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AN EXAMINATION OF THE LEISURE ACTIVITIES AND RECREATIONAL  
INTERESTS OF STUDENTS, AND AVAILABLE EQUIPMENT AND  
FACILITIES AT APPALACHIAN STATE TEACHERS COLLEGE

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A Thesis  
Presented to  
the Faculty of the Graduate School  
Appalachian State Teachers College

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts in Education

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by  
Floyd Oren Campbell  
May 1957

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## CHAPTER I

### INTRODUCTION

"The days that make us happy make us wise."

-- John Masefield

Many very significant changes far reaching in their effects have taken place in our social life in recent years and have resulted in serious social maladjustments. So swiftly have these pathological social conditions come upon us as a result of rapid change that the remedial measure of society have lagged far behind. Among other things these changes have thrown out into startingly bold relief the need for an immediate and extensive development of a well-rounded play program for all of America, regardless of age, sex location, or social stratification.<sup>1</sup>

#### I. THE PROBLEM

The college administration offers many possibilities for adjustment to changes which students with their varying backgrounds must make. The individual who, prior to his coming to college, had been molding his actions toward personal gains may find out early that he cannot always achieve his goals in a new environment. Then, in order to be successful in his new surroundings, the person must either follow a pattern of living in a manner which will not be detrimental to himself or to his college, or change the rules governing his actions to be accepted by the

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<sup>1</sup>Elmer D. Mitchell and Bernard S. Mason, The Theory of Play (New York: A.S. Barnes and Company, 1948), p. 193.



society with which he finds himself associated. Recreation, the core for creating better human relations, offers many possibilities for the individual to secure his desires which cannot be secured for him any other way. Few people can come close to fulfilling an ambition, or reaching a goal if the ultimate was worthy in the beginning, but recreation can be the answer to solving many perplexing situations which arise every day.

Recreational activities vary greatly as do individual differences. Participation in some form of recreation can relieve tensions already set up; through recreation some immediate problems can be alleviated. The relief may come through either some form of motor activity involving big muscles or through some restrained form of game or amusement not requiring a great amount of skill or physical dexterity. In a college group it may be seen that the concentric circles of frustration grow larger with every experience of highly stimulating movies, pieces of literature, advertisements, bits of propaganda, and so forth.

The individual who resorts to recreation in some form to relieve himself of insistent personal problems may, in the main, understand that, even in a neurotic society, it is not necessary to divide one's self or one's attention into pieces too small to be effective in order to meet the approval of every demanding activity. Since individuals



differ greatly, there is need for diversity in activities offered in a recreational program. There must be opportunity for participation sufficient to meet the demands of many people. There must be frequency in the offerings. The offerings must be accessible and meet group approval.

Importance of the problem. Leisure is a wonderful thing when used worthily. Today more people than ever before have time to do more of the things they enjoy doing while off the job. In discussing the wise use of leisure time Voltmer and Lapp had this to say:

Modern sedentary living requires a balance of physically active recreation. Probably the best recreation that can be obtained is that sort which will require exercise and outdoor play. The skills resulting from school competition can be the basis of carry-over interest to later life. It is important that we also emphasize living in school as well as getting ready for living later.<sup>2</sup>

College students are generally involved in a program of study which requires them to do a great amount of sitting and listening, reading and writing, and discussing problems pertaining to the school day. "Relaxation and recreation are as necessary in college life as in any other phase of life. Students need to get the play habit."<sup>3</sup>

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<sup>2</sup>Carl D. Voltmer and Vernon W. Lapp, The Intramural Handbook (St. Louis: C.V. Mosby Company, 1949), P. 19.

<sup>3</sup>Ibid.

In an explanation of the relation of education and recreation, Slavson said that

. . . the belief is gaining ground that the separation of education and recreation is at best an artificial device. A good education includes adequate recreation; it prepares one for constructive and meaningful leisure-time pursuits; it predisposes one for strenuous as well as pleasurable activities. One can go even further and say that recreation, as modernly understood, is education in its deeper implications; for if education, like recreation, aims to expand human personality by drawing out its potentialities and giving them strength and direction, both have the same objective.<sup>4</sup>

Under no circumstances should recreation be made compulsory; its voluntary aspects are valuable. The people which a recreational program serves must develop within themselves the attitude which will allow them to use their leisure time effectively.

Schools recognize that proficiency in reading, music, the arts and crafts, dancing, and dramatics expands recreational horizons. Many extra-curricular activities lead to adult recreational interests.<sup>5</sup>

Although there is that recognition, many campuses have not developed the attitude of making maximum use of the already purchased equipment and facilities at hand.

Education to be genuine must go further than filling gaps in the knowledge of an individual and should

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<sup>4</sup>S. R. Slavson, Recreation and the Total Personality (New York: Association Press, 1946), pp. 21-22.

<sup>5</sup>Michigan Inter-Agency Council for Recreation (comp.), The School's Responsibility in Recreation (Lansing, Michigan: Michigan Inter-Agency Council for Recreation, 1952), p. 9.



actually introduce or reproduce the conditions of life and prepare for effective and efficient living. . . . Increasing problems of leisure-time occupation have brought about concern for the preparation of students for self-directed, wisely selected recreation.<sup>6</sup>

Spectatoritis which affects millions of people affords a form of recreation for many whose interest in active recreation have not been developed.

The extension of leisure has intensified the demand for play, sports, games, amusements, and many other forms of recreational activities. People use their free time in a variety of pursuits; however, recreational activities are the most frequently engaged in. Recreation being relatively free and joyous, motivated primarily by interest, and engaged in for its own sake rather than for a reward beyond itself, satisfies in a large measure the desire for pleasure. Thus, it is natural that a large portion of leisure time is devoted to recreational pursuits.<sup>7</sup>

## II. THE SETTING

The enrollment at Appalachian State Teachers College is steadily increasing along with enrollments of other schools all over the nation. The regular school year, 1956-57 total was 2,532 students matriculated. Five years prior to that date in the regular school year 1951-52, only 1,432

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<sup>6</sup>Norma M. Leavitt and Hartley D. Price, Intramural and Recreational Sports for Men and Women (New York: A. S. Barnes and Company, 1949), pp. 4-5.

<sup>7</sup>Martin H. Neumeier and Esther S. Neumeier, Leisure and Recreation, (New York: A. S. Barnes and Company, 1949), p. 15.



students were enrolled. With the increase in number of students comes additional problems in the recreational program to be met by the administration and resolved in such a manner that all parties concerned will benefit to the fullest extent possible.

It is not an easy task to properly decide what is to be included in a recreational program for the student body. At Appalachian, as at any college, provisions need to be made for the worthy use of leisure time.

Having been a student at Appalachian, the writer felt himself cognizant, in part, of the recreational needs of the college. He felt that if the students were given an ample opportunity to express their recreational interests and to tell about their actual participation in activities engaged in during leisure time, they would for the most part accept the opportunity for its eventual worth to the campus.

### III. THE PURPOSE

In order that a more clearly defined understanding might evolve concerning the status of the recreation program at Appalachian, the writer deemed it necessary to promulge valid information about the program and render evidence of the need for a sounder, more diversified, and more comprehensive program.

Statement of the purpose. It was the purpose of this

study (1) to examine and describe the leisure activities engaged in by students at Appalachian State Teachers College, (2) to examine and describe the recreational opportunities available to them including facilities and equipment, (3) to determine what the students at Appalachian would prefer to do in their leisure if ample opportunities were provided, and (4) to draw conclusions from the information secured concerning how a recreational program might be effectively provided and administered by the college, thus allowing for development to a higher degree the recreational aspects on campus.

Recreation and leisure defined. Recreation renews energy and revives wilted spirits. It sends people back to their tasks refreshed and strengthened in mind and body. And, too, it is creative in that it contributes to experiences in living that the usual round of existence does not afford.

Recreation is what a person finds pleasure in doing when he is not paid for it and does not feel any other kind of obligation to do it. Recreation implies freedom of choice and action and has the quality of bringing immediate personal satisfaction. It is sought for its own sake. Its direct and immediate values are as important as the indirect benefits it confers.<sup>8</sup>

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<sup>8</sup>C. Gilbert Wrenn and D. L. Harley, Time on Their Hands (Washington: American Council on Education, 1941), p. xv.



Recreation supplies values in living that would otherwise be missing.

Recreation is closely associated with leisure. There may even be an outward resemblance but the two are by no means the same. In leisure a person is free to do as he likes. Recreation means enjoyable activity during that leisure time.

In our leisure time we may enter a new world, a world from which the hindrances and limitations that ordinarily surround us have largely vanished, a world in which our individuality expands and in which we feel freer and easier.

Of course we must inevitably come back to our ordinary routine existence, but to be out of it for a while, to feel ourselves something like the free agents that human beings were intended to be, is an experience worth having. We have caught a glimpse of the dimly seen pattern of ideal human existence. Whether we consider that pattern divinely established or primarily of aesthetic value, or interpret it in some other way, we can probably agree that any effort which brings us closer to it is worth taking.<sup>9</sup>

#### IV. PROSPECTUS

Included in this manuscript is a description of the manner in which the writer carried out his purpose of gathering data concerning the available recreational opportunities through observation and inquiry; a description of the manner in which data were obtained from members of the

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<sup>9</sup>Ibid. p. xix.



student body concerning their recreational activities and interests, and their opinion on how to alleviate problems in administering a recreational program; a summary of the findings; and the conclusions made from the study. A separate chapter was devoted to the review of related research in order to acquaint the reader with literature in this field, thereby establishing a frame of reference from which to approach the problem of recreational planning at Appalachian.



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## CHAPTER II

### REVIEW OF RELATED RESEARCH

Although many studies have been made of college activities programs of students concerning their activities while participating in physical education service classes; and some, such as those done by Bike<sup>1</sup>, Patterson<sup>2</sup>, Miller<sup>3</sup>, and Newell<sup>4</sup> which have dealt with activities and interests of college graduates, apparently there are relatively few studies which directly involve the college undergraduates' actual participation and expression of desires and interests in recreation and the use of leisure time.

Review of the literature. The writer has made reference to studies directly related to his own attempt

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<sup>1</sup>E. L. Bike, "Contributions of College Intramural Activities to Post-College Recreational Activities of Williams College Graduates of the Classes of 1920, 1925, and 1930" (unpublished Master's thesis, New York University, New York, 1931).

<sup>2</sup>M. Patterson, "The Recreational Activities of Men Teachers in the State of Oklahoma" (unpublished Master's thesis, Oklahoma A. and M. College, Stillwater, 1936).

<sup>3</sup>J. E. Miller, "Case Study of Murray College Men in Recreation after Graduation" (unpublished Master's thesis, George Peabody College for Teachers, Nashville, 1938).

<sup>4</sup>J. R. Newell, "Recreational Interests of College Alumni and Their Evaluation of College Physical Education" (unpublished Master's thesis, Springfield College, Springfield, 1938).



to examine the recreational equipment and facilities available at Appalachian State Teachers College, and the recreational interests and leisure activities of the students enrolled there.

In a survey of recreational interests and pursuits of college women, Toogood sent a questionnaire to 3,400 college women in twelve universities and colleges. She concluded that the highest participation was in inactive and indoor forms of recreation although the desires expressed through the questionnaire were for more active, outdoor sports. The highest activities on a basis of total participation were: (1) dating at movies, ninety-two per cent; (2) picnicking, eighty-four per cent; (3) radio, eighty-three per cent; (4) newspaper, eighty-one per cent; (5) funny papers, seventy-nine per cent; (6) hiking, seventy-eight per cent; (7) eating between meals, seventy-two per cent; (8) novels, seventy per cent; and (9) social dancing, sixty-nine per cent.<sup>5</sup>

In 1936, a survey made by Johnstone at the University of Michigan revealed that the six outstanding recreational interests there were: swimming, tennis,

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<sup>5</sup>Ruth Toogood, "A Survey of Recreational Interests and Pursuits of College Women," Research Quarterly, 10:90-100, October, 1939.



basketball, skating, golf, and handball.<sup>6</sup>

In 1937, a study of 142 college and university recreational programs made by Dalrymple showed that prejudice and personal opinion hampered the development of co-recreational programs. The most common activities were tennis, archery, badminton, and golf.<sup>7</sup>

In a study by Mumford, it was revealed that of twenty-five senior colleges for Negroes, most of which are in the South, the majority of these were lacking in sufficient outdoor space for an acceptable physical education and recreational program. Court areas for dual and individual sports were particularly lacking.<sup>8</sup>

Waggoner used a questionnaire with 289 college women to find that throughout the study it was quite noticeable that individual sports were rated very highly by a large

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<sup>6</sup>J. Johnstone, "A Survey of the Voluntary Recreational Interests among Students of the University of Michigan" (unpublished Master's thesis, The University of Michigan, Ann Arbor, 1936).

<sup>7</sup>Gerald Dalrymple, "A Survey of Co-Educational Physical Education in Leading American Universities and Colleges" (unpublished Master's thesis, Louisiana State University, Baton Rouge, 1936).

<sup>8</sup>Arnett W. Mumford, "The Present Status of Health and Physical Education Programs in Negro Senior Colleges," Research Quarterly, 19:190-197, 1948.

majority of the women.<sup>9</sup>

Wollet made a survey of forty-four California junior colleges' physical education programs and concluded: (1) there was need for dance studios and/or exercise rooms for junior colleges, (2) swimming pools were needed in three-fourths of the schools, (3) approximately one-fourth of the schools needed tennis courts, and (4) more should be done with golf in colleges especially where turfed playing space was available because it is a good carry over activity and the teaching equipment was no more expensive than that for archery.<sup>10</sup>

In a recent study, Mason administered a questionnaire to 1,040 of 5,000 men in the physical education program at Ohio State University. This question was included: "What physical education and recreation facilities would you like to see developed at Ohio State University which it does not have?" A wide variety of answers were given to the question but bowling facilities were most often requested. Twenty-one per cent of the

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<sup>9</sup>Miriam Waggoner, "Individual Differences in Interests and Efforts of College Women as Related to a Program of Physical Education," Research Quarterly, 6:86-95, 1935.

<sup>10</sup>Mildred D. Wollet, "Present Status of Women's Physical Education in California Junior Colleges," Research Quarterly, 19:184-189, 1948.



468 students who answered it asked for bowling facilities while eight per cent wanted horseback riding added to the program, eight per cent wanted ice skating, six per cent wanted boating, three per cent said polo, and three per cent requested ice hockey.<sup>11</sup>

In 1930, there was a study made by Hamblen which showed that women students, while they desired to engage in big-muscle activities, did not have the time; and so they engaged in activities in which they were spectators, where they were entertained, or where there was necessity for little effort or creative work on their part.<sup>12</sup>

In a survey of social dance, Marsh stated that at several large teachers' colleges which were sending physical education graduates all over the country, no instruction at all was given in the social dance. Yet most of these same physical education departments required their graduates to take several courses in the folk dances of other nations before they were allowed to teach classes.<sup>13</sup> She later

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<sup>11</sup>James G. Mason, "Postwar Interest in Physical Education at the Ohio State University," Research Quarterly, 19:215-221, 1948.

<sup>12</sup>Malinda Hamblen, "A Study of the Leisure-Time Activities of the Women Students of a Teachers College with Specific Reference to Activities Offered by W. A. A." (unpublished Master's thesis, New York University, New York, 1930).

<sup>13</sup>Lucile Marsh, "A Survey of the Social Dance in America," Journal of Health and Physical Education, 6:34-36, November, 1935.

concluded:

The longer we continue our present laissez faire policy toward social dancing, the harder it will become to guide the dancing of our young people to its most ideal expression.<sup>14</sup>

Moffett's study of a thousand teachers-college students revealed that the average student in his leisure read, listened to the radio, sang, or played some musical instrument. His contacts with music, art, and literature were limited. The students did not practice any regular form of physical activity. It was also disclosed that the students tended to depend upon commercialized agencies, such as movies, for their vicarious experiences in traveling. The extra-curricular program, as it was then administered, did not contribute materially to the personal or the professional development of the average teachers-college student.<sup>15</sup>

In a report on a national survey of college student recreation made by Daniels in 1940 contained the following statement:

There is reason to believe that while many of our institutions of higher learning are doing "something" along these lines by providing opportunities for self-expression and development through extra-curricular activities, they lack a coordinated plan and have little or no way of ascertaining the extent to which these offerings meet the needs of the student body. Though

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<sup>14</sup>Ibid., p. 62.

<sup>15</sup>M'Ledge Moffett, The Social Background and Activities of Teachers College Students (New York: Bureau of publication, Teachers College, Columbia University, 1929).



the regular curriculum may be designed with great care, the so-called extra-curriculum represents a haphazard, unplanned, and uncoordinated conglomeration of activities inserted into the school calendar.<sup>16</sup>

His report included the following observations:

(a) need for wider use of college recreation facilities; (b) increasing interest in outdoor activities; (c) growing popularity of recreational sports; (d) plans in two-thirds of the colleges for expanding recreation programs; (e) greater emphasis on participant-type activities than on spectator activities; (f) need to limit the premium on developed talent existing in most programs.<sup>17</sup>

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<sup>16</sup>A. S. Daniels, "Report on National Survey of Student Recreation in Colleges and Universities," Research Quarterly, 11:38-54, October, 1940.

<sup>17</sup>Walter S. Monroe (ed.), Encyclopedia of Educational Research (New York: The Macmillan Company, 1950), p. 1008.

## CHAPTER III

### PROCEDURE

#### I. DEVELOPMENT OF THE QUESTIONNAIRE

The writer developed the questionnaire which was to serve as a basis for gaining information that pertained to recreational activities and interests of the students by listing a series of activities of general interest to college students, thereby including some of the offerings of the college and some definitely excluded by the present program. Then, by consulting several faculty members about problems which arise, questions were formulated for the students' consideration. A copy of this questionnaire is located in Appendix A on page fifty-seven.

Characteristics of the questionnaire. The nature of the questionnaire was divided into two major parts: (1) the list of sixty-two activities which college students may or may not find appealing, and (2) the list of problems which the college administration must face in sponsoring the recreational program with suggested ways in which to handle each problem with appropriate blanks to be checked for each, and in a few cases space allotted for statements.

Organization of the data. It was decided that a list



of sixty-two activities concerning the recreational aspects and leisure time interests of the students would be made a part of the questionnaire. Among the activities included were active and quiet games, sports, arts and crafts, music, reading, dancing, and dramatics. The students were instructed to follow directions as typed on the questionnaire. They checked the appropriate blanks "None", "Some", or "Often", alongside the sixty-two activities. In checking one of the three categories the student indicated the degree to which he (1) engaged in activities on campus or in Boone, (2) engaged in activities while away from the campus or Boone, (3) did not engage in activities listed but would if they were amply provided, and (4) did not engage in activities listed but would if he had time.

On the reverse side of the questionnaire were questions concerning the following points: (1) appropriate time for recreational opportunities to be provided for students, (2) reasons for leaving campus, (3) willingness to pay an additional fee for improving the status of the present recreation program, (4) willingness to pay for a student union building, (5) willingness to pay for a student lounge, (6) a desirable location for a lounge to be established, (7) opinion concerning the need for a recreational director, (8) sponsorship of the recreational program, (9) ways in which students could cooperate with a recreational director,

(10) the hour which girls should be allowed to stay out during the week, (11) sponsorship of teas and formal affairs for students, (12) ways in which faculty-student relationships may be improved, (13) most needed recreational facilities, and (14) suggestions on ways to improve the social and recreational aspects on campus.

Administration of the questionnaire. Upon the consent of the Dean of the College, arrangements were made with the assembly program chairman to present the questionnaire to the majority of the student body currently on campus at their designated assembly hour on the following dates: March 26, 27, 28, and April 1, 1957.

## II. EXAMINATION OF RECREATIONAL OPPORTUNITIES AVAILABLE

In addition to the questionnaire, there was a need to establish evidence of the presence of recreational equipment and facilities maintained by the college; particular emphasis was given to items unused in games and sports, arts and crafts. The writer accomplished this through personal survey and interviews.

## III. COMPILATION OF THE DATA

After collecting the questionnaires at the end of each of the four assembly periods in which members of the Freshman, Sophomore, Junior, and Senior classes had taken



part, the writer set up basal criteria for the retention of questionnaires in the study. The following points had to be indicated or the data were discarded: classification, sex, and marital status. In addition, a policy was established for eliminating from the study all answers in columns C and D from those questionnaires which contained over five contradictions pertaining to the sixty-two activities listed.

Contradictions took place when the student failed to follow directions for checking the activities list. Columns A and B had to do with activities engaged in while columns C and D had to do with activities not engaged in. A mark made under the "Some" or "Often" categories in columns A or B would have sufficiently indicated participation in a particular activity, but to check "Some" or "Often" in columns C or D for the same activity would have been incomplete opposition with the check or checks made previously. Special emphasis was given in explaining the worth of checking each column independently.

In tabulating the information the writer divided the questionnaires into the following groups: (1) Freshman males who were single, (2) Freshman males who were married, (3) Freshman females who were single, (4) Freshman females who were married, (5) Sophomore males who were single, (6) Sophomore males who were married, (7) Sophomore females who were single, (8) Sophomore females who were married, (9)

Junior males who were single, (10) Junior males who were married, (11) Junior females who were single, (12) Junior females who were married, (13) Senior males who were single, (14) Senior males who were married, (15) Senior females who were single, and (16) Senior females who were married.

In each of the sixteen groups listed in the preceding paragraph, further divisions were made, which separated them according to the number of contradictions made in columns C and D after columns A and B had been checked. Separate groups were made for questionnaires with no contradictions and for questionnaires with one through five contradictions.

Division and sub-division totals were made for each of the sixty-two activities. In tabulating the information on the reverse side of the questionnaire which had to do with student opinion, totals for each blank checked were compiled along with totals for statements made in appropriate spaces.



## CHAPTER IV

### RESULTS

The major part of this chapter will be devoted to a presentation of the results of the questionnaire. The latter part will be a report of observations and inquiries made pertaining to the availability of equipment and facilities for student use outside of classes which provide recreational opportunities in leisure time.

#### I. ANALYSIS OF THE DATA

##### Data pertaining to the questionnaire

The data from the questionnaire were compiled in accordance with the natural division made in the types of answers sought.

Number of questionnaires involved. Of the 1,327 copies of the questionnaire which were given to students, only 1,181 were returned. The number missing was 146. In the group returned, the following were included: (1) 171 Freshman single males, (2) 20 Freshman married males, (3) 183 Freshman single females, (4) 5 Freshman married females, (5) 111 Sophomore single males, (6) 27 Sophomore married males, (7) 125 Sophomore single females, (8) 8 Sophomore married females, (9) 99 Junior single males, (10) 43 Junior married males, (11) 130 Junior single females, (12) 11

Junior married females, (13) 49 Senior single males, (14) 39 Senior married males, (15) 48 Senior single females, and (16) 19 Senior married females. The total for each class was: 379 Freshman, 271 Sophomores, 283 Juniors, and 155 Seniors. Along with these groups were 93 papers which were discarded for the following reasons: (1) they failed to show classification, sex, or marital status; (2) they contained facetious remarks entirely unapplicable to the study, or (3) they were returned blank. The grand total of the papers returned and used either wholly or in part was 1,088.

Participation and interests in activities. In order to provide compact evidence of the participation and interests of the students who returned the questionnaire, the writer incorporated into Table I the following results: (1) the number of Freshmen, Sophomores, Juniors, Seniors, and the total number of students who checked columns A and B; (2) the number of Freshmen, Sophomores, Juniors, and Seniors who made no contradictions in columns C and D with columns A and B, listed as the first number under columns C and D; and (3) the number of Freshmen, Sophomores, Juniors, and Seniors who made one to five contradictions in columns C and D with columns A and B, listed as the second number under columns C and D.

Outstanding points uncovered are as follows: Of the 1,088 persons whose questionnaires were used, 379 of them



indicated that they did not swim or wade on campus, and 250 did not swim or wade while away from the campus or Boone. Six hundred and seventy-one checked that they bowl while away from the campus or Boone. Those who checked that they play miniature golf while away totaled 645. Of this same 1,088, 575 checked that they roller skate while away. Those who checked that they played croquet while away totaled 469. One hundred and sixty-five checked that they participated in archery while away. Target shooting was popular with a total of 341 students checking that they did this while away. It was shown that 379 played billiards while away. Those who checked that they watched television on campus or in Boone totaled 527; while away, 908 engage in this form of recreation. As for camping, 383 checked this activity as one they participate in while away from school; only 132 engage in it here. Dance instruction totals read 234 engage in it while away and 176 engage in it on campus or in Boone.

Every choice offered was used by students who answered the questions on the reverse side of the questionnaire. Outstanding points brought out by these answers are as follows: Of the 1,088 students who participated, 513 of them checked that recreational opportunities should be provided from six until ten p.m. Monday through Friday. Those who checked that recreational opportunities should be provided on Sunday afternoon totaled 451. The outstanding

reason given for students leaving campus was to see parents; 475 students checked this. Those who checked that they were willing to pay two dollars per quarter toward a good program with a recreational supervisor and materials totaled 333. Those who checked that they were willing to pay an extra fee for a student union building totaled 719, and the majority of these checked five dollars as the amount. Two hundred and eight checked that they were not willing to pay an extra fee for this service. The number who checked that they would be willing to help pay for a student lounge was 735; 283 checked one dollar as the amount while 240 checked two dollars. Two hundred and two checked that they would not be willing to help pay for this service. Those students who checked that the most desirable place for a lounge would be the basement of the new part of the cafeteria numbered 623. Those who checked that the college should employ a recreational director totaled 872; 547 checked that he should be a full time director. Only 12 students checked that the college should not do this. Those who checked that the recreation program should come under the auspices of the Physical Education Department totaled 646. The number who checked that student volunteers should cooperate with the director in carrying out the program was 451. Campus clubs was the answer 230 students gave as the way for the students to cooperate with the program. For the question concerning the hour which



girls should be allowed to stay out during the week, 377 students checked ten P. M., while 348 checked ten-thirty P. M. When asked who should sponsor teas and formal affairs for students, 410 checked that departments of the college should do this, while 390 checked student clubs. According to the way 509 persons checked the choice, faculty-students relations could be improved through informal get-togethers, while 363 checked that the faculty should attend recreational functions, and 344 checked that there should be departmental picnics and parties. Table II, page forty-three shows in full all the choices made.

As for the recreational facilities which students would most like to see developed at Appalachian, a student union building ranked first with 444 requests. There were also 116 requests for a bowling alley, and 93 requests for a roller skating rink. Table III, page forty-seven, gives the complete list of recreational facilities the students would like to see developed at Appalachian with the number of times requested. Table IV, page forty-eight, lists the suggestions made on ways to improve the social and recreational aspects on campus. Ninety-nine students suggested that there be a more varied recreational program. Fifty-eight suggested that there be better organization in planning.



TABLE I

QUESTIONNAIRE DATA FROM APPALACHIAN STATE TEACHERS COLLEGE STUDENTS CONCERNING THEIR PARTICIPATION IN ACTIVITIES

Activities	Column A		Column B		Column C		Column D		
	No. of students	No. of students	No. of students	No. of students	No. of students	No. of students	No. of students	No. of students	
Swimming or wading	Fresh.	93	172	120	61-94	2-11	61-96	0-13	2-4
	Sopho.	108	159	70	32-57	0-1	32-57	0-0	0-1
	Jr.	117	133	76	41-62	2-3	39-64	3-4	2-2
	Sr.	61	70	38	22-45	0-3	22-43	0-4	0-1
Total	379	544	304	156-258	2-15	154-260	3-21	4-8	
Badminton	Fresh.	260	110	22	60-100	3-11	61-94	1-14	1-5
	Sopho.	130	73	13	31-54	1-4	30-55	2-3	0-0
	Jr.	171	70	11	42-65	1-3	41-70	3-0	0-0
	Sr.	99	46	7	22-37	0-7	22-44	0-4	0-0
Total	660	299	53	155-256	5-25	154-263	6-21	1-5	
Basketball	Fresh.	120	147	71	62-94	0-4	62-106	0-4	1-3
	Sopho.	70	112	38	32-55	0-3	31-56	0-2	1-0
	Jr.	137	100	48	44-67	0-1	40-67	3-2	1-1
	Sr.	72	57	18	22-41	0-7	22-43	0-4	0-1
Total	399	488	175	160-257	0-15	155-272	3-12	3-5	
Bowling	Fresh.	366	177	51	47-73	5-20	61-99	1-10	1-4
	Sopho.	258	137	36	26-33	2-18	32-41	0-7	0-10
	Jr.	267	132	31	37-40	7-16	40-60	3-6	1-4
	Sr.	150	95	12	16-22	6-13	22-38	0-6	0-4
Total	1041	541	130	126-168	20-67	155-238	4-29	2-22	



TABLE I (continued)

Activities	Column A		Column B		Column C		Column D				
	N o n e	O f t e n	N o n e	S o m e	N o n e	S o m e	N o n e	S o m e			
Fencing	Fresh. 376	2	1	370	1	61-98	2-15	0-0	62-107	1-4	0-2
	Sopho. 270	1	0	270	0	25-47	6-8	1-3	28-54	4-3	0-1
	Jr. 281	2	0	255	26	40-63	4-6	0-1	44-70	0-0	0-0
	Sr. 152	2	1	150	3	22-40	0-7	0-1	22-43	0-5	0-0
	Total 1079	7	2	1045	38	148-248	12-36	1-5	156-274	5-12	0-3
Field hockey	Fresh. 377	2	0	367	11	61-97	2-6	0-10	63-110	0-1	0-2
	Sopho. 267	4	0	268	2	29-51	3-4	0-3	30-58	2-0	0-0
	Jr. 280	3	0	272	8	41-69	2-0	1-1	43-70	1-0	0-0
	Sr. 147	7	1	152	3	20-44	2-4	0-0	21-45	1-3	0-0
	Total 1071	16	1	1059	24	151-261	9-14	1-4	157-283	4-4	0-2
Golf	Fresh. 357	18	4	284	58	58-82	5-15	0-16	61-97	1-13	1-3
	Sopho. 263	6	2	198	58	28-46	4-8	0-4	28-51	3-4	1-3
	Jr. 269	11	3	214	53	41-53	2-15	1-2	44-60	0-7	0-3
	Sr. 139	9	7	115	23	14-34	7-10	1-4	22-39	0-7	0-2
	Total 1028	44	16	811	192	141-215	18-48	2-26	155-247	4-31	2-11
Miniature golf	Fr. 360	14	5	155	149	56-62	3-29	4-22	61-100	2-10	0-3
	So. 259	8	4	97	117	28-38	3-12	1-8	31-48	1-9	0-1
	Jr. 264	12	7	127	110	40-50	2-10	2-10	44-58	0-8	0-4
	Sr. 147	6	2	64	69	22-26	0-12	0-10	22-41	0-5	0-2
	Tot. 1030	40	18	443	445	146-176	8-63	7-50	158-247	3-32	0-10

TABLE I (continued)

Activities	Column A		Column B		Column C		Column D				
	Non-Offense	Offense	Non-Offense	Offense	Non-Offense	Offense	Non-Offense	Offense			
Handball	Fresh.	14	4	29	3	61-96	2-8	0-9	62-109	1-0	0-4
	Sopho.	12	7	14	4	29-49	2-7	1-2	32-52	0-5	0-1
	Jr.	8	0	18	3	41-70	3-0	0-0	44-70	0-0	0-0
	Sr.	9	0	13	0	20-39	2-4	0-5	21-44	1-4	0-0
	Total	43	11	1004	74	151-254	9-19	1-16	159-275	2-9	0-5
Soccer	Fr.	20	4	23	2	61-95	2-8	0-10	62-109	1-3	0-1
	So.	21	0	13	2	29-57	3-1	0-0	31-54	1-2	0-2
	Jr.	39	4	12	2	41-67	3-2	0-1	43-69	1-1	0-0
	Sr.	34	2	8	1	21-40	1-8	0-0	21-47	1-1	0-0
	Tot.	114	10	1025	56	152-259	9-19	0-11	157-279	4-7	0-3
Speed-ball	Fr.	20	2	19	0	62-97	1-7	0-9	62-110	0-2	1-1
	So.	25	1	12	2	30-56	2-2	0-0	32-53	0-3	0-2
	Jr.	27	3	15	2	42-70	2-0	0-0	43-70	1-0	0-0
	Sr.	11	4	5	2	22-45	0-3	0-0	21-47	1-1	0-0
	Tot.	83	10	1031	51	156-268	5-12	0-9	158-280	2-6	1-3
Football touch football	Fr.	56	17	90	19	62-97	0-7	1-9	62-109	1-3	0-1
	So.	72	8	56	3	31-57	1-1	0-0	32-56	0-1	0-1
	Jr.	57	17	52	15	44-69	0-0	0-1	43-68	1-2	0-0
	Sr.	39	10	32	7	21-42	0-5	1-1	21-46	1-1	0-1
	Tot.	224	52	230	44	158-265	1-12	2-11	158-279	3-7	0-3



TABLE I (continued)

Activities	Column A		Column B		Column C		Column D						
	Non some of fe n	Non some of fe n	Non some of fe n	Non some of fe n	Non some of fe n	Non some of fe n	Non some of fe n	Non some of fe n					
Wrestling	Fr.	322	44	13	333	35	11	62-98	1-6	0-9	62-106	1-4	0-3
	So.	237	27	249	20	2	2	32-57	0-0	0-1	31-56	0-1	1-1
	Jr.	224	46	262	14	7	7	44-70	0-0	0-0	43-70	1-0	0-0
	Sr.	128	20	133	20	2	2	22-40	0-8	0-0	22-47	0-1	0-0
	Tot.	911	137	977	89	22	22	160-265	1-14	0-10	158-279	2-6	1-4
Tennis	Fr.	193	149	218	112	49	49	61-93	1-8	1-12	62-89	1-14	0-10
	So.	83	150	138	100	33	33	32-57	0-1	0-0	30-53	0-5	2-0
	Jr.	142	86	141	102	40	40	42-66	2-3	0-1	40-62	3-5	1-3
	Sr.	55	69	78	56	21	21	22-42	0-5	0-1	22-44	0-1	0-3
	Tot.	473	454	575	370	143	143	157-258	3-17	1-14	154-248	4-25	3-16
Volley- ball	Fr.	183	155	215	137	27	27	62-96	1-5	0-12	61-105	2-3	0-5
	So.	97	145	181	77	13	13	32-56	0-0	0-2	31-55	1-2	0-1
	Jr.	137	114	197	73	13	13	44-70	0-0	0-0	44-66	0-3	0-1
	Sr.	65	68	110	41	4	4	22-46	0-1	0-1	21-47	1-0	0-1
	Tot.	482	482	703	328	57	57	160-268	1-6	0-15	157-273	4-8	0-8
Track and field	Fr.	339	37	317	45	17	17	61-92	2-9	0-12	61-110	2-2	0-1
	So.	212	52	234	31	6	6	32-58	0-0	0-0	32-56	0-2	0-0
	Jr.	221	49	248	27	8	8	43-70	1-0	0-0	43-69	0-1	1-0
	Sr.	123	29	138	15	2	2	22-38	0-3	0-7	22-46	0-2	0-0
	Tot.	895	167	937	118	33	33	158-258	3-12	0-19	158-281	2-7	1-1

TABLE I (continued)

Activities	Column A		Column B		Column C		Column D				
	No. of students	No. of offenses	No. of students	No. of offenses	No. of students	No. of offenses	No. of students	No. of offenses			
Softball	Fr.	243	115	160	51	26-97	1-7	0-9	61-105	1-4	1-4
	So.	132	118	115	40	31-56	1-2	0-0	32-53	0-1	0-4
	Jr.	181	99	115	34	43-64	1-5	0-1	43-67	1-3	0-0
	Sr.	86	47	46	22	22-46	0-2	0-0	22-45	0-2	0-1
	Tot.	642	379	436	147	158-263	3-16	0-10	158-270	2-10	1-9
Baseball	Fr.	331	40	101	31	62-101	0-7	1-5	62-107	1-3	0-3
	So.	216	36	64	33	30-57	2-1	0-0	31-56	0-1	1-1
	Jr.	225	45	67	32	42-70	2-0	0-0	42-70	2-0	0-0
	Sr.	121	24	36	15	20-44	1-3	1-1	20-44	2-2	0-2
	Tot.	893	145	268	111	154-272	6-1	2-6	155-277	5-6	1-6
Horse-shoes	Fr.	362	14	152	41	60-85	1-14	2-14	63-100	0-10	0-3
	So.	247	21	133	20	29-52	2-5	1-1	32-53	0-1	0-4
	Jr.	262	18	122	17	42-61	2-6	0-3	42-68	2-2	0-0
	Sr.	135	19	69	6	19-41	3-5	0-2	18-42	2-3	2-3
	Tot.	1006	72	476	84	150-239	8-30	3-20	155-263	4-16	2-10
Roller skating	Fr.	360	14	162	62	60-69	0-27	3-17	63-96	0-10	0-7
	So.	259	8	119	29	28-45	3-8	1-5	30-45	2-11	0-2
	Jr.	271	10	104	31	41-35	2-17	1-18	42-64	0-2	2-4
	Sr.	147	7	59	9	16-34	6-10	0-4	22-43	0-2	0-3
	Tot.	1037	39	444	131	145-183	11-62	5-44	157-248	2-25	2-16



TABLE I (continued)

Activities	Column A		Column B		Column C		Column D				
	Non-Offense	Offense	Non-Offense	Offense	Non-Offense	Offense	Non-Offense	Offense			
Ice skating	Fr.	369	8	48	14	57-67	4-22	2-24	61-100	2-8	0-5
	So.	261	6	15	7	23-46	8-9	1-3	26-50	6-8	0-0
	Jr.	279	2	30	9	39-54	5-14	0-2	43-65	0-4	1-1
	Sr.	151	4	19	2	15-29	5-11	2-8	22-46	0-1	0-1
	Tot.	1060	20	112	32	134-196	22-56	5-37	152-261	8-21	1-7
Croquet	Fr.	365	12	144	20	62-93	0-10	1-10	63-107	0-3	0-3
	So.	254	15	108	21	29-50	2-8	1-10	31-50	1-3	0-5
	Jr.	264	16	89	19	41-64	3-5	0-1	43-66	1-3	0-1
	Sr.	140	14	59	9	20-39	2-4	0-5	22-42	0-5	0-1
	Tot.	1023	57	400	69	152-246	7-27	2-16	159-265	2-14	0-10
Archery	Fr.	362	14	59	8	60-80	2-15	1-18	61-100	2-8	0-5
	So.	259	5	25	8	25-46	6-8	1-4	27-47	1-9	4-2
	Jr.	260	21	36	5	40-64	4-5	0-1	42-62	1-7	1-1
	Sr.	142	12	23	1	18-34	3-9	1-5	22-44	0-2	0-2
	Tot.	1023	52	143	22	143-224	15-37	3-28	152-253	4-26	5-10
Ping-pong	Fr.	174	151	153	44	61-98	2-4	0-11	61-107	2-2	0-4
	So.	95	149	119	34	30-55	1-2	1-1	31-56	1-2	0-0
	Jr.	103	139	111	30	43-64	1-5	0-1	43-65	1-3	0-2
	Sr.	52	76	88	18	22-43	0-3	0-2	22-46	0-0	0-2
	Tot.	424	515	471	126	156-260	4-14	1-15	157-274	4-7	0-8

TABLE I (continued)

Activities	Column A		Column B		Column C		Column D			
	Non-Officer	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer	Officer		
Shuffleboard	289	12	106	14	63-94	0-10	0-9	61-105	2-6	0-2
	189	7	65	8	29-53	2-5	1-0	31-55	1-3	0-0
	192	6	70	8	43-67	1-2	0-1	43-70	1-0	0-0
	100	5	49	4	21-41	1-7	0-0	22-47	0-0	0-1
Tot.	770	30	290	34	156-255	4-24	1-10	157-277	4-9	0-3
Target shooting (guns)	363	6	77	32	61-95	0-13	2-5	62-109	0-1	1-3
	255	5	54	28	27-47	2-7	3-4	31-54	0-3	1-1
	265	5	74	25	40-55	4-8	0-7	44-68	0-0	0-2
	142	3	33	18	19-40	2-3	1-5	21-42	0-6	1-0
Tot.	1025	19	238	103	147-237	8-31	6-21	158-273	0-10	3-6
Weight lifting	361	3	35	8	63-94	0-9	0-10	61-108	1-2	1-3
	258	4	17	3	30-54	0-3	2-1	32-57	0-1	0-0
	265	1	26	6	43-70	0-0	1-0	44-70	0-0	0-0
	143	3	17	0	21-39	1-2	0-7	22-47	0-1	0-0
Tot.	1027	11	95	17	157-257	1-14	3-18	159-282	1-4	1-3
Gymnastics/tumbling	281	23	54	11	63-103	0-5	0-5	62-106	1-6	0-1
	161	20	29	4	31-56	0-1	1-1	32-56	0-2	0-0
	211	9	24	5	43-69	0-0	1-1	43-70	1-0	0-0
	121	5	13	1	20-41	2-7	0-0	22-46	0-2	0-0
Tot.	774	57	120	21	157-269	2-13	2-7	159-278	2-10	0-1



TABLE I (continued)

Activities	Column A		Column B		Column C		Column D		
	No	Sum	No	Sum	No	Sum	No	Sum	
Trampo- line	Fr.	45	11	26	62-103	0-10	1-0	63-105	0-7
	So.	199	15	9	26-54	5-2	1-2	29-54	2-2
	Jr.	232	6	16	43-66	0-3	1-1	44-65	0-4
	Sr.	128	1	7	19-44	3-4	0-0	22-44	0-4
	Tot.	882	33	58	150-267	8-19	3-3	158-268	2-17
Billiards	Fr.	295	26	94	62-100	1-7	0-6	63-107	0-5
	So.	215	12	68	30-50	1-5	1-3	32-56	0-2
	Jr.	227	19	69	42-58	2-10	0-2	43-62	0-6
	Sr.	115	13	49	21-38	1-5	0-5	22-44	0-1
	Tot.	852	70	280	155-246	5-27	1-16	160-269	0-14
Card games	Fr.	125	87	176	62-99	1-4	0-10	63-112	0-0
	So.	75	59	150	29-55	2-2	1-1	31-56	1-0
	Jr.	69	65	136	42-68	1-2	1-0	44-67	0-1
	Sr.	42	47	47	20-45	1-1	1-2	22-47	0-1
	Tot.	311	258	531	153-267	5-9	3-13	160-182	1-2
Table games (Monopoly, etc.)	Fr.	255	13	164	62-96	1-6	0-11	63-108	0-5
	So.	154	16	135	30-56	2-2	0-0	31-56	0-2
	Jr.	175	10	121	43-67	1-3	0-0	44-68	0-1
	Sr.	89	12	72	22-44	0-3	0-1	22-47	0-1
	Tot.	673	51	492	157-263	4-14	0-12	160-279	0-9

TABLE I (continued)

Activities	Column A		Column B		Column C		Column D		
	Non-Offense	Offense	Non-Offense	Offense	Non-Offense	Offense	Non-Offense	Offense	
Metal crafts	Fr.	1	19	2	62-100	1-5	0-8	63-110	0-2
	So.	11	14	6	26-51	5-7	1-0	28-55	2-3
	Jr.	11	16	7	43-68	1-2	0-0	43-63	1-6
	Sr.	3	22	2	19-40	1-2	2-6	21-44	1-4
	Tot.	26	71	17	150-259	8-16	3-14	155-272	4-15
Wood crafts	Fr.	4	30	3	62-99	1-6	0-8	62-107	0-4
	So.	20	24	7	28-50	4-7	0-1	28-55	1-3
	Jr.	17	39	8	43-67	1-3	0-0	44-68	0-2
	Sr.	11	22	0	18-45	3-2	1-1	21-43	1-5
	Tot.	52	115	18	151-261	9-18	1-10	155-273	2-14
Leather plastic crafts	Fr.	2	19	4	63-103	0-5	0-5	61-110	1-3
	So.	6	10	4	29-51	2-5	1-2	31-55	1-1
	Jr.	4	22	4	43-70	1-0	0-0	42-70	2-0
	Sr.	5	12	0	19-47	2-1	1-0	21-45	1-3
	Tot.	17	63	12	154-271	5-11	2-7	155-280	5-7
Alcoholic beverage drinking	Fr.	31	46	10	63-104	0-5	0-4	61-109	1-3
	So.	31	44	15	31-52	0-2	1-4	32-56	0-0
	Jr.	35	55	9	42-62	2-4	0-4	44-68	0-0
	Sr.	27	28	4	21-45	1-2	0-1	22-48	0-0
	Tot.	124	173	38	157-263	3-13	1-13	159-281	1-3



TABLE I (continued)

Activities	Column A		Column B		Column C		Column D				
	Non-attendance	Attendance	Non-attendance	Attendance	Non-attendance	Attendance	Non-attendance	Attendance			
Sculpture	Fr.	8	364	14	1	62-109	1-4	7-0	62-107	1-4	0-2
	So.	11	260	9	2	29-47	3-10	0-1	29-56	3-2	0-0
	Jr.	279	271	11	1	43-69	1-0	0-1	44-70	0-0	0-0
	Sr.	153	149	6	0	22-48	0-0	0-0	22-46	0-2	0-0
	Tot.	1058	1044	40	4	156-273	5-14	7-2	157-279	4-8	0-2
Painting and drawing	Fr.	43	289	69	21	62-93	1-6	0-14	61-107	2-4	0-2
	So.	198	213	52	6	29-47	3-10	0-1	31-55	1-3	0-0
	Jr.	221	218	42	13	42-70	2-0	0-0	44-65	0-5	0-0
	Sr.	130	122	35	8	21-47	0-0	1-1	22-48	0-0	0-0
	Tot.	877	842	198	48	154-257	5-16	1-16	158-275	3-12	0-2
Dramatics	Fr.	24	278	79	22	63-96	0-5	0-12	62-108	0-5	1-0
	So.	26	212	50	9	30-50	2-4	0-4	29-57	2-1	1-0
	Jr.	14	246	27	10	43-69	1-1	0-0	44-68	0-1	0-1
	Sr.	8	137	16	2	22-47	0-0	0-1	21-45	1-3	0-0
	Tot.	971	873	172	43	158-262	3-10	0-17	156-277	3-10	2-1
Attending dramas	Fr.	173	227	119	33	63-96	0-4	0-13	62-110	0-3	1-0
	So.	78	156	93	22	32-57	0-1	0-0	32-55	0-2	0-1
	Jr.	105	150	111	22	44-69	0-1	0-0	44-70	0-0	0-1
	Sr.	68	98	48	9	21-47	1-1	0-0	21-47	1-1	0-0
	Tot.	401	631	371	86	160-269	1-7	0-13	159-282	1-6	1-2



TABLE I (continued)

Activities	Column A		Column B		Column C		Column D			
	No n	So m e	No n	So m e	No n	So m e	No n	So m e		
Attending Fr. 140	162	77	230	117	63-100	0-3	0-10	63-112	0-1	0-0
concerns So. 74	142	45	171	78	32-57	0-1	0-0	32-55	0-2	0-1
Jr. 95	142	46	160	107	44-68	0-1	0-1	42-67	0-2	2-1
Sr. 60	77	18	91	51	21-46	1-0	0-2	21-46	1-2	0-0
Tot. 369	523	186	652	353	160-271	1-5	0-13	158-280	1-7	2-2
Attending Fr. 215	129	35	269	87	62-110	0-1	1-2	63-110	0-2	0-1
lectures So. 106	139	26	183	77	31-50	1-8	0-0	32-56	0-2	0-0
Jr. 116	140	27	182	78	44-70	0-0	0-0	43-70	0-0	1-0
Sr. 63	79	13	104	42	21-47	1-1	0-0	21-47	1-1	0-0
Tot. 500	487	101	738	284	158-277	2-10	1-2	159-283	1-5	1-1
Attending Fr. 58	169	152	77	145	62-108	0-5	0-0	62-108	0-3	1-2
movies So. 22	101	148	28	117	31-57	0-1	1-0	32-55	0-2	0-1
Jr. 28	113	142	57	108	43-70	1-0	0-0	43-70	0-0	1-0
Sr. 10	64	81	29	55	21-45	0-2	1-1	21-48	0-0	1-0
Tot. 118	447	523	191	425	147-280	1-8	2-1	158-281	0-5	3-3
Watching Fr. 97	198	84	104	112	54-109	0-4	9-0	63-109	0-4	2-0
sports So. 40	96	135	45	105	31-57	1-0	0-1	31-56	1-2	0-0
Jr. 46	77	160	50	88	44-70	0-0	0-0	43-67	1-1	0-2
Sr. 24	46	85	33	43	21-45	1-1	0-2	22-48	0-0	0-0
Tot. 207	417	464	232	348	150-281	2-5	9-3	159-280	2-7	2-2



TABLE I (continued)

Activities	Column A		Column B		Column C		Column D			
	Non-Off-Season	Off-Season	Non-Off-Season	Off-Season	Non-Off-Season	Off-Season	Non-Off-Season	Off-Season		
Watching television	Fr.	228	117	149	53-85	1-9	9-19	63-104	0-4	0-5
	So.	140	104	146	146	31-50	1-3	31-52	1-5	0-1
	Jr.	129	114	147	147	44-53	0-10	44-63	0-4	1-3
	Sr.	64	56	83	83	22-39	0-1	21-46	1-0	0-2
	Tot.	561	391	525	525	150-227	2-23	159-265	2-13	1-11
Horseback riding	Fr.	347	21	124	51	40-69	4-26	60-105	2-4	1-4
	So.	256	9	75	27	25-40	6-12	28-53	4-3	0-2
	Jr.	259	18	68	34	41-55	0-10	43-63	1-5	0-2
	Sr.	137	17	49	11	15-32	4-13	21-43	0-4	1-1
	Tot.	999	65	316	123	121-196	14-61	32152-264	7-16	2-9
Motoring	Fr.	192	147	118	109	63-103	0-6	63-110	0-1	0-2
	So.	72	147	92	137	32-55	0-1	32-56	0-1	0-1
	Jr.	103	128	86	129	43-69	1-0	44-64	0-3	0-3
	Sr.	47	67	48	74	20-42	1-4	19-45	3-1	0-2
	Tot.	414	489	344	449	158-269	2-11	158-275	3-6	0-8
Hiking	Fr.	181	164	150	52	55-99	0-4	62-104	0-6	1-3
	So.	110	141	115	34	32-55	0-3	32-56	0-1	0-1
	Jr.	125	148	106	27	44-66	0-3	42-67	0-1	2-2
	Sr.	71	74	65	16	21-46	0-1	21-45	1-2	0-1
	Tot.	487	527	436	129	152-266	0-11	157-272	1-10	3-7



TABLE I (continued)

Activities	Column A		Column B		Column C		Column D				
	No n e	S o m e	No n e	S o m e	No n e	S o m e	No n e	S o m e			
Model building	Fr.	17	328	40	11	57-98	0-5	7-10	63-110	0-3	0-0
	So.	21	233	34	34	29-57	3-1	0-0	30-58	0-0	2-0
	Jr.	16	247	4	32	44-69	0-1	0-0	44-67	0-1	0-2
	Sr.	8	124	5	26	20-40	2-8	0-0	22-47	0-1	0-0
Tot.	62	932	24	132	150-264	5-15	7-10	159-282	0-5	2-2	
Picnicking	Fr.	132	126	183	70	55-96	0-5	8-12	62-111	1-2	0-0
	So.	152	70	146	55	32-53	0-2	0-3	32-54	0-2	0-2
	Jr.	157	68	149	66	43-66	1-4	0-0	44-70	0-0	0-0
	Sr.	81	37	87	31	22-46	1-1	0-1	22-48	0-0	0-0
	Tot.	522	301	565	222	152-261	2-12	8-16	160-283	1-4	0-2
Attending parties	Fr.	152	97	172	110	57-95	0-6	7-12	62-110	1-3	0-0
	So.	145	61	152	58	32-57	0-1	0-0	32-57	0-0	0-1
	Jr.	112	78	142	63	44-68	0-2	0-0	44-67	0-1	0-2
	Sr.	76	36	86	33	20-44	1-3	1-1	21-47	1-0	0-1
Tot.	485	272	552	264	153-264	1-12	8-13	159-281	2-4	0-4	
Camping	Fr.	28	240	115	24	54-89	2-11	7-13	63-108	0-3	0-2
	So.	34	177	78	16	30-54	2-2	0-2	30-54	0-0	0-4
	Jr.	29	191	74	18	44-65	0-4	0-1	43-67	0-1	1-2
	Sr.	23	97	45	13	21-45	1-3	0-0	21-46	1-1	0-1
	Tot.	114	705	312	71	149-253	5-20	7-16	157-275	1-5	1-9



TABLE I (continued)

Activities	Column A		Column B		Column C		Column D				
	Non- Society	Off- Society	Non- Society	Off- Society	Non- Society	Off- Society	Non- Society	Off- Society			
Group singing	Fr. 226	124	181	146	52	54-96	1-7	8-10	63-111	0-2	0-0
	So. 133	115	134	99	38	30-53	2-2	0-3	31-55	1-3	0-0
	Jr. 183	72	147	103	33	44-70	0-0	0-0	42-67	0-2	2-1
	Sr. 99	45	92	48	15	21-41	1-7	0-0	22-48	0-0	0-0
	Tot. 641	356	554	396	138	149-260	4-16	8-13	158-281	1-7	2-1
Dating	Fr. 163	147	108	107	164	63-106	0-5	0-2	63-107	0-4	0-2
	So. 117	116	67	94	110	32-57	0-0	0-1	32-57	0-0	0-1
	Jr. 124	99	99	78	106	44-64	0-1	0-5	44-66	0-2	0-2
	Sr. 79	47	63	44	48	21-47	1-0	0-1	22-46	0-1	0-1
	Tot. 483	409	337	323	428	160-274	1-6	0-9	161-276	0-7	0-6
Hobby clubs	Fr. 349	25	322	44	13	62-94	1-4	0-15	62-111	1-2	0-0
	So. 249	18	240	28	3	30-52	2-5	0-1	30-57	2-1	0-0
	Jr. 250	28	247	28	8	44-68	0-2	0-0	44-68	0-2	0-0
	Sr. 140	13	135	14	6	20-45	1-2	1-1	19-45	2-1	1-2
	Tot. 988	84	944	114	30	156-259	4-13	1-17	155-281	5-6	1-2
Skiing or sledding	Fr. 269	96	281	75	23	61-93	1-6	1-14	62-105	0-6	1-2
	So. 185	81	219	44	8	26-52	3-4	3-2	32-55	0-1	0-2
	Jr. 205	65	233	38	12	41-62	2-5	1-3	44-67	0-1	0-2
	Sr. 112	43	124	26	5	16-42	4-3	2-3	22-44	0-1	2-3
	Tot. 771	285	857	183	48	144-249	10-18	7-22	160-271	0-9	3-9

TABLE I (continued)

Activities	Column A					Column B					Column C					Column D						
	N	S	O	N	O	N	S	O	N	O	N	S	O	N	O	N	S	O	N	O		
Reading	Fr.	129	174	76	152	168	59	63-104	0-3	0-6	62-109	0-0	0-0	1-4	0-0	0-0	0-0	0-0	0-0	0-0	0-0	
	So.	52	139	80	89	135	47	32-58	0-0	0-0	32-58	0-0	0-0	0-0	0-0	0-0	0-0	0-0	0-0	0-0	0-0	
	Jr.	69	111	103	95	120	68	44-68	0-1	0-1	44-67	0-2	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-1	0-1	
	Sr.	32	67	56	46	67	42	21-44	1-4	0-0	21-48	1-0	1-4	0-0	0-0	21-48	1-0	1-0	0-0	0-0	0-0	0-0
	Tot.	282	491	315	382	490	216	160-274	1-8	0-7	159-282	1-2	1-8	0-7	159-282	1-2	1-2	1-2	1-5	1-5	1-5	1-5
Pay formal calls	Fr.	301	65	13	226	129	24	63-99	0-3	0-11	62-112	0-0	0-3	1-1	0-0	0-0	0-0	0-0	0-0	0-0	0-0	
	So.	202	63	6	141	101	29	32-58	0-0	0-0	30-58	2-0	0-0	0-0	0-0	30-58	2-0	0-0	0-0	0-0	0-0	
	Jr.	223	56	4	155	99	29	43-70	1-0	0-0	44-69	0-1	1-0	0-0	0-0	44-69	0-1	0-0	0-0	0-0	0-0	
	Sr.	110	40	5	85	57	13	22-47	0-1	0-0	22-48	0-0	0-1	0-0	0-0	22-48	0-0	0-0	0-0	0-0	0-0	0-0
	Tot.	836	224	28	607	386	95	160-274	1-4	0-11	158-287	2-1	1-4	0-11	158-287	2-1	2-1	2-1	1-1	1-1	1-1	1-1
Formal dances	Fr.	215	133	31	201	135	43	63-109	0-4	0-0	63-113	0-0	0-4	0-0	0-0	63-113	0-0	0-0	0-0	0-0	0-0	
	So.	113	128	30	144	98	29	32-55	0-2	0-1	32-56	0-2	0-2	0-0	0-1	32-56	0-2	0-2	0-0	0-0	0-0	
	Jr.	149	99	35	127	125	31	43-69	1-0	0-1	44-68	0-1	1-0	0-1	0-1	44-68	0-1	0-1	0-1	0-1	0-1	
	Sr.	72	62	21	90	53	12	22-48	0-0	0-0	22-48	0-0	0-0	0-0	0-0	22-48	0-0	0-0	0-0	0-0	0-0	
	Tot.	549	422	117	562	411	115	160-281	1-6	0-2	161-285	0-3	1-6	0-2	161-285	0-3	0-3	0-3	0-1	0-1	0-1	0-1
Informal dances	Fr.	159	164	56	136	178	65	63-108	0-5	0-0	62-111	0-1	0-5	1-1	0-0	62-111	0-1	0-1	1-1	1-1	1-1	
	So.	86	143	42	99	120	52	32-55	0-1	0-2	32-57	0-0	0-1	0-1	0-2	32-57	0-0	0-0	0-1	0-1	0-1	
	Jr.	132	100	51	118	115	50	43-70	0-0	1-0	44-70	0-0	0-0	1-0	1-0	44-70	0-0	0-0	0-0	0-0	0-0	
	Sr.	61	69	25	64	61	30	21-46	1-1	0-1	22-48	0-0	1-1	0-1	0-1	22-48	0-0	0-0	0-0	0-0	0-0	
	Tot.	438	476	174	417	474	197	159-279	1-7	1-3	160-286	0-1	1-7	1-3	160-286	0-1	0-1	0-1	1-2	1-2	1-2	1-2



TABLE I (continued)

Activities	Column A		Column B		Column C		Column D						
	No n e	S o m e	No n e	S o m e	No n e	S o m e	No n e	S o m e					
Street dances	Fr.	259	107	13	265	91	23	62-101	1-6	0-6	61-108	1-1	1-4
	So.	200	63	18	179	73	19	28-51	4-2	0-5	28-53	1-4	3-1
	Jr.	224	45	14	161	105	17	42-66	1-2	1-2	44-70	0-0	0-0
	Sr.	105	42	8	108	41	6	20-46	2-2	0-0	21-47	1-1	0-0
	Tot.	788	257	43	713	310	65	152-264	8-12	1-13	154-278	3-6	4-5
Dance instruc- tion	Fr.	336	34	9	320	47	12	57-88	3-6	3-19	60-96	1-5	2-12
	So.	212	49	10	230	28	13	27-49	2-5	3-4	29-51	3-0	0-7
	Jr.	240	36	7	169	109	5	40-62	1-5	3-3	40-70	1-0	3-0
	Sr.	124	26	5	135	16	4	20-43	2-3	0-2	22-43	1-3	1-2
	Tot.	912	145	31	854	200	34	144-242	8-19	9-28	151-260	6-8	6-21

TABLE II

ANSWERS TO VARIOUS OPINION QUESTIONS

Question asked	When should recreational opportunities be provided for students?			
Choices given	Saturday night	From 6:00-8:00 P.M. Monday through Friday	From 6:00-10:00 P.M. Monday through Friday	Sunday afternoon
Times answered	481	240	513	451

Question asked	When you leave campus, which of the following is the reason most often used?			
Choices given	To see parents	To see wife	To see friends	To see work Date different on campus
Times answered	475	60	12	161
			50	178
			238	342

Question asked	If students were assessed a fee for a recreation supervisor and materials for a good program, how much would you be willing to pay per quarter to help toward this program?								
Choices given	\$1.50	\$2.00	\$2.50	\$3.00	\$3.00	\$5.00	\$7.50	\$10.00	\$15.00
Times answered	271	333	65	205	2	4	1	9	1
									3
									1



TABLE II (continued)

Question asked-	If arrangements were made for a student union building, would you be willing to help pay for it by an extra fee?												
Choices given	Yes	No	If "yes", how much per quarter would you be willing to pay?	Other Amounts									
	\$5.00	\$8.00	\$10.00	\$15.00	\$1.00	\$2.00	\$3.00	\$2.50	\$1.50	\$20.00	\$25.00		
Times answered	719	208	465	50	70	36	5	18	7	3	2	1	1

Question asked-	If a student union building could not be erected, would you pay for a student lounge to be set up in one of the present buildings?					
Choices given	Yes	No	If "Yes", how much per quarter would you be willing to pay?	Other amount		
	\$1.00	\$2.00	\$3.00	\$5.00	\$1.50	\$25.00
Times answered	735	202	283	240	97	66

Question asked-	Which of the following would be most desirable to use for a lounge area?			
Choices given	Basement of new part of cafeteria	Girls' old gymnasium building	Several rooms on the first floor of administration building	Rooms over old part of bookstore.
Times answered	623	173	37	152

TABLE II (continued)

Question asked	Should the college employ a recreational director?			
Choices given	Yes	No	If "Yes", on what basis?	
	872	12		
	Full time director	Part time director	Part time director and part time staff member	Graduate assistant
Times answered	547	75	103	155
Question asked	Under which of the following should the recreation program come?			
Choices given	Dean's Office	Dean of Men	Dean of Women	Physical Education Department
Times answered	145	35	89	646
Questions asked	In which way(s) should students cooperate with the recreational director in carrying out the program?			
Choices given	As members of campus clubs	As paid student workers	As student volunteers	As graduate assistants
Times answered	230	190	451	78
				208



TABLE II (continued)

Question asked	Until what hour should girls be allowed to stay out during the week?				
Choices given	8:00 P.M.	8:30 P.M.	9:00 P.M.	9:30 P.M.	10:00 P.M. 10:30 P.M.
Times answered	32	13	73	108	377 348
Questions asked	Who should sponsor teas and formal affairs for students?				
Choices given	Dean's Office	Dean of men	Dean of women	Student Clubs	Departments of the college Others: Faculty member (1) Alumni Association (1) President's Office (2) Home Economics Department (1)
Times Answered	85	23	63	390	410
Question asked	How could faculty-student relationships be improved?				
Choices given	Formal get-togethers	Informal get-togethers	Departmental picnics and parties	Faculty attend recreational functions	Faculty at-Play school functions
Times answered	69	509	344	363	130 1

TABLE III  
 ADDITIONAL RECREATIONAL FACILITIES REQUESTED

Facility requested	Times requested
Student union or recreation building	444
Bowling alley	116
Roller skating rink	93
Golf course	35
Miniature golf course	34
Horseback riding facilities	34
Student lounge	24
Track and field	20
Billiards room	17
Television area	15
Ice skating arena	14
Firearms range	8
Handball area	8
Alcoholic beverage outlet	6
Weight lifting area	4
Race track for cars	4
Craft shop	4
Regular movies	3
Commuters' lounge	3
Recreation park	2
Fraternities	2
Play area for married students' children	1
Croquet courts	1
Outdoor basketball courts	1
Indoor tennis courts	1
Fishing facilities	1



TABLE IV

SUGGESTIONS ON WAYS TO IMPROVE THE SOCIAL  
AND RECREATIONAL ASPECTS ON CAMPUS

Suggestion made	Number of times
Have a more varied recreational program.	99
Have better organization in planning.	58
Lessen restrictions on girls.	39
Have more informal get-togethers	32
Students participate and cooperate more.	31
Allow girls to stay out later.	31
Hire a recreation director.	25
Have a planned program for week-ends.	24
Add a student union building, recreation building or a student lounge.	21
Have more dances.	19
Faculty members participate more in activities	16
Clubs function more efficiently.	12
Faculty and administration recognize importance of recreation.	12
Have fewer restrictions on students in general.	11
Have better publicity for recreational events.	9
Have a better recreation instructional program.	7
Spend more money on the recreation program.	6
Have more formal events.	6
Have fraternities and sororities.	5
Have more dance instruction.	5
Put more emphasis on social graces.	4
Have regular movies.	4
Have television in girls' dormitories.	4
Have a better athletic program.	4
Make more use of the swimming pool.	4
Have a broader intramural program.	3
Encourage dating.	3
Students stay on campus on week-ends.	3
Make changes in lyceum program administration.	3
Have a recreation room in each girls' dormitory	2
Have fund raising projects for the recreational program.	1
Have a quiet social games room.	1
Have club-sponsored camping.	1
Develop more potential areas for recreation.	1



Data pertaining to the availability of equipment and facilities

Facilities. These facilities were found to be available on campus: (1) the women's old gymnasium building which houses a swimming pool, a basketball court, a badminton court, two shuffleboard courts, a volleyball court, tumbling mats, four ping-pong tables, and suitable space for quiet social games including darts, table games, and cards; (2) the men's old gymnasium building which has a basketball court which is also used for dancing, plus rooms suitable for quiet social games; (3) the Physical Education Building which has a swimming pool, an audio-visual room, a wrestling room, a stage, dual basketball courts, eight badminton courts, four volleyball courts, a trampoline and mats, parallel bars, chinning bars, and a rope for climbing; (4) a football stadium; (5) eight tennis courts; (6) an archery range; (7) a baseball field; (8) five softball fields; (9) a general athletic field; (10) the auditorium in the Administration Building suitable for dramatics, lectures, concerts, and movies, (11) the Science Building lecture room also suitable for movies; (12) the Fine Arts Building which has an auditorium suitable for dramatics, lectures, concerts, and movies, along with several music rooms, and arts and crafts rooms for painting, drawing, sculpture, ceramics, weaving, and various crafts.

Equipment. Equipment for these sports was found to be available: Swimming pool equipment, badminton, basketball,



field hockey, soccer, speedball, football, wrestling, tennis, track and field, softball, baseball, horseshoes, archery, ping-pong, shuffleboard, gymnastics and tumbling, table games, cards, darts, and boxing.



ERASABLE BOND

COTTON CONTENT

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary. The writer saw a need to clarify the status of the recreation program on campus. In order to accomplish this, a questionnaire was used. It was the basic source of information concerning the recreational activities and leisure time interests of students who participated in the study. Data from 1,088 of the 1,327 questionnaires given were compiled to show: 379 students did not use the swimming facilities available on campus or in Boone, and 250 did not swim while away from school. To show participation while away from campus or Boone, 671 checked that they bowl, 645 play miniature golf, 575 roller skate, 469 play croquet, 165 participate in archery, 341 target shoot with firearms, 379 play billiards, 908 watch television, 383 go camping, and 234 engage in dance instruction. The questionnaire also showed that 513 students checked that recreational opportunities should be provided from six until ten P. M. Monday through Friday, and 451 checked they should be provided on Sunday afternoon. The outstanding reason 475 students gave for leaving campus was to see parents. The majority of the 719 who were willing to pay an extra fee for a student union building were willing to pay five dollars. Of the 735 who were willing to help pay for a student lounge, 283 checked



one dollar and 240 checked two dollars as the amount. The basement of the new part of the cafeteria was the choice of 623 students as the most desirable place for a lounge. Of the 872 who checked that the college should employ a recreational director, 547 checked that he be a full time director. According to 646 students, the recreation program should come under the auspices of the Physical Education Department. While 451 students checked that student volunteers should cooperate with the director in carrying out the program, 230 checked that clubs should help in this way. While 377 students checked ten P. M. as the hour which girls should be allowed to stay out during the week, 348 checked ten-thirty P. M. According to 410 students, teas and formal affairs should be sponsored by departments of the college, while 390 checked that student clubs should do this. As for faculty-students relations, 509 students checked that they could be improved through informal get-togethers, while 363 checked the faculty should attend recreational functions, and 344 checked there should be departmental picnics. The number of students who said that a student union building was the facility they would most like to see developed totaled 444, while 116 requested a bowling alley, and 93 requested a roller skating rink. Ninety-nine students suggested that there be a more varied recreational program, and 58 suggested that there be better organization in planning.



A survey of equipment and facilities showed the following were available for recreational purposes: three gymnasiums, two swimming pools, one football stadium, one general athletic field, five softball fields, one baseball field, eight tennis courts, an archery range, four areas, other than regular classrooms, suitable for showing movies, an area in the cafeteria building suitable for recreation, and a fine arts building with rooms suitable for forms of recreation having to do with music, arts, and crafts. An assortment of equipment to be used with the above mentioned facilities found to be available included equipment for table games, cards, badminton, basketball, field hockey, soccer, speedball, football, boxing, tennis, volleyball, track and field, softball, baseball, horseshoes, archery, ping-pong, shuffleboard, darts, gymnastics and tumbling, trampoline, and arts and crafts. Also available were movie projectors, record players, a paved area suitable for outside dancing, athletic wearing apparel, and dressing and showering facilities.

Conclusions. Throughout the study it became apparent that:

1. A great many students were not aware of the scope of activities and equipment available to them.
2. The outstanding reason the students have for not participating more extensively in the variety of activities



was that they have not been properly oriented in leisure time offerings.

3. A much greater variety of activities and a much better publicized program of recreation might feasibly evolve simply through better cooperation and understanding on everyone's part, thereby eliminating much dissatisfaction on campus.

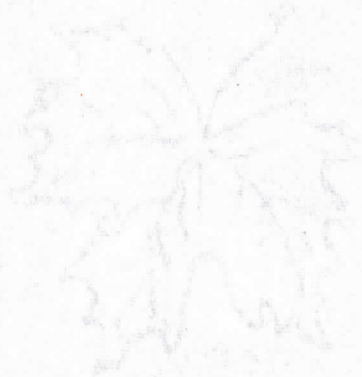
Recommendations. In light of the implications derived from the findings of this study, the writer made the following recommendations to the administrators of the campus recreation program:

1. That a thorough investigation be made of spaces which could readily be made into areas suitable for a variety of forms of recreation.
2. That a committee investigate the supervision of the present program and the equipment and facilities being used, abused, and stored.
3. That a recreation person be added to the staff whose primary responsibility would be to plan, publicize, and direct a full time program, making maximum use of the equipment, facilities, and space available, and expanding the program as needed.

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COTTON CONTENT

EVERETT BOND





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ERASABLE BOND

APPENDIX

COTTON COMBING

ERASABLE BOARD





**A QUESTIONNAIRE FOR A.S.T.C. STUDENTS CONCERNING THEIR  
RECREATIONAL ACTIVITIES AND INTERESTS**

**Directions:**

1. In column A check blanks for activities you engage in on campus or Boone.
2. In column B check blanks for activities you engage in while away from the campus or Boone.
3. In column C check blanks for activities you do not engage in but would if they were amply provided.
4. In column D check blanks for activities you do not engage in but would if the time were available.

(Please circle classification)

		Column	Column	Column	Column
		A	B	C	D
Fresh.	Sopho.	Jr.	Sr.		
MALE					
	FEMALE				
		N S O	N S O	N S O	N S O
		O O F	O O F	O O F	O O F
		N M T	N M T	N M T	N M T
		E E E	E E E	E E E	E E E
		N	N	N	N

- Swimming or wading.....
- Badminton.....
- Basketball.....
- Bowling.....
- Fencing.....
- Field hockey.....
- Golf.....
- Miniature golf.....
- Handball.....
- Soccer.....
- Speedball.....
- Football/touch football.....
- Wrestling.....
- Tennis**.....
- Volleyball.....
- Track and field.....
- Softball.....
- Baseball.....
- Horseshoes.....
- Roller skating.....
- Ice skating.....
- Croquet.....
- Archery.....
- Ping-pong.....
- Shuffleboard.....
- Target shooting (guns).....

ERASABLE BOND  
COTTON CONTENT



## QUESTIONNAIRE (continued)

Column A	Column B	Column C	Column D
N S O	N S O	N S O	N S O
O O F	O O F	O O F	O O F
N M T	N M T	N M T	N M T
E E E	E E E	E E E	E E E
N	N	N	N

Weight lifting.....  
 Gymnastics/tumbling.....  
 Trampoline.....  
 Billiards.....  
 Card Games.....  
 Table games (Monopoly, etc.).....  
 Metal crafts.....  
 Wood crafts.....  
 Leather/plastic crafts.....  
 Alcoholic beverage drinking.....  
 Sculpture.....  
 Painting and drawing.....  
 Dramatics.....  
 Attending dramas.....  
 Attending concerts.....  
 Attending lectures.....  
 Attending movies.....  
 Watching sports events.....  
 Watching television.....  
 Horseback riding.....  
 Motoring.....  
 Hiking.....  
 Model building.....  
 Picnicking.....  
 Attending parties.....  
 Camping.....  
 Group singing.....  
 Dating.....  
 Hobby clubs.....  
 Skiing or sledding.....  
 Reading.....  
 Pay formal calls.....  
 Formal dances.....  
 Informal dances.....  
 Street dances.....  
 Dance instruction.....



## QUESTIONNAIRE (continued)

1. When should recreational opportunities be provided for students?  
 Saturday night.  From 6:00-10:00 P.M.  
 From 6:00-8:00 P.M.  Monday through Friday.  
 Monday through Friday.  Sunday afternoon.
2. When you leave campus, which of the following is the reason most often used?  
 To see parents  To see friends  To do Something different  
 To see wife.  To work  Nothing to do on campus.  
 To see husband  To date
3. If students were assessed a fee for a recreational supervisor and materials for a good program, how much would you be willing to pay per quarter to help toward this program?  
 \$1.50  \$2.00  \$2.50  \$3.00 Other Amount \_\_\_\_\_
4. If arrangements were made for a student union building, would you be willing to help pay for it by an extra fee?  
 Yes  No If "Yes", how much per quarter?  
 \$5.00  \$8.00  \$10.00  \$15.00 Other Amount \_\_\_\_\_
5. If a student union building could not be erected, would you help pay for a student lounge to be set up in one of the present buildings?  
 Yes  No If "Yes", how much per quarter would you be willing to pay?  \$1.00  \$2.00  \$3.00  \$5.00  
 Other amount \_\_\_\_\_.
6. Which of the following would be most desirable to use for a lounge area?  
 Basement of new part of cafeteria.  Several rooms on first floor of the administration building.  Girls' old gymnasium.  Rooms over old part of bookstore.
7. Should the college employ a recreational director?  
 Yes  No If "Yes", on what basis?  
 Full time director  Part Time director and part time staff member.  
 Part Time Director  Graduate assistant.
8. Under which of the following should the recreation program come?  
 Dean's Office  Dean of Women  
 Dean of Men  Physical Education Department

## QUESTIONNAIRE (continued)

9. In which way(s) should students cooperate with the recreational director in carrying out the program?
- |   |  |
|---|--|
| <input type="checkbox"/> As members of campus clubs | <input type="checkbox"/> As graduate assistants              |
| <input type="checkbox"/> As paid student workers    | <input type="checkbox"/> As a project in re-creation classes |
| <input type="checkbox"/> As student volunteers      |  |
10. Until what hour should girls be allowed to stay out during the week?
- |                                    |                                    |                                     |
|------------------------------------|------------------------------------|-------------------------------------|
| <input type="checkbox"/> 8:00 P.M. | <input type="checkbox"/> 9:00 P.M. | <input type="checkbox"/> 10:00 P.M. |
| <input type="checkbox"/> 8:30 P.M. | <input type="checkbox"/> 9:30 P.M. | <input type="checkbox"/> 10:30 P.M. |
11. Who should sponsor teas and formal affairs for students?
- |  |   |
|--|---|
| <input type="checkbox"/> Dean's Office | <input type="checkbox"/> Student Clubs              |
| <input type="checkbox"/> Dean of Men   | <input type="checkbox"/> Departments of the College |
| <input type="checkbox"/> Dean of Women | <input type="checkbox"/> Other:                     |
12. How could faculty-student relationships be improved?
- |  |
|--|
| <input type="checkbox"/> Formal get-togethers                  |
| <input type="checkbox"/> Informal get-togethers                |
| <input type="checkbox"/> Departmental picnics and parties      |
| <input type="checkbox"/> Faculty attend recreational functions |
| <input type="checkbox"/> Faculty attend other school functions |
| <input type="checkbox"/> Other:                                |