respondents in the 13-20 and 5-12

age groups continued increase in inside play were attributed to research study revealing a variety of changes in the role of play with more children spending time in childcare facilities and a shift in family and social priorities. Play at school was observed from data to have the lowest scores across the three-generation age span with 65+ perceiving play at school a place of play with the highest score of all 5 age groups. The low scores appear to demonstrate that the population do not consider play at school a significant place to play. Out of all 4 places of play surveyed and responded to for data collection the area of play at home with a friend had the least amount of variance in score value. Although the age group 5-12 scored highest of the age groups in this place of play, the total score values were within a 10 point spread overall. This closeness in scores and relationship of this place of play compared to other places surveyed demonstrates the most consistent role of this place of play within the three-generation age span with the exception of outside play.

Conclusions

In all of the three targeted areas of play there appeared to be changes in the role of play during childhood. Each area of kind, time and place had responses which to the researcher appeared to be related to events in history at the time of childhood in sample population, as well as geographical location and shifts in family structure and social priorities. Data collected about the family unit structure and geographical location of sample population during childhood did reveal some interesting data the researcher felt related to data analysis. From review of literature many reasons were cited as to the changes in

family and social pressures and consistency in these findings were observed in data collected. This study does reveal the role of play in childhood and the impact of value to the varying age groups studied. The researcher feels a more in depth study into the reasons for the changes exhibited in play in each of the areas kind, time and place might reveal a more specific trend and reason for the changes in accounts observed from this study.

References

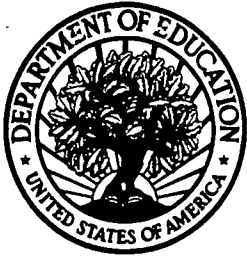
- Bence, E. (1985). Today's Christian Woman. Growing Creative Kids, 78(4), p. 30.
- Binet, A., & Simon, T. (1980). The development of intelligence in children. Nashville, TN : Williams. 303.
- Canning, J.H. (1985). Playtimes: A structured developmental play program utilizing trained peer facilitators. (CG Clearinghouse No. CGD24305). Minneapolis, MN. (ERIC Document Reproduction Service No. ED346396).
- Decker, C. & Decker, J. (1997). Planning and administering early childhood programs. (6th ed.). Upper Saddle River, NJ : Prentice-Hall.
- Frost, J., & Jacobs, P. (1995). Play deprivation: A factor in juvenile violence. Dimensions of Early Childhood, 23 (3), 14-20.

Guddemi, M. (1992). The child's right to play. (P.S. Clearinghouse No. PSO20561). Springfield, VA. (ERIC Document Reproduction Service No. ED346961).

Lakin, M.B. (1996). The meaning of play: Perspectives from pacific oaks college. (P.S. Clearinghouse No. PSO25053). Springfield, VA. (ERIC Document Reproduction Service No. ED405101).

Miller, M. (1964). Sunday's Child. New York : Holt, Rinehart , Winston.

Tyler, B. (1976). Play. Columbus, OH : Merrill.



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: <i>ACCOUNTS OF PLAY: A DESCRIPTIVE STUDY IN CHANGES EXHIBITED IN PLAY ACROSS THREE GENERATIONS</i>	
Author(s): <i>PATRICK KARIUKI AND SUZANNE REDMAN</i>	
Corporate Source: <i>MILLIGAN COLLEGE TN 37682</i>	Publication Date: <i>NOV 1999</i>

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1



Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

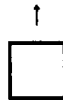
PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A



Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

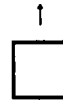
PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B



Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: <i>Patrick Kariuki</i>	Printed Name/Position/Title: <i>DR PATRICK KARIUKI ASST. PROF. OF E</i>	
Organization/Address: <i>MILLIGAN COLLEGE MILLIGAN TN 37682</i>	Telephone: <i>423-461-8744</i>	FAX: <i>423-461-8777</i>
	E-Mail Address: <i>pkariuki@milligan.edu</i>	Date: <i>11/17/99</i>

(over)

028164



III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

**University of Maryland
ERIC Clearinghouse on Assessment and Evaluation
1129 Shriver Laboratory
College Park, MD 20742
Attn: Acquisitions**

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

**ERIC Processing and Reference Facility
1100 West Street, 2nd Floor
Laurel, Maryland 20707-3598**

**Telephone: 301-497-4080
Toll Free: 800-799-3742
FAX: 301-953-0263
e-mail: ericfac@inet.ed.gov
WWW: <http://ericfac.piccard.csc.com>**