

A COMPARATIVE SURVEY OF AN URBAN
POPULATION TO A RURAL POPULATION AND THE
EFFECT OF SCHOOL PHYSICAL EDUCATION UPON
LEISURE TIME ACTIVITIES

by

1173
Code # 856 N.C.

ELIZABETH RAILSBACK LEE

B. S., University of South Dakota, 1963

A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Physical Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1965

Approved by:


Major Professor

LD
2668
T4
1965
L47
c.2
Document

ACKNOWLEDGEMENTS

Sincere appreciation is expressed to Mr. Robert G. Halstead of Lancaster, Wisconsin, who conducted the initial survey on this subject in Grant County, Wisconsin, in 1964. It was only because of his co-operation that this comparative study was possible. Acknowledgement is given to him for allowing his original questionnaire to be duplicated and used in this comparative study and for his willingness to assist in any possible way.

Acknowledgement is expressed to Mr. Raymond Wauthier and Mr. T. M. Evans of the Department of Physical Education at Kansas State University, to Dr. J. Harvey Littrell of the College of Education at Kansas State University, and to Dr. Karl Stoedefalke of the Department of Physical Education at the University of Wisconsin for their personal advice and assistance throughout this study.

Final appreciation is extended to the residents of Riley County who gave of their time to answer questions concerning the questionnaire, for without their assistance, the survey would not have been possible.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Statement of the Problem	3
Limitations of the Study	4
Review of Related Literature	4
II. METHODS OF PROCEDURE	7
Questionnaire.	7
Construction of the Questionnaire.	7
Sample	8
Interview.	9
III. FINDINGS OF THE SURVEY	10
Characteristics of the Sample.	10
Concept of Terms Related to Physical Education .	16
Participation in Physical Education and Related Activities	25
Children and Children's Education.	37
Family Leisure Activity.	45
Interest Finder of Activities.	49
Summary of Results	51
IV. SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND COMPARISON	59
Summary.	59
Conclusions.	60
Recommendations.	60
Comparison of Conclusions of Survey in Riley County, Kansas, to Grant County, Wisconsin . .	61

CHAPTER	PAGE
BIBLIOGRAPHY	62
APPENDIX	64

LIST OF TABLES

TABLE	PAGE
I. A Comparative Analysis of Ages of Respondents and Their Spouses.	11
II. A Comparative Analysis of Nationalities.	13
III. A Comparative Analysis of Family Incomes	14
IV. A Comparative Analysis of Education.	15
V. A Comparative Analysis of the Definition of "Physical Education"	17
VI. A Comparative Analysis of the Definition of "Leisure".	18
VII. A Comparative Analysis of the Definition of "Intramural Program"	19
VIII. A Comparative Analysis of the Definition of "Extra Curricular Activities".	21
IX. A Comparative Analysis of the Definition of "School Athletics"	23
X. A Comparison of Definitions and Corresponding Per Cents of Most Frequently Given Answers to Questions Concerning Terms Related to Physical Education in Studies Made in Riley County, Kansas, and Grant County, Wisconsin.	24
XI. A Comparative Analysis of Favorite School Subjects	26

TABLE	PAGE
XII. A Comparative Analysis of Compulsory Physical Education	27
XIII. A Comparative Analysis of Programing in Physical Education Classes	29
XIV. A Comparative Analysis of Teaching of Leisure Activities in Physical Education	31
XV. A Comparative Analysis of Participation in Extra Curricular Activities in School	33
XVI. A Comparative Analysis of Participation in School Athletics	35
XVII. A Comparative Analysis of Participation in a Sports Intramural Program	36
XVIII. A Comparative Summary of Affirmative Answers Concerning Participation and Beliefs in Physical Education and Related Activities in Two Counties Used in this Study	38
XIX. A Comparative Analysis of the Number of Children by Age Groups	39
XX. A Comparative Analysis of Children's Physical Education Programing	41
XXI. A Comparative Analysis of Children's Physical Education and Leisure Activity	42
XXII. A Comparative Analysis of Children's Participation in Organized Athletics	44

TABLE

PAGE

XXIII.	A Comparative Analysis of Affirmative Answers Concerning Children's Physical Education Programing in Two Counties Used in This Study	46
XXIV.	A Comparative Analysis of Family Leisure Time . .	47

CHAPTER I
INTRODUCTION

Americans today are living in a society where a forty hour work week is not a dream, where automation has greatly decreased physical labor, and where leisure is not a luxury. No longer do long work days consume most of one's waking hours, no longer is strenuous physical exertion a requisite for most jobs, and no longer is it necessary for a person to devote most of his waking hours to the necessities of life. Today, Americans have ample time for leisure. Thus, worthy use of this available time is becoming increasingly important. This leisure time should and could be used to help each individual develop self realization--mentally, physically, emotionally and socially.

Twentieth century Americans, many times, are uneducated for leisure--unable to wisely adjust to a leisure situation. The feeling is one of boredom, of frustration, of killing time, and of "What can I do to occupy myself?" rather than one of joy and excitement because of the time available to do, to learn, to participate, and to grow. Many American people are in need of education for a wise use of leisure time.

Physical education and related activities should and could play a vital role in each individual's selection of leisure recreation. Leisure time physical activity is more necessary today than ever before as enough large muscle activity for

personal well-being is no longer required in meeting the daily necessities of life. Americans are in danger of becoming a nation of spectators and sitters, a soft core hiding behind a smooth veneer of outstanding athletes and Olympic competitors.

Physical education is also necessary for the sake of mental and social education. Through physical education, individuals should develop social and moral concepts that will help them to grow in capacity for intelligent and social minded participation in group life and to take their place in a democratic society.

Therefore, the role of physical educators must be one of helping others realize the importance and place of physical activity in their lives. It must be one of helping them develop physical skills, attitudes and knowledge so that they can enjoy physical activity and obtain a personal satisfaction and education from participation. Leaders in the field of physical education must strive to educate others physically. G. Stanley Hall states this aim of physical education when he says, "Physical education is for the sake of mental and moral culture and not an end in itself. It is to make the intellect, feelings, and will more vigorous, sane, supple, and resourceful."¹

Physical education should be a continuous part of one's total education. The formal teaching of physical education

¹ Jesse Williams, The Administration of Health Education and Physical Education, p. 23.

should begin in the elementary school system and continue throughout junior and senior high school. The educational objectives of this program should be the following:

1. To provide opportunities for controlled participation in physical activities that will result in educational experiences.

2. To develop the organic system of the body to the end that each individual may live at the highest possible level.

3. To develop skills in activities and favorable attitudes toward play that will carry over and function during leisure time.²

It is questionable whether most physical education programs are programs of physical education or whether they are just programs of physical activity. As Guidiness states:

To know in general is as easy as Aristotle indicated, but to know the when, the wherefore, the whereunto, and the how much is the final test of a wise man. An education which does not develop this and specifically provide for it, makes not wise men, but educated fools.³

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 and to compare these results to results of the initial survey on this subject. Specifically, it was:

1. To find what conceptions residents of Riley County, Kansas, had about physical education;

2. To find what background they had in physical education and related activities;

²Jackson R. Sharmon, Introduction to Physical Education, p. 57.

³Williams, op. cit., p. 178.

3. To find if these conceptions and this background influenced their leisure life;
4. To find what parents wanted for their children in physical education and what the child's physical education programming was;
5. To compare conclusions of the above to conclusions of a similar study made in Grant County, Wisconsin, in 1964, in an attempt to see if any general conclusions could be drawn.

Limitations of the Study

It is assumed that the questionnaire was reliable and valid for the purposes of this study and that accurate tabulations and recordings were made by the writer. Other limitations of this study are as follows:

1. The interviewer may have unconsciously influenced the interviewee.
2. The recall of the respondent may have been faulty and/or the respondent may not have answered honestly.
3. The subject may not have understood the idea of the question the writer was trying to communicate.

Review of Related Literature

In 1964, a study entitled The Survey of a Rural Population and the Effect of Physical Education Upon the Selection of Leisure Time Activities was made by Robert E. Halstead in Grant County, Wisconsin.⁴ This survey was used extensively as a basis of direction and reference by the author and findings

⁴Robert E. Halstead. The Survey of a Rural Population and the Effect of Physical Education Upon the Selection of Leisure Time Activities. Unpublished M.S. thesis, University of Wisconsin, 1964.

of Mr. Halstead's study are included in Chapter IV of this survey for the purpose of comparison.

The status of health and physical education in Riley County, Kansas, in 1958 was not high. The composite rating for elementary schools in Riley County as rated by a scoring method developed by the Committee on Curriculum Research of the College Physical Education Association was as follows:

Program of Activities	Poor
Outdoor Areas	Fair
Indoor Areas	Poor
Organization and Administration	Poor
Medical Examinations	Poor ⁵

The composite rating for high schools and junior highs was:

Programs	Poor
Outdoor Areas	Poor
Indoor Areas	Fair
Lockers	Fair
Swimming Pools	Very Poor
Supplies	Good
Medical Examinations	Poor
Modified Activities	Nonexistent
Organization and Administration	Good
Athletics	Poor ⁶

⁵Ernest Lane Brown. A Study of the Status of Health and Physical Education in Riley County, Kansas, p. 29. Unpublished M.S. report, Kansas State University, 1959.

⁶Ibid., p. 42.

Although countless articles and books have been written on the increase of leisure time enjoyed by most Americans, on the importance of worthy use of leisure time, and on the roles physical education and related activities could and should play in the leisure life of Americans today, the author could find no other pertinent literature or studies pertaining to how physical education has or if it has influenced leisure.

CHAPTER II
METHODS OF PROCEDURE

Questionnaire

A random selection of one hundred subjects, 50 male and 50 female, were personally interviewed. All were asked categories of questions concerning the following: their general background, their conceptions of terms related to physical education, their background in physical education and related activities, the participation of their children in physical education and related activities, and their family leisure activity. (Appendix A shows sample of questionnaire.)

Construction of the Questionnaire

Credit for the questionnaire used in this survey belongs to Mr. Robert E. Halstead of Lancaster, Wisconsin. Permission was given by him to the author to use all or any parts of the questionnaire he originally developed.

The questionnaire used in this survey was almost identical to Mr. Halstead's questionnaire; a few minor changes were made in the wording and several parts were deleted since they were not pertinent to the writer's objectives. A question about the influence of Tuttle Creek Reservoir upon families' leisure time activities was added. It was believed by the writer that this question might be significant in Riley County.

Sample

The county selected for this survey was Riley County. According to the 1960 census, this county had a population of 41,914 people. Of this population 37.6 per cent was classified as rural-nonfarm, 7.6 per cent as rural-farm, and 54.8 per cent as urban.¹

Riley County is composed of fifteen townships and five cities with 22,993 residents. Over one-half of the population of Riley County is located in the city of Manhattan.

The sampling was obtained by using a table of random numbers² and comparing these numbers to the personal property tax roles of Riley County. The starting place on the table of random numbers was selected by a toss of coin and 100 numbers were drawn. Ten extra numbers were selected to be used if circumstances made it necessary. The selected numbers were then compared to the consecutive numbers of the personal property tax rolls of Riley County in order to obtain names and addresses of residents of this county. From this sample of one hundred, fifty males and fifty females were randomly selected. The ten reserve numbers and corresponding addresses and names were used as necessary in the order in which they were originally drawn.

¹U.S. Bureau of the Census. U.S. Census of Population: 1960. General Social and Economic Characteristics, Kansas. Final Report PC (1)-18 C. U.S. Government Printing Office, Washington, D.C., 1961, pp. 18-166.

²George W. Snedecor, Statistical Methods, pp. 10-14.

Interview

Each resident of Riley County included within the sample was personally contacted and personally interviewed by the author. Answers given by the respondents to questions were recorded verbatim.

The interview procedure was as follows: The interviewer introduced himself in the same manner to each subject stating his name, his position and city and the purpose of this visit. He then asked the interviewee if he would be willing to be a part of the sample. Upon receiving an affirmative answer, questions from the questionnaire were asked and recorded factually and impartially. The interest finder was then handed to each resident to check.

The results of this survey were recorded and analyzed by tabulation and descriptive explanations. Then these results were compared and contrasted to the results of a similar study made in 1964 in Grant County, Wisconsin.

CHAPTER III
FINDINGS OF THE SURVEY

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

1. Characteristics of the sample. This included age, nationality, vocation, income, and education.
2. Definition of terms. The terms were physical education, leisure, extra curricular activities, intramurals, and school athletics.
3. Interviewee's background of participation in physical education and related activities.
4. Children and children's education
5. Family leisure activity.

Per cents in the findings of this survey are based upon the answers given by 50 male interviewees and 50 female interviewees.

Characteristics of the Sample

Ages of the Respondents. As can be seen in Table I, slightly more than one-half of the male respondents were between the ages of 30-49 years, with twenty-six per cent of them between 30 and 39 years, and 28 per cent within the age category of 40-49.

The wives of men respondents were younger with more than one-half of them between the ages of 20-39; 24 per cent of them were between 20 and 29 and twenty-eight per cent between 30 and 39.

TABLE I

A COMPARATIVE ANALYSIS OF AGES OF RESPONDENTS AND
THEIR SPOUSES

Question	Per Cent of Interviewees	Per Cent of Spouses
What is your age? (Male)	Male	Wife's Age
19 and under		
20-29 years	18	24
30-39 years	26	28
40-49 years	28	24
50-59 years	12	6
60-69 years	10	6
70 and over	6	8
		2 (unmarried)
		2 (deceased)
What is your age? (Female)	Female	Husband's Age
19 and under	2	
20-29 years	4	4
30-39 years	18	10
40-49 years	20	26
50-59 years	26	14
60-69 years	16	8
70 and over	14	6
		8 (unmarried)
		24 (deceased)

The percentages of female respondents were higher in the later age categories when compared to the male respondents. The following per cents were in these age categories: 20 in 40-49, 26 in 50-59, and 16 in 60 to 69. Fourteen per cent of the females interviewed were 70 or older.

Nationality of Respondents. The majority of the interviewed residents of Riley County stated that their nationality was American, with 58 per cent of the men and 60 per cent of the females answering this as was shown in Table II. Many of them responded to this question with comments of "just a mixture, I guess, of seventh generation American." This response was expected as Riley County was first settled not by immigrants but by American pioneers from New England and the upper Midwest.¹

Ten per cent of the male respondents reported being English and four per cent stated that their nationality was German. Two per cent of the men indicated that their nationality was each of the following: Scottish, Italian, Nigerian, French, Swedish, German-Swedish, German-Swiss, German-English and English-Swedish.

Homogeneous categories other than American indicated by female respondents were the following per cents: German-6, English-4, Mexican-2, and Swedish-2. Many of the female respondents indicated some Irish descent with 2 per cent giving their nationality as American-Irish, 2 per cent English-Irish, 4 per cent Dutch-Irish, and 6 per cent German-Irish.

¹Riley County Historical Society. Log Cabin Days, p. 10.

TABLE II

A COMPARATIVE ANALYSIS OF NATIONALITIES

Question	Per Cent of Males	Per Cent of Females
What is your nationality?		
American	68	60
German	4	6
English	10	4
Mexican		2
Swedish	2	2
Scottish	2	
Italian	2	
Nigerian	2	
French	2	
American Irish		2
English Irish		2
Dutch Irish		4
German Irish		6
German Swedish	2	4
German French		2
German Scottish		2
German Swiss	2	
German English	2	
English Norwegian		2
English French		2
English Swedish	2	

Income of Respondents. Only 14 per cent of the men classified their income as \$5000 and under; 46 per cent were in the income bracket of \$5001-\$10,000; and 32 per cent indicated their income was \$10,001 or over.

Women interviewees had lower incomes with 44 per cent of the women stating their annual income was \$5000 or under; 30 per cent \$5000-\$10,000; and 24 per cent stated their income was \$10,001 or over.

TABLE III
A COMPARATIVE ANALYSIS OF FAMILY INCOMES

Question	Per Cent of Males	Per Cent of Females
What would you estimate your yearly family income to be?		
\$5000 and under	14	44
\$5,001 - \$10,000	46	30
\$10,000 and over	32	24
	8 (declined to state)	2 (did not know)

Education of Respondents. In general, the men and women interviewed in Riley County were "well-educated." The large majority of male and female subjects were at least high school graduates; only 18 per cent of the men and 28 per cent of the women did not complete their high school education. Forty-six per cent of the men and 22 per cent of the women finished four or more years of college. Table IV gives a complete breakdown of educational levels obtained.

TABLE IV
A COMPARATIVE ANALYSIS OF EDUCATION

Question	Per Cent of Males	Per Cent of Females
School Year Completed.		
Elementary School Only		
Eighth Grade	10	6
Ninth Grade	2	10
Tenth Grade	6	2
Eleventh Grade		10
High School Graduate	20	36
College One Year	2	
College Two Years	6	2
College Three Years	6	6
College Graduate	18	14
One Year Beyond 4 Year Degree	6	2
Two Years Beyond	4	4
Three or More Years Beyond 4 Year Degree	18	2
Business College	2	4
Trade School		2

Concept of Terms Related to Physical Education

Physical Education. The concept of physical education held by most of the males and females interviewed was very limited in scope. Thirty per cent of the males defined physical education as "sports" and thirty per cent of the females used the word "exercising." Table V clearly shows that the majority of the sample did not feel that physical education was defined in the same way as most physical educators would like to think that it would be, in that only ten per cent of the females and eight per cent of the males mentioned aspects of realization of self other than physical components. Eight per cent related mental growth to physical education and two per cent mentioned social values.

Leisure. Both men and women seemed to have a clearer concept of leisure than they did physical education. As can be seen in Table VI, 38 per cent of the men and 30 per cent of the women defined leisure as "undesigned time." Eleven other categories of answers were given by men and twelve others were mentioned by the women.

Intramural Program. Exactly one-half of the men interviewees were able to give a concise, technically correct, definition of an intramural program. Table VII shows that 50 per cent of the men defined the intramural program as "athletic competition between groups within a school."

TABLE V
 A COMPARATIVE ANALYSIS OF THE DEFINITION
 "PHYSICAL EDUCATION"

Question	Per Cent of Males	Per Cent of Female
In your opinion, what is meant by physical education?		
Exercising	8	30
Sports	30	2
Physical Fitness	14	12
Physical Training	8	4
Physical and Mental	8	8
Physical and Social		2
Physical and Health		2
Physical Conditioning	2	
Health of Healthful	4	4
Gym	4	6
Anatomy, Physiology and/or Physics	2	4
Physical Development Through Activity	10	8
Taking Care of Yourself		2
Recreation		2
Did Not Know	10	6

TABLE VI
 A COMPARATIVE ANALYSIS OF THE DEFINITION OF
 "LEISURE"

Question	Per Cent of Males	Per Cent of Females
In your opinion, what is meant by leisure?		
Undesignated time	38	30
Self Enjoyment	4	14
Rest	2	16
Relaxation	16	10
Recreation	12	2
Hobbies	8	2
Other than Work		8
Loafing	4	4
Laziness		2
Living		2
Entertainment		2
Fun		2
A Waste	2	
A Luxury	2	
Vacation time	2	
Taking it Easy	4	
No Comment	4	4

TABLE VII
 A COMPARATIVE ANALYSIS OF THE DEFINITION OF
 "INTRAMURAL PROGRAM"

Question	Per Cent of Males	Per Cent of Females
In your opinion, what is meant by intramural program?		
Athletic competition between groups within the school	50	26
Competitive sports	6	12
Physical education	4	2
Program of athletic competition for less skilled	4	
Training	2	
Interest generator	2	
Useless	2	
Within any area	2	
Competitive sports between schools		10
Not applicable		4
Do not know	28	46

Other accurate, interesting answers were a "program of athletic competition for the less skilled," an answer given by 4 per cent of the men interviewed, and a "program of athletic competition for a person who doesn't have the time, interest, and/or ability to compete in varsity programs." This latter definition was given by 2 per cent of the men.

Female interviewees had much more difficulty defining an intramural program. Forty-six per cent of the women stated "they did not know" when asked what was meant by intramural program, almost one-half of the female sample! Ten per cent of the females had an inaccurate concept of this term when they defined an intramural program as "sports between schools." Table VII shows a complete summary of all answers to this question.

Extra Curricular Activities. The responses of female interviewees to the question, "In your opinion, what is meant by extra curricular activities" was somewhat surprising as 28 per cent of them did not know the meaning of this term; yet only 6 per cent had not attended high school where these activities are usually a part of the school program. Eighteen per cent of the men also answered the above question with "I don't know."

Many of the women interviewed did not relate the term extra curricular activities to the academic life as shown by Table VIII.

TABLE VIII
A COMPARATIVE ANALYSIS OF THE DEFINITION OF
"EXTRA CURRICULAR ACTIVITIES"

Question	Per Cent of Males	Per Cent of Females
In your opinion, what is meant by extra curricular activities?		
Referring to a school situation.		
Non-academic	30	4
Academic	2	
Extra subjects	4	4
Referring to a non-school situation.		
Above and beyond the necessities of work and life	20	16
Outside activities	10	16
Hobbies	4	
Sports	2	
Music	2	
Pleasures	2	8
Enrichment		6
Leisure	4	
Vacation	2	
Clubs and organizations		14
Not applicable		4
Do not know	18	28

They related it to their present living environment with 16 per cent responding with "over and above the necessary," 14 per cent naming different clubs or organizations, and 16 per cent answering "outside the home" or "not connected with work."

More men than women related extra curricular activities to a school situation, with 30 per cent responding "non-academic," 2 per cent "academic," and 4 per cent "extra subjects."

School Athletics. School athletics seemed to be a relatively easy term for both male and female interviewees to define. "Competitive sports" was the answer most frequently given by all respondents with 40 per cent of the males and 48 per cent of the women indicating this answer. Thirty-two per cent of the men and 10 per cent of the women qualified this statement as "competitive sports against other schools."

The men made several original, clever statements in defining school athletics. Two per cent defined athletics as the "Madison Avenue of sports," two per cent as "semi-pro athletics," and 2 per cent as "part of an athlete's education." Other answers given by the sample are listed in Table IX.

Comparison of Concepts of Terms Related to Physical Education in Riley County, Kansas, to Grant County, Wisconsin

Table X shows that "school athletics" was the term most easily defined by the samples in both counties. School athletics was also the only category which was defined most frequently in the same manner, "competitive sports," by both

TABLE IX
 A COMPARATIVE ANALYSIS OF THE DEFINITION OF
 "SCHOOL ATHLETICS"

Question	Per Cent of Males	Per Cent of Females
In your opinion, what is meant by school athletics?		
Competitive Sports	40	48
Organized Athletic Competition Against Other Schools	32	10
For Boys		4
Adjectives Describing Feelings	4	8
Competition Between Groups		2
Everything Other Than Study		4
Games	4	2
Calisthenics		2
Physical Education	6	2
Semi-pro Athletics	2	
Madison Avenue of Sports	2	
Recreation	2	
Entertainment	2	
In All Schools	2	
Stimuli to Challenge Individual	2	
Part of Athlete's Education	2	
Do Not Know		8

TABLE X

A COMPARISON OF DEFINITIONS AND CORRESPONDING PERCENTS OF MOST FREQUENTLY GIVEN ANSWERS TO QUESTIONS CONCERNING TERMS RELATED TO PHYSICAL EDUCATION IN STUDIES MADE IN RILEY COUNTY, KANSAS, AND GRANT COUNTY, WISCONSIN

Terms	Males		Females	
	Kansas	Wisconsin	Kansas	Wisconsin
Physical Education	Sports (30%)	Physical Activity (62%)	Exercising (30%)	Physical Activity (26%)
Leisure	Undesignated Time (38%)	Self-enjoyment Relaxation (each 22%)	Undesignated Time (30%)	Self-enjoyment (18%)
Extra Curricular Activities	Non-Academic (30%)	Non-Academic (44%)	Do Not Know (28%)	Do Not Know (46%)
Intramural Program	Athletic Competition within School (50%)	Do Not Know (40%)	Do Not Know (46%)	Do Not Know (46%)
School Athletics	Competitive Sports (40%)	Competitive Sports (50%)	Competitive Sports (48%)	Competitive Sports (44%)

groups of males and females. The definition of "intramural program" was difficult for both groups of females and for the sample of men in Wisconsin, with the largest percentages of these groups answering, "I don't know." One-half of the male sample in Riley County defined this term accurately.

Participation in Physical Education and Related Activities

Favorite Subjects. The educational experiences of the respondents in physical education and related activities proved to be quite interesting.

It was found that physical education was not a favorite school subject of most respondents with only 3 males and 4 females listing it as such. Mathematics was popular with both sexes; 14 men and 14 women indicated it as a favorite subject. English and English literature were mentioned by 20 women. Female interviewees mentioned 11 other subjects.

Science was found to be a popular subject with 14 males listing it as a favorite. Twelve additional subjects were mentioned by the men. Table XI shows a complete breakdown.

Programing in Physical Education Classes. It was found that 34 per cent of the female respondents and 26 per cent of the male respondents had attended a school which had no physical education program. Fifty-two per cent of both sexes stated that they had participated in a compulsory physical education program as indicated in Table XII.

TABLE XI
A COMPARATIVE ANALYSIS OF FAVORITE SCHOOL SUBJECTS

Question	Male Number	Female Number
Favorite School Subjects.		
Physical Education	3	4
Mathematics	14	14
History	7	9
English and English Literature	3	20
Science	14	7
Spelling	2	5
Others	13	10

TABLE XII

A COMPARATIVE ANALYSIS OF COMPULSORY PHYSICAL EDUCATION

Question	Per Cent of Males	Per Cent of Females
In your school, was physical education compulsory?		
Yes	52	52
No	20	14
No Program	26	34
Do Not Remember	2	
Do you believe physical education should be compulsory?		
Yes	76	88
No	8	10
Undecided	6	2
No Opinion	10	
If yes, do you "strongly agree?" or "agree?"	48 10	42 18

When the female interviewees were asked if they believed physical education should be compulsory, a large majority, 88 per cent, stated "Yes" with 42 per cent indicating that they strongly felt this way. Several of the female subjects qualified their affirmative answer with comments of "2 years required and 2 years elective" or "only for 3 years."

Seventy-six per cent of the male respondents felt that physical education should be compulsory with 48 per cent of them indicating they "strongly agreed." "It depends" was the answer given by 6 per cent of the men. Male subjects that wanted to qualify their statement said, "physical education is not necessary in rural areas." "The size of the school should be the determining factor."

The physical education participation background of the men was certainly not ideal as viewed by a physical educator. Eighteen per cent of the men could not recall what they did during physical education classes, 6 per cent did not elect to take physical education, 25 per cent had no physical education program, and 8 per cent said they were participating in school athletics and "Athletes were excused from physical education." Thus, only 42 per cent could recall what their instructor had them do during physical education classes. A listing of activities in which the men participated is given in Table XIII.

Slightly more than one-half, 54 per cent, of the women could recall what their instructor had them do during physical education periods. Thirty-four per cent of the females had no

TABLE XIII
 A COMPARATIVE ANALYSIS OF PROGRAMING IN
 PHYSICAL EDUCATION CLASSES

Question	Per Cent of Males	Per Cent of Females
Can you recall what your instructor had you do during physical education classes?		
Yes	42	54
No	18	6
No Program	26	34
Did Not Elect to Take	6	6
Athletes Excused	8	
 If yes, what?		
Drill or calisthenics	42	30
Volleyball	16	24
Tumbling	14	12
Basketball	28	42
Track	20	4
Football	16	2
Wrestling	4	
Softball	2	6
Team Field Games	4	6
Boxing	6	
Apparatus	2	
Baseball	18	18
 Carry-Over Skills		
Bowling		2
Swimming	6	2
Archery		2
Tennis	10	6
Dancing		14
Recreation Games	8	20
Horseback Riding		2
Handball	2	

physical education program offered. More of the females, 42 per cent, remembered playing basketball than any other sport. More female subjects than male subjects mentioned carry-over sports as being part of the total curriculum.

Physical Education and Leisure Activities. When asked if the physical education program should teach leisure activity, 70 per cent of the men and 80 per cent of the women responded with "Yes." But, in contrast, only 14 per cent of the males interviewed and 16 per cent of the females interviewed said that the physical education program in which they participated taught leisure activity.

Twenty-four per cent of the men did not feel that a leisure time activity should be part of a physical education program and 18 per cent of the women concurred. Comments were " 'Kids' nowadays do too much of this," or "children will find their own hobbies and interests." Fifty-two per cent of the males and 58 per cent of the females agreed that their physical education program did not prepare them for leisure time.

The majority of the respondents, 68 per cent of the men and 72 per cent of the women, had no opinion as to what they would want to see introduced into the school physical education program for leisure education. Comments such as "What is included today?," "I'm not familiar enough with the program," and "I've never really thought about it" were common. Table XIV lists all activities mentioned.

TABLE XIV

A COMPARATIVE ANALYSIS OF TEACHING OF LEISURE ACTIVITIES
IN PHYSICAL EDUCATION

Question	Per Cent of Males	Per Cent of Females
Do you feel a physical education program should teach leisure activity?		
Yes	70	80
No	24	18
No Opinion	6	2
If yes, do you "strongly agree?"	22	30
Did your physical education program teach leisure activity?		
Yes	14	16
No	52	58
Do Not Remember	8	2
No Program	26	34
What would you want to see introduced into the school physical education program today for leisure education?		
No Opinion	68	72
Stated activities	32	28
	<u>50 Male</u>	<u>50 Female</u>
	<u>Number</u>	<u>Number</u>
Recreation activities	3	
Tennis	2	1
Golf	4	2
Swimming	2	2
Wrestling	1	
Bowling	1	1
Dancing	3	
Ice Skating	1	
Camping		1

Extra Curricular Activities. As can be seen in Table XV, 66 per cent of the male respondents participated in extra curricular activities. Vocal music was the most popular activity with 34 per cent of the men having participated. In addition, 14 per cent of the males interviewed participated in instrumental music. Speech activities were also popular with 40 per cent of the men having taken part.

Sixty-four per cent of the females interviewed took part in extra curricular activities. Again, vocal music was first in popularity with 36 per cent of the females having participated. Twenty-two per cent participated in instrumental music.

Thirty-four per cent of the males and 36 per cent of the females had not participated in extra curricular activities. Of these, 16 per cent of the females stated they "were not offered." This might be accounted for in that 16 per cent of the females were seventy years of age or older.

School Athletics. As was expected, many more males than females took part in school athletics. Only 24 per cent of the women interviewed participated in school athletics as compared to 70 per cent of the men; or, stating this conversely, 30 per cent of the males interviewed and 76 per cent of the females interviewed did not participate in school athletics.

When asked why they had not participated, 32 per cent of the women stated it was "not offered." This reason was

TABLE XV

A COMPARATIVE ANALYSIS OF PARTICIPATION IN
EXTRA CURRICULAR ACTIVITIES IN SCHOOL

Question	Per Cent of Males	Per Cent of Females
Did you participate in extra curricular activities in school:		
Yes	66	64
No	34	35
If yes, which ones?		
Music Activities		
Vocal	34	36
Instrumental	14	22
Speech Activities		
Declam	4	
Debate	14	6
Plays	22	22
Special Interest Clubs	30	36
Student Publications	4	10
Student Government	6	
If no, why not?		
No Interest	4	4
Not Offered		16
Working	8	6
Lived in Country		4
No Ability	2	2
No Time	8	
Reason Not Given	12	4

not given by any male subject. Other answers and corresponding per cents are listed in Table XVI.

Among those individuals who took part in school athletics, basketball was the most popular sport, 46 per cent of the males and 20 per cent of the females took part. Seven other sports were mentioned by men and 3 others by women.

The most frequent reason males listed for participating in school athletics was "Enjoyed it," indicated by 40 per cent.

Intramural Programs. As shown in Table XVII, intramural programs were not available in the schools attended by 60 per cent of both sexes. Of the 40 per cent of male and female interviewees who attended schools where intramural programs were available, only 24 per cent of the men and 18 per cent of the women participated. The 22 per cent of the women who did not participate often stated that these programs were "only for boys" or that they "lived in the country" and intramurals took place after school. One-half of the 16 per cent of male subjects who did not take part in offered intramural programs said that "varsity athletes did not compete in any intramural activity."

It was found that basketball was the most popular sport both in school athletics and in the intramural programs. Twenty per cent of the males and 18 per cent of the females participated in intramural basketball. Nine other sports were mentioned by male subjects and 7 others were mentioned by the females interviewed.

TABLE XVI
A COMPARATIVE ANALYSIS OF PARTICIPATION IN
SCHOOL ATHLETICS

Question	Per Cent of Males	Per Cent of Females
Did you participate in school athletics? Which?		
Yes	70	24
No	30	76
Football	34	
Basketball	46	20
Tennis	6	2
Golf	6	
Track	36	4
Baseball	22	
Softball		4
Swimming	4	
Boxing	2	
If yes, why?		
Everyone did	2	8
Enjoyed it	40	8
Wanted to	6	
Good at it	2	
Payed off	2	
To build body	2	
Outlet	2	
No comment	14	8
If no, why not?		
No interest		8
Was not offered	2	32
Not good enough	6	6
Working	14	8
Did not like	2	4
No comment	6	18

TABLE XVII
 A COMPARATIVE ANALYSIS OF PARTICIPATION IN A
 SPORTS INTRAMURAL PROGRAM

Question	Per Cent of Males	Per Cent of Females
Did your school have a sports intramural program?		
Yes	40	40
No	60	60
If yes, did you participate?		
Yes	24	18
No	16	22
In what sports?		
Basketball	20	18
Baseball	8	10
Touch Football	10	
Track	8	
Soccer	4	2
Tennis	2	4
Swimming	2	2
Volleyball	2	10
Riflery	2	
Handball	2	
Softball		4
Hockey		2
Do you feel a school should have a sports intramural program?		
Yes	90	86
No	2	2
Undecided		2
No Opinion		10
If yes, do you "strongly agree?"	42	44

When subjects were questioned as to whether a school should have a sports program which offered the opportunity for all to participate, a large majority of them answered "yes." Eighty-six per cent of the women and 90 per cent of the men felt that a school should have an intramural program. Of these, 44 per cent of the females and 42 per cent of the males qualified this statement stating that they "strongly felt this way."

Comparison of Affirmative Answers Concerning Participation and Beliefs in Physical Education in Riley County, Kansas, to Grant County, Wisconsin

The per cents of affirmative answers given by residents of both counties were very similar. In only one of the seven areas of question shown on Table XVIII did results differ by more than 12 per cent; 35 per cent of the subjects of the Kansas survey felt physical education had better enabled them to enjoy leisure time, but only 14 per cent of the Wisconsin survey answered in the affirmative.

Children and Children's Education

Number of Children. As shown in Table XIX, the 50 male interviewees had a total of 109 children, 51 boys and 58 girls. The largest age group category of these children was from the age 0-5 years with more than 25 per cent of the children in this age group, 15 boys and 13 girls.

TABLE XVIII

A COMPARATIVE SUMMARY OF AFFIRMATIVE ANSWERS CONCERNING PARTICIPATION AND BELIEFS IN PHYSICAL EDUCATION AND RELATED ACTIVITIES IN THE TWO COUNTIES USED IN THIS STUDY

Question	Riley Co. Kansas Per Cent	Grant Co. Wisconsin Per Cent
In your school, was physical education compulsory?	52	64
Do you believe physical education should be compulsory?	82	77
Do you feel a physical education program should teach leisure activity?	75	84
Did your physical education program teach leisure activity?	15	22
Did your school have a sports intramural program?	40	42
Did you participate in school athletics?	47	52
Males	35	39
Females	12	13
Would you say your physical education program better enabled you to enjoy leisure time?	35	14

The women subjects had a total of 122 children, 13 more than did the males that were interviewed. Many of the females' children were 21 years of age or older with over 50 per cent of the children included in this category.

TABLE XIX
A COMPARATIVE ANALYSIS OF THE NUMBER
OF CHILDREN BY AGE GROUPS

	0 - 5	6 - 10	11 - 15	16 - 20	21 - 30	over 30
<u>50</u>						
<u>Male</u>						
Boys	15	10	7	7	6	6
Girls	13	7	9	7	12	10
<u>50</u>						
<u>Female</u>						
Boys	3	11	9	4	16	18
Girls	3	5	9	8	13	23

Children's Participation in Physical Education. Fifty per cent of the males and only 24 per cent of the females that were interviewed said that their children were taking or did take physical education. The reason for the smaller percentage of female subjects replying this way could possibly be because the children of the females were older in age and thus had attended schools earlier years.

A large majority of both men and women subjects felt that physical education should be taken by all healthy school-aged children; 82 per cent of the males and 92 per cent of the females answered in the affirmative to this question. Of these, 60 per cent of the men and 64 per cent of the women stated that they strongly felt this way. This is summarized in Table XX.

When subjects were asked why they felt all school-aged children should take physical education, 14 per cent of the women answered, "It's good for them," and 22 per cent of the men said, "children 'now' do not get enough exercise." Other answers were concerned with physical, social, or physiological development. One female interviewee indicated that physical education was becoming more important for women today than ever before because of the "dual role of many women," that of pursuing both a career in homemaking and business. Another stated "The longevity of our society finds many older people in need of carry-over skills."

The majority of interviewees, 64 per cent of the men and 66 per cent of the women, felt that leisure activity should be taught in the physical education program. In comparison, only 12 per cent of the men and 24 per cent of the women stated that their children were being taught leisure activity as shown by Table XXI.

It seems that only a small percentage of the men's children participated in school athletics, 12 per cent. Of

TABLE XX
 A COMPARATIVE ANALYSIS OF CHILDREN'S
 PHYSICAL EDUCATION PROGRAMING

Question	Per Cent of Males	Per Cent of Females
Are or did your children take physical education?		
Yes	50	24
No	14	52
Do Not Know	4	12
No Children	18	12
Not in School	14	
Do you believe physical education should be taken by all healthy school children?		
Yes	82	92
No	4	2
No Opinion	14	6
If yes, do you strongly agree?	60	64

TABLE XXI

A COMPARATIVE ANALYSIS OF CHILDREN'S PHYSICAL
EDUCATION AND LEISURE ACTIVITY

Question	Per Cent of Males	Per Cent of Females
Should the schools include in their physical education program the teaching of leisure time activity?		
Yes	64	66
No	70	18
No Comment	24	6
No Opinion	2	10
If yes, do you strongly agree?	30	24
Are or were your children taught any leisure activities in physical education?		
No	44	52
Yes	12	24
Not Sure	10	12
No Children	18	12
Children Not of School Age	16	

these, 4 participated in basketball, 1 in football, 1 in bowling, 3 in baseball and one in softball, track and wrestling. Thirty-four per cent of the children of female interviewees participated in organized athletics and again basketball was the most popular sport.

Table XXII shows most of the subjects felt that athletics did teach something other than a sport. Ninety-two per cent of the men felt that other concomitant values were gained with 60 per cent of these men stating they "strongly felt this to be true." The females interviewed were in agreement with the males as 84 per cent of them felt that athletics does teach something other than a sport. "Getting along with others," "being a good winner and loser," and "sportsmanship," were most frequently mentioned by all subjects. Specific character traits such as patience, dependability, responsibility, self-discipline, and self-control also comprised many answers. Several of the men who did not think other values were gained made comment to the effect that although athletics should help an athlete gain other values, it was often not the case; that, many times, the stress on winning was much greater than was the stress on "working up to ability," "playing a good game," or "being a good loser."

Comparison of Affirmative Answers Concerning Children's Physical Education Programing in Riley County, Kansas, to Grant County, Wisconsin

Again, the counties were generally in agreement as shown

TABLE XXII
 A COMPARATIVE ANALYSIS OF CHILDREN'S
 PARTICIPATION IN ORGANIZED ATHLETICS

Question	Per Cent of Males	Per Cent of Females
Are or did your children participate in organized athletics?		
Yes	14	34
No	46	54
Children in Grade School or Younger	22	
No Children	18	12
Do you believe athletics teaches something other than a sport?		
Yes	92	84
No	6	4
No Comment		4
Do Not Know		10
If yes, do you strongly agree?	60	52

in Table XXIII. The one large difference shown on this table was found in participation by the children in physical education programs. In Grant County, 78 per cent of the children did take or were taking physical education; in Riley County only 37 per cent of the children did take or were taking physical education, a difference of 40 per cent.

Family Leisure Activity

Influence of Extra Curricular Activities. Approximately one-third of the people surveyed felt that their physical education program had better enabled them to enjoy their leisure time. Of these, only 18 per cent of the men and 10 per cent of the women felt that it had "greatly influenced" their selection of leisure activities. (Table XXIV)

Thirty per cent of the men and 23 per cent of the women felt that other extra curricular activities had influenced their selection of leisure interests. Music appeared to have the greatest carry-over value.

Family Leisure Activities. Table XXIV also shows that most families do spend some leisure time together. Only 18 per cent of the men and 10 per cent of the women stated that the family rarely shared leisure time.

The most popular family leisure activity of all subjects was watching television, 38 per cent of the men and 36 per cent of the women listed this activity. Of the 8 activities

TABLE XXIII

A COMPARATIVE SUMMARY OF AFFIRMATIVE ANSWERS
 CONCERNING CHILDREN'S PHYSICAL EDUCATION
 PROGRAMING IN TWO COUNTIES

Question	Riley Co. Kansas Per Cent	Grant Co. Wisconsin Per Cent
Are or did your children take physical education?	37	78
Do you believe physical education should be taken by all healthy school aged children?	87	98
Should the school include in their physical education programing the teaching of leisure activity?	65	90
Were your children taught or are they being taught leisure activities in the physical education program?	18	14

TABLE XXIV
A COMPARATIVE ANALYSIS OF FAMILY LEISURE TIME

Question	50 Male Per Cent of Males	50 Female Per Cent of Females
Would you say your physical education program enabled you to better enjoy leisure time?		
Yes	34	36
No	66	74
If yes, do you strongly agree?	18	10
Did extra curricular activities other than athletics and physical education have an influence on your selection of leisure activities?		
Yes	30	24
No	70	76
Which?		
Music	20	14
Speech	2	8
Clubs	4	
What leisure time activities does your family share or do you and your husband (wife) share together?		
Television	38	36
Records	10	8
Swimming	14	8
Water activities (boating, fishing)	30	20
Spectator Sports	8	12
Sightseeing	10	8
Reading	14	16
Movies	2	10
How often do you share leisure activity?		
Rarely or seldom	18	10
1 or 2 times weekly	24	14

TABLE XXIV (continued)

3 or 4 times weekly	2	14
Evenings	22	32
Weekends	16	16
Evenings and Weekends	4	2
Occasionally	12	4
Most of day	2	8
Has Tuttle Creek Reservoir had any influence on your leisure time?		
Yes	42	40
No	58	60
If yes, to what extent		
Very little	24	16
Some	8	
Much	10	14

most frequently mentioned by subjects in this survey only one, swimming, was not a sedentary activity.

It was surprising to the writer that Tuttle Creek Reservoir had not influenced leisure activities of Riley County residents to any great degree. Ten per cent of the males and 14 per cent of the females felt that the reservoir had greatly altered or influenced their leisure activity; these residents usually owned boats and/or a cabin or home on the lake.

Interest Finder of Activities. Swimming was the most popular activity checked on the interest finder of activities, 88 per cent of the subjects of Grant County, Wisconsin, and 40 per cent of the Riley County, Kansas, survey indicated that swimming was an activity they enjoyed doing. Second in popularity was social dancing with a combined total of 97 answers. Fishing ranked third with 46 per cent of the answers of Riley County and 45 per cent of Grant County.

The Wisconsin sample was more interested in learning new activities than was the sample from Kansas. They expressed more interest in learning new activities in all classifications of interest. More people in both counties wanted to learn how to ski than to do any other activity.

Bridge was the most popular card game. Twenty-nine per cent of the Riley survey played bridge and 12 per cent expressed a desire to learn. Fifty-one per cent of the subjects of Grant County played bridge and 16 per cent wanted to learn.

Again, in table games, residents of both counties were in agreement. The game most frequently checked as "like to do" was checkers, and chess was rated first in "like to learn." Four table games were very popular with the Riley sample; chess was enjoyed by 14 per cent, dominoes by 33 per cent, monopoly by 31 per cent and checkers by 38 per cent.

Music activities were more popular with residents of Riley County, Kansas, than with residents of Grant County, Wisconsin. Glee clubs, orchestras, and recorded concerts were each enjoyed by over 20 per cent of the Kansas survey.

In the arts and crafts area, home decorations was the only activity that was enjoyed by at least 10 per cent of the survey in both counties. Photography was a popular activity in Riley County with 22 per cent of the subjects enjoying it. Although only 7 per cent of the subjects in Grant County "like to do" photography, 20 per cent wanted to learn.

Radio and television plays were checked as being enjoyed by 20 per cent of the Riley residents that were in the survey but by only 3 per cent of the Grant County residents that were surveyed. Likewise, television was not even mentioned as a family leisure activity in Grant County. On the whole, drama activities were not a group that was rated especially high in either survey.

Gardening, hiking and hunting were also enjoyed by residents of both counties. Thirty-six per cent of the Riley survey enjoyed hiking, 34 per cent enjoyed hunting, and 40 per cent enjoyed gardening. Similarly, hunting was enjoyed by 33 per cent of the Wisconsin subjects, hiking by 36 per cent, and gardening by 24 per cent.

Summary of Results

Men. The majority of the male respondents were between the ages of 30-49 years; 13 were between 30 and 39 years and 14 were within the 40-49 age group. They stated their nationality as American and were predominantly professional men or "white collar" workers earning an annual income of \$5001-\$10,000. The large majority of the subjects were high school graduates, and 23 had finished 4 or more years of college.

Over one-fourth of the men had attended a school which offered no physical education program; but, three-fourths of them favored a compulsory physical education class. Their physical education classes had little carry-over value; only 21 males could recall what activities had been a part of the program. Calisthenics or drills had been the most frequently offered activity. Thirty-five of the men felt that physical education should teach a leisure activity but only 7 stated that theirs had done so. Many of the male respondents did not differentiate between physical education and school athletics; physical education was most frequently defined as "sports."

INTEREST FINDER OF ACTIVITIES

Comparison of Riley County, Kansas,
to Grant County, Wisconsin

Directions: Check those activities you most like to do in your leisure time in the first column. Check new activities you would like to learn how to do in second column. Write in any omitted activities.

ACTIVITIES	ACTIVITIES YOU LIKE TO DO		ACTIVITIES YOU WOULD LIKE TO LEARN HOW TO DO	
	No. of Respondents Answering		No. of Respondents Answering	
<u>Sports and Games</u>	Riley	Grant	Riley	Grant
Baseball	26	48		2
Basketball	20	54		3
Box Hockey			2	
Boxing	2	15	3	12
Bowling	31	32	9	28
Handball	7	7	4	32
Horseback riding	32	14	2	14
Horseshoes	15	13	3	6
Kickball	4	4	1	6
Lacrosse	1		2	6
Life saving course	4	8	7	25
Model airplane making and flying	4	5	4	7
Roller skating	24	23	2	24
Skiing	16	12	14	29
Tobagganing	7	21	5	24
Sailing	9	2	15	21
Swimming	40	88	5	14
Trap shooting	19	12	9	13
Water skiing	3			
Golf	7			
Skin Diving	3			
Tennis	1			
<u>Social Activities</u>				
Bridge	29	51	12	16
Canasta	26	26	5	8
Party Leadership	6	7	3	7
Pencil and paper games	20	10	1	4

	(like to do)		(like to learn)	
	Riley	Grant	Riley	Grant
Square dancing	17	22	9	17
Social dancing	40	57	6	3
Painting--oils, water colors	9	7	11	9
Photography	22	7	9	20
Pottery	7	4	4	4
Sandcraft	1		2	
Sketching	6	8	4	6
Tin can craft	4		3	1
Weaving	4	7	11	7
Woodwork	18	4	7	7
Dopper craft	1			
Embroidery	4			
Crocheting	5			
Sewing	4			
Knitting	8			

Drama Activities

Charades	7	8	3	7
Costume design	7	1	2	8
Fashion shows and Modeling	9	7	2	6
Impersonations	6	2	2	9
Marionettes	5	1	4	3
Mask making	2	11	3	9
Minstrel shows	8	11	3	7
One act plays	14	10	3	8
Play reading	12	9	2	4
Play writing	1	2	4	5
Puppetry	6	2	4	7
Radio and television plays	29	3	1	5
Shadow Plays	1	2	1	2
Stagecraft	3		1	7
Storytelling	15	9	1	5
Three act plays	7		1	1
Vaudeville acts	6	2	2	2

Dancing Activities

Acrobatic	2	1	2	5
Ballet	2	2	5	1
Clog and tap	1	1	1	6
Folk	8	5	2	12
Modern	16	19	3	4
Square	15	26	4	12
Social	28	63	3	4
Tap	5	2	4	15

	(like to do)		(like to learn)	
	Riley	Grant	Riley	Grant
<u>Table Games</u>				
Anagrams	7	5	1	3
Backgammon	3		1	3
Caroms	6	2		
Chess	14	9	13	17
Checkers	38	37	3	4
Dominoes	33	19		6
Monopoly	31	21		14
Skip across	5		1	1
Pitch	2			
Poker	2			
Rummy	3			
<u>Music Activities</u>				
Glee clubs	26	42	1	6
Opera groups	7	1	2	4
Singing games	15	21	1	14
Whistling groups	2	5	2	9
Harmonica playing	6	1	6	15
Mandolin, guitar or ukelele playing	7	1	14	14
Rhythm band	6	1		8
Orchestra	20	1	1	8
String quartets or ensembles	10	1	3	3
Symphony orchestra	14	1	2	1
Recorded concerts	22	3	1	1
Making musical instruments			4	1
<u>Arts and Crafts</u>				
Basketry	11	3	4	7
Beadcraft	3	3	6	6
Carving wood, soap, brick, bone	4	7	3	5
Ceramics	13	5	12	13
Costume design	11	6	4	9
Etching	6	1	3	6
Finger painting	7	3	2	4
Home decorations	25	15	9	14
Millinery	5	5	4	8
Model airplanes, cars trains, villages	7	3	3	11
<u>Nature and Camping Activities</u>				
Astronomy	5	4	14	18
Birdhouse building	4		3	2
Bird walks	7	5	2	5

	(like to do)		(like to learn)	
	Riley	Grant	Riley	Grant
Campcraft	16	18	3	11
Cooking	22	14	3	2
Firebuilding	18	2	1	2
Lashing	11		3	2
Crafts for outdoor living made from native materials	5	1	7	2
Caring for and train- ing of pets	23	10	5	6
Explorations	18	7	4	6
Fishing	46	45	4	3
Gardening	40	24	2	3
Hiking	36	36	1	1
Hunting	34	33	1	4
Mountain climbing	14	1	6	4
Nature study	15	7	4	10
Plants	19	5	3	4
Animals	20	5	4	4
Minerals	10	3	3	2
Insects	10	1	3	1
Trees	14	4	3	3

The majority of the male respondents had participated in school athletics with football, basketball, and track being the most popular sports. Twenty-five of the men accurately defined an intramural program as a "sports program within the school," even though only 12 of them had participated in this type of program. The large majority, 45, felt that a school should have an intramural program.

The majority of the men interviewed had children and 25 of the interviewees said that their children were taking or did take physical education. Most of the men strongly agreed that physical education should be taken by all healthy school-aged children. Again, in the physical education program of the children, carry-over skills were desired but were not being taught to the majority. Only 7 of the males stated their children were participating in organized athletics but almost all, 46, felt participation in athletics did teach many desirable concomitant values.

Most of the males' families did spend some leisure time together, and the most popular activity was watching television. Only one of the seven activities which families most often shared together was not a sedentary activity; this was swimming. Tuttle Creek Reservoir had not influenced the leisure time of Riley County male subjects to any great degree.

Females. Many of the female respondents were between the ages of 40-59, 10 of them were between 40-49 years and

13 were within the 50-59 age group. They, too, stated their nationality as American and as was expected the large majority were homemakers. Thirty-six of the women interviewed were high school graduates and 11 of the women had finished 4 or more years of college.

Approximately one-third of the women had attended a school which offered no physical education program. Twenty-six of the female subjects had taken part in a compulsory physical education class, and 44 felt that physical education should be compulsory. Basketball, volleyball, and drill or calisthenics were indicated to be the most popular physical education activities by the 27 women who could recall what they did during classes. Only 8 women stated that their physical education program had taught leisure activity; 40 females indicated that they felt physical education should teach leisure activity. Physical education was defined by one-third of the women as exercising.

Twelve of the female respondents had participated in school athletics and only 9 had taken part in an intramural program. In both programs, basketball was the sport with the most participants. Forty-three of the women felt a school should have a sports intramural program, but only 13 were able to give an adequate and/or correct answer to the question, "In your opinion, what is meant by an intramural program."

The majority of the subjects had children but only 12 stated that their children were taking or did take physical education. Forty-six of the women felt that physical education should be taken by all healthy school aged children. Approximately two-thirds of the women felt that the physical education program should teach leisure activity; 12 stated their children were taking or did have leisure activities in the physical education program. It was agreed that athletics teaches something other than a sport.

Only 5 of the female interviewees felt their physical education background had greatly influenced their leisure activity. Most of their families' leisure activities consisted of sedentary activities. Again, television was first in popularity and swimming was the one activity involving much muscular action. Tuttle Creek did not have much influence on the families' leisure time.

CHAPTER IV

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND COMPARISON

Summary

One hundred residents, 50 male and 50 female, of Riley County, Kansas, were randomly selected and personally interviewed. Each was asked questions concerning his conceptions of physical education, his background in physical education and related areas, and his present ideas and interest in physical education in an effort to determine the extent physical education influenced his living patterns.

1. Male and female subjects believed physical education should be compulsory and taken by all healthy school aged children but could not adequately define physical education.

2. Male and female subjects believed a physical education program should teach leisure activity although their program did not and their children's program did not.

3. Male and female subjects believed schools should have a sports intramural program although the majority of the schools they attended had not offered an intramural program and the majority of women did not know what an intramural program was.

4. The physical education program of male and female subjects did not enable them to better enjoy leisure time.

5. The families of most male and female subjects did enjoy some leisure time together every week, almost always in a sedentary manner.

6. Male and female subjects could define school athletics and believed that athletics taught something other than a sport. The males had participated in school athletics; the women had not participated.

Conclusions

1. The physical education curriculum has not been meeting the needs and/or interests of the public.

2. Carry-over skills should be included in the physical education curriculum.

3. Physical education activities did not play a vital role in the selection of leisure activities for Riley County residents.

4. The mental, social, and emotional values of physical education programs in this county are almost non-existent.

5. If offered at all, the physical education programs in Riley County are largely programs of physical activity, not physical education.

6. School athletics and the concomitant values of school athletic programs was well understood.

Recommendations

1. A concentrated program of public relations to better inform the population of objectives and concepts of physical education.

2. More leisure activities and carry-over skills should be included in the physical education program.

3. Physical education programs should stress education and attitudes in addition to activity.

4. Better supervision of existant physical education programs and establishment of non-existant programs is needed.

Comparison of Conclusions of Survey in Riley County, Kansas,
to Grant County, Wisconsin

1. In Riley County, Kansas, and Grant County, Wisconsin, the physical education program is not meeting the needs of the population.

2. Carry-over skills have been neglected in both physical education curriculums.

3. Mental, social, and emotional values of physical education programs were neglected or almost non-existant in both counties.

4. Physical education programs were largely programs of physical activity, not physical education, in both counties.

5. Physical education programs had not contributed to better enjoyment of leisure time for residents in Grant County, Wisconsin, and Riley County, Kansas.

BIBLIOGRAPHY

- Brown, Ernest Lane. A Study of the Status of Health and Physical Education in Riley County, Kansas. Unpublished M.S. report, Kansas State University, Manhattan, Kansas, 1959.
- Halstead, Robert E. The Survey of a Rural Population and the Effect of Physical Education Upon the Selection of Leisure Time Activities. Unpublished M.S. thesis, University of Wisconsin, Madison, Wisconsin, 1964.
- Paterson, Ann, and Hallburg, Edmond C. Background Readings for Physical Education. New York: Holt, Rinehart and Winston, 1965.
- Riley County Historical Society. Log Cabin Days. Manhattan, Kansas, 1929.
- Sharman, Jackson R. Introduction to Physical Education. New York: A. S. Barnes and Company, 1934.
- Snedecor, George W. Statistical Methods. Ames, Iowa: Iowa State University Press, 5th edition, 1956.
- United States Bureau of the Census. U.S. Census of Population: 1960. General Social and Economic Characteristics, Kansas. Final Report PC (1) - 18 C. U.S. Government Printing Office, Washington, D.C., 1961.
- Williams, Jesse. The Administration of Health Education and Physical Education. Philadelphia: W. B. Saunders Company, 1958.

APPENDIX

RILEY COUNTY PHYSICAL EDUCATION
LEISURE TIME QUESTIONNAIRE

Respondent
Male Female

I. Family History

- A. Number in family _____
B. Children's ages: boys _____ girls _____
C. Husband's age: 20-29; 30-39; 40-49; 50-59; 60-69;
other _____
D. Wife's age: 20-29; 30-39; 40-49; 50-59; 60-69;
other _____
E. Nationality _____

II. Vocation

- A. What is your position? _____ Farmer, farm laborer,
other laborer, service worker, salesman, clerical,
professional, other _____
B. Do you have a part-time job? Yes - No
C. If yes, what is it? _____ Comment _____
D. Where would you estimate your yearly family income?
\$5000 and under; \$5001-\$10,000; \$10,001 and over

III. Parent Education

- A. School year completed _____ Elementary school; high school;
College or university; private school; institutes; work
shops; short courses; others _____
B. Favorite school subjects: foreign languages; mathe-
matics; English literature and composition; history;
geography; agriculture; shop; science; physical education;
others _____ Comment _____
C. In your opinion, what is meant by the following terms:
1. physical education
2. leisure
3. extra curricular activities
4. intra-mural program
5. school athletics
D. In your school was physical education compulsory?
Yes - No Comment _____
E. Do you believe physical education should be compulsory
or not? strongly agree - agree - yes, no - disagree -
strongly disagree
F. Can you recall what your instructor had you do during
physical education periods? Yes No Drill; march;
calisthenics; play basketball; play volleyball; tumbling;
play recreational games; others _____
Comment _____

- G. Did your physical education program teach leisure activity? Yes ___ No ___
- H. What would you want to see introduced into the school program today for leisure education? _____
Comment _____
- I. Did you participate in extra curricular activities in school? Yes ___ No ___
1. If yes, which ones _____
2. If no, why not _____
Comment _____
- J. Did you participate in school athletics? Yes ___ No ___
Which: football; basketball; tennis; golf; baseball; track; wrestling; others _____ Why? _____
Comment _____
- K. Did your school have a sport intramural program? Yes ___ No ___
1. If yes, did you participate? Yes ___ No ___
2. In what sports? _____ Comment _____
- L. Do you feel your school should have a sport intramural program? strongly agree - agree - yes, no - disagree - strongly disagree
- IV. Children's Education
- A. Are or did your children take physical education? Yes ___ No ___
- B. Do you believe physical education should be taken by all healthy school aged children? strongly agree - agree - yes, no - disagree - strongly disagree Why? _____
Comment _____
- C. Should the schools include in their physical education program the teaching of leisure time activity? Strongly agree - agree - yes, no - disagree - strongly disagree
- D. Do you know if your children are being taught leisure time activities? Yes ___ No ___ Comment _____
- E. Are your children participating in organized athletics? Yes, No Which ones? _____
Comment _____
- F. Do you believe athletics teaches something other than a sport? strongly agree - agree - yes, no - disagree - strongly disagree
1. What? _____ Comment _____
- V. Family Leisure Time Activity
- A. Would you say that your physical education program enabled you to better enjoy leisure time? strongly agree - agree - yes, no - disagree - strongly disagree
- B. Did extra curricular activities other than athletics and physical education have an influence on your selection of leisure activities? Yes ___ No ___ Which? _____
Comment _____

- C. What leisure time activity does your family or do you and your husband share together? _____
- D. How often does your family share together leisure time activities? _____ Comment _____
- E. Influence of Tuttle Creek Reservoir on leisure time activity, if any? _____

Name of Respondent _____

Time Residing in Riley County _____

A COMPARATIVE SURVEY OF AN URBAN
POPULATION TO A RURAL POPULATION AND THE
EFFECT OF SCHOOL PHYSICAL EDUCATION UPON
LEISURE TIME ACTIVITIES

by

ELIZABETH RAILSBACK LEE

B.S., University of South Dakota, 1963

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Physical Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1965

The purpose of this study was to determine the effect and extent of the influence of physical education upon leisure time activity and to compare these results to results of the initial survey on this subject. Specifically, it was:

1. To find what conceptions residents of Riley County, Kansas, had about physical education;
2. To find what background they had in physical education and related activities;
3. To find if these conceptions and this background influenced their leisure life;
4. To find what parents wanted for their children in physical education and what the child's physical education programming was;
5. To compare conclusions of the above to conclusions of a similar study made in Grant County, Wisconsin, in 1964, in an attempt to see if any general conclusions could be drawn.

A random selection of one hundred residents of Riley County, 50 male and 50 female, were personally interviewed. This sampling was obtained by using a table of random numbers and comparing these numbers to the personal property tax roles of Riley County.

Each interviewee was asked questions concerning his conceptions of physical education, his background in physical education and related areas, the participation of his children in physical

education and related activities, and his family leisure activity. The results of this survey were recorded verbatim and then were analyzed by tabulation and descriptive explanations. These results were compared and contrasted to the results of the study made in Wisconsin.

The findings of this survey were as follows:

1. Male and female subjects believed physical education should be compulsory and taken by all healthy school aged children, but they could not adequately define physical education.
2. Male and female subjects believed a physical education program should teach leisure activity although their program did not and their children's program did not.
3. Male and female subjects believed schools should have a sports intramural program although the majority of the schools they attended had not offered an intramural program and the majority of women did not know what an intramural program was.
4. The physical education program of male and female subjects did not enable them to better enjoy leisure time.
5. The families of most male and female subjects did enjoy some leisure time together every week, almost always in a sedentary manner.
6. Male and female subjects could define school athletics and believed that athletics taught something other than a sport. The males had participated in school athletics; the women had not participated.
7. The conclusions of the study made in Riley County, Kansas, in 1965, concurred with those made in Grant County, Wisconsin, in 1964.