

A COMPARATIVE STUDY OF THE STUDENTS' RECREATIONAL
PROGRAM IN THE NORTH TEXAS STATE TEACHERS
COLLEGE, DENTON, TEXAS, AND THE
TEACHERS' RECREATIONAL
PROGRAM IN
AMARILLO, TEXAS

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CHAPTER I

INTRODUCTION

Statement of the Problem and Its Purpose

This study is a comparative analysis of the recreational activities and facilities of 150 students attending the North Texas State Teachers College, Denton, Texas, during the summer of 1940 and of 150 teachers in service in the public schools of Amarillo, Texas, during 1940-41.

The three-fold purpose of this investigation was to compare the recreational activities in which teachers in service and students in college participated, to secure from each subject a ranking of activities as to his choice for participation, and to determine the adequacy of recreational facilities for both groups.

Origin and Significance of the Study

This problem had its inception in observation of the mass of students who were enrolled in North Texas State Teachers College during the summer of 1940, and who participated in various recreational activities. The writer, who is an instructor in the public schools of Amarillo, Texas, was stimulated to make a comparison of the activities of 150 of these summer school students and 150 teachers in service in the Amarillo Public Schools.

The significance of the problem is emphasized by the fact that recreation presents a serious challenge, when viewed from the social, ethical, vocational, emotional, and social angle. In the new social order, most people are faced with shorter working hours and more leisure time. More than ever the organism demands something to do. Desirable recreation is a valuable means of enlarging and developing a healthy ego in at least two respects: first, it develops the body, and it seems superfluous to state that, from the physiological angle, body exercise and sane health procedures are beneficial--metabolism, development of muscles, and a host of other activities cannot approach the norm when a sedentary type of existence is lived; second, it develops sociability--a well-integrated personality accepts the group tenets and holds its interest as paramount as his own individual needs; thus fair competitive recreation tends to socialize an individual.

It is hoped that the findings of this study may be used by teachers, supervisors, recreational leaders, and others interested in recreation, in organizing a program that will meet the needs of their respective groups.

Definition of Terms

Recreation.--Today the word "recreation" is heard on every hand. Yet widely different meanings are attributed to it, and it is applied to a great number of activities. It would

doubtless be helpful at the very beginning of this study to suggest a simple, brief definition of the word. However, it is believed that its significance can be better understood after a consideration of the more important implications and of the theories that have been formulated to explain it as a form of human activity.

Recreation is usually considered as the antithesis of work. It is true that relatively few people today find recreation in their work, but there are individuals whose work is so absorbing and satisfying as to make it a form of recreation. The late Thomas A. Edison, for example, gave himself so completely to creative work in his laboratory that he felt no need for recreation outside his working hours...As a rule, however, recreation is a leisure-time activity and for most people the opportunities for it are largely confined to their leisure hours.¹

Recreation has been defined as refreshment, diversion, or as the less serious and more passive types of playful activity. These definitions are too general or too limited to be correct.

As Dr. John H. Finley has pointed out, the word recreation is broad enough to include play in its every expression and also many activities that are usually not thought of as play--music, the drama, the crafts, every free activity and especially creative activity for the enrichment of life.

Activities considered as recreation take a great variety of forms. To many people recreation means fishing, sailing, camping, singing, skating, photography, dancing or taking part in a play. Nevertheless, an activity which is recreation for one individual may be drudgery for another; for example, building a boat may be an ideal form of recreation to one, whereas to another it would be work. Even in the case of the same individuals an activity that affords recreation at one time or under

¹George D. Butler, Introduction to Community Recreation, p. 3.

certain conditions does not always yield the satisfaction which would make it recreation. Sometimes a person feels like playing golf or joining a square dance group; at other times he does not. Furthermore, recreation takes a multitude of forms which have an appeal varying according to the age, interests, and desires of the individual. It comprises activities that are engaged in by a person apart from his fellows as well as others that involve group activity.²

The essential characteristics of recreation are given in another quotation by Butler which is quoted almost in its entirety because of its importance:

Although there are countless activities that may be considered recreation, it is generally agreed that all recreation activity has certain basic characteristics. One is that the person engages in it because he desires and chooses to do so, without compulsion of any type other than an urge from within. Fishing is the most alluring occupation for many a boy on an April morning; at the same time there is nothing his young sister would rather do than play with her dolls

Another characteristic is that the activity brings immediate and direct satisfaction to the individual. Playing in a string ensemble or orchestra brings to the violinist a thrill, a challenge, a sense of group membership, and a satisfaction which he gains in no other way Thus recreation is activity that is satisfying and engaged in for its own sake.³

Dr. James S. Plant, the noted Psychiatrist, has pointed out that recreation is 'interested in the things which people are doing, rather than in the finished product' It is in the doing of the thing rather than in the final result that we have the real elements of recreation. It is this characteristic of recreation that differentiates it from many other aspects of American life which are evaluated in terms of results. It must be recognized, however, that with some forms of activity there may be a direct relationship between the recreational possibilities of the activity and 'the finished product.' The satisfaction which an individual obtains from participating in them is not likely to persist unless it includes a sense of achievement. . . . The appeal of certain

²Ibid., pp. 3-5.

³Ibid., p. 4.

activities which are forms of recreation for large numbers of people lies in their challenge to the development of increasing skill on the part of the individual and in the satisfaction that results from attaining higher levels of achievement.⁴

Dr. Plant has further emphasized the fact that 'recreation is an integrating experience for the individual because it catches, strengthens, and perfects his own rhythm.' In illustrating this he points to the difference between the tool and the machine. The former is an extension of the individual, it is subject to his control, and it moves on the basis of his own rhythm. The machine, on the other hand, imposes its rhythms on the individual who must adjust himself to its demands. Recreation, according to this interpretation, is any form of activity in which an individual feels a sense of freedom and of self-forgetfulness and to which he gives himself freely and wholeheartedly because it elicits from him a harmonious and satisfying response. Participation of such an activity is characterized by lack of compulsion, restriction, or pressure from outside the individual. This conception of recreation helps to explain why for certain individuals such activities as laboratory research or the study of archaeology have the characteristics of recreation, although for most people they do not.

A theory of play as self-expression has been widely accepted. This theory recognizes the nature of man, his anatomical and physiological structure, his psychological inclination, his feeling of capacity, and his desire for self-expression. It accepts the point of view of Hart that the motive of life is to function and that 'joy--real happiness, the thing people are after in all experience--is to act, to do things, to function.' . . . play is activity, self-expression, carried on for its own sake.⁵

The present study considered these various aspects of the subject and evaluated them by listing in the checksheet various recreations which consist of quiet relaxation, listening, and watching.

Percentage of all.--This phrase has been used in each table to denote the percentage of all students or of all teachers, as indicated; it includes both men and women.

⁴Ibid., p. 5.

⁵Ibid., pp. 7-8.

Movies.--This term is a slang expression used to denote the moving pictures.⁶

⁶Webster's New International Dictionary.

CHAPTER II

RECREATIONAL FACILITIES

Since the success of any project depends partially on the facilities at hand, it was deemed necessary to compare the facilities available for recreational activities in the North Texas State Teachers College with the public school facilities, privately owned facilities, and city owned facilities in Amarillo, Texas.

Facilities in the North Texas State Teachers College

Prior to 1911, the recreational activities and facilities at North Texas Normal College were very limited. Students had hikes, picnics, buggy rides, teas, and a few dances.¹ By the latter part of 1911, a volley ball court, two tennis courts, a basketball court, and a baseball diamond composed the recreational facilities.²

In 1925, open house was initiated by Mary C. Sweet, Edna St. John, and Clara Morley. This activity, attended by approximately four hundred to six hundred students, was held each Saturday night from six until eleven o'clock in the Library Building, now the Historical Building. A variety of games, such as checkers, dominoes, authors, guessing games, and relays were played.³

¹Personal conference with Edith L. Clark.

²Personal conference with J. W. Pender.

³Personal conference with Mary C. Sweet.

While these changes were taking place in the indoor recreational program, the outdoor recreational program was also developing. In 1920 the athletic field contained about ten acres on which there was a football field and a baseball diamond, with a small grandstand in one corner. In 1921, the park was enclosed by a woven wire fence with barbed-wire on the top.⁴

The name of the college was changed to North Texas State Teachers College on April 19, 1923. During the next few years, the institution developed rapidly. The half block, east of the present college ball park, was bought on August 21, 1923, and converted into a park and picnic grounds. The entire enclosure was then converted into a recreational park for all kinds of outdoor sports.⁵

On January 29, 1924, names were submitted for the girls' new gymnasium; the one selected was "Harriss Hall," in honor of Beulah A. Harriss, the mother of physical education for boys and girls in the North Texas State Teachers College.⁶

At one time the Demonstration School of the North Texas State Teachers College occupied what is now the boys' gymnasium.

⁴Personal conference with T. J. Fouts.

⁵Campus Chat, North Texas State Teachers College, Vol. XVII, (February 2, 1933).

⁶Campus Chat, Vol. VII, (January 29, 1924).

In 1918, S. A. Blackburn and employees remodeled it at a cost of \$5,500. During the World War, the gymnasium was called the barracks for the Student Army Training Corps.⁷ In 1938 the gymnasium was again remodeled at a cost of \$2,000. At the present time the building is used for intramurals, physical education classes for men, and as a recreational place for every student.⁸

In 1926, at a cost of \$26,000 a swimming pool was constructed in that section of West Prairie Street which had been closed by the Denton City Commission.⁹ The pool is one hundred feet long and fifty feet wide and graduates in depth from 3.5 feet to 9.5 feet.¹⁰

In 1926 a recreation park, located on Lake Dallas, was acquired jointly from the city of Dallas by the North Texas State Teachers College and Texas State College for Women. This park has a water front of 1,600 feet. A large club house is used alternately by the two colleges on week-ends.¹¹

In 1927, the North Texas State Teachers College erected a football field at a cost of \$10,000. The stadium was built on the west side of the gridiron. On February 2, 1933, at a cost of \$3,500, the college equipped and installed the gridiron with lights.

⁷Personal conference with Beulah A. Harriss.

⁸Personal conference with T. J. Fouts.

⁹Minute Book, City of Denton, VII, (1924), 160.

¹⁰Personal conference with Beulah A. Harriss.

¹¹Personal conference with T. J. Fouts.

In 1927, at a cost of \$500 per court, the first tennis courts were constructed in the park west of the boys' gymnasium; previously the few available courts were scattered over the campus. In 1930, at a cost of \$4,000, a steel fence was erected around the courts. In 1931, at a cost of \$2,200, a concrete slab was constructed for tennis, basketball, skating, and dancing. Later, in the year of 1931, at a cost of \$2,200, two concrete tennis courts were constructed on the west side of the boys' gymnasium.¹²

During the summer of 1930, the present track was begun under the direction of T. J. Fouts. It was completed in January, 1931, by student labor, at a cost of \$6,000. The track is a quarter-mile oval with a hundred-yard straight-away on the east side of the football field.¹³

In 1930 the college constructed an eighteen-hole miniature golf course at a cost of \$1,500. For two years, a fee of ten cents per game was charged in order to pay for the original cost. In 1935, at a cost of \$200, with National Youth Administration Labor, a four-hole golf course was constructed on the corner of the football practice field.¹⁴

From the saving on the student optional fee in 1933, an accumulation of \$25,000 was used to erect a hospital and a field

¹²Ibid.

¹³Personal conference with T. J. Fouts.

¹⁴Ibid.

house. The field house provides ample space for the storing of athletic equipment and for dressing rooms.

Because of the lack of seating accommodations, a new tier of seats was added to the stadium in 1937 at a cost of \$10,000. The new stand was built on the east side of the gridiron, directly opposite the old stand. This stand is an exact duplication of the stand on the west side, except that it has no press box. The total capacity of the stadium was enlarged to approximately 7,000 by this addition.¹⁵

When Harriss Gymnasium was constructed, the room partitions were left out of the building. The money saved by this procedure was used to purchase a \$20,000 organ for the college auditorium.¹⁶ The balcony of the auditorium seats about 475 and the main floor seats about 1,800. Two silent picture machines were installed at a cost of \$3,000. Four years later, at a cost of \$5,500, two sound projectors were installed, and the first part-talkie movie was shown May 18, 1929; not until June 29, 1929, was the first full-length talkie shown.¹⁷ Later, an outdoor theater was constructed at a cost of \$1,500. Soon after that addition, a vitaphone was installed at a cost of \$1,000.¹⁸

¹⁵Campus Chat, Vol. XXLL (October 2, 1937).

¹⁶Personal conference with Beulah A. Harriss.

¹⁷Campus Chat, Vol. VIII, (May 18, 1929).

¹⁸Personal conference with T. J. Fouts.

Various recreational activities that may be enjoyed in the recreation park include the following: football, basketball, volleyball, softball, handball, field hockey, golf, miniature golf, tennis, track, field events, archery, badminton, ping pong, croquet, swimming, skating, dancing, checkers, dominoes, cards, musicals, plays of all kinds, and picture shows.¹⁹ Table 1 contains data on the types of recreational activities and the corresponding number of facilities offered by the North Texas State Teachers College. These data show that a total of thirty-two activities with 3,032 individual facilities were available to students in the North Texas State Teachers College. It is to be noted that this number of facilities includes benches, bleachers, and seats in the auditorium.

Figure I, drawn to the approximate scale of one inch to 160 feet, shows the arrangement of the park facilities.²⁰ Proceeding from west to east, the park contains the following: one band house, located in the northwest corner of the park; six clay courts and two concrete tennis courts, located south and southeast of the band house; the greens for the four-hole golf course, located on the four corners of the football practice field, which is in the southwest corner of the park; and the gridiron with circular track, straight-a-way, stands, and clubhouse, located east of the practice field.

¹⁹Ibid.

²⁰Noble James Atkins, "The Growth and Development of the Recreation Program of the North Texas State Teachers College from 1911 to 1939" (Unpublished M. A. Thesis, North Texas State Teachers College, Denton, Texas, 1939).

TABLE 1

THE TYPES OF RECREATIONAL ACTIVITIES AND THE NUMBER
OF FACILITIES FOR EACH ACTIVITY AVAILABLE IN THE
NORTH TEXAS STATE TEACHERS COLLEGE

Activities	Facilities
1. Archery	5 targets
2. Basketball	4 courts
3. Badminton	1 court
4. Box Hockey	1 box
5. Croquet	4 courts
6. Cards	4 decks
7. Checkers	3 boards
8. Chinese Chess	8 boards
9. Darts	5 targets
10. Dominoes	5 sets
11. Dancing on the slab	1 concrete slab
12. Dancing in the Gymnasium	1 floor
13. Football	2 fields
14. Field Hockey	2 fields
15. Golf	4 holes
16. Horseshoes	4 pits
17. Handball	1 court
18. Mini-minton	10 nets
19. Minature Golf	18 holes
20. Old Maids	1 deck
21. Picnics	2 barbecue pits
22. Picture show in park	550 benches and bleachers
23. Picture show in Auditorium	2300 seats
24. Ping Pong	11 tables
25. Pick up sticks	3 sets
26. Roller Skating	50 skates
27. Soft ball	5 diamonds
28. Swimming	1 pool
29. Shuffle board	7 boards
30. Tennis	13 courts
31. Tenikoits	3 rings
32. Volley Ball	3 courts
Total	3,032

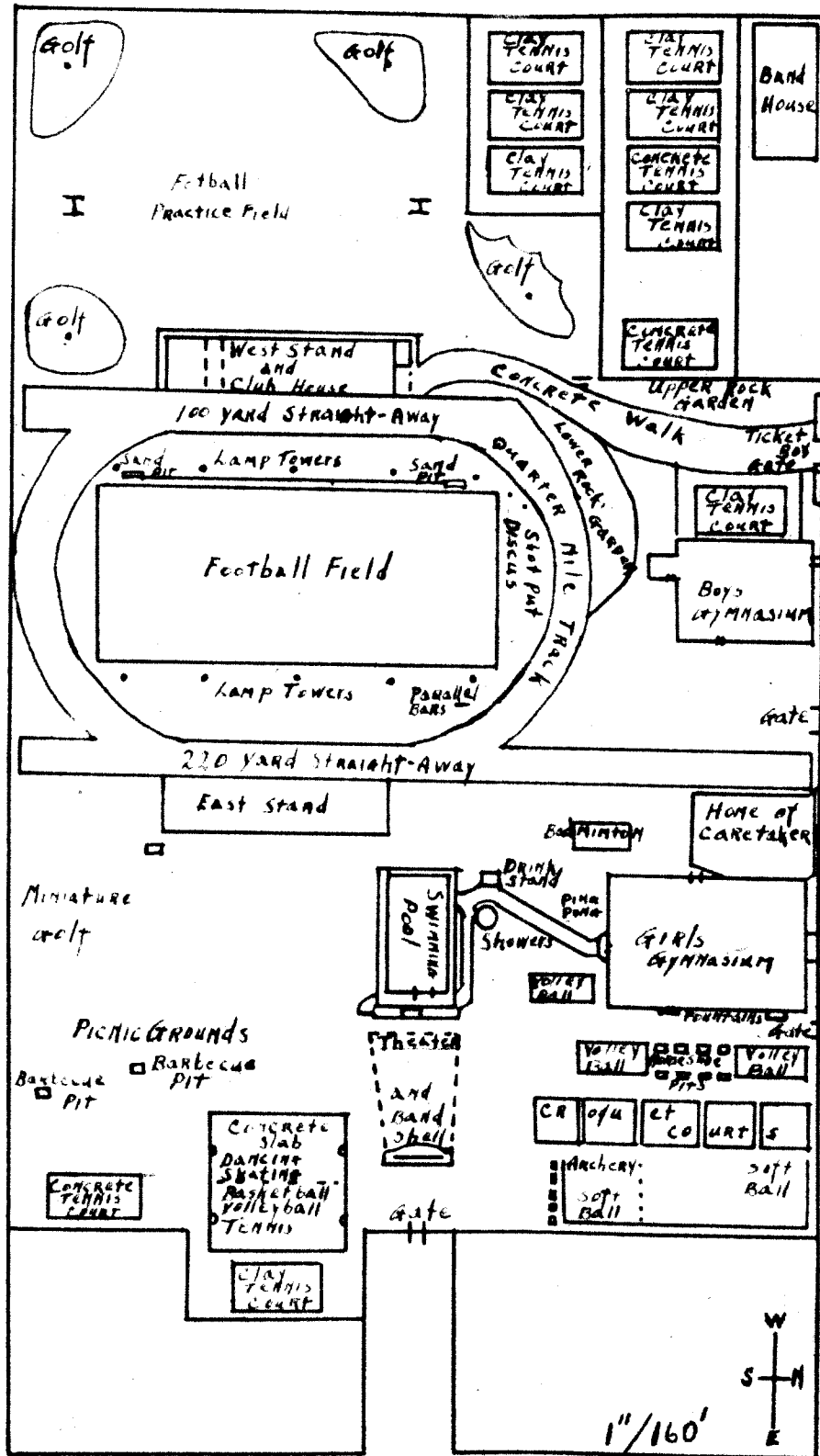


Fig. 1

THE TWENTY ACRE RECREATION PARK AT
NORTH TEXAS STATE TEACHERS COLLEGE

A concrete walk from the upper gate to the west stand of the stadium separates the upper and lower rock garden. From the upper gate eastward is the boys' gymnasium and one tennis court. Across the north end of the 220-yard straight-a-way is the caretaker's home and the Harriss Gymnasium; directly south of the caretaker's home is the badminton court. A volley ball court, a concession stand, the showers, and a swimming pool are south of the Harriss Gymnasium. East of the stadium are the miniature golf course, picnic grounds, a concrete slab, which is used for tennis, skating, and dancing, and two clay tennis courts, located northeast of the picnic grounds. The band shell and the outdoor theater are located between the east gate and the swimming pool. East of the Harriss Gymnasium are located two volley ball courts, four horseshoe pits, four croquet courts, two softball diamonds, and the archery targets.

The following recreational facilities are maintained at the North Texas State Teachers College: five targets for archery, four courts for basketball, one court for badminton, one box for box hockey, four courts for croquet, six decks of cards for bridge, three boards for checkers, eight boards for chinese chess, one deck of "old maids," five targets for darts, five sets of dominoes, one concrete slab for out-of-door dancing, one gymnasium floor for dancing, two fields for football, two fields for field hockey, one course of four holes for golf,

four pits for horseshoe pitching, one court for handball, ten nets for mini-minton, one course of eighteen holes for miniature golf, two barbecue pits for picnics, 550 benches and bleachers for picture show in the park, 2300 seats in the main auditorium for picture shows, eleven tables for ping-pong, three sets of pick-up-sticks, sixty pairs of skates for roller skating on the concrete slab, five diamonds for playing soft ball, one pool for swimming, seven boards for shuffle board, thirteen courts for playing tennis, three rings for tenikoits, and three courts for volley ball.

Recreational Facilities in Amarillo, Texas

Table 2 contains data on the recreational activities available in Amarillo, Texas, with a list of school, city, and privately owned facilities. The data show that some facilities, whether school, city, or private, were available for each of the fifty-three activities listed in the table. The school offered facilities for twenty-five activities,²¹ the city, for twenty-six,²² and private individuals, for twenty-six.²³

It is to be noted that the school offers no facilities for archery, bridge, bicycling, bowling, canoeing, camping, forty-two, checkers, dominoes, fencing, fishing, gardening, golf, hiking, horseback, riding, hunting, hockey, knitting, miniature golf, picnics, pool, polo, rowing, radio, scouting, swimming, or tennis.

²¹Conference with I. D. Mahuron ²²Conference with R. P. Baxter

²³Ibid.

TABLE 2

SCHOOL, CITY, AND PRIVATE RECREATIONAL ACTIVITIES
AND FACILITIES IN AMARILLO, TEXAS

Activities	Number and Kinds of Facilities		
	School	City	Private
1. Archery...	0	0	2 ranges
2. Attending Games....	.....	.....	.....
3. Baseball...	2 diamonds	4 diamonds	0
4. Basketball	18 courts	0	0
5. Badminton	5 courts	0	0
6. Bicycling	0	0	3 clubs
7. Boxing....	2 rings	1 ring	1 ring
8. Bridge....	.....	2 halls	.....
9. Bowling...	0	0	4 alleys
10. Calisthenics.....	4 gymnasiums	0	1 hall
11. Canoeing..	0	2 lakes	0
12. Camping...	0	2 lakes	11 places
13. Checkers..	.....	2 halls	2 halls
14. Croquet...	5 courts	4 courts	21 courts
15. Dominoes..	.....	2 halls	2 halls
16. Fencing...	0	0	0
17. Football..	5 fields	0	0
18. Forty-two..	.....	2 halls	2 halls
19. Fishing...	0	2 lakes	1 lake
20. Gardening..	.....	0	.....
21. Golf.....	0	0	6 courses
22. Handball..	6 courts	2 courts	0
23. Hiking....	.....	20 Scout Troops	0
24. Hockey....	0	0	0
25. Horseshoe Pitching	8 pits	9 pits	14 pits
26. Horseback Riding..	0	0	4 clubs
27. Hunting...	.....	.....	.....
28. Knitting..	.....	.....	.....
29. Marching..	3 bands	American Legions	0
30. Miniature Golf....	0	0	3 courses
31. Movies....	16 shows	0	10 shows

TABLE 2--Continued

Activities	Number and Kinds of Facilities		
	School	City	Private
32. Paddle Tennis.	4 courts	0	0
33. Ping Pong	15 tables	8 tables	18 tables
34. Picnics..	0	5 grounds	6 grounds
35. Pool.....	0	2 halls	6 halls
36. Playground Games..	20 fields	6 parks	0
37. Polo.....	0	0	1 club
38. Reading..	20 libraries	1 library	.....
39. Rhythmics	4 gymnasiums	0	.....
40. Rowing....	0	2 lakes	0
41. Radio.....	.....	.....	.....
42. Ring..... Tennis.	2 courts	0	0
43. Skating..	4 rinks	0	1 rink
44. Scouting.	0	15 troops	.....
45. Swimming.	0	1 pool	5 pools
46. Soccer....	2 fields	0	0
47. Speedball	5 fields	0	0
48. Social and Folk Dancing	5 gymnasiums	0	10 halls
49. Track....	1 track	0	0
50. Tennis...	0	12 courts	8 courts
51. Volleyball...	11 courts	4 courts	0
52. Washers..	18 holes	8 holes	10 holes
53. Wrestling	2 rings	1 ring	1 ring

The city offers no facilities for archery, badminton, basketball, bicycling, bowling, calisthenics, fencing, football, golf, handball, horseback riding, hunting, knitting, miniature golf, paddle tennis, polo, rhythmics, radio, skating, scouting, soccer, speedball, social and folk dancing, or track.

There are no privately owned facilities for baseball, basketball, badminton, bridge, canoeing, fencing, football, handball, hiking, hockey, knitting, marching, paddle tennis, playground games, reading, rhythmic, rowing, radio, ring tennis, scouting, soccer, speedball, track, or volleyball.

An analysis of data which pertain to recreational facilities available in Amarillo, Texas, shows that some provision, either school, city, or private, is made for carrying on all the activities listed in Table 2 except archery, fencing, gardening, hockey, and knitting.

CHAPTER III

A COMPARISON OF PARTICIPATION IN CERTAIN RECREATIONAL ACTIVITIES AND THE RANK ASSIGNED THESE ACTIVITIES BY MEN AND WOMEN STUDENTS AND TEACHERS

Data in this chapter were considered in the following four divisions:

1. Frequency of participation in certain indoor recreational activities by men and women students and by men and women teachers.

2. How twenty-one men teachers and eighty-nine women teachers ranked each activity, when they were permitted to rank only ten out of the fifty-six listed activities.

3. Frequency of participation in certain outdoor recreational activities by men and women students and men and women teachers.

4. How thirty-six men students and ninety-seven women students ranked each activity, when they were permitted to rank only ten out of the fifty-six listed activities.

Information regarding the four preceding items was secured from students in the North Texas State Teachers College, Denton, Texas, and from teachers in the public schools of Amarillo, Texas.

Indoor Recreational Activities

Frequency of participation by men students in certain indoor recreational activities.--Thirty-six men students in the North Texas State Teachers College, Denton, Texas, were asked to fill in a checksheet which contained information pertaining to the frequency of their participation in each of thirty-two indoor recreational activities, whether it was often, sometimes, or seldom. Table 3 contains a compilation of the responses. From these data, it is found that when often participation in various indoor activities reported by men students is considered, attending movies ranks first, being reported by 13 men students or 8.7 per cent of all students under consideration; attending games and playing basketball and volleyball were each reported by 12 or 8 per cent; reading by 11 or 7.33 per cent; radio by 10 or 6.7 per cent; tennis by 9 or 6 per cent; social and folk dancing by 7 or 4.7 per cent; forty-two by 5 or 3.33 per cent; individual gymnastics, and ping pong each by 3 or 2 per cent; calisthenics, dominoes, handball, ring tennis, and swimming each by 2 or 1.33 per cent; badminton, boxing, bowling, bridge, gardening, and paddle tennis each by 1 or .7 per cent; and washers and wrestling each by none.

When participation in indoor activities, indicated as sometimes, is considered, it is found that dominoes and tennis were each reported by 8 men students or 5.33 per cent; calisthenics,

TABLE 3

THE NUMBER AND PERCENTAGE OF MEN STUDENTS, DISTRIBUTED
ON THE BASIS OF THE FREQUENCY OF THEIR PARTICIPATION
IN EACH INDOOR ACTIVITY

Activities	Often		Sometimes		Seldom	
	No.	Per Cent of all Students	No.	Per Cent of all Students	No.	Per Cent of all Students
1. Attending Games.....	12	8.	4	2.7	11	7.33
2. Badminton..	1	.7	3	2.	3	2.
3. Basketball.	12	8.	5	3.33	5	3.33
4. Boxing.....	1	.7	0	....	0	....
5. Bowling.....	1	.7	1	.7	2	1.33
6. Bridge.....	1	.7	6	4.	5	3.33
7. Calisthenics.....	2	1.33	7	4.7	3	2.
8. Checkers...	1	.7	5	3.33	3	2.
9. Dominoes...	2	1.33	8	5.33	5	3.33
10. Fencing....	0	....	0	....	1	.7
11. Forty-two..	5	3.33	7	4.7	8	5.33
12. Gardening..	1	.7	4	2.7	5	3.33
13. Handball...	2	1.33	0	....	2	1.33
14. Knitting...	0	....	0	....	0	....
15. Marching...	0	....	2	1.33	1	.7
16. Movies.....	13	8.7	5	3.33	8	5.33
17. Paddle Tennis...	1	.7	1	.7	0	....
18. Ping Pong..	3	2.	5	3.33	7	4.7
19. Pool.....	0	....	0	....	0	....
20. Radio.....	10	6.7	3	2.	10	6.7
21. Ring Tennis	2	1.33	0	....	0	....
22. Rhythmics..	0	....	3	2.	2	1.33
23. Reading....	11	7.33	4	2.7	11	7.33
24. Scouting...	0	....	0	....	2	1.33
25. Social and Folk Dancing..	7	4.7	4	2.7	5	3.33
26. Skating....	0	....	3	2.	4	2.7
27. Swimming...	2	1.33	7	4.7	8	5.33
28. Tennis.....	9	6.	8	5.33	6	4.
29. Individual Gymnastics	3	2.	3	2.	2	1.33
30. Volleyball.	12	8.	1	.7	9	6.

TABLE 3--Continued

THE NUMBER AND PERCENTAGE OF MEN STUDENTS, DISTRIBUTED
ON THE BASIS OF THE FREQUENCY OF THEIR PARTICIPATION
IN EACH INDOOR ACTIVITY

Activities	Often		Sometimes		Seldom	
	No.	Per Cent of all Students	No.	Per Cent of all Students	No.	Per Cent of all Students
31. Washers....	0	....	1	.7	0	....
32. Wrestling..	0	....	0	....	0	....

forty-two, and swimming each by 7 or 4.7 per cent; bridge by 6 or 4 per cent; basketball, checkers, attending movies, and ping pong each by 5 or 3.33 per cent; attending games, gardening, reading, and social and folk dancing each by 4 or 2.7 per cent; badminton, radio, rhythmic, scouting, and individual gymnastics each by 3 or 2 per cent; marching by 2 or 1.33 per cent; bowling, paddle tennis, volleyball, and washers each by 1 or .7 per cent; and wrestling by none.

When participation in indoor activities indicated as seldom is considered, it is found that attending games and reading were each reported by 11 men students or 7.33 per cent; radio by 10 or 6.7 per cent; volleyball by 9 or 6 per cent; forty-two, swimming, and movies each by 8 or 5.33 per cent; ping pong by 7 or 4.7 per cent; tennis by 6 or 4 per cent; basketball, bridge, dominoes, gardening, and social and folk dancing

each by 5 or 3.33 per cent; skating, by 4 or 2.7 per cent; badminton, calisthenics, and checkers each by 3 or 2 per cent; bowling, handball, rhythmic, individual gymnastics, and scouting each by 2, or 1.33 per cent; fencing and marching each by 1 or .7 per cent; and washers, checkers, and wrestling each by none.

An analytical summary of data in Table 3 shows that less than one half of the group of men students reported often participation in any one activity; approximately one-third reported this frequency in attending movies and games, in playing both basketball and volleyball, and in reading; approximately one-fourth reported the same frequency in listening to the radio and in playing tennis; the same frequency was reported in other activities by less than one-eighth of the group. The total number of men students who reported any participation, including often, sometimes, and seldom, in each of the eight indoor activities participated in most often by the largest number, was as follows: attending games, 27; reading, 26; attending movies, 26; listening to the radio, 23; playing tennis, 23; playing basketball, 22; playing volleyball, 22; playing forty-two, 20. These data indicate that an approximate equal number of men students under consideration participated often in indoor recreational activities that required some physical exertion, and those that required little or no physical exertion.

Women students' frequency of participation in certain indoor recreational activities.--One hundred nine women students in the North Texas State Teachers College, Denton, Texas, were asked to fill in a checksheet which contained information pertaining to the frequency of their participation in each of thirty-two indoor recreational activities, whether it was often, sometimes, or seldom. Table 4 contains a compilation of the responses. These data show that when often participation in various indoor activities reported by women students is considered, it is found that reading ranks first, being reported by 53 or 35.33 per cent of all students considered in this study. Attending movies was reported by 37 or 24.7 per cent; radio by 32 or 21.33 per cent; volleyball by 24 or 16 per cent; attending games by 22 or 14.7 per cent; bridge and knitting each by 18 or 12 per cent; social and folk dancing by 16 or 10.7 per cent; tennis by 13 or 8.7 per cent; forty-two, by 8 or 12 per cent; skating and swimming, each by 9, or 6 per cent; ping pong, by 7 or 4.7 per cent; badminton and basketball each by 6 or 4 per cent; gardening, by 5 or 3.33 per cent; calisthenics by 4 or 2.7 per cent; bowling, dominoes, and rhythmic each by 3 or 2 per cent; marching, by 2 or 1.33 per cent; fencing, tennis, individual gymnastics, and washers each by 1 or .7 per cent; and wrestling, by none.

When participation in indoor activities indicated as sometimes is considered, it is found that swimming was reported by 18

TABLE 4

THE NUMBER AND PERCENTAGE OF WOMEN STUDENTS DISTRIBUTED ON THE BASIS OF THE FREQUENCY OF THEIR PARTICIPATION IN EACH INDOOR ACTIVITY

Activities	Often		Sometimes		Seldom	
	No.	Per Cent of all Students	No.	Per Cent of all Students	No.	Per Cent of all Students
1. Attending Games.....	22	14.7	10	6.7	22	14.7
2. Badminton..	6	4.	9	6.	3	2.
3. Basketball.	6	4.	5	3.33	11	7.33
4. Boxing.....	0	.....	0	.....	0	.....
5. Bowling.....	3	2.	9	6.	4	2.7
6. Bridge.....	18	12.	16	10.7	13	8.7
7. Calisthenics.....	4	2.7	4	2.7	4	2.7
8. Checkers...	0	.....	17	11.33	9	6.
9. Dominoes...	3	2.	16	10.7	19	12.7
10. Fencing....	1	.7	15	10.	0	.....
11. Forty-Two..	12	8.	17	11.33	20	13.33
12. Gardening..	5	3.33	9	6.	2	1.33
13. Handball...	0	.....	1	.7	0	.....
14. Knitting...	18	12.	13	.7	13	8.7
15. Marching...	2	1.33	5	3.33	3	2.
16. Movies.....	37	24.7	9	6.	24	16.
17. Paddle Tennis...	1	.7	5	3.33	2	1.33
18. Ping Pong..	7	4.7	16	10.7	6	4.
19. Pool.....	0	.....	2	1.33	2	1.33
20. Radio.....	32	21.33	7	4.7	14	9.33
21. Ring Tennis	0	.....	2	1.33	0	.....
22. Rhythmics..	3	2.	3	2.	6	4.
23. Reading....	53	35.33	4	2.7	18	12.
24. Scouting...	0	.....	4	2.7	0	.....
25. Social and Folk Dancing..	16	10.7	16	10.7	9	6.
26. Skating....	9	6.	11	7.33	7	4.7
27. Swimming...	9	6.	18	12.	9	6.
28. Tennis.....	13	8.7	12	8.	10	6.7
29. Tumbling and Individual Gymnastic	1	.7	4	2.7	2	1.33

TABLE 4--Continued

THE NUMBER AND PERCENTAGE OF WOMEN STUDENTS DISTRIBUTED ON
THE BASIS OF THE FREQUENCY OF THEIR PARTICIPATION
IN EACH INDOOR ACTIVITY

	Often		Sometimes		Seldom	
	No.	Per Cent of all Students	No.	Per Cent of all Students	No.	Per Cent of all Students
30. Volleyball..	24	16.	9	6.	10	6.7
31. Washers.....	1	.7	10	6.7	0	.....
32. Wrestling...	0	....	0	....	0	.....

or 12 per cent; checkers and forty-two each by 17 or 11.33 per cent; bridge, dominoes, ping pong, and social and folk dancing each by 16 or 10.7 per cent; fencing, by 15 or 10 per cent; knitting by 13 or 8.7 per cent; tennis, by 12 or 8 per cent; skating, by 11 or 7.33 per cent; washers and attending games, each by 10 or 6.7 per cent; badminton, bowling, gardening, attending movies, and volleyball each by 9 or 6 per cent; radio, by 7 or 4.7 per cent; basketball, marching, and tennis each by 5 or 3.33 per cent; calisthenics, reading, scouting, and individual gymnastics each by 4 or 2.7 per cent; rhythmic, by 3 or 2 per cent; pool and ring tennis each by 2 or 1.33 per cent; handball, by 1 or .7 per cent; and wrestling, by none.

When participation in indoor activities indicated as seldom is considered, it is found that attending movies was reported by 24 women students or 16 per cent of all the students;

attending games by 22 or 14.7 per cent; forty-two, by 20 or 13.33 per cent; dominoes, by 19 or 12.7 per cent; reading, by 18 or 12 per cent; radio, by 14 or 9.33 per cent; bridge and knitting, each by 13 or 8.7 per cent; basketball, by 11 or 7.33 per cent; tennis and volleyball each by 10 or 6.7 per cent; checkers, social and folk dancing, and swimming each by 9 or 6 per cent; skating, by 7 or 4.7 per cent; ping pong and rhythmic each by 6 or 4 per cent; bowling and calisthenics, each by 4 or 2.7 per cent; badminton and marching, each by 3 or 2 per cent; gardening, paddle tennis, pool, and individual gymnastics each by 2 or 1.33 per cent; and washers and wrestling, each by none.

An analytical summary of data in Table 4 shows that less than one half of the group of women students reported often participation in any one activity; almost one half reported that frequency in reading; approximately one-third in attending movies and in listening to the radio; approximately one-fourth in playing volleyball; approximately one-fifth in attending games; approximately one-sixth in playing bridge and in knitting; approximately one-seventh in social and folk dancing; the same frequency was reported for the remaining listed activities by less than one-ninth of the group. The total number of women students who reported any participation, including often, sometimes, and seldom, in each of the eight indoor activities participated in often by the largest number was as follows: reading, 75; attending movies, 70; attending games, 54; playing

bridge, 47; listening to the radio, 53; knitting, 44; playing volleyball, 43; and social and folk dancing, 41. These data seem to indicate that a large number of the women students under consideration participated in indoor recreational activities that required little physical exertion.

Men teachers' frequency of participation in certain indoor recreational activities.--Twenty-five men teachers in the public school system, Amarillo, Texas, were asked to fill in a checksheet which contained information pertaining to the frequency of their participation in each of thirty-two indoor recreational activities, whether it was often, sometimes, or seldom. Table 5 is a compilation of the responses. From these data it is found that when often participation in various indoor activities reported by men teachers, is considered, reading was reported by 11 or 7.33 per cent; radio by 7 or 4.7 per cent; attending movies by 6 or 4 per cent; gardening, by 4 or 2.7 per cent; bridge, calisthenics, checkers, forty-two, handball and social and folk dancing each by 2 or 1.33 per cent; attending games, basketball, dominoes, knitting, ping pong, skating, tennis, and individual gymnastics, each by 1 or .7 per cent; and badminton, boxing, bowling, fencing, marching, paddle tennis, pool, ring tennis, rhythmic, scouting, swimming, volleyball, washers, and wrestling each by none.

When participation in various indoor activities indicated as sometimes by men teachers is considered, it is found that attending movies and skating were each reported by 10 or 6.7

TABLE 5

THE NUMBER AND PERCENTAGE OF MEN TEACHERS DISTRIBUTED ON THE BASIS OF THE FREQUENCY OF THEIR PARTICIPATION IN EACH INDOOR ACTIVITY

Activities	Often		Sometimes		Seldom	
	No.	Per Cent of all Students	No.	Per Cent of all Students	No.	Per Cent of all Students
1. Attending Games.....	1	.7	8	5.33	6	4.
2. Badminton...	0	....	1	.7	0	....
3. Basketball..	1	.7	2	1.33	1	.7
4. Boxing.....	0	....	2	1.33	0	....
5. Bowling.....	0	....	4	2.7	0	....
6. Bridge.....	2	1.33	9	6.	4	2.7
7. Calisthenics	2	1.33	2	1.33	0	....
8. Checkers....	2	1.33	5	3.33	1	.7
9. Dominoes....	1	.7	9	6.	1	.7
10. Fencing.....	0	....	0	....	0	....
11. Forty-Two...	2	1.33	6	4.	1	.7
12. Gardening...	4	2.7	3	2.	3	2.
13. Handball....	2	1.33	3	2.	1	.7
14. Knitting....	1	.7	0	....	2	1.33
15. Marching....	0	....	0	....	0	....
16. Movies.....	6	4.	10	6.7	2	1.33
17. Paddle Tennis....	0	....	3	2.	1	.7
18. Ping Pong...	1	.7	6	4.	2	1.33
19. Pool.....	0	....	0	....	0	....
20. Radio.....	7	4.7	1	.7	8	5.33
21. Ring Tennis.	0	....	0	....	0	....
22. Rhythmics...	0	....	0	....	0	....
23. Reading.....	11	7.33	4	2.7	5	3.33
24. Scouting....	0	....	3	2.	0	....
25. Social and Folk Dancing.....	2	1.33	6	4.	4	2.7
26. Skating.....	1	.7	10	6.7	1	.7
27. Swimming....	0	....	6	4.	3	2.
28. Tennis.....	1	.7	3	2.	1	.7
29. Individual Gymnastics	1	.7	2	1.33	1	.7
30. Volleyball..	0	....	3	2.	1	.7
31. Washers.....	0	....	0	....	1	.7
32. Wrestling...	0	....	1	.7	0	....

per cent; bridge and dominoes, each by 9 or 6 per cent; attending games by 8 or 5.33 per cent; forty-two, ping pong, social and folk dancing, and swimming each by 6 or 4 per cent; checkers, by 5 or 3.33 per cent; bowling and reading each by 4 or 2.7 per cent; gardening, handball, paddle tennis, scouting, tennis, and volleyball each by 3 or 2 per cent; basketball, boxing, calisthenics, individual gymnastics, and washers each by 2 or 1.33 per cent; badminton, radio, and wrestling each by 1 or .7 per cent; and fencing, knitting, marching, pool, ring tennis, and rhythmic each by none.

When participation in various indoor activities indicated as seldom by men teachers is considered, it is found that radio was reported by 8 or 5.33 per cent; attending games by 6 or 4 per cent; reading by 5 or 3.33 per cent; bridge and social and folk dancing, each by 4 or 2.7 per cent; gardening and swimming, each by 3 or 2 per cent; knitting, attending movies, and ping pong, each by 2 or 1.33 per cent; basketball, checkers, dominoes, forty-two, handball, paddle tennis, skating, individual gymnastics, volleyball, and washers each by 1 or .7 per cent; and fencing, marching, pool, ring tennis, rhythmic, scouting, and wrestling each by none.

An analytical summary of data in Table 5 shows that less than one half of the group of men teachers reported often participation in any one activity; almost one-half reported this frequency in reading; approximately one-fourth in listening to

the radio and in attending the movies; one-sixth in gardening; the same frequency of often was reported for the remaining listed activities by not more than one-twelfth of the group. The total number of men teachers who reported any participation, including often, sometimes, and seldom, in each of the four indoor activities participated in often by the largest number was as follows: reading, 20; attending the movies, 18; listening to the radio, 16; and gardening, 10. These data seem to indicate that a large number of the men teachers in the public schools of Amarillo, Texas, participated in indoor recreational activities that required physical exertion to a very slight degree.

Women teachers' participation in certain indoor recreational activities.--One hundred twenty-five women teachers in the public schools of Amarillo, Texas, were asked to fill in a check-sheet which contained information pertaining to the frequency of their participation in each of thirty-two indoor recreational activities, whether it was often, sometimes, or seldom. Table 6 is a compilation of the responses. From these data it is found that when often participation in various indoor activities reported by women teachers is considered, reading was reported by 99 or 66 per cent of all the students; radio by 75 or 50 per cent; attending movies by 50 or 33.33 per cent; social and folk dancing by 43 or 28.7 per cent; bridge by 33 or 21.33 per cent; gardening by 25 or 16.7 per cent; attending games by 17 or 11.33 per cent; forty-two by 16 or 10.7 per cent; knitting by 12 or 8 per cent; bowling by 8 or 5.33 per cent; skating

TABLE 6

THE NUMBER AND PERCENTAGE OF WOMEN TEACHERS DISTRIBUTED ON
THE BASIS OF THE FREQUENCY OF THEIR PARTICIPATION
IN EACH INDOOR ACTIVITY

Activities	Often		Sometimes		Seldom	
	No.	Per Cent of all Students	No.	Per Cent of all Students	No.	Per Cent of all Students
1. Attending Games.....	17	11.33	33	22.	29	19.7
2. Badminton....	1	.7	5	3.33	5	3.33
3. Basketball...	1	.7	2	1.33	0	.....
4. Boxing.....	0	.....	0	.....	0	.....
5. Bowling.....	8	5.33	14	9.33	5	3.33
6. Bridge.....	32	21.33	36	24.	23	15.33
7. Calisthenics	2	1.33	9	6.	5	3.33
8. Checkers.....	5	3.33	11	7.33	6	4.
9. Dominoes.....	6	4.	21	14.	7	4.7
10. Fencing.....	0	.....	0	.....	0	.....
11. Forty-Two...	16	10.7	40	26.7	11	7.33
12. Gardening...	25	16.7	21	14.	13	8.7
13. Handball.....	0	.....	0	.....	0	.....
14. Knitting.....	12	8.	12	8.	7	4.7
15. Marching....	2	1.33	5	3.33	0	.....
16. Movies.....	50	33.33	43	28.7	43	28.7
17. Paddle Tennis.....	1	.7	2	1.33	0	.....
18. Ping Pong...	10	6.7	28	18.7	6	4.
19. Pool.....	2	1.33	2	1.33	0	.....
20. Radio.....	75	50.	13	8.7	39	26.
21. Ring Tennis.	0	.....	0	.....	0	.....
22. Rhythmics...	9	6.	7	4.7	11	7.33
23. Reading.....	99	66.	12	8.	35	23.33
24. Scouting.....	0	.....	1	.7	0	.....
25. Social and Folk Dancing.....	43	28.7	34	22.7	39	26.
26. Skating.....	7	4.7	22	14.7	7	4.7
27. Swimming.....	2	1.33	23	15.33	10	6.7
28. Tennis.....	1	.7	17	11.33	5	3.33
29. Individual Gymnastics	0	.....	8	5.33	1	.7
30. Volleyball..	2	1.33	4	2.7	1	.7
31. Washers.....	0	.....	0	.....	0	.....
32. Wrestling...	0	.....	0	.....	0	.....

by 7 or 4.7 per cent; dominoes by 6 or 4 per cent; checkers by 5 or 3.33 per cent; calisthenics, marching, pool, swimming, and volleyball each by 2 or 1.33 per cent; badminton, basketball, paddle tennis, and tennis each by 1 or .7 per cent; and boxing, fencing, handball, ring tennis, scouting, individual gymnastics, washers, and wrestling each by none.

When participation in various indoor activities indicated as sometimes by women teachers is considered, it is found that attending movies was reported by 43 or 28.7 per cent; forty-two by 40 or 26.7 per cent; bridge by 36 or 24 per cent; social and folk dancing by 34 or 22.7 per cent; attending games by 33 or 22 per cent; ping pong by 28 or 18.7 per cent; swimming by 23 or 15.33 per cent; skating by 22 or 14.7 per cent; gardening and dominoes each by 21 or 14 per cent; tennis by 17 or 11.23 per cent; bowling by 14 or 9.33 per cent; radio by 13 or 8.7 per cent; knitting and reading each by 12 or 8 per cent; checkers by 11 or 7.33 per cent; calisthenics by 9 or 6 per cent; individual gymnastics by 8 or 5.33 per cent; rhythmic by 7 or 4.7 per cent; badminton and marching each by 5 or 3.33 per cent; volleyball by 4 or 2.7 per cent; basketball and paddle tennis each by 2 or 1.33 per cent; scouting by 1 or .7 per cent; boxing, fencing, ring tennis, washers, and wrestling each by none.

When participation in various indoor activities indicated as seldom by women teachers is considered, it is found that attending movies was reported by 43 or 28.7 per cent of all

the students; radio and social and folk dancing each by 39 or 26 per cent; reading by 35 or 23.33 per cent; attending games by 29 or 19.7 per cent; bridge by 23 or 15.33 per cent; gardening by 13 or 8.7 per cent; forty-two and rhythmic by 11 or 7.33 per cent; swimming by 10 or 6.7 per cent; dominoes, knitting, and skating each by 7 or 4.7 per cent; checkers and ping pong each by 6 or 4 per cent; badminton, bowling, calisthenics, and tennis each by 5 or 3.33 per cent; individual gymnastics and volleyball each by 1 or .7 per cent; basketball, boxing, fencing, handball, marching, paddle tennis, pool, ring tennis, scout, washers, and wrestling each by none.

An analytical summary of data in Table 6 shows that approximately two-thirds of the group of women teachers reported often participation in one activity, reading; three-fifths in listening to the radio; two-eighths in social and folk dancing; two-fifths in attending the movies; approximately one-fourth in playing bridge; one-fifth in gardening; the same frequency of often was reported for the remaining listed activities by less than one-eighth of the group. The total number of women teachers who reported any participation, including often, sometimes, and seldom, in each of the six indoor activities participated in most often by the largest number was as follows: reading, 146; attending the movies, 136; listening to the radio, 127; social and folk dancing, 116; playing bridge, 91; and gardening, 69. These data seem to indicate that a large number

of the women teachers in the public schools of Amarillo, Texas, participated often in indoor recreational activities that required little physical exertion.

Outdoor Recreational Activities

Men students' frequency of participation in certain outdoor recreational activities.--Forty-one men students in the North Texas State Teachers College were asked to fill in a check-sheet which contained information pertaining to the frequency of their participation in each of twenty-four outdoor recreational activities, whether it was often, sometimes, or seldom. Table 7 is a compilation of the responses. From these data it is found that when often participation in various outdoor activities reported by men students is considered, playground baseball was reported by 15 or 10 per cent of all the students; fishing and football each by 8 or 5.33 per cent; picnics and playground games each by 6 or 4 per cent; baseball by 5 or 3.33 per cent; camping by 4 or 2.7 per cent; croquet, golf, horseback riding, and hunting each by 3 or 2 per cent; hiking and horseshoe pitching each by 2 or 1.33 per cent; canoeing, riflery, soccer, and speedball, each by 1 or .7 per cent; and archery, bicycling, hockey, miniature golf, polo, and rowing each by none.

When participation in various outdoor activities indicated as sometimes by men students is considered, it is found that picnics was reported by 10 or 6.7 per cent of the students;

TABLE 7

THE NUMBER AND PERCENTAGE OF MEN STUDENTS DISTRIBUTED ON
THE BASIS OF THE FREQUENCY OF THEIR PARTICIPATION
IN EACH OUTDOOR ACTIVITY

Activities	Often		Sometimes		Seldom	
	No.	Per Cent of all Students	No.	Per Cent of all Students	No.	Per Cent of all Students
1. Archery...	0	.....	3	2.	0	.....
2. Baseball..	5	3.33	3	2.	3	2.
3. Bicycling.	0	.....	4	2.7	0	.....
4. Canoeing..	1	.7	1	.7	2	1.33
5. Camping...	4	2.7	5	3.33	1	.7
6. Croquet...	3	2.	5	3.33	1	.7
7. Fishing...	8	5.33	6	4.	6	4.
8. Football..	8	5.33	6	4.	6	4.
9. Golf.....	3	2.	1	.7	1	.7
10. Hiking....	2	1.33	8	5.33	2	1.33
11. Horseback Riding..	3	2.	4	2.7	2	1.33
12. Horseshoe Pitching	2	1.33	8	5.33	3	2.
13. Hockey....	0	.....	1	.7	0	.....
14. Hunting...	3	2.	8	5.33	8	5.33
15. Miniature Golf....	0	.....	5	3.33	4	2.7
16. Picnics...	6	4.	10	6.7	10	6.7
17. Playground Games...	6	4.	3	2.	12	8.
18. Playground Baseball	15	10.	4	2.7	9	6.
19. Polo.....	0	.....	0	.....	0	.....
20. Rowing....	0	.....	1	.7	1	.7
21. Riflery...	1	.7	3	2.	1	.7
22. Soccer....	1	.7	0	.....	1	.7
23. Speedball.	1	.7	0	.....	0	.....
24. Track.....	6	4.	7	4.7	4	2.7

hiking, horseshoe pitching, and hunting each by 8 or 5.33 per cent; track by 7 or 4.7 per cent; fishing and football each

by 6 or 4 per cent; camping, croquet, and golf each by 5 or 3.33 per cent; bicycling, horseback riding, and playground baseball each by 4 or 2.7 per cent; archery, baseball, playground games, and riflery each by 3 or 2 per cent; canoeing, golf, hockey, and rowing each by 1 or .7 per cent; polo, soccer, and speedball each by none.

When participation in various outdoor activities indicated as seldom by men students is considered, it is found that playground games were reported by 12 or 8 per cent of the students; picnics by 10 or 6.7 per cent; playground baseball by 9 or 6 per cent; hunting by 8 or 5.33 per cent; fishing and football each by 6 or 4 per cent; miniature golf and track each by 4 or 2.7 per cent; baseball and horseshoe pitching each by 3 or 2 per cent; canoeing, hiking, and horseback riding each by 2 or 1.33 per cent; camping, croquet, golf, rowing, riflery, and soccer each by 1 or .7 per cent; and archery, hockey, and polo each by none.

An analytical summary of data in Table 7 shows that less than one half of the group of men students reported often participation in any one activity; approximately one-third reported this frequency in playground baseball; approximately one-fifth in each of fishing and football; approximately one-seventh in each of picnics, playground games, and track; the same frequency of often was reported in the remaining activities by less than one-tenth of the group. The total number of men

students who reported any participation, including often, sometimes, and seldom, in each of the six outdoor activities participated in most often by the largest number was as follows: playground baseball, 28; picnics, 26; playground games, 21; fishing, 20; football, 20; and track, 17. These data seem to indicate that a large number of men students participated in athletic activities for outdoor recreation. Those who participated in non-athletic activities, chose activities that could require little physical exertion; the amount of labor expended in fishing depends on the fisherman.

Women students' frequency of participation in certain outdoor recreational activities.--One hundred nine women students in the North Texas State Teachers College, Denton, Texas, were asked to fill in a checksheet which contained information pertaining to the frequency of their participation in each of twenty-four outdoor recreational activities, whether it was often, sometimes, or seldom. Table 8 is a compilation of the responses. From these data it is found that when often participation in various outdoor activities reported by women teachers is considered, playground games was reported by 30 or 20 per cent of the students; playground baseball by 25 or 16.7 per cent; picnics by 24 or 16 per cent; bicycling by 12 or 8 per cent; hiking by 11 or 7.33 per cent; baseball and camping each by 9 or 6 per cent; croquet by 7 or 4.7 per cent; horse-back riding by 6 or 4 per cent; hunting by 5 or 3.33 per cent;

TABLE 8

THE NUMBER AND PERCENTAGE OF WOMEN STUDENTS DISTRIBUTED ON
THE BASIS OF THE FREQUENCY OF THEIR PARTICIPATION
IN EACH OUTDOOR ACTIVITY

Activities	Often		Sometimes		Seldom	
	No.	Per Cent of all Students	No.	Per Cent of all Students	No.	Per Cent of all Students
1. Archery.....	0	.....	8	5.33	2	1.33
2. Baseball....	9	6.	2	1.33	0	.....
3. Bicycling..	12	8.	9	6.	12	8.
4. Canoeing....	1	.7	6	4.	3	2.
5. Camping.....	9	6.	11	7.33	3	2.
6. Croquet.....	7	4.7	12	8.	7	4.7
7. Fishing.....	3	2.	17	11.33	7	4.7
8. Football....	0	.....	0	.....	0	.....
9. Golf.....	2	1.33	10	6.7	4	2.7
10. Hiking.....	11	7.33	16	10.7	13	8.7
11. Horseback Riding...	6	4.	5	3.33	8	5.33
12. Horseshoe Pitching.	2	1.33	7	4.7	6	4.
13. Hockey.....	0	.....	0	.....	0	.....
14. Hunting.....	5	3.33	2	1.33	4	2.7
15. Miniature Golf.....	3	2.	16	10.7	3	2.
16. Picnics.....	24	16.	17	11.33	24	16.
17. Playground Games.....	30	20.	3	2.	12	8.
18. Playground Baseball.	25	16.7	9	6.	10	6.7
19. Polo.....	0	.....	0	.....	0	.....
20. Rowing.....	0	.....	4	2.7	1	.7
21. Riflery....	1	.7	2	1.33	3	2.
22. Soccer.....	0	.....	4	2.7	2	1.33
23. Speedball..	0	.....	0	.....	0	.....
24. Track.....	0	.....	0	.....	0	.....

fishing and miniature golf each by 3 or 2 per cent; golf and horseshoe pitching each by 2 or 1.33 per cent; riflery by 1 or .7 per cent; and archery, football, hockey, polo, rowing, soccer, speedball, and track each by none.

When participation in various outdoor activities indicated as sometimes by women students is considered, it is found that fishing and picnics were each reported by 17 or 11.33 per cent of the group; golf, and hiking each by 16 or 10.7 per cent; croquet by 12 or 8 per cent; camping by 11 or 7.3 per cent; golf by 10 or 6.7 per cent; bicycling and playground baseball by 9 or 6 per cent; archery by 8 or 5.33 per cent; horseshoe pitching by 7 or 4.7 per cent; canoeing by 6 or 4 per cent; horseback riding by 5 or 3.33 per cent; rowing and soccer each by 4 or 2.7 per cent; playground games by 3 or 2 per cent; baseball, hunting, and riflery each by 2 or 1.33 per cent; and polo, speedball, and track each by none.

When participation in various outdoor activities indicated as seldom by women students is considered, it is found that picnics were reported by 24 or 16 per cent of the students; hiking by 13 or 8.7 per cent; bicycling and playground games each by 12 or 8 per cent; playground baseball by 10 or 6.7 per cent; horseback riding by 8 or 5.33 per cent; croquet, and fishing each by 7 or 4.7 per cent; horseshoe pitching by 6 or 4 per cent; golf and hunting each by 4 or 2.7 per cent; canoeing, camping, miniature golf, and riflery each by 3 or 2 per cent; archery and soccer each by 2 or 1.33 per cent; rowing by 1 or .7 per cent; and baseball, football, hockey, polo, speedball, and track each by none.

An analytical summary of data in Table 8 shows that less than one half of the group of women students reported often participation in any one outdoor activity. A little more than one-third reported this frequency in playground games; a little more than one-fourth in both playground baseball and picnics; approximately one-ninth in each of bicycling and hiking; the same frequency was reported in the remaining activities by less than one-tenth of the group. The total number of women students who reported any participation, including often, sometimes, and seldom, in each of the five outdoor activities participated in often by the largest number was as follows: picnics, 65; playground games, 45; playground baseball, 44; hiking, 40; bicycling, 33. These data indicate that a large number of the women students under consideration participated in outdoor recreations which required physical exertion.

Men teachers' frequency of participation in certain outdoor recreational activities.--Twenty-five men teachers in the public school system of Amarillo, Texas, were asked to fill in the checksheet which contained information pertaining to the frequency of their participation in each of twenty-four outdoor recreational activities, whether it was often, sometimes, or seldom. Table 9 is a compilation of the responses. These data show that when often participation in various outdoor activities reported by men teachers is considered, hunting was reported by 3 or 2 per cent of the teachers; fishing, football,

TABLE 9

THE NUMBER AND PERCENTAGE OF MEN TEACHERS DISTRIBUTED ON
THE BASIS OF THE FREQUENCY OF THEIR PARTICIPATION
IN EACH OUTDOOR ACTIVITY

Activities	Often		Sometimes		Seldom	
	No.	Per Cent of all Students	No.	Per Cent of all Students	No.	Per Cent of all Students
1. Archery.....	0	.....	0	.....	0	.....
2. Baseball....	0	.....	1	.7	1	.7
3. Bicycling..	0	.....	4	2.7	1	.7
4. Canoeing....	0	.....	0	.....	0	.....
5. Camping.....	0	.....	3	2.	1	.7
6. Croquet.....	0	.....	0	.....	0	.....
7. Fishing.....	1	.7	5	3.33	1	.7
8. Football....	1	.7	2	1.33	1	.7
9. Golf.....	1	.7	12	3.	1	.7
10. Hiking.....	0	.....	0	.....	0	.....
11. Horseback Riding...	0	.....	2	1.33	1	.7
12. Horseshoe Pitching.	0	.....	5	3.33	1	.7
13. Hockey.....	0	.....	0	.....	0	.....
14. Hunting.....	3	2.	5	3.33	2	1.33
15. Miniature Golf.....	0	.....	2	1.33	0	.....
16. Picnics.....	1	.7	9	6.	2	1.33
17. Playground Games.....	0	.....	1	.7	1	.7
18. Playground Baseball.	1	.7	2	1.33	4	2.7
19. Polo.....	0	.....	0	.....	0	.....
20. Rowing.....	0	.....	0	.....	0	.....
21. Riflery.....	0	.....	1	.7	3	2.
22. Soccer.....	0	.....	0	.....	0	.....
23. Speedball..	0	.....	0	.....	0	.....
24. Track.....	1	.7	2	1.33	1	.7

golf, picnics, playground baseball, and track each by 1 or .7 per cent; and archery, baseball, bicycling, canoeing, camping,

croquet, hiking, horseback riding, horseshoe pitching, hockey, miniature golf, playground games, polo, rowing, riflery, soccer, and speedball each by none.

When participation in various outdoor activities indicated as sometimes by women teachers is considered, it is found that golf was reported by 12 or 8 per cent of the students; picnics by 9 or 6 per cent; fishing, horseshoe pitching, and hunting each by 5 or 3.33 per cent; bicycling by 6 or 2.7 per cent; camping by 3 or 2 per cent; football, horseback riding, miniature golf, playground baseball and track, each by 2 or 1.33 per cent; baseball, playground games and riflery each by 1 or .7 per cent; archery, canoeing, croquet, hiking, hockey, polo, rowing, soccer, and speedball each by none.

When participation in various outdoor activities indicated as seldom by women students is considered, it is found that playground baseball was reported by 4 or 2.7 per cent; riflery by 3 or 2 per cent; hunting and picnics each by 2 or 1.33 per cent; baseball, bicycling, camping, fishing, football, golf, horseback riding, horseshoe pitching, playground games, and track each by 1 or .7 per cent; and archery, canoeing, croquet, hiking, hockey, miniature golf, polo, rowing, baseball, and soccer each by none.

An analytical summary of data in Table 9 shows that less than one-eighth of the group of men teachers reported often participation in any one outdoor activity; almost one-eighth

reported this frequency in hunting; one twenty-fifth in each of fishing, football, golf, picnics, playground baseball, and track; the remaining seventeen, among twenty-four listed outdoor activities, received no reports of often participation. The total number of men teachers who indicated any participation, including often, sometimes, and seldom, in each of the seven outdoor activities participated in often by the largest number was as follows: golf, 14; picnics, 12; hunting, 10; fishing and playground baseball each 7; football and track each 4. These data seem to indicate that about one half of the men teachers in the public schools of Amarillo, Texas, participated in any outdoor recreation; those who did participate, chose, for the most part, non-athletic activities.

Women Teachers' frequency of participation in certain outdoor recreational activities.—One hundred twenty-five woman teachers in the public school system of Amarillo, Texas, were asked to fill in the checksheet which contained information pertaining to the frequency of their participation in each of twenty-four outdoor recreational activities, whether it was often, sometimes, or seldom. Table 10 is a compilation of the responses. From these data it is found that when often participation in various outdoor activities reported by women teachers is considered, picnics were reported by 22 or 14.7 per cent of the group; hiking by 20 or 13.33 per cent; playground games by 12 or 8 per cent; horseback riding by 7 or

TABLE 10

THE NUMBER AND PERCENTAGE OF WOMEN TEACHERS DISTRIBUTED ON
THE BASIS OF THE FREQUENCY OF THEIR PARTICIPATION
IN EACH OUTDOOR ACTIVITY

	Often		Sometimes		Seldom	
	No.	Per Cent of all Students	No.	Per Cent of all Students	No.	Per Cent of all Students
1. Archery...	0	.....	0	.....	0	.....
2. Baseball...	0	.....	3	2.	1	.7
3. Bicycling...	5	3.33	13	8.7	9	6.
4. Canoeing...	0	.....	0	.....	0	.....
5. Camping...	6	4.	20	13.33	4	2.7
6. Croquet...	5	3.33	18	12.	6	4.
7. Fishing...	5	3.33	16	10.7	7	4.7
8. Football...	1	.7	1	.7	3	2.
9. Golf.....	2	1.33	6	4.	4	2.7
10. Hiking....	20	13.33	24	16.	12	8.
11. Horseback Riding..	7	4.7	19	12.7	4	2.7
12. Horseshoe Pitching	2	1.33	4	2.7	3	2.
13. Hockey....	0	.....	0	.....	0	.....
14. Hunting...	3	2.	7	4.7	5	3.33
15. Miniature Golf....	2	1.33	5	3.33	4	2.7
16. Picnics...	22	14.7	58	38.7	23	15.33
17. Playground Games...	12	8.	18	12.	9	6.
18. Playground Baseball	2	1.33	5	3.33	2	1.33
19. Polo.....	0	.....	0	.....	0	.....
20. Rowing....	0	.....	0	.....	0	.....
21. Riflery...	0	.....	1	.7	1	.7
22. Soccer....	1	.7	2	1.33	2	1.33
23. Speedball.	0	.....	2	1.33	1	.7
24. Track.....	0	.....	0	.....	0	.....

47 per cent; camping by 6 or 4 per cent; bicycling, croquet, and fishing each by 5 or 3.33 per cent; hunting by 3 or 2 per cent; golf, horseshoe pitching, miniature golf, and playground baseball each by 2 or 1.33 per cent; football and soccer each by 1 or .7 per cent; and archery, baseball, canoeing, hockey, polo, rowing riflery, speedball, and track each by none.

When participation in various outdoor activities indicated as sometimes by women teachers is considered, it is found that picnics were reported by 58 or 38.7 per cent of the students; hiking by 24 or 16 per cent; camping by 20 or 13.33 per cent; horseback riding by 19 or 12.7 per cent; croquet and playground games each by 18 or 12 per cent; fishing by 16 or 10.7 per cent; bicycling by 13 or 8.7 per cent; hunting by 7 or 4.7 per cent; golf by 6 or 4 per cent; miniature golf and playground baseball each by 4 or 2.7 per cent; baseball by 3 or 2 per cent; soccer and speedball each by 2 or 1.33 per cent; football and riflery each by 1 or .7 per cent; polo, rowing, and track each by none.

When participation in various outdoor activities indicated as seldom by women teachers is considered, it is found that picnics was reported by 23 or 15.33 per cent of the students; hiking by 12 or 8 per cent; bicycling and playground games each by 9 or 6 per cent; fishing by 7 or 4.7 per cent; croquet by 6 or 4 per cent; hunting by 5 or 3.33 per cent; camping, horseback riding, miniature golf, and golf each by 4 or 2.7

per cent; football and horseshoe pitching each by 3 or 2 per cent; playground baseball and soccer each by 2 or 1.33 per cent; baseball, riflery and speedball each by 1 or 7 per cent; and archery, canoeing, hockey, polo, rowing, and track each by none.

An analytical summary of data in Table 10 shows that less than one-fifth of the group of women teachers under consideration reported often participation in any one outdoor activity; almost one-fifth reported the frequency in picnics; approximately one-sixth in hiking; approximately one-tenth in playground games; the same frequency was reported in the remaining twenty-one listed activities by less than one-seventeenth of the group. The total number of women teachers who reported any participation, including often, sometimes, and seldom, in each of the three outdoor activities participated in often by the largest number was as follows: picnics, 103; hiking, 56; and playground games, 39. These data seem to indicate that a large number of the women teachers in the public schools of Amarillo, Texas, participated in non-athletic outdoor recreational activities, and in activities that required little physical exertion.

The Ranks Assigned Various Recreational Activities

The rank assigned to ten activities, when fifty-six activities were ranked by men students.--Forty-one men students in the North Texas State Teachers College, Denton, Texas, were asked to fill in a checksheet which contained information pertaining to the ranking of their choices of ten activities among

fifty-six. Table 11 is a compilation of the responses. Before interpreting these data, it is to be noted that the information in this table represents the responses from thirty-one of the thirty-six students who filled out the check sheet; five sheets were discarded because of incompleteness, and twenty-four activities which did not receive any ranking, were omitted from the table. From these data in Table 11, it is seen that first rank was assigned to the various activities by the following number of men students: horseback riding 5; attending games, fishing, golf, playground baseball, and ping pong each by 3; basketball, hunting, attending movies, radio, and volleyball each by 2; baseball, calisthenics, football, reading, social and folk dancing, and tennis each by 1; and boxing, bowling, bridge, camping, croquet, forty-two, gardening, horseshoe pitching, hiking, playground games, picnics, swimming, track, and washers each by none.

Second rank was assigned to the various activities by the following number of men students: basketball 6; hunting and tennis each by 5; football 4; attending games, attending movies, playground baseball, and radio each by 3; baseball, fishing, ping pong, and social and folk dancing each by 1; boxing, bowling, bridge, camping, calisthenics, croquet, forty-two, golf, gardening, horseback riding, horseshoe pitching, hiking, playground games, picnics, reading, swimming, track, volleyball, and washers each by none.

TABLE 11

HOW THIRTY-ONE MEN STUDENTS RANKED EACH ACTIVITY WHEN THEY WERE PERMITTED TO RANK ONLY TEN OUT OF THE THIRTY-ONE ACTIVITIES

Activities	Rank									
	1	2	3	4	5	6	7	8	9	10
1. Attending Games.....	3	3	1	1	1	2	1	1	3	0
2. Baseball.....	1	1	4	1	1	1	0	0	0	1
3. Basketball..	2	6	2	1	0	1	0	0	1	1
4. Boxing.....	0	0	0	0	0	2	0	1	0	2
5. Bowling.....	0	0	0	0	0	3	1	1	1	1
6. Bridge.....	0	0	1	2	0	0	0	3	2	2
7. Camping.....	0	0	0	1	0	0	3	2	3	2
8. Calisthenics	1	0	1	0	1	0	0	1	0	0
9. Croquet.....	0	0	0	0	0	2	1	1	0	0
10. Football.....	1	4	2	1	0	3	1	0	0	0
11. Forty-two...	0	0	0	2	0	0	0	1	0	1
12. Fishing.....	3	1	2	1	3	1	5	0	1	3
13. Golf.....	3	0	0	0	2	0	1	0	1	0
14. Gardening...	0	0	1	0	0	0	1	0	1	2
15. Horseback... Riding.....	5	0	2	0	0	1	1	0	0	1
16. Horseshoe Pitching..	0	0	1	0	3	0	1	1	4	0
17. Hiking.....	0	0	0	0	0	3	0	1	1	2
18. Hunting.....	2	5	0	1	1	5	1	0	3	2
19. Attending Movies....	2	3	2	2	2	3	1	3	0	1
20. Playground Baseball..	3	3	3	2	2	1	3	3	0	1
21. Ping Pong...	3	1	0	0	1	0	0	1	1	1
22. Playground Games.....	0	0	1	0	4	1	1	2	2	1
23. Picnics.....	0	0	0	2	2	0	0	3	3	1
24. Radio.....	2	3	5	2	0	2	3	1	1	2
25. Reading.....	1	0	2	4	3	1	0	2	2	1
26. Swimming....	0	0	0	1	0	0	4	3	1	6
27. Social and Folk Danc- ing.....	1	1	2	3	1	0	1	0	2	0
28. Track.....	0	0	0	4	3	0	1	0	1	0
29. Tennis.....	1	5	0	3	4	1	2	1	0	0
30. Volleyball..	2	0	4	2	2	3	3	1	2	1
31. Washers.....	0	0	0	0	0	0	0	3	0	1

Third rank was assigned to the various activities by the following number of men students: radio 5; baseball and volleyball each by 4; playground baseball 3; basketball, football, fishing, horseback riding, attending movies, reading, and social and folk dancing each by 2; attending games, bridge, calisthenics, gardening, horseshoe pitching, and playground games each by 1; boxing, bowling, camping, croquet, forty-two, golf, horseback riding, hiking, hunting, ping pong, picnics, swimming, track, tennis, and washers each by none.

Fourth rank was assigned to the various activities by the following number of men students: reading and track each by 4; social and folk dancing, and tennis each by 3; bridge, forty-two, attending movies, playground baseball, picnics, radio, and volleyball each by 2; attending games, baseball, basketball, camping, football, fishing, hunting, and swimming each by 1; and boxing, bowling, calisthenics, croquet, golf, gardening, horseback riding, horseshoe pitching, hiking, ping pong, playground games, and washers each by none.

Fifth rank was assigned to the various activities by the following number of men students: playground games and tennis each by 4; fishing, horseshoe pitching, reading, picnics and volleyball each by 2; attending games, baseball, calisthenics, hunting, ping pong, and social and folk dancing each by 1; and basketball, boxing, bowling, bridge, camping, croquet, football, forty-two, gardening, horseback riding, hiking, radio, swimming, and washers each by none.

Sixth rank was assigned to the various activities by the following number of men students: hunting 15; bowling, football, hiking, attending movies, and volleyball each by 3; attending games, boxing, croquet, and radio each by 2; baseball, basketball, fishing, horseback riding, playground baseball, playground games, reading and tennis each by 1; bridge, camping, calisthenics, forty-two, golf, gardening, horseshoe pitching, ping pong, picnics, swimming, social and folk dancing, track, and washers each by none.

Seventh rank was assigned to the various activities with the following number of men students: fishing 15; swimming 4; camping, playground baseball, radio, and volleyball each by 2; attending games, bowling, croquet, football, golf, gardening, horseback riding, horseshoe pitching, hunting, attending movies, playground games, social and folk dancing, and track each by 1; baseball, basketball, boxing, bridge, calisthenics, forty-two, ping pong, picnics, reading, and washers each by none.

Eighth rank was assigned to the various activities by the following number of men students: bridge, attending movies, playground baseball, picnics, swimming, and washers each by 3; camping, playground games, and reading each by 2; attending games, bowling, boxing, calisthenics, croquet, forty-two, horseshoe pitching, hiking, ping pong, radio, tennis, and volleyball each by 1; baseball, basketball, football, fishing, golf,

gardening, horseback riding, hunting, social and folk dancing, and track each by none.

Ninth rank was assigned to each of the various activities by the following number of men students: horseshoe pitching 4; attending games, camping, hunting, and picnics each by 3; bridge, playground games, reading, social and folk dancing, and volleyball each by 2; basketball, bowling, fishing, golf, gardening, hiking, ping pong, radio, swimming, track each by 1; baseball, boxing, calisthenics, croquet, football, forty-two, horseback riding, attending movies, playground baseball, tennis, and washers each by none.

Tenth rank was assigned to each of the various activities by the following number of men students: swimming 6; fishing 3; boxing, bridge, camping, gardening, hiking, hunting, radio each by 2; baseball, basketball, bowling, forty-two, horseback riding; attending movies, playground baseball, ping pong, playground games, picnics, reading, volleyball, and washers each by 1; attending games, calisthenics, croquet, football, golf, horseshoe pitching, social and folk dancing, track and tennis each by none.

An analytical summary of data in Table 11 shows that one half or more of the men students under consideration assigned some rank, from one to ten, to the following activities: playground baseball and listening to the radio, each ranked by 21; fishing, hunting, and volleyball, each ranked by 20; and

attending the movies ranked by 19. The remaining listed outdoor activities were ranked by less than one-half of the group. These data seem to indicate that a large number of the men students under consideration were of the opinion that recreational activities which demand physical exertion rank highest.

The rank assigned to ten activities, when fifty-six activities were ranked by women students.--One hundred nine women students in the North Texas State Teachers College, Denton, Texas, were asked to fill in a checksheet which contained information pertaining to the ranking of their choice of ten activities among fifty-six. Table 12 is a compilation of the responses. Before interpreting these data, it is to be noted that the information in this table represented the responses from ninety-seven of the 109 students who filled out the checksheet; twelve sheets were discarded because of incompleteness, and fifteen activities which did not receive any ranking were omitted from the table. From these data in Table 12, it is seen that first rank was assigned to each of the various activities by the following number of women students: reading 18; playground baseball 19; social and folk dancing 8; radio 7; bridge 6; golf, swimming, tennis, and volleyball each by 5; attending movies and picnics each by 3; archery, basketball, bicycling, badminton, forty-two, fishing, horseback riding, playground games, and rhythmic each by 2; attending games, calisthenics, gardening, horseshoe pitching, and knitting each by 1;

TABLE 12

HOW NINETY-SEVEN WOMEN STUDENTS RANKED EACH ACTIVITY WHEN THEY WERE PERMITTED TO RANK ONLY TEN OUT OF THE FORTY-ONE ACTIVITIES

Activities	Rank									
	1	2	3	4	5	6	7	8	9	10
1. Archery.....	2	2	2	0	0	0	0	0	0	0
2. Attending Games.....	1	3	5	4	3	10	4	4	4	2
3. Baseball.....	0	4	0	2	3	1	6	1	4	2
4. Basketball..	2	2	5	1	1	1	1	1	2	2
5. Bowling.....	0	2	2	1	3	2	3	2	2	2
6. Bicycling...	2	2	3	4	2	1	2	2	1	3
7. Bridge.....	6	3	4	5	1	1	2	5	2	7
8. Badminton...	2	2	2	3	1	3	1	2	1	4
9. Canoeing....	0	0	0	0	1	2	3	2	1	1
10. Calisthenics	1	0	0	0	0	0	2	1	1	2
11. Croquet.....	0	0	0	0	0	1	2	1	2	1
12. Checkers....	0	0	1	1	1	0	0	2	1	2
13. Camping.....	0	1	1	1	4	1	2	4	0	4
14. Dominoes....	0	1	2	0	4	2	1	3	2	1
15. Football.....	0	0	0	2	0	1	1	1	1	2
16. Forty-Two...	2	1	1	4	2	3	4	4	2	1
17. Fishing.....	2	4	1	1	2	3	3	3	4	1
18. Golf.....	5	2	1	2	1	1	1	6	3	2
19. Gardening...	1	0	0	2	0	1	1	0	1	2
20. Handball....	0	1	1	2	0	0	1	0	1	0
21. Horseshoe Pitching..	1	2	1	1	0	1	1	3	3	0
22. Horseback Riding....	2	3	6	2	3	1	2	4	3	1
23. Hiking.....	0	1	3	4	0	3	1	2	4	2
24. Hunting.....	0	1	2	0	2	2	2	2	1	2
25. Knitting....	1	1	0	3	3	1	3	1	6	1
26. Marching....	0	0	0	2	2	0	0	0	0	1
27. Movies.....	3	8	10	9	6	8	3	2	4	2
28. Miniature Golf.....	0	2	2	0	4	4	3	2	4	4
29. Playground Baseball..	9	9	3	2	1	2	2	3	2	1
30. Playground Games.....	2	4	3	4	1	2	3	3	1	5
31. Ping Pong...	0	0	1	0	3	1	3	3	4	4
32. Picnics.....	3	3	1	3	9	9	11	5	3	6

TABLE 12--Continued

HOW NINETY-SEVEN WOMEN STUDENTS RANKED EACH ACTIVITY WHEN
THEY WERE PERMITTED TO RANK ONLY TEN OUT OF THE
FOURTY-ONE ACTIVITIES

Activities	Rank									
	1	2	3	4	5	6	7	8	9	10
33. Rhythmics.....	2	2	2	1	2	2	4	1	4	5
34. Radio.....	7	7	5	6	7	8	1	4	2	4
35. Reading.....	18	4	11	9	5	3	4	6	2	2
36. Swimming.....	5	5	2	2	4	4	4	3	4	4
37. Skating.....	0	2	3	1	1	1	3	1	3	3
38. Social and Folk Danc- ing.....	8	6	3	5	6	1	1	1	2	3
39. Tennis.....	5	3	4	6	3	5	3	3	6	1
40. Volleyball...	5	4	3	1	4	4	2	4	4	4
41. Track.....	0	2	1	1	2	1	1	0	0	0

and baseball, bowling, canoeing, croquet, checkers, camping, miniature golf, ping pong, skating, social and folk dancing, and track each by none.

Second rank was assigned to each of the various activities by the following number of men students: playground baseball 9; attending movies 8; radio 7; social and folk dancing 6; swimming 5; baseball, fishing, reading, playground games, and volleyball each by 4; attending games, bridge, horseback riding, picnics, and tennis each by 3; archery, basketball, golf, horseshoe pitching, miniature golf, rhythmics, skating, and track each by 2; camping, dominoes, forty-two, handball, hiking, hunting, and knitting, each by 1; and canoeing, calisthenics, croquet, checkers, football, gardening, marching, and ping pong each by none.

Third rank was assigned to each of the various activities by the following number of men students: reading 11; attending movies 10; horseback riding, attending games, basketball, and radio each by 5; bridge and tennis each by 4; bicycling, hiking, playground baseball, playground games, skating, social and folk dancing, and volleyball each by 3; archery, bowling, badminton, dominoes, hunting, miniature golf, rhythmic, and swimming each by 2; checkers, camping, forty-two, fishing, golf, handball, horseshoe pitching, ping pong, picnics, and track each by 1; baseball, canoeing, calisthenics, croquet, football, gardening, knitting, and marching each by none.

Fourth rank was assigned to each of the various activities by the following number of men students: reading and attending the movies each by 9; radio and tennis each by 6; bridge, and social and folk dancing each by 5; attending games, bicycling, forty-two, hiking, and playground games each by 4; badminton, knitting, and picnics each by 3; baseball, football, gardening, handball, horseback riding, marching, playground baseball, swimming, and golf each by 2; basketball, bowling, checkers, camping, fishing, horseshoe pitching, rhythmic, skating, and volleyball each by 1; archery, canoeing, calisthenics, croquet, dominoes, hunting, miniature golf, and ping pong each by none.

Fifth rank was assigned to each of the various activities by the following number of women students: picnics 9; radio 7; social and folk dancing, and attending movies by 6; reading 5;

camping, dominoes, swimming, volleyball, miniature golf each by 4; attending games, baseball, bowling, horseback riding, knitting, ping pong, and tennis each by 3; bicycling, forty-two, fishing, hunting, marching, rhythmic, and track each by 2; basketball, bridge, canoeing, checkers, golf, ping pong, baseball, playground games and skating each by 1; archery, calisthenics, croquet, football, gardening, handball, horseshoe pitching, and hiking each by none.

Sixth rank was assigned to each of the various activities by the following number of women students: attending games and picnics each by 9; attending movies and radio each by 8; tennis 5; miniature golf, swimming, and volleyball each by 4; badminton, forty-two, fishing, hiking, and reading each by 3; bowling, canoeing, dominoes, hunting, playground baseball, playground games, and rhythmic each by 2; baseball, basketball, bicycling, bridge, croquet, camping, football, golf, gardening, horseshoe pitching, horseback riding, knitting, ping pong, skating, social and folk dancing, track, archery, calisthenics, checkers, handball and marching each by none.

Seventh rank was assigned to each of the various activities by the following number of women students: picnics 11; baseball 6; attending games, forty-two, rhythmic, reading, and swimming each by 4; bowling, canoeing, fishing, knitting, attending movies, miniature golf, playground games, ping pong, skating, and tennis each by 3; bicycling, bridge, calisthenics, croquet,

camping, horseback riding; hunting, playground baseball, and volleyball each by 2; basketball, badminton, dominoes, football, golf, gardening, handball, horseshoe pitching, hiking, radio, social and folk dancing, and track each by 1; archery, checkers, and marching each by none.

Eighth rank was assigned to each of the various activities by the following number of women students: golf and reading each by 6; bridge and picnics each by 5; attending games, camping, forty-two, horseback riding, radio, and volleyball each by 4; dominoes, fishing, horseshoe pitching, playground baseball, playground games, ping pong, swimming and tennis each by 3; bowling, bicycling, badminton, canoeing, checkers, hiking, hunting, attending movies, and miniature golf each by 2; baseball, basketball, calisthenics, croquet, football, knitting, rhythmic, skating, and social and folk dancing each by 1; archery, gardening, handball, marching, and track each by none.

Ninth rank was assigned to each of the various activities by the following number of women students: knitting and tennis each by 6; attending games, baseball, fishing, hiking, attending movies, miniature golf, ping pong, rhythmic, swimming, and volleyball each by 4; golf, horseshoe pitching, horseback riding, picnics, and skating each by 3; basketball, bowling, bridge, croquet, dominoes, forty-two, playground baseball, radio, reading, and social and folk dancing each by 2; bicycling, badminton, canoeing, calisthenics, checkers, football, gardening, handball,

hunting, and playground games each by 1; and archery, camping, marching, and track each by none.

Tenth rank was assigned to each of the various activities by the following number of women students: bridge 7; picnics 6; playground games and rhythmic each by 5; camping, miniature golf, ping pong, radio, swimming, volleyball each by 4; bicycling, skating, and social and folk dancing each by 3; attending games, baseball, basketball, bowling, calisthenics, checkers, football, golf, gardening, hiking, hunting, attending movies, and reading each by 2; canoeing, croquet, dominoes, forty-two, fishing, handball, horseback riding, knitting, marching, playground baseball, and tennis each by 1; archery, horseshoe pitching, and track each by none.

An analytical summary of data in Table 12 shows that one half or more of the women students under consideration assigned some rank, from one to ten, to the following activities: reading, ranked by 64; attending movies by 59; picnics by 53; and listening to the radio by 51. The remaining listed activities were ranked by less than one-half of the group. These data seem to indicate that a large number of the women students under consideration were of the opinion that recreational activities which demand little physical exertion rank highest.

The rank assigned to ten activities, when fifty-six activities were ranked by men teachers.--Twenty-five men teachers in the public schools of Amarillo, Texas, were asked to fill

in a checksheet which contained information pertaining to the ranking of their choice of ten activities among fifty-six. Table 13 is a compilation of the responses. Before interpreting these data, it is to be noted that the information in this table represents the responses from twenty-one of the twenty-five who filled out the checksheets; four sheets were discarded because of incompleteness, and twenty-seven activities which did not receive any ranking were omitted from the table. From these data, it is seen that first rank was assigned to each of the various activities by the following number of men teachers: reading 5; fishing and hunting each by 2; basketball, bowling, camping, forty-two, golf, gardening, attending movies, radio, skating, tennis, volleyball each by 1; attending games, bicycling, rowing, bridge, calisthenics, croquet, dominoes, football, handball, picnics, swimming, and social and folk dancing each by none.

Second rank was assigned to each of the various activities by the following number of men teachers: ping pong 3; gardening, hunting, and reading each by 2; attending games, basketball, bicycling, football, fishing, golf, horseshoe pitching, picnics, radio, rowing, skating, and social and folk dancing each by 1; bowling, bridge, calisthenics, camping, croquet, dominoes, forty-two, handball, horseback riding, attending movies, swimming, tennis, and volleyball each by none.

TABLE 13

HOW TWENTY-ONEMEN TEACHERS RANKED EACH ACTIVITY WHEN
THEY WERE PERMITTED TO RANK ONLY TEN
OF THE TWENTY-NINE ACTIVITIES

Activities	Rank									
	1	2	3	4	5	6	7	8	9	10
1. Attending Games.....	0	1	2	3	0	0	0	2	2	2
2. Basketball....	1	1	2	0	1	0	0	0	0	0
3. Bowling.....	1	0	0	1	1	0	0	1	0	1
4. Bicycling....	0	1	1	0	0	0	1	0	0	0
5. Bridge.....	0	0	3	0	1	1	2	1	0	0
6. Calisthenics.	0	0	0	0	1	0	1	0	0	0
7. Camping.....	1	0	1	0	1	1	0	0	1	0
8. Croquet.....	0	0	0	0	1	1	0	0	0	0
9. Dominoes.....	0	0	0	1	0	1	1	2	2	1
10. Football.....	0	1	0	1	0	1	0	0	0	0
11. Forty-two....	1	0	0	0	0	0	0	0	0	0
12. Fishing.....	2	1	1	0	0	0	0	0	0	3
13. Golf.....	1	1	2	0	1	2	1	0	1	3
14. Gardening....	1	2	0	1	1	1	1	0	0	0
15. Handball.....	0	0	0	0	0	0	1	0	0	0
16. Horseshoe Pitching....	0	1	0	0	0	0	1	0	0	0
17. Hunting.....	2	2	1	1	2	0	1	0	1	2
18. Horseback Riding.....	0	0	0	1	0	0	2	2	3	0
19. Movies.....	1	0	1	3	2	2	3	0	1	3
20. Ping Pong....	0	3	0	1	0	0	0	1	1	0
21. Picnics.....	0	1	0	0	1	1	1	2	3	0
22. Radio.....	1	1	1	4	1	3	1	1	2	2
23. Reading.....	5	2	2	0	2	2	2	2	0	1
24. Rowing.....	0	1	0	0	0	1	0	0	1	0
25. Skating.....	1	1	1	0	2	1	1	2	0	2
26. Swimming.....	0	0	0	2	1	0	1	2	1	1
27. Social and Folk Dancing.....	0	1	2	0	1	1	0	2	1	0
28. Tennis.....	1	0	0	1	1	2	0	0	0	0
29. Volleyball....	1	0	0	0	0	0	0	1	0	0

Third rank was assigned to each of the various activities by the following number of men teachers: bridge 3; attending

games, basketball, golf, reading, and social and folk dancing each by 2; bicycling, camping, fishing, hunting, attending movies, radio, and skating each by 1; bowling, calisthenics, croquet, dominoes, football, forty-two, gardening, handball, horseshoe pitching, horseback riding, ping pong, picnics, rowing, swimming, tennis, and volleyball each by none.

Fourth rank was assigned to each of the various activities by the following number of men teachers: radio 4; attending games and attending movies each by 3; swimming 2; bowling, dominoes, fishing, gardening, hunting, horseback riding, ping pong, and tennis each by 1; basketball, bicycling, bridge, calisthenics, camping, croquet, forty-two, golf, handball, horseshoe pitching, picnics, reading, rowing, skating, social and folk dancing and volleyball each by none.

Fifth rank was assigned to each of the various activities by the following number of men teachers: hunting, attending movies, reading, and skating each by 2; basketball, bowling, bridge, calisthenics, camping, croquet, golf, gardening, picnics, radio, swimming, social and folk dancing and tennis each by 1; attending games, basketball, bicycling, dominoes, football, forty-two, fishing, handball, horseshoe pitching, horseback riding, ping pong, rowing, and volleyball each by none.

Sixth rank was assigned to each of the various activities by the following number of men teachers: radio 3; golf, attending movies, reading, and tennis each by 2; bridge, camping,

croquet, dominoes, football, gardening, picnics, rowing, skating, and social and folk dancing each by 1; attending games, basketball, bowling, bicycling, calisthenics, football, fishing, handball, horseshoe pitching, hunting, horseback riding, ping pong, swimming, and volleyball each by none.

Seventh rank was assigned to each of the various activities by each of the following number of men teachers: attending movies 3; bridge, horseback riding, and reading each by 2; bicycling, calisthenics, dominoes, golf, gardening, handball, horseshoe pitching, hunting, picnics, radio, skating, and swimming each by 1; attending games, basketball, bowling, camping, croquet, football, forty-two, fishing, ping pong, rowing, social and folk dancing, tennis and volleyball each by none.

Eighth rank was assigned to each of the various activities by the following number of men teachers: attending games, dominoes, horseback riding, picnics, reading, skating, swimming, social and folk dancing, bowling, bridge, ping pong, radio, and volleyball each by 1; and basketball, bicycling, calisthenics, camping, croquet, football, forty-two, fishing, golf, gardening, handball, horseshoe pitching, hunting, attending movies, rowing, and tennis each by none.

Ninth rank was assigned to each of the various activities by the following number of men teachers: horseback riding and picnics each by 3; attending games, dominoes, and radio each by 2; camping, golf, hunting, attending movies, ping pong,

rowing, swimming, and social and folk dancing each by 1; and basketball, bowling, bicycling, bridge, calisthenics, croquet, football, forty-two, fishing gardening, handball, horseshoe pitching, reading, skating, tennis, and volleyball each by none.

Tenth rank was assigned to each of the various activities by the following number of men teachers: fishing, golf, and attending movies each by 3; attending games, hunting, radio, and skating each by 2; bowling, dominoes, reading, and swimming each by 1; and basketball, bicycling, bridge, calisthenics, camping, croquet, football, forty-two, gardening, handball, horseshoe pitching, horseback riding, ping pong, picnics, rowing, social and folk dancing, tennis, and volleyball each by none.

An analytical summary of data in Table 13 shows that one half of the men teachers under consideration assigned some rank, from one to ten, to the following activities: reading, ranked by 18; listening to the radio by 17; attending movies by 16; attending games, playing golf, and hunting, each by 12; and skating by 11. The remaining listed activities were ranked by less than one half of the group. These data seem to indicate that a large number of the men teachers under consideration were of the opinion that recreational activities which demand slight physical exertion rank highest.

The rank assigned to ten activities, when fifty-six activities were ranked by women teachers.--One hundred twenty-five women in the Amarillo public school were asked to fill in a

checksheet which contained information pertaining to the ranking of their choice of ten activities among fifty-six. Table 14 is a compilation of the responses. Before interpreting these data, it is to be noted that the information in this table represents the responses from eighty-nine of the 135 who filled out the checksheet; thirty-six sheets were discarded because of incompleteness, and twenty-one activities which did not receive any ranking were omitted from the table. From these data, it is seen that first rank was assigned to each of the various activities by the following number of women teachers: reading 30; social and folk dancing 2; radio 8; fishing and attending movies each by 6; bridge 5; horseback riding 4; camping and swimming each by 3; gardening and picnics each by 2; attending games, basketball, playground baseball, ping pong, rhythmic, canoeing, croquet, checkers, dominoes, forty-two, horseshoe pitching, hiking, hunting, knitting, marching, miniature golf, playground games, rowing, and volleyball each by none.

Second rank was assigned to each of the various activities by the following number of women teachers: reading 14; radio 10; bridge and social and folk dancing each by 9; fishing and attending movies each by 8; knitting and playground games each by 3; bowling, bicycling, camping, gardening, playground baseball, ping pong, swimming, and tennis each by 2; attending games, canoeing, forty-two, hiking, hunting, and washers, each by 1; and baseball, croquet, checkers, dominoes, horseshoe pitching,

TABLE 14

HOW EIGHTY-NINE WOMEN TEACHERS RANKED EACH ACTIVITY WHEN
THEY WERE PERMITTED TO RANK ONLY TEN OUT OF THE
THIRTY-FIVE ACTIVITIES

Activities	Rank									
	1	2	3	4	5	6	7	8	9	10
1. Attending Games.....	1	1	2	4	5	9	4	3	5	2
2. Baseball.....	1	0	2	2	0	0	4	4	3	2
3. Bowling.....	0	2	2	3	2	0	0	0	1	2
4. Bicycling.....	0	2	0	1	0	3	3	4	1	3
5. Bridge.....	5	9	4	4	8	7	4	6	2	5
6. Canoeing.....	0	1	0	0	0	1	0	1	2	2
7. Croquet.....	0	0	0	0	0	0	0	3	3	4
8. Checkers.....	0	0	2	2	1	2	0	0	2	3
9. Camping.....	3	2	0	2	1	3	8	6	4	4
10. Dominoes.....	0	0	0	0	1	1	4	3	1	3
11. Forty-two.....	0	1	7	3	2	0	5	5	2	2
12. Fishing.....	6	8	1	2	2	0	0	4	3	3
13. Gardening.....	2	2	7	0	1	3	4	3	6	7
14. Horseshoe Pitching...	0	0	0	0	0	0	1	1	5	2
15. Horseback Riding.....	4	0	2	0	0	1	2	3	1	2
16. Hiking.....	0	1	3	0	0	4	4	3	2	2
17. Hunting.....	0	1	1.	0	0	1	0	2	4	3
18. Knitting.....	0	3	0	2	3	0	0	0	0	0
19. Marching.....	0	0	0	0	0	1	0	1	2	1
20. Movies.....	6	8	17	12	9	9	4	3	2	1
21. Miniature Golf.....	0	0	0	0	0	0	0	0	1	0
22. Playground Baseball....	1	2	2	2	3	6	2	3	3	3
23. Ping Pong.....	1	0	0	2	2	0	2	2	5	5
24. Picnics.....	2	2	1	6	5	7	12	8	4	4
25. Rhythmics.....	1	0	1	0	0	1	1	2	2	0
26. Playground Games.....	0	3	1	3	2	1	3	2	2	8
27. Rowing.....	0	0	0	0	0	2	0	1	1	0
28. Radio.....	8	10	12	14	11	3	3	3	2	2
29. Reading.....	30	14	6	11	6	8	0	0	3	2
30. Swimming.....	3	2	2	1	2	2	4	2	4	2
31. Skating.....	1	3	3	3	5	0	2	0	2	4
32. Social and Folk Dancing.....	12	9	8	8	8	11	5	3	0	2
33. Tennis.....	1	2	2	1	5	2	4	4	4	3

TABLE 14--Continued

HOW EIGHTY-NINE WOMEN TEACHERS RANKED EACH ACTIVITY WHEN THEY WERE PERMITTED TO RANK ONLY TEN OUT OF THE THIRTY-FIVE ACTIVITIES

Activities	Rank									
	1	2	3	4	5	6	7	8	9	10
34. Volleyball....	0	0	0	1	3	1	4	0	2	0
35. Washers.....	1	1	1	0	2	0	0	4	3	1

horseback riding, marching, miniature golf, ping pong, rhythmic, rowing, and volleyball each by none.

Third rank was assigned to each of the various activities by the following number of women teachers: attending movies 17; radio 12; social and folk dancing 8; forty-two and gardening each by 7; reading 6; bridge 4; hiking and skating each by 3; attending games, baseball, bowling, checkers, horseback riding, playground baseball, swimming, and tennis each by 2; fishing, hunting, picnics, rhythmic, playground games, and washers each by 1; bicycling, canoeing, croquet, camping, dominoes, horseshoe pitching, knitting, marching, miniature golf, ping pong, rowing, and volleyball each by none.

Fourth rank was assigned to each of the various activities by the following number of women teachers: radio 14; attending movies 12; reading 11; social and folk dancing 8; picnics 6; attending games and bridge each by 4; bowling, forty-two, playground games, and skating each by 3; baseball, checkers, camping,

fishing, knitting, playground baseball, and ping pong each by 2; bicycling, swimming, tennis, and volleyball each by 1; and canoeing, croquet, dominoes, gardening, horseshoe pitching, horseback riding, hiking, hunting, knitting, miniature golf, rhythmic, rowing, and washers each by none.

Fifth rank was assigned to each of the various activities by the following number of women teachers: radio 11; attending movies, bridge, and social and folk dancing each by 8; reading 6; attending games, picnics, skating, and social and folk dancing each by 5; knitting, playground baseball, and volleyball each by 3; bowling, forty-two, fishing, ping pong, playground games, swimming, and washers each by 2; checkers, camping, dominoes, and gardening each by 1; and baseball, bicycling, canoeing, croquet, horseshoe pitching, horseback riding, hiking, hunting, marching, miniature golf, rhythmic and rowing, each by none.

Sixth rank was assigned to each of the various activities by the following number of women teachers: social and folk dancing by 11; attending games and attending movies each by 9; reading 8; bridge and picnics each by 7; playground baseball, 6; hiking, 4; bicycling, camping, gardening, and radio each by 3; checkers, rowing, swimming and tennis each by 2; canoeing, dominoes, horseback riding, hunting, marching, rhythmic, playground games, and volleyball each by 1; baseball, bowling, croquet, forty-two, fishing, horseshoe pitching, knitting, miniature golf, ping pong, skating and washers each by none.

Seventh rank was assigned to each of the various activities by the following number of women teachers: picnics 12; camping 8; social and folk dancing and forty-two each by 5; attending games, baseball, bridge, dominoes, gardening, hiking, attending movies, swimming, tennis, and volleyball each by 4; bicycling, playground games, and radio each by 3; horseback riding, playground baseball, ping pong, and skating each by 2; horseshoe pitching and rhythmic each by 1; bowling, canoeing, croquet, checkers, fishing, hunting, marching, miniature golf, rowing, reading, and washers each by none.

Eighth rank was assigned to each of the various activities of the following number of women teachers: picnics 8; camping and bridge each by 6; forty-two 5; baseball, bicycling, fishing, tennis, and washers each by 4; attending games, croquet, dominoes, horseback riding, gardening, hiking, attending movies, playground baseball, radio, and social and folk dancing each by 3; hunting, ping pong, rhythmic, playground games, and swimming each by 2; canoeing, horseshoe pitching, marching, and rowing each by 1; bowling, checkers, knitting, miniature golf, reading, skating, and volleyball each by none.

Ninth rank was assigned to each of the various activities by the following number of women teachers: gardening 6; attending games, horseshoe pitching, and ping pong each by 4; baseball, croquet, fishing, playground baseball, reading, and washers by 3; bridge, canoeing, checkers, forty-two, hiking, marching,

attending movies, rhythmic, playground games, radio, skating, and volleyball each by 2; bowling, bicycling, dominoes, horseback riding, miniature golf, and rowing each by 1; knitting and social and folk dancing each by none.

Tenth rank was assigned to each of the various activities of the following number of women teachers: playground games 8; gardening 7; bridge and ping pong each by 5; croquet, camping, picnics, and skating each by 4; bicycling, checkers, dominoes, fishing, hunting, playground baseball, and tennis each by 3; attending games, baseball, bowling, canoeing, forty-two, horseshoe pitching, horseback riding, hiking, radio, reading, swimming, and social and folk dancing each by 2; marching, movies, washers, knitting, miniature golf, rhythmic, rowing, and volleyball each by none.

An analytical summary of data in Table 14 shows that one half or more of the women teachers under consideration assigned some rank, from one to ten, to the following activities: reading, ranked by 81; attending movies by 71; listening to the radio, 68; social and folk dancing by 66; and picnics, 51. The remaining listed activities were ranked by less than one half of the group. These data indicate that a large number of the women teachers under consideration were of the opinion that recreational activities which demand slight physical exertion rank highest.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

In view of the findings that have been presented in this study, the following conclusions were drawn:

1. The North Texas State Teachers College, Denton, Texas, provided ample facilities for recreation in a concentrated area which was a part of the entire educational program of the institution.

2. The recreational facilities of Amarillo, Texas were widely separated; this condition made recreation less available to the public school teachers.

3. The financial requirements for recreation in North Texas State Teachers College were included in the students optional fee, while in Amarillo the teachers were required to pay the prescribed fee for participation in each activity, unless the facilities for activities were furnished by the public school.

4. The students at North Texas State College evidenced a wide variety in choice of activities, while teachers in Amarillo limited their choices to sedentary activities to a large extent.

5. An approximate equal number of men students participated in indoor recreational activities that required physical exertion and those that required slight or no physical exertion either often, sometimes, or seldom.

6. One hundred nine women students participated in indoor recreational activities that required slight physical exertion either often, sometimes, or seldom.

7. One hundred fifty men and women teachers participated in indoor recreational activities that required slight physical exertion either often, sometimes, or seldom.

8. Forty-one men students participated in athletic activities for outdoor recreation; those who chose non-athletic activities, chose activities that generally required slight physical exertion either often, sometimes, or seldom.

9. One hundred nine women students participated in outdoor recreation which required physical exertion either often, sometimes, or seldom.

10. One half of the men teachers participated in any outdoor recreation; those who did participate chose, for the most part, non-athletic activities either often, sometimes, or seldom.

11. One hundred twenty-five women teachers participated in non-athletic outdoor recreational activities either often, sometimes, or seldom.

13. One hundred nine women students were of the opinion that recreational activities which demand slight physical exertion rank highest either often, sometimes, or seldom.

14. One hundred fifty men and women teachers were of the opinion that recreational activities which demand slight physical exertion rank highest either often, sometimes, or seldom.

Recommendations

In view of the conclusions drawn from this study, the following recommendations are made:

1. The public school of Amarillo, Texas, should provide adequate facilities for an expanded recreational program for teachers.
2. Other clubs should be organized, with functions parallel to the present Teacher Club, in order to interest teachers in a wider variety of recreational activities.
3. Adequate instructions should be provided to meet the needs of teachers who desire to learn new activities and those who desire to acquire more skill in their chosen activities.

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