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PERSONAL QUALIFICATIONS OF INDUSTRIAL
RECREATION DIRECTORS

THESIS

Presented to the Graduate Council of the
North Texas State University in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

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CHAPTER I

INTRODUCTION

Industry in the United States is growing at a phenomenal pace. Technological inventions, the development of highly automatic machinery, and specialization of work within industries are causing many changes in the working conditions of employees. These new developments have cut the work energy of human sources to almost 2 per cent (4, p. 18). Although the worker's physical powers are becoming less, his nervous tensions are becoming greater.

Industrial management is recognizing that current advances in automation are creating the need to balance employee's work days with recreation activities. Butler (4) substantiates this by saying, "Psychologists have repeatedly claimed that for people whose energies are used mechanically and uncreatively, recreation becomes a matter of absolute necessity" (4, p. 18).

A successful recreation program depends largely upon the quality of the administrative leadership. The importance of leadership in the recreation program is emphasized by the recommendation that "three fourths of the total expenditures for recreation might well be spent on leadership" (11, p. 473).

The whole question of leadership is paramount in the consideration of recreation's future. The problem involves two kinds of leadership, both necessary to progress. One type is broad, courageous, and imaginative

but practical. The second type of essential leadership must meet indispensable need for highly qualified recreation personnel to organize, supervise, and operate the many and increasing number of recreation services throughout the nation. Recreation tomorrow will only be as strong as its leaders (11, p. 490).

Since the recreation director is a leader he must have abundant knowledge in the field of recreation--what it is, what it does, how it is administered, to whom it is administered, how it is organized, and how to maintain good public relations.

The recreation director must know that recreation is a process of activities which takes place during leisure because of inner desire and not outer compulsion. The person who participates in leisure must not be forced into an activity, but an activity should be available for him to select. One man's recreation may be another man's drudgery, so the recreation leader must offer a variety of activities to meet the needs of all the people within the area.

The director must consider the society to be served. He should know the educational background of these people, their financial conditions, and their religious concepts. He should also understand the philosophy of the people whom the program serves, how they feel towards dancing, music, and other activities within the recreation program.

Knowledge of recreation is an important part of a director's qualifications, but "knowledge has no value except that which can be gained from its application toward some worthy end.

As knowledge is acquired, it must be organized and put into use, for a definite purpose, through practical plans" (9, p. 110).

Knowledge of laws is essential for the recreation director. The recreation program must comply with federal, state, and local laws which protect the populace as well as the recreation program. The director should also know enabling laws, service laws, regulatory laws, special project laws, and liability laws.

The director must know all possible types of areas, facilities and equipment used in a recreation program. It is part of his job to obtain the best equipment for the lowest price. He must be sure that all facilities are safe and that all the equipment is in good working order. He should keep all areas and facilities up to date with the ability to grow and meet the expanding need of the people. A knowledge of other recreation agencies would be of great help to the recreation director. There may be times when he could use another agencies' areas or facilities to offer his members a better recreation program.

In order to maintain a good recreation program, the director must be able to make an accurate evaluation of the program. If it is necessary, he must eliminate unpopular and ineffective activities and replace them with new ones.

The director must know how to budget available funds and obtain financial support for the program. He must know how

to utilize bond issues, charges and fees, special assessments, supplementary assistance, special taxes, and contributions.

Good public relations is always an asset to a recreation program. The director should be aware of the use of newspapers, radio, television, magazines, and leaflets as a means of producing good public relations. But he should never forget that a good recreation program produces the best public relations.

The recreation director must of necessity be a personable individual. He must be dressed properly, be well groomed, be in good health, and speak clearly and distinctly with a well modulated voice.

The enthusiasm of the recreation director will be of great importance to the success or failure of the program. If a director does not have an interest in his work the project will invariably fail, whereas a faltering program may be kept alive and possibly saved if interest and enthusiasm are injected into the program.

The director should maintain patience and avoid unrealistic decisions in the wake of a crisis. He should consider all possible solutions, maintain good judgment, then take the best course of action.

The director should keep himself physically-fit so the work of his job will not cause physical fatigue or mental instability. He should be prepared to accept any challenges of administrative duties with a clear and objective mind, and he must be strong both emotionally and mentally.

"Democracy and recreation are alike in spirit, and each tends to promote and strengthen the other" (4, p. 29). Therefore, the recreation director should always inject a democratic point of view into the recreation program. Democracy is committed to giving each individual the opportunity to grow fully, express himself freely, and achieve an abundant life--so should recreation.

In order to be a popular director, he must at all times practice rules of etiquette.

These rules are derived from long experience; their basis is always consideration for the feelings, beliefs, and sensibility of others. The truly considerate person has many qualities-- tact, graciousness, charm, hospitality, kindness-- that are apparent in every detail of his life (13, p. xxvii).

The essential personal qualifications for service as a recreation director are difficult to define and measure, but they form the foundation of successful leadership. Butler (4) suggests other leadership qualities as follows:

1. Faith in people and belief in the worth and dignity of every human being.
2. A good sense of humor.
3. Concern with growth of individuals through creative expression.
4. Personal and professional integrity (4, p. 110).

All of these personal qualifications are important, but one which has not been mentioned is by far the most important of all. That quality is character. Without character, a recreation leader can never become truly successful. A leader who has character not only holds a good reputation, but he is also striving for self-realization. Reputation is to the present as character is to eternity.

Accepting these qualities as desirable and necessary to leadership, this study is based upon the need for qualified recreation directors within an industrial environment.

Statement of the Problem

Personal qualifications of industrial recreation directors and the adequacy of the North Texas State University recreation curriculum in developing these qualifications.

Definition of Terms

The following definition of terms are proposed:

1. Recreation is the process of participation in forms of activity in leisure hours which offers an outlet for the innate desire for emotional, physical, mental and creative expression.

2. Industrial recreation is the organized recreational opportunities administered for industrial employees.

3. The administrator is the executive manager of an industrial recreation program.

4. The director is responsible for the organization and supervision of the industrial recreation program.

Purposes of the Study

The following purposes are proposed for the study:

1. To determine professional education qualifications and desirable recreation experience for industrial recreation directors.

2. To determine personal qualifications for industrial recreation directors.

3. To compare North Texas State University's professional recreation curriculum with the findings of the study.

Limitations of the Study

The study is limited to personal qualifications of industrial recreation directors, and a comparison of the North Texas State University recreation curriculum with these qualifications.

Sources of Data

The human sources of data are selected industrial recreation administrators who have been certified by the National Industrial Recreation Association for outstanding management in industrial recreation. The documentary sources are books and articles dealing with leadership qualifications in recreation leadership.

Survey of Previous Studies

Due to the rapid growth of recreation over the past few years, qualified recreation leadership is becoming essential to the development of sound recreation programs.

In view of this fact, Anderson (2) made a study in 1948 of personnel standards for leadership duties in public recreation. The following is Anderson's statement of the problem.

The problem of developing personnel standards for leadership duties in public recreation presents the need for answering four pertinent questions with their implications:

1. What are the leadership duties in public recreation?

2. What are the personnel qualifications essential for the performance of the leadership duties in public recreation?

3. What are the interrelationships of the personnel qualifications essential for the performance of leadership duties in public recreation?

4. In the light of the interrelationships of the personnel qualifications, what are the personnel standards for the leadership duties in public recreation? (2, p. 5).

Anderson had two purposes for his study.

The first purpose was to develop standards in the qualifications required of personnel for the various leadership duties in public recreation.

Evidence has shown that there was an overlapping in the qualifications of leadership in public recreation in different cities. Therefore, this study was concerned with attempting to identify this overlapping by a careful statistical analysis which is the second purpose.

Two groups furnished information for the study. The first group consisted of public recreation executive heads in fifteen cities, and the second group was a jury of twelve recreation experts who gave suggestions and guidance in setting up leadership standards.

Two check-lists which indicated leadership positions and leadership duties were sent to the public recreation heads. These check-lists revealed five types of leadership positions and seventy-eight leadership duties. The seventy-eight leadership duties were classified into eleven groups.

From these two check-lists, a third check-list was made which included the eleven groups of duties, the five leadership positions, and ten personnel qualifications.

This third check-list was sent to each member of the jury who evaluated the duties, positions, and qualifications according to his own judgment.

After reviewing and tabulating the third check-list, each member of the jury was sent the fourth check-list which included only the ten personnel qualifications. Each member of the jury was asked to rate the primary qualifications of the ten personnel qualifications according to rank.

An evaluation of the four check-lists gave a basis for setting up a rating scale which was established by the jury of twelve recreation experts.

Through this study a personal rating scale was established for leadership in public recreation, and the study disclosed that better-than-average personnel qualifications are essential for the performance of all leadership duties in public recreation.

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CHAPTER II

PROCEDURES FOR THE STUDY

In preparation for this study, an extensive survey of previous studies was made. Several studies were found, which contributed to the present study. The study by Anderson (1), mentioned in Chapter I, suggested the need for further studies of personnel qualifications in other fields of recreation. Ten personal qualifications established by Anderson (1) were used in this study.

Professional literature on leadership in recreation as well as in other fields was read. The other professional fields included business administration, teaching, psychology, and sociology. All the professional literature suggested the same basic leadership qualifications to be necessary in the performance of the various job duties.

It was then decided that a questionnaire would be the most practical means to collect the data desired. The questionnaire was developed around leadership qualifications which were selected from the reading of professional literature. The following steps were taken to insure the effectiveness of the questionnaire:

1. The questionnaire was evaluated by utilizing basic criteria as presented by Koos (2) in his work, and the criteria of Whipple as presented by Whitney (3) in his work.

2. The questionnaire was evaluated by research experts in the fields of psychology and physical education.

Respondents to the questionnaire were then chosen for the study. These respondents were fifty-one industrial recreation administrators who have been certified by the National Industrial Recreation Association for outstanding personal contributions and achievements in the field of industrial recreation. The respondents were from all areas of the United States and Canada.

The questionnaires were submitted by mail to these Certified Industrial Recreation Administrators. Thirty-two administrators (63 per cent) completed and returned the questionnaires.

All of the returned questionnaires were tabulated for the study. The data were analyzed and classified by means of twelve tables. Accompanying each table there was a discussion of the statistics.

Following the analysis of data received, a comparison of the findings was made with the curriculum of professional preparation in recreation at North Texas State University.

Following this comparison, the findings of the study were summarized and conclusions were drawn. Recommendations were made on the basis of the study.

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CHAPTER III

PRESENTATION OF DATA

Findings of the Study

Data are reported in this chapter in the order in which the questions appeared on the questionnaire. The questionnaire and accompanying letter are presented in the appendix.

Education and Experience

This section deals with amounts of experience in recreation combined with education levels attained to qualify a person as a director of an industrial recreation program.

Table I shows amounts of experience twenty-two respondents

TABLE I
EXPERIENCE COMBINED WITH A DOCTORATE DEGREE

Months Experience	Administrator's Choices	Per Cent
0	3	13.6
6	5	22.7
12	8	36.4
18	0	0
24	3	13.6
30	1	4.5
36	1	4.5
48	1	4.5
60	0	0
96	0	0
120	0	0

Mean 14.2

(69 per cent) selected to be combined with the doctorate degree. Three respondents (13.6 per cent) believed no experience would be necessary, five (22.7 per cent) chose six months experience, and eight administrators (36.4 per cent) selected twelve months' experience. No respondents chose eighteen months' experience. Three respondents (13.6 per cent) believed twenty-four months would be necessary. Thirty months, thirty-six months, and forty-eight months were each chosen by one administrator. Sixty, ninety-six, and one hundred-twenty months' experience were not selected. The mean was 14.2 months' experience combined with a doctor's degree.

Table II shows amounts of experience in recreation work

TABLE II
EXPERIENCE COMBINED WITH A MASTER'S DEGREE

Months' Experience	Administrators' Choices	Per Cent
0	1	4.5
6	3	13.6
12	9	40.9
18	1	4.5
24	3	13.6
30	2	9.1
36	2	9.1
48	1	4.5
60	0	0
96	0	0
120	0	0

Mean 18.0

twenty-two administrators (69 per cent) selected to be combined with a master's degree. One administrator (4.5 per cent) felt that no recreation experience would be necessary, and three administrators (13.6 per cent) selected six months. Nine respondents (40.9 per cent) chose twelve months experience. One administrator (4.5 per cent) chose eighteen months, three (13.6 per cent) chose twenty-four months, two (9.1 per cent) chose thirty months, two chose thirty-six months, and one chose forty-eight months. None of the administrators selected sixty, ninety-six, and one hundred-twenty months' experience. The mean was eighteen months' experience in recreation work combined with a master's degree.

Amounts of experience in recreation work twenty-eight

TABLE III
EXPERIENCE COMBINED WITH A BACHELOR'S DEGREE

Months ' Experience	Administrators ' Choices	Per Cent
0	0	0
6	1	3.6
12	7	25.0
18	1	3.6
24	7	25.0
30	2	7.1
36	4	14.3
48	4	14.3
60	2	7.1
96	0	0
120	0	0

Mean 28.3

administrators (88 per cent) selected to be combined with a bachelor's degree are shown in Table III. None of the responding administrators believe a person with a bachelor's degree could be a director of an industrial recreation program without having experience in recreation work. One respondent believed six months' experience to be sufficient. Seven administrators (25 per cent) chose twelve months, one chose eighteen months, seven chose twenty-four months, and two respondents (7.1 per cent) chose thirty months. Four respondents (14.3 per cent) selected thirty-six months, four chose forty-eight months, and two chose sixty months. Ninety-six and one hundred-twenty months were not chosen. The mean was 28.3 months' experience which the administrators chose to be combined with a bachelor's degree.

Table IV shows amounts of experience twenty-two administrators (69 per cent) believed should be combined with a junior college degree. None of the respondents believed less than twelve months was enough experience to qualify a junior college graduate for director of an industrial recreation program. One respondent chose twelve months' experience, and one chose eighteen months' experience as adequate. Six administrators (27.3 per cent) selected twenty-four months' experience. One chose thirty months. Five respondents (22.7 per cent) chose thirty-six months, three (13.6 per cent) chose forty-eight months, and four (18.2 per cent) chose sixty months' experience. One respondent chose ninety-six

months, and none of the respondents chose one hundred-twenty months'. The mean was 38.7 months' experience in recreation

TABLE IV
EXPERIENCE COMBINED WITH A JUNIOR COLLEGE DEGREE

Months' Experience	Administrators' Choices	Per Cent
0	0	0
6	0	0
12	1	4.5
18	1	4.5
24	6	27.3
30	1	4.5
36	5	22.7
48	3	13.6
60	4	18.2
96	1	4.5
120	0	0

Mean 38.7

that should be combined with a junior college degree.

Table V shows amounts of experience in recreation work twenty-three responding administrators (72 per cent) believed should be combined with a high school degree. None of the respondents chose below twenty-four months' experience. Two respondents (8.7 per cent) chose twenty-four months, and one chose thirty months. Four administrators (17.4 per cent) believed thirty-six months' experience necessary, and three (13.0 per cent) responded to forty-eight months. Eight administrators (34.8 per cent) selected sixty months' experience.

Two respondents (8.7 per cent) listed ninety-six months' experience, and three (13.0 per cent) stated that one hundred-twenty months' experience would be necessary to combine with a

TABLE V
EXPERIENCE COMBINED WITH A HIGH SCHOOL DEGREE

Months' Experience	Administrators' Choices	Per Cent
0	0	0
6	0	0
12	0	0
18	0	0
24	2	8.7
30	1	4.3
36	4	17.4
48	3	13.0
60	8	34.8
96	2	8.7
120	3	13.0

Mean 60.8

high school degree to qualify a person as a director of an industrial recreation program. The mean was 60.8 months' experience in recreation work to be combined with a high school degree.

Minimum Education Level

The Certified Industrial Recreation Administrators were asked to indicate the minimum education level (degree) they believed a person should attain before he is appointed director of industrial recreation program. The education levels

with the administrator's responses are shown in Table VI. Thirty-one of the thirty-two responding administrators (97 per cent) made selections. One respondent believed a doctorate

TABLE VI
MINIMUM EDUCATION LEVELS

Education Level (degree)	Administrators' Choices	Per Cent
Doctorate	1	3.2
Master's	2	6.5
Bachelor's	21	67.7
Junior College	4	12.9
High School	3	9.7

to be the minimum education level to attain and two administrators (6.5 per cent) chose a master's degree to be the minimum education level. Twenty-one administrators (67.7 per cent) selected the bachelor's degree as the minimum education level to attain. Four respondents (12.9 per cent) selected a junior college degree, and three respondents (9.7 per cent) selected a high school education.

Majors and Minors of Professional Education

Concerning professional education, the administrators were asked to list what they believed an industrial recreation director's major and minor fields of study should be. Thirty of the responding administrators selected a major and minor

field of study. The responses in the questionnaire showed seventeen combinations of major and minor fields.

Table VII shows the combinations of major and minor fields suggested by the administrators. Four listed a major

TABLE VII
COMBINATIONS OF MAJORS AND MINORS

Major - Minor	Frequency
Business Administration - Recreation	4
Recreation - Psychology	4
Business Administration - Physical Education	3
Physical Education - Business Administration	3
Physical Education - Psychology	2
Physical Education - English	2
Recreation - Physical Education	2
Elementary Education - Physical Education	1
Recreation - Business Administration	1
Personnel Management - Business Administration	1
Business Administration - Psychology	1
Political Science - English	1
Recreation - Sociology	1
Sociology - Recreation	1
Liberal Arts - Industrial Relations	1
Physical Education - Recreation	1
Social Studies - Business Administration	1

in business administration with a minor in recreation; four listed a major in recreation with a minor in psychology; three listed a business administration major with a physical education minor; three listed a major in physical education with a minor in business administration; two listed a major in physical education with a minor in psychology; two listed a physical education major with an English minor; two listed a major in recreation with a minor in physical education; one respondent each listed combinations of a major and/or minor

in elementary education, physical education, recreation, business administration, personnel management, psychology, political science, English, sociology, liberal arts, industrial relations, physical education, and social studies.

Table VIII shows the choices of the major fields of study as listed by the respondents. Eighty per cent of the listed business administration, physical education, and recreation as the major fields of study. Eight (26.7 per cent) listed business as the major, eight (26.7 per cent) listed physical education as the major, and eight (26.7 per cent) listed recreation as the major field of study. Elementary

TABLE VIII
MAJOR FIELDS OF STUDY

Major Field of Study	Administrators' Choices	Per Cent
Business Administration	8	26.7
Physical Education	8	26.7
Recreation	8	26.7
Elementary Education	1	3.3
Liberal Arts	1	3.3
Personnel Management	1	3.3
Political Science	1	3.3
Social Studies	1	3.3
Sociology	1	3.3

education, liberal arts, personnel management, political science, social studies, and sociology were each listed once as the major.

Table IX shows the choices of the minor fields of study as listed by the responding administrators. Seven respondents

TABLE IX
MINOR FIELDS OF STUDY

Minor Fields of Study	Administrators' Choices	Per Cent
Psychology	7	23.3
Physical Education	6	20.0
Recreation	6	20.0
Business Administration	6	20.0
English	3	10.1
Industrial Relations	1	3.3
Sociology	1	3.3

(23.3 per cent) listed psychology as the minor field of study. Six respondents (20.0 per cent) listed physical education as the minor, six listed recreation as the minor, and six listed business administration as the minor. Three administrators (10.1 per cent) listed English as the minor field of study. one listed industrial relations as the minor, and one listed sociology as the minor.

The major and minor fields of study were combined to show the choices of the administrators for the major and/or minor fields of study. Table X shows recreation, physical education, and business administration were each selected as the major or minor by fourteen administrators (46.7 per cent). Psychology was listed by seven respondents (23.3 per cent) as

TABLE X
MAJOR AND MINOR FIELDS OF STUDY

Major or minor	Administrators' Choice	Per Cent
Recreation	14	46.7
Physical Education	14	46.7
Business Administration	14	46.7
Psychology	7	23.3
English	3	10.1
Sociology	2	6.7
Elementary Education	1	3.3
Liberal Arts	1	3.3
Personnel Management	1	3.3
Political Science	1	3.3
Social Studies	1	3.3
Industrial Relations	1	3.3

the major or minor. Three (10.1 per cent) listed English as the major or minor. Two (6.7 per cent) listed sociology as the major or minor. Elementary education, liberal arts, personnel management, political science, and industrial relations were each selected as the major or minor by one respondent (3.3 per cent).

Personal Qualifications

The respondents were asked to rank each of the ten personal qualifications, established by Anderson (1), they believed would be most important to a director of an industrial recreation program. The rank was from first choice to tenth choice. Each choice was weighted by giving a particular choice its own numerical value. In other words, first choice

was given one point, second choice was given two points, third choice was given three points, until tenth choice received ten points. The scores were totaled and ranked according to the total points received. The personal qualification receiving the smallest score was ranked first, and the personal qualification receiving the highest score was ranked tenth. Thirty-two responding administrators ranked the personal qualifications. Table XI shows the rank of the personal qualifications. The administrators chose leadership to rank

TABLE XI
RANK OF TEN PERSONAL QUALIFICATIONS

Personal Qualification	Rank	Score	Mean
Leadership	1	109	3.4
Professional Knowledge	2	115	3.6
Intelligence	3	138	4.3
Considerateness	4	165	5.2
Judgment	5	171	5.3
Dependability	6	184	5.7
Sociability	7	187	5.8
Efficiency	8	199	6.2
Health	9	220	6.9
Courage	10	272	8.5

first with a score of 109 (mean 3.4). Professional knowledge was second with a score of 115 (mean 3.6). Third choice was intelligence with a score of 138 (mean 4.3). Considerateness ranked fourth with a score of 165 (mean 5.2). Judgment scored 171 points (mean 5.3) to rank fifth. Dependability ranked

sixth with a score of 184 (mean 5.7). Ranked seventh was sociability scoring 187 points (mean 5.8). Efficiency ranked eighth with a score of 199 (mean 6.2). Health ranked ninth with a score of 220 (mean 6.9). Ranked tenth was courage with a score of 272 (mean 8.5).

Areas of Recreation

The administrators were asked to check five areas of recreation they believed would be most beneficial in an industrial recreation program. Thirty-one administrators responded to this question. Table XII shows the areas of recreation selected by the responding administrators. Twenty-nine responding administrators (94 per cent) selected sports.

TABLE XII
AREAS OF RECREATION

Areas	Frequency	Per Cent
Sports	29	94
Social Recreation	25	81
Outdoor Recreation	24	77
Hobbies	20	65
Special Events	18	58
Arts and Crafts	15	48
Music	7	23
Reading, Writing and Speaking	6	19
Dance	4	13
Games	4	13
Drama	2	6
Travel Club	1	3

Twenty-five respondents (81 per cent) selected social recreation; twenty-four (77 per cent) selected outdoor recreation; twenty (65 per cent) selected hobbies; eighteen (58 per cent) selected special events. Fifteen administrators (48 per cent) selected arts and crafts; seven (23 per cent) selected music; six (19 per cent) selected reading, writing, and speaking; four (13 per cent) selected dance, and four selected games. Two respondents (6 per cent) selected drama and one respondent listed a travel club.

The Professional Recreation Curriculum at North
Texas State University Compared with
Related Findings of the Study

The required courses for a major and minor in recreation were classified into common areas to correspond to the areas in the findings of the study. The required courses for men and the required courses for women were both compared to the findings of the study.

Required Courses for Men Compared with
the Findings of the Study

Professional knowledge ranked second in the findings of the study. A major in recreation for men requires seventeen semester hours in administration. A minor in recreation for men requires eleven semester hours in administration.

In the findings of the study, twenty-nine respondents (94 per cent) elected sports to be the most beneficial area of industrial recreation. Fifteen semester hours in sports

are required of a major in recreation and eight semester hours were required of a minor in recreation.

Twenty-five respondents (81 per cent) selected social recreation as the second most important area in industrial recreation. No courses which stress social recreation are required for a major or a minor in recreation.

Outdoor recreation was selected by twenty-four respondents (77 per cent) as the third most important area in an industrial recreation program. Three semester hours in outdoor recreation are required of men for both a major and a minor in recreation.

Twenty respondents (65 per cent) selected hobbies as the fourth most important area in industrial recreation, and eighteen respondents (58 per cent) selected special events as the fifth most important area in industrial recreation. Hobbies and special events include a large variety of recreation activities. These activities are taught briefly in several required recreation courses for men.

Eighteen semester hours selected from arts, industrial arts, music, and speech are required for a major in recreation. Less than 50 per cent of the respondents selected these activities as important to the industrial recreation program; however, arts and crafts was selected by fifteen respondents (48 per cent) as the sixth most important area in an industrial recreation program.

Four respondents (13 per cent) selected dance as the ninth most important area in an industrial recreation program. One semester hour in dance is required of men recreation majors.

Six semester hours in biology and one selected hour complete the required major recreation courses for men.

Required Courses for Women Compared with
the Findings of the Study

Women recreation majors are required to take eighteen semester hours in recreation administration and twelve semester hours are required in administration for a minor in recreation. Professional knowledge was ranked second in the findings of the study.

Twenty-nine respondents (94 per cent) selected sports as the most important area in an industrial recreation program. Seven semester hours in sports are required for women recreation majors, and one semester hour is required for a minor in recreation.

Twenty-four respondents (77 per cent) selected outdoor recreation as the second most important area in industrial recreation. Five semester hours in outdoor recreation are required for a major, and five semester hours are required for a minor.

Twenty respondents (65 per cent) selected hobbies as the fourth most important area in industrial recreation, and eighteen respondents (58 per cent) selected special events as

the fifth most important area in industrial recreation. Hobbies and special events include a large variety of recreation activities. These activities are taught briefly in several required recreation courses for women.

Eighteen semester hours selected from arts, industrial arts, music, and speech are required of women for a major in recreation. Less than 50 per cent of the respondents selected these activities as important; however, fifteen respondents (48 per cent) selected arts and crafts as an important area in industrial recreation.

Four respondents (13 per cent) selected dance as the ninth most important area in industrial recreation. Four semester hours in dance are required of women for a major in recreation.

Six semester hours in biology complete the required courses for women recreation majors.

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CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the findings, the conclusions, and the recommendations, including suggestions for future study.

Summary of the Findings

The study indicated that 14.2 months was the average amount of recreation experience desired of a person with a doctor's degree to qualify as an industrial recreation director. Eight respondents (36.4 per cent) selected twelve months' experience in recreation.

The average amount of experience to qualify a person with a master's degree as a director of an industrial recreation program was eighteen months of recreation experience. Nine administrators (40.9 per cent) selected twelve months' experience in recreation. Only one administrator chose more than thirty-six months' experience.

The average amount of experience to be combined with a bachelor's degree was 28.3 months. Only one administrator selected less than twelve months' experience.

The average amount of recreation experience to be combined with a junior college degree was 38.7 months. Ninety-one per cent of the responding administrators selected more than twenty-four months' experience as necessary.

The average amount of experience the respondents selected to be combined with a high school degree was 60.8 months. Thirteen per cent of the respondents chose below thirty-six months, and 87 per cent chose thirty-six months or more. The highest frequency was for sixty months' experience. Five respondents (21.7 per cent) selected ninety-six months and one hundred-twenty months as the amount of experience in recreation to be combined with a high school degree.

Twenty-one responding administrators (67.7 per cent) chose the bachelor's degree as the minimum education level a person should attain before he is made a director of an industrial recreation program. One respondent believed a doctor's degree to be the minimum education attainment.

Both a business administration major with a recreation minor and a recreation major with a psychology minor received four choices as an industrial recreation director's major and minor fields of study. Of the thirty-two responding administrators, seventeen listed different combinations for major and minor fields of study.

In combining the major and minor fields of study, it was found that recreation, physical education, and business administration each received fourteen (46.7 per cent) of the choices. Psychology received seven (23.3 per cent) of the choices, all for the minor field of study.

In ranking the ten personal qualifications, it was found that leadership ranked first with a score of 109 and a 3.4 mean.

Second ranked, professional knowledge, had a score of 115 and a 3.6 mean. Health ranked ninth with a score of 220 and a 6.9 mean. Courage, ranked tenth, had a score of 272 and a mean of 8.5.

Ninety-four of the respondents selected sports as one of the areas of recreation which would be most beneficial to an industrial recreation director. Social recreation and outdoor recreation were both selected by over 75 per cent of the respondents.

Men recreation majors are required to take seventeen semester hours in areas of recreation administration, fifteen semester hours in sports, one hour in dance, three semester hours in outdoor recreation, eighteen semester hours selected from industrial arts, music and speech, six semester hours in biology, and one selected hour.

Men who minor in recreation are required to take eleven semester hours in administration, eight hours in sports, and three semester hours in outdoor recreation.

Women recreation majors are required to take eighteen semester hours in recreation administration, seven semester hours in sports, four semester hours in arts, industrial arts, music, and speech, five semester hours in outdoor recreation, and six semester hours in biology.

Women who minor in recreation are required to take twelve semester hours in recreation administration, five semester hours in outdoor recreation and one selected hour from dance or sports.

Conclusions

The following conclusions are made for the personal qualifications of industrial recreation directors as recommended by certified industrial recreation administrators in chapter II.

1. A director with a doctor's degree is to have a minimum of one year's experience in recreation work; however, only one administrator chose a doctorate to be the minimum education level to attain.

2. A person with a master's degree is to have eighteen months' experience in recreation work before he is made a director of an industrial recreation program.

3. In order to be made a director, a person with a bachelor's degree is to have two years' experience in recreation work.

4. A junior college graduate is to have more than three years' experience in recreation to become a director.

5. A high school graduate is to have at least five years' experience to be made an industrial recreation director.

6. A bachelor's degree is the minimum education requirement.

7. Experience in recreation work is an important criteria to qualify a person as an industrial recreation director.

8. Recreation, physical education, and business administration are the most recommended major fields of study.

9. The most recommended minor fields of study are recreation, physical education, business administration, and psychology.

10. All the personal qualifications are important to a director.

11. The five most important personal qualifications are leadership, professional knowledge, intelligence, considerateness, and judgment.

12. Almost all the administrators selected sports to be the most beneficial activity to an industrial recreation program.

13. Social recreation, outdoor recreation, hobbies, special events, and arts and crafts are beneficial activities in an industrial recreation program.

The following conclusions are made from the comparison of the North Texas State University professional recreation curriculum with the findings of the study.

1. Men recreation majors and minors receive adequate professional preparation in sports and administration.

2. Men recreation majors and minors receive three semester hours in outdoor recreation.

3. Eighteen semester hours are received in arts, industrial arts, music and speech by both men and women majors.

4. Both men and women recreation majors receive six semester hours in biology.

5. Women recreation minors receive the same professional preparation in outdoor recreation as do women recreation majors.

6. Women recreation minors receive one semester hour in sports or dance.

7. Women recreation majors receive adequate preparation in administration.

8. Women recreation majors receive seven semester hours in sports.

Recommendations

Based on the findings of the study, the following recommendations are presented to qualify a director for industrial recreation programs.

1. A person with a doctor's degree should have one year's experience in recreation work.

2. A person with a master's degree should have eighteen months experience in recreation work.

3. A person with a bachelor's degree should have over two years' experience in recreation work.

4. A bachelor's degree should be the minimum education requirement.

5. Experience in recreation work should be required.

6. The major field of study should be selected from either recreation, physical education, or business administration.

7. The minor field of study should be selected from either recreation, physical education, business administration or psychology.

8. A person should possess all ten personal qualities to some extent.

9. The most important personal qualities to look for in an industrial recreation director should be leadership, professional knowledge and intelligence.

10. An industrial recreation director should have a good background in sports.

11. Other areas of a recreational nature which should be familiar to a director are social activities, outdoor recreation, hobbies, arts and crafts, and special events.

The information from these practicing experts is of definite value; however, it does have limitations and cannot be used alone as criteria for revising professional programs of preparation. To this extent, the following recommendations are suggested for the professional recreation curriculum at North Texas State University.

1. Men recreation majors should receive more professional preparation in outdoor recreation.

2. Recreation courses should be separated from physical education courses and titled recreation.

3. Women recreation majors should receive more professional preparation in outdoor recreation.

4. Women recreation majors and minors should receive more professional preparation in sports.

5. If a minor in psychology or business administration is desired, the recreation major with his advisor should determine the proper courses to fulfill the minor requirements.

The following suggestions for future studies are presented:

1. Additional research in leadership qualifications in other fields of recreation.
2. A study of facilities of various industrial recreation programs.
3. A study of the current effectiveness of recreation programs within industries.
4. A comparative study of various duties in community recreation with the professional recreation curriculum at North Texas State University.

APPENDIX

1021 Oakland
Denton, Texas
March 20, 1963

Dear Sir:

As a graduate student at North Texas State University preparing to enter the recreation profession, I am conducting a study for my thesis of the Personal Qualifications of Industrial Recreation Directors. I need your reaction to the items on the enclosed questionnaire because I believe the study and its results will be of value to the industrial recreation field. Since you have been named a Certified Industrial Recreation Administrator, your reactions will be very important toward making this a valid study.

I assure you that your reply to the questionnaire will be kept in complete confidence; however, if you should like a summary of the findings, please write your name and address on the questionnaire.

I will greatly appreciate your participation in this study.

Thank you.

Sincerely,

Joe M. Hall, Jr.

QUESTIONNAIRE

- I. The chart below combines educational level with amounts of experience in recreation work. At the proper intersecting block, check the amount of experience you believe necessary for each educational level (degree) to qualify a person as a director of industrial recreation.

Education Levels (degree)	Experience	None	6 Months	12 Months	18 Months	24 Months	30 Months	3 Years	4 Years	5 Years	(Other)
	Doctorate										
Master's											
Bachelor's											
Junior College											
High School											
(Other)											

- II. Check the minimum education level (degree) you believe a person should attain before he is made a director of an industrial recreation program.

Doctorate _____ Master's _____ Bachelor's _____ Junior College _____
 High School _____ (Other) _____

- III. Concerning professional education, what do you believe an industrial recreation director's major and minor fields of study should be?

Major _____ Minor _____

- IV. Listed and defined below are ten personal qualifications essential to the performance of leadership duties in recreation that have been established by twelve recreation experts who were selected by Anderson.¹

Rank all of these personal qualifications in the order you believe is most important to the director of an industrial recreation program.

1st choice _____	6th choice _____
2nd choice _____	7th choice _____
3rd choice _____	8th choice _____
4th choice _____	9th choice _____
5th choice _____	10th choice _____

"Personal Qualifications"

1. Considerateness: Extent to which ones attitude toward others shows appreciativness, courtesy, kindness, sympathy, unselfishness and cooperation.
2. Courage: Willingness to defend one's beliefs and convictions.
3. Health: Mental and physical condition and emotional stability.
4. Intelligence: Ability to apprehend the interrelationships of presented facts in such a way as to guide action towards a desirable goal.
5. Leadership: Extent to which one displays initiative, enthusiasm and the ability to influence others to follow him in thought or action.
6. Professional knowledge: Knowledge of what duties should be performed in one's job and how to perform these duties.
7. Efficiency: Extent to which one makes effective use of time, materials, energy and space toward the accomplishment of definite aims and objectives.
8. Sociability: Sense of humor and ability to get along with others; extent to which one displays a live interest in people of all levels in the community.
9. Judgment: Use of discretion and tact in handling situations; adaptability; ability to choose clothes to "fit the occasion."
10. Dependability: Extent to which one is "as good as his word," honesty; fairness based on open-mindedness or willingness to hear "both sides of the story."

1

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V. Listed below are areas which are of a recreational nature. Check five of these areas that you believe would be the most beneficial in an industrial recreation program.

- Arts and Crafts
- Dance
- Drama
- Games
- Hobbies
- Music

- Outdoor Recreation
- Reading, Writing, and Speaking
- Social Recreation
- Special Events
- Sports
- _____
(Other)

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