

**A STUDY OF PHYSICAL EDUCATION AND RECREATION ACTIVITIES OF
SELECTED BUSINESSMEN IN MANHATTAN, KANSAS**

by

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INTRODUCTION

"What shall I do today?" This is a question that has entered in the thoughts of many Americans when they are not busy earning a living.

The leisure time problem has forced itself upon the attention of our society. People need to be educated so that they may make worthy use of their increased leisure hours. In our society today, many jobs no longer require strenuous physical labor; in fact, many jobs require almost entirely mental activity only. The human organism needs to be physically as well as mentally active to live a full, happy, and healthy life. Therefore, the answer to the question "What shall I do today?" should not be one of boredom, of killing time, or of frustration. It should be directed to the wise use of the leisure time available.

The leisure time problem has become of vital importance to the health of our nation. Physical education and related activities should play a major role in solving the problem of leisure time. The American people must be physically as well as mentally strong, for the two are as inseparable as life is to death.

Educators have always been concerned with developing the individual mentally so that our citizens may take their rightful places in our democratic society. Today, as evidenced by the large number of men being turned down by our armed forces, educators and social leaders must help individuals realize the importance of physical activity in their lives.

It is a major responsibility of physical educators to make others realize that physical activity is of vital importance in their lives and that individuals need to be physically able to meet any emergency that may arise. The physical educator's responsibility is to teach habits, attitudes, skills

and knowledge of activities that will benefit persons throughout their lives. Physical education should be an important part of any school program. The youth of today need to learn more than just the spirit of competition. They need to learn to appreciate the value of having a sound body along with a sound mind. They need to develop a love of participating with others. They should learn to appreciate the value of good health and the value of being physically active.

Physical education today is not just teaching physical fitness. This is just one part of physical education. It is just as important, if not more so, for physical educators to develop attitudes that will linger throughout one's lifetime. They should develop skills and teach attitudes that will have a carry-over value for individuals and their families later in life.

It is questionable whether most physical education programs have been directed toward developing habits, attitudes, skills, and knowledge that are not just for the present, but that also contain carry-over value for later in life or have they just been programs directed toward some type of physical activity.

STATEMENT OF THE PROBLEM

The purpose of this study was to determine the effect and extent of the influence of physical education upon leisure time activity of certain business men in Manhattan, Kansas. Specifically, this would include the following factors relating to their participation and their children's participation in physical education and the beneficial effects thereof; the influence of physical education on their leisure time activity; a discovery of the type of their and their families' leisure activities in which presently participating; opinions as to the concomitant benefits in athletics participation; participation and benefits in athletics; related physical educational activities participated in in school; draftees being turned down for physical reasons.

METHODS OF PROCEDURE

Questionnaire. A selection of one hundred fifty subjects from as many different businesses and occupations as possible were asked to fill out the questionnaire. The questionnaire contained categories of questions concerning the following: their general background, their conception of the term "leisure activity", their participation in physical education and related activities, the participation of their children in physical education and related activities, their leisure and their families' leisure.

Construction of the Questionnaire. Construction of the questionnaire was done by the author with the help of Mr. Raymond Wauthier of the Department of Physical Education at Kansas State University, and Mr. T. M. Evans of the Department of Physical Education, Kansas State University.

Sample. The city selected for this survey was Manhattan, Kansas. According to the Board of Agriculture's May 1965 census, this city had a population of 22,716, with approximately five hundred places of business.

The sampling was taken in the downtown area. Individuals in as many different occupations as the author could find were asked to fill out the questionnaire.

Interview. The questionnaire was filled out as follows: The author introduced himself in the same manner to each subject, stating his name, his position, and his purpose. He then asked the individual if he would be willing to participate for a study that was being conducted. Upon receiving an affirmative answer, the questionnaire was given to the individual and he was asked to fill out answers to the questions.

The results of this survey were recorded and analyzed by tabulation and descriptive explanation.

FINDINGS OF THE SURVEY

The results of this survey were organized into three major areas as follows:

1. General background.
2. Leisure.
3. Athletics.

Percentages in the findings of this survey are based upon the answers given on the questionnaire by one hundred fifty Manhattan businessmen.

Ages of the Respondents. As can be seen in Table I, thirty per cent of the respondents were between the ages of 30--39 years, twenty-three per cent were between 40--49 years, and twenty-four per cent were between 50--59 years of age. This shows that over two-thirds of the respondents were between 30--59 years. There were only five per cent of the respondents over seventy and only seven-tenths per cent (one out of the one hundred fifty) that were nineteen and under.

TABLE I
ANALYSIS OF AGE GROUPS SURVEYED

Age	Group Percentages
19 and under	.7
20--29 years	12.0
30--39 years	30.0
40--49 years	23.0
50--59 years	24.0
60--69 years	7.3
70 years and over	3.0

TABLE II
ANALYSIS OF GROUPS SURVEYED BY EDUCATION

Education	Group Percentages
Grade School	6.7
High School	34.0
College or University	50.0
Junior College	9.3

Education of the Respondents. As shown by Table II, generally, the Manhattan businessmen that filled out the questionnaire were well educated. Fifty per cent of the subjects had attended a college or university. The next highest was thirty-four per cent which had attended high school. Nine and three-tenths per cent had attended a junior college. There were only six and seven-tenths per cent that had attended grade school only.

Occupation of the Respondents. The largest number of respondents, sixteen per cent as shown in Table III, listed their occupation as that of salesman. The next largest was twelve and one-tenth per cent listed as merchants. Six per cent were listed as barbers. Salesmanagers amounted to five and three-tenths per cent of the respondents. Four per cent were listed as mail carriers.

TABLE III
ANALYSIS OF GROUPS SURVEYED BY OCCUPATION

Occupation	Group Percentages	Occupation	Group Percentages
Salesmen	16.0	Assistant Postmasters	.7
Service Station Managers	.7	Clerks	1.4
Service Station Employees	.7	Accountants	1.4
Service Station Owners	.7	Office Managers	.7
Merchants	12.1	Printers	.7
Mail Carriers	4.0	Real Estate Brokers	2.7
Barbers	6.0	Florists	.7
Car Dealers	2.7	Investment Brokers	.7
Retailers	.7	Judiciary	.7
Sales Managers	5.3	Dentists	1.4
Pawnbrokers	.7	F.N.A., U.S.D.A.	.7
Loan Company Managers	.7	Insurance Agents	5.3
Equipment Specialists	.7	Painters	1.4
Civil Service Employees	4.0	Lawyers	1.4
Soil Conservationists	1.4	Retired Businessmen	2.2
Store Managers	1.4	Plumbers	.7
Sign Advertisers	.7	Mechanics	.7
Meat Cutters	1.4	Plasterers	.7
Bankers	4.7	Contractors	2.2
Tavern Owners	1.4	City Managers	.7
Cafe Owners	.7	Patrolmen	1.4
Beer Wholesalers	.7	Post Office Examiners	.7
Firemen	.7	Professors	5.2
Aviation Employees	.7		

Number in the Family. As illustrated in Table IV, the largest number of Manhattan businessmen that filled out the questionnaire had two children in the family. Twenty per cent had only one child in the family. The respondents listed as having three children were eighteen and six-tenths per cent. Having six children in the family were three and four-tenths per cent of the respondents. Six per cent were single, while fourteen per cent had no children. Ten per cent had four children and four per cent had five children.

TABLE IV
ANALYSIS OF GROUPS SURVEYED BY NUMBERS IN FAMILIES

Size of Family	Group Percentages
Single	6.0
No children	14.0
One child	20.0
Two children	24.0
Three children	18.6
Four children	10.0
Five children	4.0
Six children	3.4

Physical Education. As shown in Table V, of those that answered the question "Did you participate in physical education in school?", eighty-one per cent answered yes and nineteen per cent answered no, they had not participated in physical education in school.

When answering the question "Do or did your children participate in physical education in school?", sixty-six per cent answered yes. Fourteen per cent answered no. Twenty per cent did not comment because they had no children.

The large majority, ninety-three per cent, of the respondents that answered whether or not they felt physical education was beneficial answered yes, while two and seven-tenths per cent answered no. The respondents that had no opinion were four and three-tenths per cent.

TABLE V
GENERAL BACKGROUND

Questions	Answers	Group Percentages
Did you participate in physical education in school?	Yes	81.0
	No	19.0
Do or did your children participate in physical education in school?	Yes	66.0
	No	14.0
	No comment	20.0
Do you feel that physical education is beneficial?	Yes	93.0
	No	2.7
	No opinion	4.3

Definition of Term "Leisure Activity". The respondents varied as to their feelings of what was meant by the term "Leisure Activity" as seen in Table VI. Twenty-four per cent felt that leisure activity referred to some type of sport, such as golfing, bowling, swimming, fishing, camping, or hunting. The next largest number, nineteen and five-tenths per cent, felt it was something other than work. Those that felt leisure activity was a hobby were nine and three-tenths per cent, and seven and three-tenths per cent felt that it was doing something that was not income-producing. There were only one and four-tenths per cent that felt it meant some type of social activity and only one and four-tenths per cent thought it meant having fun. Leisure activity meant non-productive time to two and seven-tenths per cent.

TABLE VI
DEFINITION OF TERM "LEISURE ACTIVITY"

Question	Answers	Group Percentages
What do you feel the term "leisure activity" means?	Relaxation	3.3
	Recreation	5.2
	Undesignated time	4.0
	Self enjoyment	12.0
	Other than work	19.5
	Hobby	9.3
	More productive time	2.7
	Not income-producing	7.3
	Having fun	1.4
	Sports (golf, bowling, swimming, fishing, camping, hunting)	24.0
	Diversion from routine	1.4
	Family activities	2.2
	Social activities	1.4
	Spare time	3.3
No comment	4.0	

Leisure Activity Taught in School. As can be seen in Table VII, the subjects that believed leisure activities should be taught in school were seventy-eight per cent. Nineteen and three-tenths per cent answered no and two and seven-tenths per cent had no comment.

When the subjects answered the question "Do you know if leisure activities are taught in school now?", thirty per cent knew that leisure activities were being taught. The respondents that answered no were ten and seven-tenths per cent and by far the largest number, fifty-nine and three-tenths per cent, answered that they did not know if leisure activities were being taught in school.

TABLE VII
LEISURE ACTIVITY TAUGHT IN SCHOOL

Questions	Answers	Group Percentages
Do you believe leisure activities should be taught in school?	Yes	78.0
	No	19.3
	No opinion	2.7
Do you know if leisure activities are taught in school now?	Yes	30.0
	No	10.7
	Don't know	59.3

Influence on Leisure Time Today. As shown in Table VIII, when asked the question "What had the greatest influence on the way you spend your leisure time today?", ten and nine-tenths per cent did not know. Ten per cent felt that their parents had had the greatest influence, while nine and three-tenths per cent felt it was school sports. Personal interests were recorded by eight and seven-tenths per cent of the businessmen. Eight per cent felt their work had the greatest influence and seven and three-tenths per cent felt it was because of the available time factor. The smallest amount, one and four-tenths per cent, answered the question as age having the greatest influence on how they spend their leisure time.

TABLE VIII
INFLUENCE ON LEISURE TIME TODAY

Question	Answers	Group Percentages
What had the greatest influence on the way you spend your leisure time today?	School sports	9.3
	My interest	8.7
	Enjoyment factor	4.6
	Keeping physically fit	2.2
	My work	8.0
	Available time	7.3
	Television	3.4
	Books	2.2
	Recreational items available	7.3
	Parents	10.0
	Age	2.7
	Travel	1.4
	Health	2.7
	Money	4.0
	Fellowship	4.0
School	7.3	
Teachers	4.0	
Don't know	10.9	

Businessmen's Leisure Activity. Table IX shows that the types of leisure activities participated in by Manhattan businessmen are many and varied.

Fishing was the largest activity participated in, with golf close behind. This was surprising to the author because, although television was next highest, the author had thought it would have been listed as first. Spectator sports were participated in by fifteen per cent. Cards, reading, and gardening came next at fourteen per cent. Ten per cent answered socializing as being their type of leisure activity. Music and travel were both three per cent, while pool (one of America's growing leisure activities) was five per cent. Two per cent said flying.

TABLE IX
 BUSINESSMEN'S LEISURE ACTIVITY

Question	Answers	Group Percentages
What type of leisure activity do you, <u>alone</u> , participate in?	Golf	24.0
	Cards	14.0
	Television	20.0
	Reading	14.0
	Music	3.0
	Bowling	11.0
	Fishing	26.0
	Spectator sports	15.0
	Gardening	14.0
	Swimming	10.0
	Dancing	1.0
	Exercise or "work-out"	5.0
	Woodworking	4.0
	Hunting	20.0
	Travel	3.0
Boating	8.0	
Hiking	1.0	
Pool	5.0	
Basketball	1.0	

(Continued)

TABLE IX (Continued)

Question	Answers	Group Percentages
	Socializing	10.0
	Drawing	1.0
	Practice shooting	3.0
	Camping	1.0
	Softball	3.0
	Flying	2.0
	Mechanics	1.0
	Tennis	2.0
	Scouts	1.0
	Handball	1.0

NOTE: Many businessmen who answered the question listed more than one activity. Therefore, the percentages total more than one hundred.

Businessmen and Their Wives' Leisure Activities. As illustrated in Table X, it was interesting to note that fishing was the most popular way for husbands and wives to spend their leisure time together. Once again, television and card playing tied for second place in popularity. Fourteen per cent listed golf, gardening, sailing, and sightseeing as their leisure activities. Thirteen per cent listed boating. The reason boating and sailing were so high in the survey was probably due to the proximity of the Tuttle Creek Reservoir, the new recreational area near Manhattan. Spectator sports and going out for dinner were both listed by nine per cent of the respondents. Plays and concerts were listed by only one per cent of the respondents. Movies and bowling were quite high in popularity, being recorded by ten per cent.

TABLE X
 BUSINESSMEN AND THEIR WIVES' LEISURE ACTIVITY

Question	Answers	Group Percentages
What type of leisure activity do you and your wife, together, participate in?	Golf	14.0
	Movies	10.0
	Fishing	20.0
	Hunting	5.0
	Boating	13.0
	Television	16.0
	Reading	5.0
	Gardening	14.0
	Bowling	10.0
	Cards	16.0
	Civic clubs	2.0
	Church	1.0
	Swimming	8.0
	Tennis	3.0
	Sailing	14.0
Chess	1.0	
Bingo	2.0	
Picnicking	3.0	

(Continued)

TABLE X (Continued)

Question	Answers	Group Percentages
	Socializing	4.0
	Sports	2.0
	Sightseeing	14.0
	Flying	1.0
	Going out for dinner	9.0
	Music	3.0
	Camping	4.0
	Skiing	2.0
	Spectator sports	9.0
	Plays and concerts	3.0
	Walks	3.0
	Exercising	1.0
	Hiking	1.0

NOTE: Many who answered the question listed more than one activity. Therefore, the percentages total more than one hundred.

Leisure Activity Participated in by the Entire Family. Table XI shows that picnics were the most popular activity participated in by the entire family. Twenty per cent listed boating and nineteen per cent recorded television. Ten per cent listed various games; this would include a wide assortment of activities. Sightseeing or going for drives were next in popularity, with nine per cent. Eight per cent listed camping. Reading, horseback riding, bicycle riding, church, walks and music were all low on the survey.

TABLE XI
FAMILY LEISURE ACTIVITY

Question	Answers	Group Percentages
What type of leisure activity do you and your entire family, together, participate in?	Movies	4.0
	Eating out	2.0
	Television	19.0
	Sightseeing	9.0
	Reading	1.0
	Spectator sports	3.0
	Fishing	20.0
	Boating	10.0
	Water skiing	2.0
	Cards	3.0
	Swimming	9.0
	Picnics	23.0
	Hiking	2.0
	Camping	8.0
	Walks	1.0
	Various games	10.0
Gardening	3.0	
Hunting	2.0	

(Continued)

TABLE XI (Continued)

Question	Answers	Group Percentages
	Badminton	1.0
	Discussion	1.0
	Golf	9.0
	Music	1.0
	Concerts	1.0
	Entertaining	1.0
	Archery	1.0
	Bowling	4.0
	Horseback riding	2.0
	Softball	1.0
	Square dancing	1.0
	Bicycle riding	1.0
	Church	1.0
	Tennis	1.0

NOTE: Many who answered the question listed more than one activity. Therefore, the percentages total more than one hundred.

TABLE XII
 INFLUENCE OF PHYSICAL EDUCATION ON LEISURE

Question	Answers	Group Percentages
Do you feel that physical education had an influence on the way you spend your leisure time today?	Yes	53.0
	No	45.0
	No comment	2.0

The Influence of Physical Education on Leisure Time. As can be seen in Table XII, when answering the question "Do you feel physical education had an influence on the way you spend your leisure time today?", only fifty-three per cent of the respondents said yes. Forty-five per cent answered no, physical education did not have any influence on the way they spend their leisure time. Two per cent had no comment. These results were surprising to the author.

How Physical Education Had an Influence on Leisure Time. As indicated in Table XIII, those that felt physical education had an influence on the way they spend their leisure time differed widely on how physical education affected their leisure hours. The largest number, eighteen per cent, felt it taught them how to "play the game". Nine per cent said it taught the importance of physical fitness. Seven per cent stated physical education gave them active habits. Six per cent said it helped develop a sense of competition. Four per cent said it helped develop skills and four per cent said physical education developed coordination. Two per cent said they developed a liking for exercise.

One per cent had a negative response on the influence of physical education. This was by being taught to avoid contact sports.

TABLE XIII
 HOW PHYSICAL EDUCATION HAD AN EFFECT ON LEISURE

Question	Answers	Group Percentages
Do you feel that physical education had an influence on the way you spend your leisure time today? If so, how?	Developed skills	4.0
	Taught importance of physical fitness	9.0
	Taught how to play the game	19.0
	Taught how to enjoy sport as spectator	1.0
	Taught active habits (or importance of being active)	7.0
	Taught importance of good health	3.0
	Taught knowledge of sports	3.0
	Helped gain friends and interest	1.0
	Taught a liking of sports	4.0
	Learned to participate	4.0
	Developed coordination	4.0
	Taught to avoid contact sports	1.0
	Developed a sense of competition	1.0
	Developed a liking of games	1.0
	Taught how to relax	3.0
Developed a liking for exercise	2.0	

TABLE XIV
MORE TRAINING FOR LEISURE ACTIVITIES

Question	Answers	Group Percentages
With the greater time that we have today for leisure activities, do you believe more training for leisure activities should be given in school?	Yes	60.0
	No	36.0
	No comment	4.0

More Training for Leisure Activities. Sixty per cent, by far the majority of Manhattan businessmen, felt that more time should be devoted in school toward the training for leisure activities. This can be seen in Table XIV. Quite a few, some thirty-six per cent, felt that more time should not be given for training of leisure time. Four per cent had no comment.

Frequency of Leisure Time Spent by the Family. Table XV shows that most families do spend some leisure time together. Only six per cent indicated that their family rarely or seldom shared leisure time. The majority of the respondents indicated that their families shared some type of leisure activity at least once a day. Thirteen per cent stated once a week and ten per cent said twice a week. Eleven per cent of the respondents indicated that their family did not spend some leisure activity time together "often enough". Eight per cent said three times a week and four per cent said four times a week. Only one per cent indicated they spend some leisure activity with their family once a year or, as they indicated, on an annual vacation.

TABLE XV
 FREQUENCY OF LEISURE TIME SPENT BY THE FAMILY

Question	Answers	Group Percentages
How often does your family share leisure time activities?	Rarely or seldom	6.0
	Once a year, on vacation	1.0
	Once a month	3.0
	Twice a month	6.0
	Once a week	13.0
	Twice a week	10.0
	Week ends	7.0
	Three times a week	8.0
	Four times a week	7.0
	Once a day	20.0
	Not often enough	11.0
	No answer given	8.0

School Activity that Influenced Leisure Time. As shown in Table XVI, when asked the question "What school activities had the most to do with the way you spend your leisure time?", twenty per cent stated sports and athletics. Nineteen per cent indicated none, or no school activity, influenced the way they spend their leisure time. Eleven per cent answered physical education and seven per cent answered English or literature. It was surprising to the author that five per cent indicated football as having the most to do with the way they spend their leisure time. Baseball, basketball, or shop were given as answers by three per cent of the respondents.

TABLE XVI
 SCHOOL ACTIVITY THAT INFLUENCED LEISURE TIME

Question	Answers	Group Percentages
What school activity had the most to do with the way you spend your leisure time?	None	19.0
	Sports and athletics	20.0
	Football	5.0
	Golf	4.0
	Science	1.0
	Physical education	11.0
	Music	1.0
	English and literature	7.0
	Shop	3.0
	Art	1.0
	Basketball	3.0
	Basketball and tennis	1.0
	Baseball	3.0
	Education in general	1.0
	Track	1.0
"Nothing especially" or "don't know"	9.0	
No answer given	10.0	

Athletics Teaches More Than Just the Game. As can be seen in Table XVII, ninety-nine per cent of Manhattan businessmen that completed a questionnaire stated that, yes, athletics did teach more than just the game. Only one per cent of the one hundred fifty respondents thought it taught only the game.

Table XVII shows that a little over one-half of their children participated in some type of organized athletics in school. Forty-eight per cent indicated that their children did not participate in athletics in school.

It was asked of those that had children that participated in school athletics if they felt it was beneficial to the children. All of the respondents that stated they had children that participated in school athletics also stated they felt it was beneficial.

TABLE XVII
ATHLETICS TEACHES MORE THAN JUST THE GAME

Questions	Answers	Group Percentages
Do you believe "Athletics" teaches more than just the game?	Yes	99.0
	No	1.0
Are (or did) your children participating in organized athletics in school?	Yes	52.0
	No	48.0
If the above answer is yes, do you feel they are benefitting from this?	Yes	100.0
	No	0.0

How Their Children Benefitted from School Athletics. A wide variety of answers were given to the question "In what way did their children benefit from athletics?", as is shown in Table XVIII. Many of the respondents listed more than one way athletics benefitted their children. Two of the most popular ways given were the physical benefits and sportsmanship. Eight per cent felt it helped their children learn participation. Seven per cent answered children learned to become graceful winners and losers and seven per cent thought athletics taught them to associate with people. Six per cent stated athletics taught competition. Four per cent felt it taught teamwork and four per cent felt it helped the boys or girls learn to share. Three per cent felt athletics improved health and two per cent thought it made better citizens. Three per cent felt athletics contributed to the self reliance of the children. One per cent felt it was an outlet.

TABLE XVIII
HOW THEIR CHILDREN BENEFITTED FROM ATHLETICS

Question	Answers	Group Percentages
In what way are they benefiting?	Team work	4.0
	Coordination	1.0
	Graceful winners or losers	7.0
	Physical benefits	10.0
	Competition	6.0
	Sportsmanship	10.0
	Share or work as group	4.0
	Participation	8.0
	Better citizenship	2.0
	Improved health	3.0
	Better outlook on life	1.0
	Learning to associate with people	7.0
	Character building	2.0
	Learning fair play	3.0
	Respect	1.0
	Discipline	2.0
Learning to try to improve	1.0	
Self reliance	3.0	
Skill	2.0	

(Continued)

TABLE XVIII (Continued)

Question	Answers	Group Percentages
	Learning to be active	1.0
	Develops better students	1.0
	Cooperation	2.0
	Provides emotional outlet	1.0
	Develops unselfishness	1.0

Activities Participated in in School. As can be seen in Table XIX, basketball was the activity participated in by most of the respondents. Fifty-four per cent played football while in school. The next highest activity participated in was track with forty-one per cent. Forty-seven per cent played softball and thirty-nine per cent played volleyball. Baseball was participated in by thirty-seven per cent and gymnastics by twenty-three per cent. Rhythms was listed by two per cent of the respondents and activities other than those listed in the survey were only one per cent.

TABLE XIX
ATHLETICS PARTICIPATED IN IN SCHOOL

Question	Answers	Group Percentages
What specific activities did you participate in in school?	Football	54.0
	Track	47.0
	Volleyball	39.0
	Softball	41.0
	Tennis	15.0
	Golf	20.0
	Swimming	27.0
	Badminton	7.0
	Basketball	60.0
	Wrestling	20.0
	Gymnastics	23.0
	Rhythms	2.0
	Baseball	37.0
	Others	1.0
None	5.0	

TABLE XX
THE HIGH PERCENTAGE OF DRAFTEES TURNED DOWN

Question	Answers	Group Percentages
Do you feel that a properly supervised physical education program could lessen the present high percentage of draftees that are being turned down by our Armed Forces for physical reasons?	Yes	84.0
	No	9.0
	Don't know	2.0
	No comments	5.0

The High Percentage of Draftees Being Turned Down. As seen in Table XX, the question "Do you feel that a properly supervised physical education program could decrease the present high percentage of draftees that are being turned down by our Armed Forces for physical reasons?" was asked on the survey. It was felt that with so much attention being brought to bear on this subject, the question would be of interest to readers.

Eighty-four per cent felt that a properly supervised program could lessen the number being turned down for physical reasons. Nine per cent answered no, it would not help. Two per cent said they did not know, while five per cent had no comment.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

One hundred fifty businessmen of Manhattan, Kansas were selected and asked to fill out the questionnaire. Conclusions drawn from this questionnaire are as follows:

1. Manhattan businessmen, by a large majority, has taken physical education in school.
2. The children of Manhattan businessmen, by a large majority, had taken or were taking physical education.
3. The majority felt that physical education was beneficial.
4. There were over one-half of the subjects that indicated they did not know if leisure activities were being taught in school.
5. The largest percentage felt that physical education had had an influence on the way they spend their leisure time today.
6. The largest percentage answered fishing as the leisure activity they participated in alone, while the largest percentage answered picnics as the activity participated in by the entire family.
7. The majority of the subjects felt athletics teaches more than just the game.
8. All Manhattan businessmen that had children participating in organized school athletics felt their children were benefitting from the activity.
9. Sportsmanship and physical benefits were the two ways in which most subjects felt that their children benefitted from athletics.
10. Basketball was participated in by more subjects than any other sport.

11. The subjects, by a large majority, felt that a properly supervised physical education program could lessen the high percentage of draftees that were being turned down by our armed forces for physical reasons.

RECOMMENDATIONS

The author feels that the physical education curriculum has not been meeting the needs and/or interests of the public as well as it should.

1. Carry-over skills that may be used throughout one's lifetime should be included in the physical education program.

2. The population should be better informed of the objectives of physical education. This should be done through a concentrated program of public relations.

3. More leisure activities should be included in the physical education programs.

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SAMPLE QUESTIONNAIRE

(Check yes or no or give a short answer where called for.)

1. General background:

- a. Age _____ Occupation _____ Number in family _____
- b. Did you participate in physical education in school?
Yes _____ No _____
- c. Do (or did) your children participate in physical education in school?
Yes _____ No _____
- d. Do you feel that physical education is beneficial?
Yes _____ No _____

2. Leisure:

- a. What do you feel the term "leisure activity" means?

- b. Do you believe leisure activities should be taught in school?
Yes _____ No _____ Don't know _____
- c. Do you know if leisure activities are being taught in school?
Yes _____ No _____ Don't know _____
- d. What had the greatest influence on the way you spend your leisure time today?

- e. What type of leisure activity do you, without your family, participate in?

- f. What type of leisure activity do you and your wife, together, participate in?

SAMPLE QUESTIONNAIRE (Continued)

- g. What type of leisure activity do you and your entire family, as a whole, participate in?
- _____

- h. Do you feel that physical education had influence on the way you spend your leisure time today?

Yes _____ No _____

- i. If so, how? _____

- j. With the greater time that we have today for leisure activities, do you believe more training for leisure activities should be given in school?

Yes _____ No _____

- k. How often does your family share leisure time activity?
- _____

- l. What school activity had the most to do with the way you spend your leisure time?
- _____

3. Athletics:

- a. Do you believe "Athletics" teaches more than just the game?

Yes _____ No _____

- b. Are or have your children participated in organized athletics in school?

Yes _____ No _____

- c. If the above answer is yes, do you feel they are benefitting from this?

Yes _____ No _____

- d. In what way? _____

What specific activities did you participate in in school?

Football _____ Tennis _____ Basketball _____ Track _____ Golf _____

Wrestling _____ Volleyball _____ Swimming _____ Gymnastics _____

Softball _____ Badminton _____ Rhythms _____

SAMPLE QUESTIONNAIRE (Continued)

Others (please list) _____

Do you feel that a properly supervised physical education program could lessen the present high percentage of draftees that are being turned down by our Armed Forces for physical reasons?

Yes _____ No _____

Education:

High School _____ College or University _____

Junior College _____

A STUDY OF PHYSICAL EDUCATION AND RECREATION ACTIVITIES OF
SELECTED BUSINESSMEN IN MANHATTAN, KANSAS

by

WILLIAM OTTO MOORE

B. S., Kansas State University, 1965

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Physical Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1966

The purpose of this study was to determine the effect and extent of the influence of physical education upon leisure time activities of certain businessmen in Manhattan, Kansas. Specifically, this would include the following factors relating to their participation and their children's participation in physical education and the beneficial effects thereof; the influence of physical education on their leisure time activity; a discovery of their and their families' leisure activities in which presently participating; opinions as to the concomitant benefits in athletics; participation and benefits in athletics; related physical educational activities participation in school; draftees being turned down for physical reasons.

A selection of one hundred fifty subjects from as many different businesses and occupations as possible were asked to fill out the questionnaire. The questionnaire contained categories of questions concerning the following: their general background, their conception of the term "leisure activity", their participation in physical education and related activities, the participation of their children in physical education and related activities, their leisure and their families' leisure.

The sampling was taken in the downtown area of Manhattan, Kansas. Individuals in as many different occupations as the author could find were asked to fill out the questionnaire.

The results of this survey were recorded and analyzed by tabulation and descriptive explanation.

The findings of this survey are as follows:

1. Manhattan businessmen, by a large majority, had taken physical education in school.

2. The children of Manhattan businessmen, by a large majority, had or were taking physical education.

3. The large majority felt that physical education was beneficial.

4. There were over one-half of the subjects that indicated they did not know if leisure activities were being taught in school.

5. The largest percentage felt that physical education had had an influence on the way they spend their leisure time today.

6. The largest percentage answered fishing as the leisure activity they participated in alone, while the largest percentage answered picnics as the most common activity participated in by the entire family.

7. The large majority of the subjects felt athletics taught more than just the game.

8. All Manhattan businessmen that had children participating in organized school athletics felt their children were benefitting from the activity.

9. Sportsmanship and physical benefits were the two ways in which most subjects felt that their children benefitted from athletics.

10. Basketball was participated in by more subjects than any other sport.

12. The subjects, by a large majority, felt that a properly supervised physical education program could lessen the high percentage of draftees that were being turned down by our armed forces for physical reasons.