

1952

A survey of extra-curricular activities of students in the School of Education, Boston University

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SCHOOL OF EDUCATION

Thesis

A SURVEY OF EXTRA-CURRICULA ACTIVITIES
OF STUDENTS IN THE SCHOOL OF
EDUCATION, BOSTON UNIVERSITY

Submitted by

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(B.S. in Education, Springfield College, 1927)

In Partial Fulfillment of Requirements for the Degree of
Masters of Education

1952

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CHAPTER I

PURPOSE OF THE STUDY

During the past year the Boston University Student-Faculty Assembly and the School of Education Student Council proposed that the permanent record of each full-time student at Boston University be expanded to include not only academic record, as at present, but also information on out-of-school activities which might be of interest to future employers.

This study should provide information that will be of value in preparing record forms on which all students' activities can be annually summarized.

Certain trends in the analysis may show certain needs that are not being met by the present curriculum. Administrators may see, as the result of the secured information, a necessity for changing the curriculum to help the students meet their needs during the out-of-school time.

SCOPE OF THE STUDY

This study is concerned with 424 students in the School of Education and the activities in which they participate during their out-of-school hours. The essential data required by the purpose of this study was sought by an inquiry form and included personal data; commuting data; college sport activities; other college activities; part time and/or full time work during college; part time and/or full time work during summer vacations and volunteer activities while in college.

JUSTIFICATION OF THE STUDY

Dewey has stated: The problem of education in a democratic society is to construct a course of studies which makes thought a guide of free practices for all and which makes leisure a reward of accepting responsibility for service, rather than a state of exemption from it. 1/

Leisure is nothing new, but it has been extended and is here to stay. The problem has made it mandatory that individuals should make proper use of their out-of-school time and direct their activities along wholesome lines.

This study does not propose to settle questions, to solve the problem or recommend any set procedures, but merely to present an analysis of data secured from a questionnaire prepared by the writer especially for the study and to attempt to find implications therein for possible improvement in educational policies. Further, that information furnished by the questionnaires might be of use to students in securing positions.

1/ John Dewey, Democracy in Education, The Macmillan Company, New York, 1916, p 305

CHAPTER II

REVIEW OF THE LITERATURE

The American people of today have more free time from work than any of their predecessors ever visualized. During the past decades American industry prevailed on a forty-eight to forty-four work week. This is no longer typical as the forty hour, five day work week prevails throughout most of our country. Today workers in practically every line of industry including those of the Federal, State and Local government now have a full two day week-end and more free time during the week as well. According to statistics of leading Insurance companies more people than ever are now receiving paid vacations. This also has added to the free time available to the employer. Not only has the eight-hour day been accepted quite generally as a permanent labor policy in industry but the five-day week has been inaugurated in numerous industries during recent years. It has been found that the reduction of the working week enables employers to secure a better class of workers, reduces labor turnovers, saves operating expenses and increases efficiency of production, and gives employment to a greater number of workers, but the chief result is the increase of leisure.

However, we are fortunate to have many advantages in different ways over our predecessors. There is on the whole more wealth; therefore more opportunities for the enjoyment of all according to the individuals desire; including clubs, sporting events under lights, television, radios for automobiles, and many other things which the past

generations did not have available. "The direction of civilization is determined to a large degree by the extent and the uses of leisure. If people engage in creative and constructive activities during their leisure, civilization is advanced; if they indulge in useless and destructive activities, the social order deteriorates and progress is retarded. While work is necessary for subsistence, and no country has ever been able to exist without it, the culture of a group is built up mainly during spare time. As stated previously, it matters not so much what people do when they work as what they engage in when they do not work. The tone of any society is conditioned by the quality of its leisure, whether it be restricted to a few or indulged in by many. During the earlier centuries it was necessary for the majority of the people to devote most of their time to work. The intense struggle for existence required this, which left little time for creative work. As soon as humanity experienced more leisure, even though for a long while it was confined to a small class, cultural progress was accelerated."1/

We now are in a period of economic confusion, high prices, high wages, consequently the state of the individual has become a "speeded-up" process of living. A new problem is added to the individual. Along with the vital factors of daily life having a controlling influence on the individual is what to do with the free time now presented to him.

1/ Martin and Esther S. Neumeyer, Leisure and Recreation, A. S. Barnes and Company, New York, 1946, p 12

Dewey, the great American educator is quoted as having declared: "The invention of machines has extended the amount of leisure which is possible even while one is at work. It is a commonplace that the mastery of skill in the form of established habits frees the mind for a higher order of thinking. Some thing of the same kind is true of the introduction of mechanically automatic operations in industry. They may release the mind for thought upon other topics. But when we confine the education of those who work with their hands to a few years of schooling devoted for the most part to acquiring the use of rudimentary symbols at the expense of training in science, literature, and history, we fail to prepare the minds of workers to take advantage of this opportunity."^{1/}

The average person has not been educated to the proper use of his spare time and using it to the best advantage. It is an undeniable factor that the use of free time is a matter of interest, attitudes and background.^{2/}

Following this line of thought Lies, in writing of the use made of leisure has said: Depending upon the use made of leisure, it can degrade or elevate people. It can reduce working efficiency or increase it. It can impoverish life or enrich it. It can stifle talents or give them room and air for blossoming. It can dirty sex or sublime

1/ John Dewey, Democracy and Education, The Macmillan Company, New York, 1916, p 304

2/ Eugene T. Lies, "The New Leisure Challenges the School", National Education Association Journal, Vol.23:1 (Jan.44); 1-11

it. It can stunt skills or rear them into exhilarating satisfaction. It can nourish selfish indulgence and lead on to delinquency and crime or it can stimulate neighborliness and issue in fine human service. It can breed mediocre living or stimulate rich living. 1/

Proper use of free-time is still a source of puzzlement to many. The man who spends his free time in bowling for recreation does not understand his neighbor's interest in spending his free time in making things out of wood.

Whether a person be a laborer, financier, clerk, truck driver, student or a teacher he must have free time from his labors and to use it properly is a matter of vital importance in his search for satisfaction and happiness.

Recreation is a basic need for living in a democratic society. For the individual, recreation may be a wholesome leisure experience engaged in solely for the satisfaction derived therefrom. It may be an individual hobby or an experience shared with others. It is man's principal opportunity for enrichment of living. Americans are coming to regard recreation as a necessity for all, not a luxury for a few. 2/

Due to shorter hours of work and longer hours of leisure time one sees on so many occasions the misuse of this leisure time, by persons not knowing what to do with themselves. 3/

1/ Ibid p 13

2/ "The Recreation Platform", Bulletin-American Association for Health, Physical Education and Recreation, Washington, D. C., April, 1946

3/ Martin and Esther S. Neumeyer, op cit p 63

Neumeyer states: "Leisure is frequently misused because it is believed that enjoyment can be obtained without effort, or at any rate with only a minimum amount of physical and mental exertion. Furthermore, it is believed that recreation can be bought much as one buys groceries. Obviously, it is possible to purchase some pleasures with money, but real happiness comes as the result of effort and preparation.^{1/}

The fact that people need to be educated **how to use their leisure** time has been summarized by Russel ^{2/}, in the following statement: The answer to all this is of course, education and recreation. The most natural way to meet the problem of the unwise and harmful use of leisure time is to provide something for the people to do. Leisure should be an opportunity not a temptation. Not only must there be the physical opportunities for proper recreation, but some how or other the people must be brought to use them.

Thus the writer feels the schools in the past have neglected to take care of the future needs of its students in relation to what they will do with their leisure time. This training should be established during the school years, which will develop interests and habits that make for a more satisfying and happier adult life.

Grey ^{3/} points out that recreation is one of four things that

1/ Neumeyer, op cit p 63

2/ William Russel, "Recreation in the Atomic Age", Recreation, Dec. 1947 p 42

3/ Viscount Grey and K. C. Fallondon, Recreation, Houghton, Mifflin Co. Riverside Press, Cambridge Mass., 1948, p 4

makes happiness in life, although he does not recommend it as the most important. The four things which are more or less under our control and essential to happiness are:

1. Moral standard by which we guide our action.
2. Satisfactory home life in the form of good relations with family or friends.
3. Some form of work which justifies our existence to our own country and makes us good **citizens**.
4. Some degree of leisure and a good use of it.

The writer realizes that this study deals with "out of school time", however, it is his belief that the study should be interpreted as recreation activity.

According to Weckwerth:

"Recreation has a different meaning for each person. Selected definitions vary thus: 'Life enrichment' says the Educational Policies commission. 'Synthesis of work and play' declares Nash. 'Attitude of mind' states Menninger.

To me recreation is one's self expressed choice of behavior. It is **evidenced** by one's attitude and actions. It may be active or passive, spontaneous or planned, consistent or inconsistent. The essence of satisfaction is in the doing the participation. **Without** a wide range of opportunity among the offerings made available, a college campus presents little or no recreational potential and consequently little or no social value.

A college providing a wide range of potential recreation offerings are also offering five highly selected social values:

1. Individual Expression(heart of social morale)
2. Performance (the doing)
3. Group Experience (group recognition)
4. Maturation (growth and development)
5. Environment (results in happiness, contentment and morale)" 1/

1/ Charles F. Weckwerth, "A Recreational Leader Looks at the Social Values of College Recreation", Recreation, National Recreation Association, 315 Fourth Ave., N. Y. 10, N. Y., Oct. 1949, p 313-333

All literature dealing with recreational activities suggests that participation in those activities is affected by social and economic standards, physical and mental health, contentment in work and amounts and kinds of education.

Neumeyer says: Leisure is commonly thought of as the surplus time remaining after the formal duties and necessities of life have been attended. It is free time enabling a person to do as he chooses.1/

Recreation is a mode of **behavior** either individual or collective which has its own drive and gives current satisfaction, and is not undertaken for any goal or purpose beyond itself. 2/

Slavson states: Recreation is a leisure time activity, motivated by pleasure, and serves as diversions from the more pressing and serious occupation of daily living. Recreation does not consist of what one does, it is rather the motive, attitude, and values of the doing to the individual that gives an activity a recreational significance.3/

In 1948 the Research Department of the Crowell-Collier Publishing Company 4/ published a report of the favorite leisure time activities

1/ Martin Neumeyer, "What They Say about Recreation", Recreation, October 1944, p 362

2/ S. R. Slavson, Recreation and Total Personality, New York Association Press, New York, 1946, p 2

3/ Ibid

4/ Research Department of Crowell Collier's Publishing Company, "Leisure Time Activities of Collier's Adult Readers", 251 Park Ave, New York, 17 N. Y. 1948

of 2103 adults who read Collier's, of these; 1072 were men and 1031 were women, a fair cross section of Collier's readers. They found that: Collier's readers were definitely sports minded. Three out of five have a garden or flower bed. Two in five make small home repairs. Fishing occupies top position among sporting activities. The majority of men like to read in their leisure time.

Sorenson 1/ in his study found recreational leaders realized that people need recreation and decided that these were three major satisfactions which people seek in the use of their leisure time.

- 1/ People want places where they can go and be out of doors, equipment which they can use for their own unorganized and unsupervised enjoyment.
- 2/ People want opportunities to engage in a wide variety of activities which by their nature must be organized and which in many instances, also require special equipment. Illustrative of these activities are team athletics, passive games, crafts, music and social gatherings.
- 3/ People want the opportunity to associate with other people of their own age and kind.

The adult has a tendency to limit his activities as he grows older. He does his every day work without a definite thought or interest for his leisure time. In our complex life, we have neglected to provide a program built on the needs and interest of the adults concerned, for the satisfaction of personal needs and desires after the days work is finished. Would it not be better for peace of mind to

1/ Roy Sorenson, "Survey of the Los Angeles Recreational Plan", Community Surveys Associated National Council, Survey Midmonthly, February 1946, p 11

provide some form of recreation rather than provide nothing except the regular boredom and restlessness caused by not knowing what to do with one's self during the leisure time.

This has been expressed by Menninger 1/: Recreation is an extremely important aid to growing older gracefully. People who stay young, despite their years, do so because of an active interest that provides satisfaction through participation. The ederly person with a hobby is always an alert, interesting person. By contrast, there is no more pathetic sight than the older person who has no interest in life and only sits and waits, vivid evidence of the evidence of the value of recreation to mental health.

The writer feels that following the trend of thinking expressed by Dewey 2/ that the individual needs a philosophy of life in order to make use of leisure time a credit to his everyday living. According to Eastward 3/ it would seem advisable for administrators responsible for planning leisure time programs to consider carefully these principles.

1. Every person needs to discover which activities give him satisfaction. Several of these activities should be of such a nature that he can keep them throughout life.

1/ William Menninger, M.D., "Psychological Needs Met by Recreation", Recreation, November, 1948 p 346

2/ John Dewey, Democracy and Education, The Macmillan Company, New York, 1916, p 293-305

3/ Floyd Eastward, "Planned Industrial Recreation", adopted from Nineteen Recreational Principles, National Recreation Association, New York, 1941 p 27-28

2. Every person should have certain forms of recreation which require little space and which can be fitted into small fragments of time.
3. Every person needs to know well a certain limited number of indoor and outdoor games which he himself likes so well that there will never be an occasion when he cannot think of anything else to do.
4. Participation as a citizen in the cooperative building of a better way of life in which all may share is one of the most permanently satisfying forms of recreation.

This can be achieved by education. This education should start in the schools following a line of thought called the "Life Adjustment Plan", promulgated by the U. S. Department of Education.^{1/}

Students need guidance in learning and according to Laycock ^{2/} several kinds of guidance are necessary to attain the objectives and live a life of deep satisfaction. He summarizes them as follows:

1. Health guidance to enable them to grow up with strong, sturdy bodies, good health habits and a health conscience for safeguarding the health of the community.

1/ Ellsworth Tompkins, Life Adjustment Plan, Department of Education, Washington, D. C. 1949

2/ Laycock, "Recreation Guidance," Recreation, November, 1946 p30

2. Social guidance to enable them to find happy human relationships, including all phases of family, school and community relationships.
3. Personal guidance to enable them to understand and live happily with themselves.
4. Curricular guidance which leads them into such experiences at school as are in harmony with their interests and abilities.
5. Occupational guidance which helps them to choose and enter upon a suitable vocation.
6. Recreational guidance which will enable them to find fulfillment of their personality needs in a creative fashion.

The writer feels that in line with this presentation that proper guidance to utilization of the individual's free time that much happiness and a fuller life can be realized.

CHAPTER III

PROCEDURE AND TECHNIQUE

The purpose of this study was to determine the out-of-school time activities of students, School of Education, Boston University.

It was felt that the best technique to be used in the study would be an instrument in the form of a questionnaire.

According to Karl Bookwalter 1/, The questionnaire is a written form of interview by means of a previously prepared series of related questions. It is employed for the purpose of determining present status, practices, or opinions regarding a selected situation or problem. He further states that criticism of the use of questionnaires are aimed at the abuses of the questionnaire and not the technique when properly used.

A number of books and articles have treated the methods, errors and limitations of the questionnaire, particularly useful are:

Desing, M. F., "Suggestions to the Nevice in Mechanics of Research", SCHOOL REVIEW. Vol. 35, p 206-210, 1940.

Good, Carter V., HOW TO DO RESEARCH IN EDUCATION, Warwick and York, Inc., Baltimore, Maryland, 1928, p 298

1/ Karl W. Bookwalter, "Survey Methods", RESEARCH METHODS APPLIED TO HEALTH, PHYSICAL EDUCATION AND RECREATION, 1949, p 342

Good, Carter V., DICTIONARY OF EDUCATION, prepared under the auspices of Phi Delta Kappa, McGraw-Hill Book Co., Inc, New York and London, 1945.

Koos, L. V., "THE QUESTIONNAIRE IN EDUCATION". A Manual of Basic Principles Underlying the Building and Evaluation of Questionnaires for Research Studies, McGraw-Hill Book Co., New York, N. Y. 1941.

Koos, L. V., and Norton, J. K., "The Questionnaire", RESEARCH BULLETIN, Vol. VIII, No. 1, National Education Association, 1930.

A letter of inquiry regarding extra-curricular activities and questionnaire was sent to twelve universities throughout the United States. Seven schools replied. Six replies were negative, one returned a questionnaire which had a different objective and of no use in this study.

Following conferences with school authorities the writer prepared a preliminary form of the questionnaire. This form was presented to the school authorities for criticism of the Student-Faculty Assembly and Student Council. The final draft of the questionnaire was then made in light of these criticisms and recommendations. The questionnaire was accompanied by a cover sheet with authorization and statement of purpose. See Appendix

TECHNIQUE

The questionnaires were distributed to students in class by the school authorities who gave the necessary instruction for completion.

The completed questionnaires were then collected for use in analyzing.

It is the writer's opinion that the use of the aforementioned technique of administration leads to more complete and accurate answered questionnaires.

CHAPTER IV

ANALYSIS OF DATA

The data received from this study are far too numerous to be woven into the text. Therefore, to make the data available for ready reference, tables have been used arranging the data in an orderly arrangement in sequence with the questions from the questionnaire.

A number of the tables list a number of items with a small number of students participation. Due to rounding off all percentages to whole numbers some of the totals will be slightly under or over 100 per cent.

Table 1A. Current Status of Students Enrolled in the School of Education, Boston University, Boston, Massachusetts.

Current Status	Men	Women	Total
(1)	(2)	(3)	(4)
Freshman	84	37	121
Sophomore	75	54	129
Junior	155	110	265
Senior	137	82	219
Graduate	598	621	1219
Ed. D.	144	45	189
C.A.G.S.	163	42	205
P.T.B.S.	56	185	241
Unclassified	158	394	552
Special	17	35	52
Total	1587	1605	3192

Table 1A shows 3192 students enrolled in the School of Education. Of this total 2276 are part time and 916 full time students. As shown in column (4), there are 1219 graduate students enrolled, working on their Master degree, and 189 enrolled as Doctorate students. These two

groups totalling 1408 students are forty-four percent of all students enrolled in the school of Education.

Table 1B. Status of Full Time Students Enrolled, Number and Percentage of Students Reporting in the School of Education, Boston University, Boston, Massachusetts.

Status	Full Time Students	Number Reporting	Percent Reporting
(1)	(2)	(3)	(4)
Freshman	121	66	55
Sophomore	129	67	52
Junior	265	160	60
Senior	219	113	52
Graduate	182	18	10
Total	916	424	46

Table 1B lists 916 full time students, column (2). In column (3) the number of full time students answering the questionnaire are shown with the percent of the total shown in column (3). Of the total 121 Freshman enrolled, sixty-six or fifty-five percent are included in the study. Sixty-seven or fifty-two percent of the 129 Sophomores reported. The largest group were Juniors, 160 or sixty percent of the 265 students reported. Seniors total 219, with 113 or fifty-two percent reporting. In the Graduate group totaling 182, only eighteen or ten percent are included in this study.

Table 1C. Current Status of 424 Students in the Elementary Education, Secondary Education, and Physical Education Departments, Boston University, Boston, Massachusetts.

Current Status	Elementary Education Students		Secondary Education Students		Physical Education Students		Total	
	No.	%	No.	%	No.	%	No.	%
(1)	(2)		(3)		(4)		(5)	
Freshman	26	6	12	3	28	7	66	15
Sophomore	33	8	0	0	34	8	67	16
Junior	92	22	4	1	64	16	160	38
Senior	18	4	53	12	42	10	113	27
Graduate	10	2	7	2	1	0	18	4
Total	179	42	76	18	169	40	424	100

In Table 1, a total of 424 students reported. Of this number sixty-six or fifteen percent were Freshman; sixty-seven or sixteen percent were Sophomore; 160 or thirty-eight percent were Juniors; 113 or twenty-seven percent were Seniors and eighteen or four percent were graduates. 179 or forty-two percent of the students were majoring in Elementary Education; seventy-six or eighteen percent were Secondary students while the number of students majoring in Physical Education totaled 169 or forty percent. In the Elementary and Physical Education Departments the Junior class reported the largest groups ninety-two or twenty-two percent for the former and sixty-four or fifteen percent for later. From the Secon-

dary, Department the Senior group was the largest reporting fifty-three or twelve percent.

Table 2. Sex of 424 Students in the Elementary Education, Secondary and Physical Education Departments, Boston University, Boston, Massachusetts.

Sex	Elementary Education Students		Secondary Education Students		Physical Education Students		Total	
	No.	%	No.	%	No.	%	No.	%
(1)	(2)		(3)		(4)		(5)	
Female	130	31	29	7	3	0	162	38
Male	49	11	47	11	166	40	262	62
Total	179	42	76	18	169	40	424	100

In Table 2, a total of 424 students were reported. Thirty-eight percent or 162 were females, sixty-two percent or 262 were males. In the Elementary Education Department 130 or thirty-one percent of the total were females and eleven percent or forty-nine were males. From the students in the Secondary Education Department, seven percent or twenty-nine were females and eleven percent or forty-seven were males. In the Physical Education Department less than one percent or three were females while forty percent or 166 were males.

Table 3. Veteran Status of 424 Students in the Elementary Education, Secondary Education and Physical Education, Departments, Boston University, Boston, Massachusetts.

Veteran	Elementary Education Students		Secondary Education Students		Physical Education Students		Total	
	No.	%	No.	%	No.	%	No.	%
(1)	(2)		(3)		(4)		(5)	
Non-Veteran	142	33	51	12	105	25	298	70
G. I. Bill	31	7	19	4	61	14	111	26
P. L. 16	6	2	6	2	3	1	15	4
Total	179	42	76	18	169	40	424	100

In Table 3, the Veteran Status has been divided into Non-veteran, G. I. Bill and P. L. 16. 298 or seventy percent are listed as non veterans. Of this total, 142 or thirty-three percent are majoring in Elementary Education; fifty-one or twelve percent are majoring in Secondary Education and 105 or twenty-five percent are majoring in Physical Education. 111 are listed as attending school sponsored by the G. I. Bill. Of this total thirty-one or seven percent are majoring in Elementary Education; nineteen or four percent are in Secondary Education and sixty-one or fourteen percent are in Physical Education. Fifteen or four percent are listed under P. L. 16. From this six or two percent are in both Elementary and Secondary Education while three or one percent are in Physical Education.

Table 4. School Address of 424 Students in the Elementary Education, Secondary Education and Physical Education Departments, Boston University, Boston, Massachusetts.

School Address	Elementary Education Students		Secondary Education Students		Physical Education Students		Total	
	No.	%	No.	%	No.	%	No.	%
(1)	(2)		(3)		(4)		(5)	
Greater Boston	133	31	33	8	96	23	272	62
Massachusetts	46	11	43	10	73	17	162	38
Total	179	42	76	18	169	40	424	100

In Table 4, 262 students or sixty-two percent report Greater Boston as their school address. 133 or thirty-one percent are in Elementary Education, thirty-three or eight percent are in Secondary Education and ninety-six or twenty-three percent are in Physical Education. The remainder or 162 or thirty-eight percent reported places in Massachusetts outside of Greater Boston. Of this total, forty-six or eleven percent are in Elementary Education; forty-three or ten percent are in Secondary Education and seventy-three or seventeen percent are in Physical Education.

Table 5. Home Address of 424 Students in the Elementary Education, Secondary Education and Physical Education Departments, Boston University, Boston, Massachusetts.

Home Address	Elementary Education Students		Secondary Education Students		Physical Education Students		Total	
	No.	%	No.	%	No.	%	No.	%
(1)	(2)		(3)		(4)		(5)	
Connecticut	6	2	3	1	6	2	15	4
Greater Boston	38	9	12	3	41	10	91	22

Home Address	Elementary Education Students		Secondary Education Students		Physical Education Students		Total	
	No.	%	No.	%	No.	%	No.	%
(1)	(2)		(3)		(4)		(5)	
Maine	1	0	3	1	5	1	9	2
Massachusetts	108	25	54	13	102	24	264	62
New Hampshire	3	1	1	0	4	1	8	2
Rhode Island	4	1	1	1	7	2	11	3
Vermont	0	0	2	0	0	0	2	0
Others * a/	19	4	1	0	4	1	24	6
Total	179	42	76	18	169	40	424	100

*a/ Home addresses included states of Illinois, Iowa, New Jersey, New York, Ohio, Pennsylvania, as well as India and Hawaii.

In Table 5, home address were reported according to the states comprising New England, Illinois, Iowa, New Jersey, New York, Ohio, and Pennsylvania, the territory of Hawaii and India. These reports were classified to give a clear view by showing those from Greater Boston, the New England States and grouping all others into one termed, others, in column (1). Of the Total, twenty-four or six percent come from states other than New England. Three hundred fifty-five students or eighty-four percent have homes in Massachusetts. Ninety-one or twenty-two percent are from homes in Greater Boston. There are fifteen students or four percent from Connecticut. Nine or two percent from Maine. New Hampshire is represented by eight students or two percent. There are eleven students or three percent students from Rhode Island, and Vermont has two or less than one percent designating the states for their home.

Table 6. Means of Commuting by 424 Students in the Elementary Education, Secondary Education and Physical Education, Departments, Boston University, Boston, Massachusetts.

Means of Commuting	Elementary Education Students		Secondary Education Students		Physical Education Students		Total	
	No.	%	No.	%	No.	%	No.	%
(1)	(2)		(3)		(4)		(5)	
Automobile	37	8	26	6	49	11	112	25
Subway or MTA	86 <u>a/</u>	20	35 <u>6/</u>	7	58 <u>a/</u>	14	179 <u>a/</u>	42
Train	11	3	8	2	22	5	41	10
None	46	11	18	4	48	11	112	25
Total	180		87		177		444	
True Total	179	42	76	18	169	40	424	100

a/ Irregularity due to combination means of transportation such as train and subway, hitch hiking and subway, etc.

In Table 6, column (2), (3), (4), and (5) reflect additional figures due to reports from the questionnaires showing that some students use the subway or MTA as well as automobile or train. In column (2) there is a duplicate of one student. Column (2) has a duplication of eleven. Column (3) reflects eleven using two means of commuting. Column (4) shows eight duplication. Column (5) totals the same reflects twenty students using more than one means of transportation for commuting. Column (5) shows that 112 students or twenty-five percent are non commuters while 312 or seventy-five percent students commute by automobile, train subway or a combination.

Table 7. Commuting Time Per Day for 424 Students in the Elementary Education, Secondary Education and Physical Education Departments, Boston University, Boston, Massachusetts.

Commuting time per day	Elementary Education Students		Secondary Education Students		Physical Education Students		Total	
	No.	%	No.	%	No.	%	No.	%
(1)	(2)		(3)		(4)		(5)	
1 hour	50	12	19	4	40	9	109	25
1 hour 15 min.	2	2	3	1	3	1	8	2
1 hour 30 min.	20	5	7	2	16	4	43	10
1 hour 45 min.	8	2	1	0	5	1	14	3
2 hours	36	8	10	2	27	6	73	17
2 hours 15 min.	5	1	4	1	2	0	11	3
2 hours 30 min.	5	1	7	2	10	2	22	5
2 hours 45 min.	1	0	0	0	2	0	3	1
3 hours	6	2	7	2	14	3	27	6
None	46	11	18	4	50 a/	12	114	27
Total	179	42	76	18	169	40	424	100

a/ 2 questionnaires failed to answer.

In Table 7, there were 114 students or twenty-seven percent reported that they did not use time commuting. 310 or seventy-three percent reported using from one to three hours a day commuting to and from school. Of this group there were 136 or thirty-two percent reported spending between two to three hours commuting. Compacting statistically it was found that the mean commuting time for the group of 310 students was one hour and forty-two minutes a day.

Table 8. Commuting Cost Per Month for 424 Students in the Elementary Education, Secondary Education and Physical Education Departments, Boston University, Boston, Massachusetts,

Commuting Cost Per Month	Elementary Education 8 Students		Secondary Education Students		Physical Education Students		Total	
	No.	%	No.	%	No.	%	No.	%
(1)	(2)		(3)		(4)		(5)	
\$1-\$5	34	8	10	2	13	3	57	13
\$6-\$10	74	17	26	6	48	11	148	35
\$11-\$15	14	3	10	2	15	4	39	9
\$16-\$20	5	1	4	1	20	5	29	7
\$21 or more	5	1	6	2	15	4	26	6
None	47 a/	11	20 b/	5	58 c/	14	125	29
Total	179	42	76	18	169	40	424	100

a/ 1 questionnaire not answered

b/ 2 questionnaires not answered

c/ 3 questionnaires not answered

Table 8 shows 299 students or seventy-one percent of the students spend from one to twenty-one or more dollars per month for commuting. 208 or forty-eight percent spend ten dollars or under, while thirty-nine or nine percent spend eleven to fifteen dollars; twenty-nen or seven percent spend between sixteen and twenty dollars and twenty-six or six percent twenty-one dollars or more. One student reported his commuting cost was fifty dollars a month. Eliminating the extreme cost reported by one student and using the midpoint of each interval the mean cost per month was found to be \$9.97.

Table 9. Age of 424 Students in the Elementary Education, Secondary Education and Physical Education Departments, Boston University, Boston, Massachusetts.

Age	Elementary Education Students		Secondary Education Students ^b		Physical Education Students		Total	
	No.	%	No.	%	No.	%	No.	%
(1)	(2)		(3)		(4)		(5)	
18	23	5	7	2	9	2	39	9
19	30	7	3	1	15	4	48	11
20	42	10	3	1	30	7	75	18
21	20	5	20	5	21	5	61	14
22	6	2	9	2	18	4	33	8
23	11	3	5	1	17	4	33	8
24 or more	47	11	29	7	59	14	135	32
Total	179	42	76	18	169	40	424	100

In Table 9 the ages ranged from eighteen to thirty-nine. 135 representing thirty-two percent were in the twenty-four or older group while seventy-five or eighteen percent reported in the twenty year old group. The next largest group was the twenty-one year olds with sixty-one or fourteen percent. In all three departments the twenty-four years or older group was the largest single group with the Elementary Department reporting forty-seven or eleven percent; the Secondary Department reported twenty-nine or seven percent; and the Physical Education Department has listed fifty-nine or fourteen percent. The mean age of the 424 students was twenty and one half years.

Table 10. Marital Status of 424 Students in the Elementary Education, Secondary Education, Physical Education Departments, Boston University, Boston, Massachusetts.

Marital Status	Elementary Education Students		Secondary Education Students		Physical Education Students		Total	
	No.	%	No.	%	No.	%	No.	%
(1)	(2)		(3)		(4)		(5)	
Divorced	1	0	0	0	0	0	1	0
Married	27	6	21	5	37	9	85	20
single	151	36	55	13	132	31	338	80
Total	179	42	76	18	169	40	424	100

Table 10 arranged so as to show the marital status shows 338 or eighty percent of the students are single with eighty-five or twenty percent married and one student reported as being divorced. The largest single department report was listed by the Elementary Department as 151 or thirty-six percent single. 132 or thirty-one percent Physical Education majors reported as single.

Table 11. Number of Children belonging to 424 Students in the Elementary Education, Secondary Education and Physical Education Departments, Boston University, Boston, Massachusetts.

Number of Children	Elementary Education Students		Secondary Education Students		Physical Education Students		Total	
	No.	%	No.	%	No.	%	No.	%
(1)	(2)		(3)		(4)		(5)	
1	10	2	6	2	13	3	29	7
2	2	0	1	0	4	1	7	2
3	1	0	1	0	0	0	2	0
None	166	40	68 a/	16	152	36	386	91
Total	179	42	76	18	169	40	424	100

a/ lquestionnaire failed to answer.

Table 11 shows that of the total 424 students reporting thirty-eight or nine percent of the eighty-five married according to column (5) Table 10 have children. Twenty-nine or seven percent column (5) have one child; seven or two percent have two children and two have three children. The largest department report was that of the Physical Education Department (column 4) with thirteen or three percent listing one child.

Table 12. Major Subject Field of 424 Students in the Elementary Education, Secondary and Physical Education Departments, Boston University, Boston, Massachusetts.

Major Subject Field	Elementary Education Students		Secondary Education Students		Physical Education Students		Total	
	No.	%	No.	%	No.	%	No.	%
(1)	(2)		(3)		(4)		(5)	
Biology	0	0	2	0	0	0	2	0
Business Education	0	0	7	2	0	0	7	2
Comparative Literature	0	0	1	0	0	0	1	0
Elementary Education	178	42	0	0	0	0	178	42
English	0	0	16	4	0	0	16	4
English Literature	0	0	1	0	0	0	1	0
French	0	0	4	1	0	0	4	1
Guidance	0	0	1	0	0	0	1	0
Health Education	0	0	0	0	12	3	12	3
History	0	0	4	1	0	0	4	1
Mathematics	0	0	10	3	0	0	10	3
Physical Education	0	0	0	0	156	37	156	37
Primary Education	1	0	0	0	0	0	1	0
Public Health	0	0	0	0	1	0	1	0
Psychology	0	0	2	0	0	0	2	0
Science	0	0	5	1	0	0	5	1
Social Studies	0	0	9	2	0	0	9	2
Sociology	0	0	1	0	0	0	1	0
Speech	0	0	5	1	0	0	5	1
Romance Language	0	0	1	0	0	0	1	0
None	0	0	7	2	0	0	7	2
Total	179	42	76	18	169	40	424	100

In Table 12 the Major Subject Field is noted. 179 or forty-two per cent are listed as Elementary Majors. 169 or forty per cent are Physical Education. Of this number twelve or three percent have Health as the major and one reports Public Health. In the Secondary Education Department there were sixteen different subjects mentioned as majors with the

largest number sixteen or four percent reporting English and ten or three percent listing mathematics. This was followed by nine or two percent reporting Social Studies. The next largest group, seven or two percent stated their major as being Business Education.

Table 13. Minor Subject Field of 424 Students in the Elementary Education, Secondary Education and Physical Education Departments, Boston University, Boston, Massachusetts.

Minor Subject Field	Elementary Education Students		Secondary Education Students		Physical Education Students		Total	
	No.	%	No.	%	No.	%	No.	%
(1)	(2)		(3)		(4)		(5)	
Accounting	0	0	0	0	2	0	2	0
Audio-Visual	1	0	0	0	1	0	2	0
Biology	0	0	0	0	14	3	14	3
Business Education	0	0	2	0	5	1	7	2
Economics	0	0	2	0	1	0	3	1
Education	0	0	8	2	0	0	8	2
Elementary Education	0	0	0	0	54	14	54	14
English	3	1	14	3	1	0	18	4
French	0	0	4	1	0	0	4	1
Gen. Psychology	1	0	0	0	0	0	1	0
Geography	2	0	0	0	2	0	4	1
German	0	0	3	1	0	0	3	1
Government	0	0	4	1	0	0	4	1
Guidance	1	0	0	0	0	0	1	0
History	9	2	10	2	17	4	36	8
Language	0	0	0	0	1	0	1	0
Latin	0	0	2	0	0	0	2	0
Literature	0	0	1	0	0	0	1	0
Mathematics	0	0	4	1	5	1	9	2
Outdoor Education	1	0	0	0	0	0	1	0
Photography	0	0	0	0	1	0	1	0
Physical Education	0	0	2	0	0	0	2	0
Physical Science	0	0	0	0	6	2	6	2
Psychology	3	1	3	1	0	0	6	2
Reading	1	0	0	0	0	0	1	0
Remedial Reading	0	0	1	0	0	0	1	0
R.O.T.C.	0	0	0	0	1	0	1	0
Secretarial Science	0	0	1	0	0	0	1	0
Science	0	0	14	3	81	20	95	22

Social Science	4	1	0	0	0	0	4	1
Social Studies	137	32	17	4	45	10	199	47
Sociology	4	1	1	0	1	0	6	2
Spanish	0	0	1	0	0	0	1	0
Speech	1	0	0	0	0	0	1	0
Typing	0	0	1	0	0	0	1	0
None	23	5	13	3	22	5	58	14
<hr/>								
Total	191 a/		108 a/		260 a/		559 a/	

a/ Irregularity due to many studies reporting more than one Minor Subject.

Table 13 list data on the Minor Subjects reported by 366 or eighty-six percent of the total students. There were thirty-five different subjects listed. Social Studies was the subject listed more than another. 199 or forty-seven percent, column (5) reported that as a minor. This subject was reported the greatest number of times by students of the Elementary and Secondary Departments, 137 or thirty-two percent, column (2) and seventeen or four percent, column (3). From the reports of the students of the Physical Education Departments, Science was reported eighty-one or twenty percent, column (4); Elementary Education, fifty-four or fourteen percent and Social Studies, forty-five or ten percent. Fifty-eight or fourteen percent column (5) of the students did not report a Minor Subject. Twenty-three or five percent, column (2) and twenty-two or five percent, column (4) were students from the Elementary and Physical Education Departments, while thirteen or three percent, column (3) were from the Secondary Department

Table 14. 1st Semester Credits, 1951-1952 School Year of 424 Students in the Elementary Education, Secondary Education and Physical Education Departments, Boston University, Boston, Massachusetts.

1st Semester Credits	Elementary Education Students		Secondary Education Students		Physical Education Students		Total	
	No.	%	No.	%	No.	%	No.	%
(1)	(2)		(3)		(4)		(5)	
6	0	0	1	0	1 a/	0	2	0
7	0	0	0	0	0	0	0	0
8	0	00	0	0	0	0	0	0
9	0	0	1	0	0	0	1	0
10	1	0	0	0	0	0	1	0
11	1	0	0	0	1	0	2	0
12	2	0	2	0	2	0	6	2
13	0	0	1	0	4	1	5	1
14	1	0	6	2	7	2	14	3
15	97	23	41	10	47	11	185	44
16	7	2	4	1	30	7	41	10
17	10	2	8	2	20	5	38	9
18	44	11	9	2	34	8	87	21
19	0	0	0	0	0	0	0	0
None	16	4	3	1	23	5	42	10
Total	179	42	76	18	169	40	424	100

a/ One student reported three semester hours.

In Table 14, forty-two or ten percent, column (5) failed to report. 185 or forty-four percent of the students, column (5) reported fifteen semester hours, with eighty-seven or twenty-one percent carrying eighteen hours. More students from the three departments listed fifteen hours a large number of times, with eighteen hours being carried by the next largest group, columns (2), (3), and (4). One graduate student reported three semesters hours and is reflected in column (4). The remainder, 381 or ninety percent reported carrying from six to eighteen semester hours during the first semester.

Table 15. 2nd Semester Credits, 1951-1952 School Year of 424 Students in the Elementary Education, Secondary Education and Physical Education Departments, Boston University, Boston, Massachusetts.

2nd Semester Credits	Elementary Education Students		Secondary Education Students		Physical Education Students		Total	
	No.	%	No.	%	No.	%	No.	%
(1)	(2)		(3)		(4)		(5)	
6	0	0	1	0	0	0	1	0
7	1	0	0	0	0	0	1	0
8	1	0	0	0	0	0	1	0
9	1	0	0	0	0	0	1	0
10	0	0	0	0	0	0	0	0
11	0	0	2	0	0	0	2	0
12	2	0	9	2	5	1	16	4
13	1	0	1	0	1	0	3	1
14	0	0	6	2	3	1	9	2
15	55	13	32	8	32	8	119	28
16	91	21	11	3	31	7	133	31
17	4	1	6	2	36	8	46	11
18	14	3	7	2	33	8	54	13
19	0	0	0	0	3	1	3	1
None	9	2	1	0	25	6	35	8
Total	179	40	76	18	169	40	424	100

In Table 15, thirty-five or eight percent of the students failed to report. The remainder, 339 or ninety-two percent carried from six to nineteen semester hours. The largest number 133 or thirty-one percent carried sixteen hours. The next highest group, 119 or twenty-eight percent, column (5) carried fifteen. It is noticeable that from the Physical Education Department, thirty-three or eight percent reported carrying eighteen hours and three seniors or one percent reported nineteen semester hours.

Table 16. Sports Participated by 424 Students in the Elementary Education, Secondary Education and Physical Education Departments, Boston University, Boston, Massachusetts.

Sports Participated	Elementary Education Students		Secondary Education Students		Physical Education Students		Total	
	No.	%	No.	%	No.	%	No.	%
(1)	(2)		(3)		(4)		(5)	
Badminton	1	0	0	0	1	0	2	0
Baseball	4	1	0	0	22	5	26	6
Basketball	6	2	4	1	32	8	42	10
Boxing	0	0	0	0	1	0	1	0
Cross Country	0	0	0	0	8	2	8	2
Crew	0	0	1	0	2	0	3	1
Fencing	1	0	0	0	0	0	1	0
Football	1	0	3	0	47	11	51	12
Golf	0	0	0	0	1	0	1	0
Hockey	2	0	1	0	12	3	15	3
Ping Pong	0	0	0	0	1	0	1	0
Sailing	1	0	5	1	0	0	6	2
Soccer	1	0	0	0	8	2	9	2
Softball	1	0	0	0	6	2	7	2
Skating	0	0	0	0	1	0	1	0
Swimming	1	0	0	0	9	2	10	2
Tennis	1	0	0	0	1	0	2	0
Track	1	0	0	0	29	7	30	7
Volleyball	5	1	0	0	0	0	5	1
Wrestling	0	0	0	0	7	2	7	2
None	153	36	62	15	56	13	271	64
Total	179		76		244 a/		499 a/	

a/ Irregularity in total due to the same student participating in more than one sport.

In Table 16, there were 153 or thirty-six students reported as participating in sports and 271 or sixty-four percent reported as not participating, column (5). It is noticeable that students from the Physical Education Department had the largest number 113 or twenty-seven percent participating and the smallest number fifty-six or thirteen percent not participating. The sports listed by the greater number are football,

fifty-one or twelve percent; basketball, forty-two or ten percent; track, thirty or seven percent and baseball with twenty-six or six percent. It is noticeable that six or two percent participate in sailing, an activity now recognized by the college.

Table 17. Type of Sports Participation by 424 Students in the Elementary, Education, Secondary Education and Physical Education Departments, Boston University, Boston, Massachusetts.

Type of Sport Participation	Elementary Education Students		Secondary Education Students		Physical Education Students		Total	
	No.	%	No.	%	No.	%	No.	%
(1)	(2)		(3)		(4)		(5)	
Frosh	6	2	0	0	84	20	90	21
Intra-mural	16	4	4	1	36	8	56	13
Junior Varsity	0	0	1	0	12	3	13	3
Varsity	4	1	9	2	112	27	125	30
Total	26	6	14	3	244	58	284	67

In Table 17 the 153 participants mentioned in the previous table have reported as participating in 284 sports activities. 125 or thirty percent have participated in varsity competitions; ninety or twenty-one percent in Frosh activities; fifty-six or thirteen percent in intramurals, while only thirteen or three percent participated with Junior Varsity. Totals of columns (2), (3) and (4) reflect in the number of participants in columns (2), (3) and (4) of Table 16.

Table 18. Hours Per Week Spent in Sports Activities by 424 Students in the Elementary Education, Secondary Education and Physical Education Departments, Boston University, Boston, Massachusetts.

Hours Spent per Week	Elementary Education Students		Secondary Education Students		Physical Education Students		Total	
	No.	%	No.	%	No.	%	No.	%
(1)	(2)		(3)		(4)		(5)	
1-5	17	4	4	1	46	11	67	16
6-10	3	1	6	2	33	8	42	10
11-15	4	1	0	0	50	12	54	13
16 or more	2	0	4	1	59	14	65	15
Total	26	6	14	3	188	44	228	54

Table 18, shows 228 participations with sixty-five or fifteen percent participating sixteen or more hours per week, This number is surpassed only by six-seven or sixteen percent that reported spending one to five hours per week. Three individuals reported as spending twenty-eight hours per week. This is reflected in column (4) with, (16 or More) column (1).

Table 19. College Activities Participation Other Than Sports of 424 Students in the Elementary Education, Secondary Education, and Physical Education Departments, Boston University, Boston, Massachusetts.

College Activity Participation	Elementary Education Students No.	Secondary Education Students No.	Physical Education Students No.	Total No.
(1)	(2)	(3)	(4)	(5)
Assembly Activity	3	3	0	6
Armenian Club	2	0	0	2
Biou-Club-Chemia	0	1	0	1
Black Masque	1	0	0	1
Boosters Club	14	2	1	17
Brotherhood Council	3	2	1	6
Business Ed. Club	0	4	1	5
B. U. Band	0	1	0	1
B. U. Drama	0	5	0	5
B. U. Glee Club	4	2	0	6
Bu U. Educator	12	3	2	17
B. U. News Staff	6	0	0	6
C. A. Club	0	0	1	1
Canterbury Club	0	1	0	1
Catholic Council	1	2	0	3
Chapel Commission	0	1	0	1
Chapel Choir	2	2	0	4
Chapel Organist	0	1	0	1
Christian Asso.	12	4	0	16
Christian Science Organization	1	0	0	1
Civil Defense	1	0	0	1
Class Officer	13	3	13	29
Club Officer	5	0	0	5
Cosmopolitan Club	0	1	0	1
Creative Writing Club	1	0	0	1
Dance Committee	00	0	1	1
Debating Club	0	1	0	1
Dormitory Activites	2	2	0	4
Drama Club	12	0	1	13
Election Commission	0	0	1	1
Elem. Ed. Club	48	0	0	48
English Club	0	2	0	2
Episcopal Club	1	0	00	1
Fraternity	8	10	40	58
French Club	0	5	0	5
Film Society	1	1	0	2
Gershwin Theater Workshop	0	2	0	2

<u>Activity</u>	<u>Elementary</u>	<u>Secondary</u>	<u>Physical</u>	<u>Total</u>
German Club	0	1	0	1
Greek Club	3	0	0	3
Health Ed. Club	1	0	9	10
Hellenic Club	1	0	0	1
Hillel Club	23	3	0	26
History Club	0	2	0	2
Hub Year Book	0	3	1	4
Humal-Bio-Asso.	0	1	00	1
Human Relation Club	0	1	00	1
Inter-Fraternity Council	0	1	0	1
Inter-Mural Supervisor	0	0	1	1
Inter Nation Relations	1	0	0	1
Inter-Religions Council	0	1	0	1
Inter University Christian Fellowship	0	1	0	1
Italian Club	1	0	0	1
Library Club	1	0	0	1
Mathematics Club	0	1	0	1
Modern Dance Club	2	0	0	2
N. E. Methodist Student Government	0	1	0	1
Newman Club	30	11	27	68
Omega Club	14	0	0	14
Orthodox Club	0	1	0	1
Outing Club	2	1	1	4
Owl Club	1	0	0	1
Pan Hellenic Council	6	2	0	8
Photograph Club	0	1	1	2
Physics Club	0	1	0	1
Political Club	0	1	0	1
Psychology Club	5	2	0	7
Rally Committee	2	0	1	3
Religious Club	1	1	0	2
Republican Club	0	1	0	1
Rifle Club	0	1	0	1
Roger William Club	0	1	0	1
R.O.T.C.	2	0	8	10
Santa Claus	0	0	1	1
Scabbard & Blade	3	1	0	4
Scarlet Key	4	5	6	15
Secondary Ed. Club	0	8	0	8
Senate	8	3	5	16
Sorority	36	18	0	54
Sorority Officer	4	0	0	4
Spanish Club	0	2	1	3
Student Activities	0	0	1	1
Student Council	15	5	8	28
Student Faculty Assembly	1	0	0	1

<u>Activity</u>	<u>Elementary</u>	<u>Secondary</u>	<u>Physical</u>	<u>Total</u>
Student Enrichment	1	0	0	1
Tutoring	1	0	0	1
Unity Club	0	1	0	1
Varsity Club	0	0	10	10
Wesley Club	7	3	0	10
W.A.A.	2	0	0	2
Y.W.C.A.	0	4	0	4
<hr/>				
Total	331	151	143	625

In Table 19, there were 258 or sixty-one percent of the students that reported as participating in college, activities other than sports. Of this number 112 or sixty-three percent of the 179 reporting from the Elementary Department listed 331 participation in clubs, student activities, fraternities, sororities, civil defense, R.O.T.C., W.A.A. and one listed tutoring, column (2). Fifty one or sixty-seven percent of the total seven-hundred and six in Secondary Department reported 151 participations in the various clubs and student activities as listed in column (3). Column (3) shows 143 participations by ninety-five or fifty-six percent of the total 169 students of the Physical Education Department. The 258 students reported 625 participations column (5). There were sixty-eight listing participating in the Newman Club; fifty-eight in Fraternities; fifty-four in Sororities; forty-eight in the Elementary Education Club; twenty-nine participated as class officers; twenty-eight as members of the Student Council. Twenty-six listed the Hillel Club. In all there were eighty-nine different activities were listed with 258 or sixty percent of the total students participating. Of the number participating, 112 were Elementary Education students, fifty-one Secondary Education students and ninety-five were members of the Physical Education Department.

Table 20. Years of Participation in College Activities by 424 Students in the Elementary Education, Secondary Education and Physical Education Departments, Boston University, Boston, Massachusetts.

Years of Participation	Elementary Education Students No.	Secondary Education Students No.	Physical Education Students No.	Total No.
(1)	(2)	(3)	(4)	(5)
Freshman	166	46	49	261
Sophomore	170	58	68	296
Junior	156	90	85	331
Senior	34	96	36	166
Total	526	290	238	1054

In Table 20 the figures reflect years of participation according to each activity. This accounts for the irregularities as shown in column (3). 258 students participated in the total of 1054 years or about four activities for each student participating. However students reported from one to nine activities.

Table 21. Hours Spent in Activity Participation Other than Sports by 424 Students in the Elementary Education, Secondary Education and Physical Education Departments, Boston University, Boston, Massachusetts.

Hours Spent in Activity Participation	Elementary Education Students		Secondary Education Students		Physical Education Students		Total	
	No.	%	No.	%	No.	%	No.	%
(1)	(2)		(3)		(4)		(5)	
1-3	275	45	123	20	120	20	518	86
4-5	30	5	9	2	10	2	49	8
5 or more	6	1	16	3	15	3	37	6
Total	311	50	148	25	145	25	604	100

Table 21 shows a total of 604 participations column (5) total. Of this total 518 or eighty-six percent of the participations spent between one to three hours a week in each activity; forty-nine or eight percent spent between four and five hours and thirtyseven or six percent spent five hours or more. It is noticeable that the percents for Secondary Education Students, column (3) and for the Physical Education Students, column (4) were identical. Twenty percent listed one to three hours; two percent, four to five hours and three percent reported five hours or more.

Table 22. Part Time and/or Full-Time Work Engaged in During the Academic Year of 424 Students in the Elementary Education, Secondary Education, and Physical Education Departments, Boston University, Boston, Massachusetts.

Work Engaged In	Elementary Education Students No.	Secondary Education Students No.	Physical Education Students No.	Total No.
(1)	(2)	(3)	(4)	(5)
Accompanist	0	1	0	1
Advertisint	1	0	0	1
Alumni Office	0	0	3	3
Ambulanve Aide	0	0	1	1
Apple Orchard	0	1	1	2
Athletic Coach	1	0	19	20
Athletic Trainer	0	0	1	1
Baby Sitting	9	4	0	13
Bakery	0	0	2	2
Bank	0	1	0	1
Bartender	1	0	0	1
Boat Building	0	1	0	1
Bowling Alleys	0	1	0	1
Boys Club	0	0	16	16
Bus Boy	1	0	3	4
Cafeteria	0	3	9	12
Caretaker	0	0	1	1
Car Washer	0	1	0	1
Cashier	4	0	1	5
Census Taker	0	0	1	1
Chauffeur	0	0	1	1
Checker	0	1	0	1
Chiropodist	0	0	1	1
Church Organist	0	1	0	1
Church Worker	0	0	1	1
Clinical Worker	0	1	0	1
Community Center	0	0	2	2
Construction	4	0	1	5
Control Tower Operator	1	0	0	1
Correction Officer	0	0	1	1
Corrective Therapy	0	0	1	1
Counselor	1	0	2	3
C.Y.O.	0	0	1	1
Dental Hygienist	0	0	1	1
Dormitory Proctor	1	3	1	5
Driver	1	0	0	1
Elevator Operator	2	0	3	5
Factory Worker	0	1	1	2
Film Library	0	0	1	1

<u>Work</u>	<u>Elementary</u>	<u>Secondary</u>	<u>Physical</u>	<u>Total</u>
Film Techiciam	6	0	1	1
Fireman	1	0	0	1
Florist	0	2	3	5
Gardener	1	0	0	1
G _{as} Station Att.	1	0	4	5
Group Leader	7	0	0	7
Gym Instructor	0	0	12	12
Handyman	1	1	0	2
Hospital Att.	7	0	2	9
Hotel Clerk	0	0	1	1
Hotel Worker	2	0	0	2
House Keeper	5	2	0	7
Infirmiry	0	0	1	1
Instructor	0	2	1	3
Interviewer	1	1	0	2
Janitor	2	0	1	3
Laborer	0	0	6	6
Laboratory	0	1	0	1
Laundry	1	0	1	2
Library	12	2	0	14
Life Guard	0	0	2	2
Machine Operator	2	0	0	2
Machinist	0	1	1	2
Mailing Service	0	1	0	1
Maitainancé	0	0	2	2
Marker	0	2	0	2
Mason Worker	0	0	1	1
Meat Wrapper	0	0	1	1
Messenger	1	0	0	1
Metal Worker	0	0	1	1
Meter Reader	0	0	1	1
National Guard	0	0	1	1
Newspaper	1	0	0	1
Newspaper Delivery	0	1	1	2
Nurse	0	0	2	2
Office Work	26	12	12	50
Orchestra	0	0	1	1
Painter	0	1	1	2
Paint Washer	0	0	1	1
Photo Studio	0	0	1	1
Pin Boy	2	0	0	2
Playground	0	0	1	1
Post Office	5	2	26	33
Preacher	0	1	0	1
Radio	1	0	0	1
Railroad	0	0	1	1
Recreation	0	0	16	16
Reserves	0	2	2	4
Salesman	0	1	3	5
School Dept.	0	0	2	2
Settlement House	0	0	7	7

<u>Work</u>	<u>Elementary</u>	<u>Secondary</u>	<u>Physical</u>	<u>Total</u>
Shipper	0	1	3	4
Shoe Repair	0	0	1	1
Sports Official	1	0	6	7
Stock Clerk	0	0	3	3
Store Clerk	54	30	35	119
Student Ass't	0	2	0	2
Sub. Teacher	1	0	0	1
Sunday School Teacher	1	1	0	2
Supervisor	0	0	1	1
Survey Worker	2	0	0	2
Swimming Instructor	0	0	4	4
Taxi Driver	0	0	2	2
Tel. Book Delivery	0	0	1	1
Tree Worker	1	0	0	1
Truck Driver	1	0	6	7
Tutoring	4	0	0	4
Upholsterer	0	0	1	1
Usher	0	1	2	3
Waiter	0	0	1	1
Waitress	0	2	0	2
Window Cleaner	0	1	0	1
Wood Dealer	0	0	1	1
Y.M.C.A,	0	1	8	9
Y.M.C.U.	0	0	1	1
Y.M.H.A.	0	1	0	1
Total	172	95	271	538

In Table 22 there are 115 different jobs listed by 294 students. There were 538 reported participations, column (3). This is due to the students reporting listing each activity during his time in school. Of the total 538, the students of the Elementary Department reported 172 or thirty-two percent, column (2). The Secondary Department students reported ninety-five or eighteen percent and the students of the Physical Education Department reported 271 or fifty percent. Of the 115 different jobs the ones reported by more students were Store Clerk 119, Office work, fifty, Post Office, thirty-three, Athletic Coach, twenty, Boys Club, sixteen, Recreation, sixteen, Library work, fourteen, Cafeteria Worker, twelve and Gym Instructor, twelve.

Table 23. Weeks Per Year Spent in Part Time and/or Full Time Work by 424 Students in the Elementary Education, Secondary Education and Physical Education Departments, Boston University, Boston, Massachusetts.

Weeks per Year	Elementary Education Students		Secondary Education Students		Physical Education Students		Total	
	No.	%	No.	%	No.	%	No.	%
(1)	(2)		(3)		(4)		(5)	
1-10	66	12	29	5	104	19	199	37
11-20	23	4	19	4	66	12	108	20
21-30	7	2	16	3	28	5	51	10
31-52	76	14	31	6	73	14	180	33
Total	172	32	95	18	271	50	538	100

Number of students reporting--281

In Table 23, the totals, 172 column (2); ninety-five column (3); 271, column (4) and 538, column (5) agreed with those of Table 22. As seen in column (3) the largest group, 199 listed one to ten weeks. The next largest, 180 reported thirty-one to fifty-two weeks spent in part time and/or full time work. There were 103 or fifty-seven percent of the students reporting from the Elementary Department; fifty-four or seventy-one percent from the Secondary Department and 134 or seventy-nine percent from the Physical Education Department. This report was given by 281 of the 424 students.

Table 24. Hours Per Week Spent in Part Time and/or Full Time Work by 424 Students in the Elementary Education, Secondary Education, and Physical Education Departments, Boston University, Boston, Massachusetts.

Hours Spent	Elementary Education Students		Secondary Education Students		Physical Education Students		Total	
	No.	%	No.	%	No.	%	No.	%
(1)	(2)		(3)		(4)		(5)	
5-10	57	11	34	7	95	18	186	36
11-20	69	13	28	5	77	15	174	33
21-40	43	8	26	5	95	18	164	31
Total	169	32	88	17	267	51	524	a/

a/ Irregularities due to fourteen students not reporting.

In Table 24, due to fourteen students failing to report the total 524, column (5) will be reflected in column (2) by three; column (3) by seven and column (4) by four. 186 reported between five and ten hours; 174 reported eleven to twenty and the remainder 164 or 31 percent listed twenty-one to forty hours. Number of students reporting ---267.

Table 25. Earnings for Part Time and/or Full Time Work by 424 Students in the Elementary Education, Secondary Education and Physical Education Departments, Boston University, Boston, Massachusetts.

Earnings	Elementary Education Students		Secondary Education Students		Physical Education Students		Total	
	No.	%	No.	%	No.	%	No.	%
(1)	(2)		(3)		(4)		(5)	
\$5-\$10	75	15	33	6	78	16	186	37
\$11-\$20	61	12	26	5	63	13	150	30
\$21 or more	29	6	22	5	101	20	152	30
Board & Lodging	0	0	6	1	5	1	11	3
Total	165	33	87	17	247	50	499	a/

a/ Irregularity due to thirty-nine students not reporting.

In Table 25 there is a difference in the totals, columns (2), (3), (4) and (5) due to thirty-nine students not reporting. However, we see that of those reporting 186 or thirty-seven percent reported between five and ten dollars, 150 or thirty percent reported between eleven and twenty dollars and 152 or thirty percent listed twenty-one dollars or more. One student reported commissions as earnings on one job. This is reflected in column (3) in Board and Lodgings.

Table 26. Part Time and/or Full Time Work During Summer Vacations of 424 Students in the Elementary Education, Secondary Education and Physical Education Departments, Boston University, Boston Massachusetts.

Work Engaged In	Elementary Education Students No.	Secondary Education Students No.	Physical Education Students No.	Total No.
(1)	(2)	(3)	(4)	(5)
Air Conditioning	1	0	0	1
Asphalt Co.	0	0	1	1
Attendant	3	0	0	3
Baby Sitter	0	1	0	1
Baker	0	1	3	4
Bank Clerk	3	1	0	4
Bar Boy	1	0	0	1
Bartender	2	0	0	2
Baseball	2	0	5	7
Bottling Co.	0	2	4	6
Boys Club	0	0	2	2
Bus Driver	0	0	1	1
Bus Boy	0	0	1	1
Camp Counselor	28	9	22	59
Caretaker	0	0	2	2
Carpenter	0	2	1	3
Cashier	3	0	1	4
Catering	0	0	1	1
Chauffeur	0	0	1	1
Church School	1	0	0	1
Construction	1	0	19	20
Copy Boy	1	0	0	1
Corrective Therapy	0	0	1	1
Driving Instructor	1	0	0	1
Electric Co.	0	0	2	2
Engineering	1	0	0	1
Evangelists	0	1	0	1
Fabric Co.	0	0	1	1
Factory Worker	6	2	7	15
Fashion Clinic	0	0	1	1
Fireman	0	1	0	1
Fishing	0	1	0	1
Fish Checker	0	0	1	1
Florist	0	1	0	1
Foundry Work	1	0	0	1
Fry Cook	1	0	0	1
Furniture Factory	0	0	1	1
Governess	2	0	0	2
Greenhouse	0	0	1	1

<u>Work</u>	<u>Elementary</u>	<u>Secondary</u>	<u>Physical</u>	<u>Total</u>
Gym Instructor	0	0	5	5
Hospital Aide	0	2	0	2
Hotel	1	1	0	2
Hub Press	1	0	0	1
Humane Society	0	0	1	1
Instructor	2	0	0	2
Laboratory	0	1	0	1
Laborer	15	2	10	27
Landscaping	1	0	2	3
Librarian	1	3	0	4
Life Guard	0	0	15	15
Lumber Worker	1	0	1	2
Machine Operator	0	0	2	2
Maintainance	0	0	2	2
Meat Packer	0	0	2	2
Metal Worker	0	0	2	2
Milk Co.	0	0	4	4
Newspaper	0	1	0	1
Newspaper Delivery	0	0	1	1
Nurse Girl	3	0	0	3
Office Work	19	17	3	39
Oil Worker	1	0	0	1
Orchestra	0	0	2	2
Packer	0	1	0	1
Painter	1	1	0	2
Paint Co.	0	0	2	2
Parents	3	0	0	3
Plastic Worker	0	0	1	1
Playground	6	3	20	29
Plumber	0	0	1	1
Porter	1	0	0	1
Post Office	0	0	3	3
Printing Co.	0	0	1	1
Private Dectective	0	0	1	1
Railroad	0	0	1	1
Receptionist	1	0	0	1
Recreation	0	0	8	8
Refrigeration	0	0	1	1
Reporter	0	1	0	1
Reserve	1	1	0	2
Roofer	0	0	1	1
Salesman	3	2	2	7
School Dept	0	0	1	1
Service Camp	0	0	4	4
Servise Man	0	1	0	1
Settlement House	0	0	1	1
Shell Fish Extracter	0	0	1	1
Shipper	0	1	1	2
Ship Yard	0	0	1	1
Sports Official	0	0	1	1
State Dept	0	0	6	6

<u>Work</u>	<u>Elementary</u>	<u>Secondary</u>	<u>Physical</u>	<u>Total</u>			
Steel Worker	1	0	0	1			
Stock Clerk	0	1	0	1			
Store Clerk	32	17	9	58			
Swimming Instructor	0	0	12	12			
Taxi Driver	0	0	1	1			
Theater Worker	0	0	2	2			
Tree Worker	0	0	1	1			
Truck Driver	1	0	4	5			
Tutoring	1	0	0	1			
Utility Man	0	0	1	1			
Waiter	1	0	0	1			
Waitress	11	11	0	22			
Warehouse	0	1	1	2			
Water Dept.	0	0	5	5			
Waterfroun Dár.	0	0	1	1			
Welfare Dept.	0	0	1	1			
Window Cleaner	0	1	0	1			
Wool Worker	1	0	0	1			
Yatch Club	1	2	0	3			
Y.M.C.A.	0	0	2	2			
Total	168	34	93	19	233	47	494

In table 26 there were 111 different types of jobs reported with 494 participations, column (5). Of this total 168 or thirty-four per cent were reported by students from the Elementary Department; ninety-three or nineteen percent from the Secondary Department and 233 or forty-seven percent from the Physical Education Department. The nine jobs reported more times by the students were: Camp Counselor, fifty-nine; Store Clerk, fifty-eight; Office Worker, thirty-nine; Playground, twenty-nine; Laborer, twenty-seven; Waitress, twenty-two; Construction, twenty and Factory Worker and Life Guard, fifteen times each. The remaining 102 type of jobs were reported from one to eight times. Of the 424 students in the School of Education there were 290 or sixty-eight percent reported having part and/or full time jobs during summer vacation.

Table 27. Weeks Per Year of Part Time and/or Full Time Work During Summer Vacation of 424 Students in the Elementary Education, Secondary and Physical Education Departments, Boston University, Boston Massachusetts.

Weeks per Year	Elementary Education Students		Secondary Education Students		Physical Education Students		Total	
	No.	%	No.	%	No.	%	No.	%
(1)	(2)		(3)		(4)		(5)	
1-10	81	18	37	8	98	21	216	41
11-20	56	12	55	12	121	27	232	51
21-30	0	0	1	0	3	1	4	1
31-40	0	0	0	0	4	1	4	1
Total	137	30	93	21	226	49	456	

In Table 27 there were 290 students reported being engaged in work during the summer vacations. Of this number there were 456 listings of weeks spent, column (5). There were thirty-eight listings of activities but did not give number of weeks engaged in the activity. 216 or forty-seven percent listed one to ten weeks and 232 or fifty-one percent listed eleven to twenty weeks. There were four listings for each of the twenty-one to thirty and thirty-one to forty weeks.

Table 28. Hours Per Week Spent in Part Time and/or Full Time Work by 424 Students in the Elementary Education, Secondary Education, and Physical Education Departments, Boston University, Boston Massachusetts.

Hours Per Week	Elementary Education Students		Secondary Education Students		Physical Education Students		Total	
	No.	%	No.	%	No.	%	No.	%
(1)	(2)		(3)		(4)		(5)	
5-10	11	2	9	2	23	4	43	8
11-20	8	1	3	0	8	2	19	4
21-40	171	33	81	16	202	39	454	88
Total	190	37	93	18	233	45	516	

In Table 28 the total 516 column (3) was the listings from 290 of the total 424 students. 454 or eighty-eight percent listed twenty-one to forty hours per week and forty-three or eight percent reported five to ten hours. The remainder of nineteen or four percent reported eleven to twenty hours. The mean hours spent was 36.76 hours.

Table 29. Earnings Per Week for Part Time and/or Full Time Work During Summer Vacation of 224 Students in the Elementary Education, Secondary Education, and Physical Education Departments Boston University, Boston Massachusetts.

Earnings Per Week	Elementary Education Students		Secondary Education Students		Physical Education Students		Total	
	No.	%	No.	%	No.	%	No.	%
(1)	(2)		(3)		(4)		(5)	
\$5-\$10	21	3	6	2	19	4	46	9
\$11-\$20	24	4	8	2	6	2	38	8
\$21 or more	122	26	79	14	207	41	408	81
Board & Room	1	0	7	2	2	0	10	2
Total	168	33	100	20	234	47	502	

In Table 29 the total listings of 502, column (5) was reported by 290 students. 408 listed as earning twenty-one dollars or more; thirty-eight or eight percent listed earnings between eleven to twenty dollars and forty-six or nine percent reported earnings between five and ten dollars. Ten or two percent reported board and room as part of their earnings. One student reported earning \$200 as a salesman, of lamps. Another student reported \$175 as a steel worker. Other unusual listings were \$100 reported twice; eighty-seven dollars; eighty-five dollars twice; seventy-five dollars; seventy dollars; sixty dollars and fifty-four dollars.

Table 30. Volunteer Activities of 424 Students in the Elementary Education Secondary Education and Physical Education Departments, Boston University, Boston Massachusetts.

Activities	Elementary Education Students No.	Secondary Education Students No.	Physical Education Students No.	Total No.
(1)	(2)	(3)	(4)	(5)
Art Lessons	1	0	0	1
Athletic Coach	2	0	8	10
Beth-Zion Group	1	0	0	1
Big Sister Org.	1	0	0	1
Bond for Israel	2	0	0	2
Blood Donor	0	0	4	4
Boosters Club	1	0	0	1
Boys Club	1	1	4	6
Boy Scout	3	1	6	10
Brownie Leader	2	0	0	2
B.U. Clinic	8	0	0	8
B.U. Film Society	1	0	0	1
Campfire Girls	1	0	0	1
Camp Counselor	1	0	0	1
Cancer Fund	6	0	0	6
Cerebral Palsy	3	1	0	4
Chest Drive	4	3	0	7
Church	18	12	18	48
Church Choir	5	2	1	8
Civil Defense	3	2	5	10
Community House	1	0	0	1
Community Recreation	0	0	8	8
Community Play	1	0	0	1
C.Y.O.	1	0	13	14
Draft Board	1	0	0	1
Dramatics	0	0	1	1
Eastern Star	1	0	0	1
Girls Club	0	1	0	1
Girls Scouts	3	0	0	3
Group Leader	1	0	0	1
Heart Asso.	5	0	0	5
Hebrew Teaching	1	0	0	1
H.S. Alumni	0	0	1	1
Hillel	0	2	0	2
Holy Name Society	1	0	3	4
Hospital	8	0	0	8
Immanuel Club	1	0	0	1
Improvement Asso.	1	0	0	1
Instructor	1	0	6	7
Inter-Religious Council	0	1	0	1

<u>Activity</u>	<u>Elementary</u>	<u>Secondary</u>	<u>Physical</u>	<u>Total</u>			
Jewish Com. Center	0	0	1	1			
Junior League	1	0	0	1			
Jr. Women's Club	1	00	00	1			
Legion Post Band	0	1	0	1			
League of Women's Voters	0	1	0	1			
Library Committee	0	1	0	1			
Little League	0	00	6	6			
Masonic	2	0	0	2			
Newman Club	0	1	0	1			
Piano Lessons	1	0	0	1			
Playground	2	00	0	2			
Political Committee	1	1	0	2			
Public Schools	0	0	1	1			
Rainbow Girls	3	0	0	3			
Red Cross	14	5	2	21			
Reserve	0	2	0	2			
Rheumatic Fever Fund	1	0	0	1			
School Campaign	0	0	1	1			
Settlement House	18	5	11	34			
Social Work	2	1	0	3			
Softball League	0	0	2	2			
Speech Clinic	0	1	0	1			
Sports Clinic	0	0	1	1			
Sports Official	0	0	6	6			
Student Teaching	0	0	1	1			
Sunday School Teacher	20	6	6	32			
Swim Campaign	0	0	1	1			
Theater	0	1	0	1			
Tutoring	2	0	0	2			
Typing	1	0	0	1			
Underprivileged Children	0	1	0	1			
United Jewish Appeal	8	0	0	8			
Vacation Bible School	1	0	0	1			
Veterans Org.	2	0	0	2			
Wesley Club	0	1	0	1			
Y.M.C.A.	0	0	21	21			
Y.M.H.A.	0	1	0	1			
Youth Center	0	0	2	2			
Youth Group	8	0	0	8			
<hr/>							
Total	179	48	55	15	140	37	374

In Table 30 there are seventy-nine different volunteer activities reported by 223 or fifty-three percent of the total 424 students report-

ing. The 223 students listed 374 participations, column (5). Of the total 374 participation the students of the Elementary Department reported 179 or forty-eight percent; students of the Secondary Department reported fifty-five or fifteen percent and the remainder of 140 or thirty-seven percent were reported by the Physical Education Students. From the listings the following were the activities reported by the largest number of times: Chest Drive, forty-eight; Settlement House, thirty-four; Sunday School Teacher, thirty-two times; Y.M.C.A. and the Red Cross, twenty-one; C.Y.O. fourteen; and Athletic Coach, Boy Scouts and Civil Defense, ten times.

Table 31. Hours Per Week of Volunteer Activities of 424 Students in the Elementary Education, Secondary Education, and Physical Education Departments, Boston University, Boston, Massachusetts.

Hours Per Week	Elementary Education Students		Secondary Education Students		Physical Education Students		Total	
	NO.	%	No.	%	No.	%	No.	%
(1)	(2)		(3)		(4)		(5)	
1-5	171	47	51	14	102	27	224	88
6-10	5	1	2	0	32	9	39	10
11-15	2	0	2	0	6	1	10	2
16 or more	1	0	0	0	0	0	1	0
Total	179	48	55	15	140	37	374	

In Table 31 the 223 students reporting volunteer activity participation listed 224 or eighty-eight percent participating one to five hours; thirty-nine or ten percent, six to ten hours per week; ten or two percent reported eleven to fifteen weeks. One student report as participating sixteen hours or more in Vacation Bible School activity.

Table 32. Years Attended Intersession by 424 Students in the Elementary Education, Secondary Education and Physical Education Departments, Boston University, Boston Massachusetts.

Year	Elementary Education Students No.	Secondary Education Students No.	Physical Education Students No.	Total No.
(1)	(2)	(3)	(4)	(5)
1947	0	1	0	1
1948	2	5	1	8
1949	0	0	0	0
1950	29	13	7	29
1951	19	19	14	52
Total	30	38	22	90

Table 32 shows that there were ninety attendance in Intersession school in the years 1947 to 1951. Of this number fifty-two attended in 1951; twenty-nine in 1950; non in 1949; eight in 1948 and only one in 1947.

Table 33. Years Attended Summer School by 424 Students in the Elementary Education, Secondary Education, and Physical Education Departments, Boston University, Boston Massachusetts.

Year	Elementary Education Students No.	Secondary Education Students No.	Physical Education Students No.	Total No.
(1)	(2)	(3)	(4)	(5)
1947	0	1	0	1
1948	3	5	0	8
1949	0	0	0	0
1950	10	13	6	29
1951	17	17	15	49
Total	30	36	21	87

Table 33 shows that eighty-seven students attended Summer School during the summers of 1947 to 1951. Of this total forty-nine attended in 1951, twenty-nine in 1950, none in 1949, eight in 1958 and one in 1947.

Table 34. Entrance into Boston University of 424 Students in the Elementary Education, Secondary Education, and Physical Education Departments, Boston University, Boston Massachusetts.

Entrance	Elementary Education Students		Secondary Education Students		Physical Education Students		Total	
	No.	%	No.	%	No.	%	No.	%
(1)	(2)		(3)		(4)		(5)	
Freshman	130	31	55	13	151	36	336	79
Sophomone Transfer	14	3	8	2	12	3	34	8
Junior Transfer	31	7	6	2	4	1	41	10
Senior Transfer	1	0	2	0	1	0	4	1
Graduate	3	1	5	1	1	0	9	2
Total	179	42	76	18	169	40	424	100

Table 34 shows that of the total 424 students reporting, 336 or seventy-nine percent entered Boston University as Freshman, thirty-four or eight percent as Sophomone transfers, forty-one or ten percent as Junior transfers, four or one percent as Senior transfers and nine or two percent as Graduate students.

CHAPTER V

CONCLUSION

SUMMARY

This study does not try to present a problem, nor to solve one. It is concerned with the students in the School of Education, Boston University and the activities in which they participate during their out-of-school hours.

The essential data required by the purpose of this study were sought, first by a letter of inquiry to twelve colleges situated through-out the United States querying if their school had any such material concerning extra-curricular activities. Seven schools replied. Six replies were negative, the other returned a questionnaire which had a different objective and was of no use in this study. The writer then prepared a questionnaire including college sport activities; other college activities; part and/or full time work during college; part and/or full time work during summer vacation and volunteer activities while in college. The students of the School of Education were then asked to fill out and return the questionnaires.

The writer has found that the published research material is somewhat limited. The greatest fund of information is in the questionnaire itself.

The function of this thesis is to compile information and analyze the data showing possible implications and trends.

A total of 424 students returned the questionnaire.

This study shows that eighty-eight or fifteen percent are Freshman, sixty-seven or sixteen percent Sophomores; 160 or thirty-eight percent

Juniors; 113 or twenty-seven percent Seniors and eighteen or four percent Graduates.

Two hundred sixty-two or sixty-two percent are males. One hundred sixty-two or thirty-eight percent are females.

Two hundred ninety-eight or sixty percent are non-veterans. One hundred eleven or twenty-six percent are enrolled under the G.I. Bill. Fifteen or four percent are enrolled under P.L. 16.

There are 315 students from Massachusetts with ninety-one or twenty-two percent of the total that report Greater Boston as their home. Fifteen or four percent are from Connecticut. Eight or two percent are from New Hampshire. Nine or two percent are from Maine. Eleven or three percent are from Rhode Island. Two are from Vermont. The remaining twenty-four or six percent come from New York, New Jersey, Iowa, Illinois, Pennsylvania, Ohio, Hawaii and India.

That the School of Education, Boston University is a commuting school is proven by the fact, that 312 or seventy-five percent of the students commute by automobile, train or subway. These students spend from one to three hours a day commuting. 136 or thirty-two percent spend two or more hours in travel each day. Ninety-four or twenty-two percent spent from \$11.00 to \$50.00 per month for commuting. Two hundred and five or forty-eight percent spent between \$1.00 and \$15.00 to commute.

According to age the largest group of 135 or thirty-two percent are twenty-four or older. There are thirty-nine or nine percent, age eighteen; forty-eight or eleven percent, nineteen; seventy-five or eighteen percent twenty; sixty-one or fourteen percent, twenty-one and thirty-three or eight percent in both age groups, twenty-two and twenty-three.

Eighty-five or twenty percent of the students are married.

Twenty-nine or seven percent of the students included in the survey have one child. Seven or two percent have two children and two students have three.

Of the total students, 179 or forty-two percent are listed as Elementary Education majors. Physical Education Majors total 169 or forty percent. As Secondary Education majors there are seventy-six, or eighteen percent.

The Secondary Education students report sixteen different majors. The ones most often reported are: English, sixteen or four percent; Mathematics, ten times or three percent; social studies, nine or two percent; business education, seven times or two percent.

Three hundred sixty-six students or eighty-six percent report a minor subject field of study. Thirty-five different subjects are listed. Social studies was listed by 199 or forty-seven percent. It was reported the greatest number of times by students of the Elementary Education Department, and Secondary Education Department; 137 or thirty-two percent and seventeen or four percent respectively.

The students of the Physical Education Department list science, eighty-one or twenty percent times; elementary education, fifty-four or fourteen percent times and social studies, forty-five or ten percent.

Three hundred eighty-nine or ninety-two percent report carrying from six to nineteen semester hours. The largest group, 133 or thirty-one percent carry sixteen semester hours. 119 or twenty percent carry fifteen semester hours. It was noticeable that three students (seniors) report carrying nineteen semester hours.

One hundred fifty-three or thirty-six percent report participation in sports. This leaves 271 or sixty-four percent as non-participants. It is noticeable that 113 or sixty-eight percent of the Physical Education students participate in the sports program. Only twenty-six or fifteen percent elementary education students report as participation. The sports most mentioned and participants are: Football-fifty one or twelve percent; Basketball-forty-two or ten percent; Track-thirty or seven percent; Baseball-Twenty-six or six percent; Hockey-fifteen or four percent; Swimming-ten or two percent. One hundred twenty-five or thirty-percent have participated in varsity competition; ninety Or twenty-one percent in frosh activities and a small number of thirteen or three percent have participated in junior varsity. One hundred nineteen or twenty-eight percent of the students spend from eleven to twenty-eight hours a week in sports.

Sixty-one percent or 258 students report participation in college activities other than sports. These students listed eighty-nine different activities including: clubs, student activities, fraternities, sororities, civil defense, F.O.T.C. and W.A.A. Fifty-one or sixty-seven percent of the Secondary Education students; ninety-five or fifty-six percent of the students from the Physical Education Department and 112 or sixty-three percent of students from the Elementary Education Department listed 625 different participations. The activities mentioned most often were: Newman Club, Hillel Club, fraternities, sororities, Student Cluncil, class officers and the Elementary Education Club. Sixty percent or 627 students participated in the activities during their Sophomore or Junior year. During the senior year participation dropped as shown by 166 participations or sixteen percent. Freshmen listed 266 or twenty-four percent of the

participation. Eighty-six percent or 518 of the participants list spending one to three hours a week in the various activities. Thirty-four or six percent list spending five or more hours, these were mainly class officers.

Sixty percent or 294 students work part and/or full time during the academic year. They list 115 different jobs. Of the total 538 participations, Elementary Students report 172 or thirty-two percent; Secondary students report ninety-five or eighteen percent, and Physical Education students list 271 or fifty percent. Thirty-seven percent or 199 spend one to ten weeks a year working, twenty percent or 108 spend eleven to twenty weeks a year; ten percent or 51 list twenty-one to thirty weeks and thirty-three or 180 report thirty-one to fifty-two weeks. Thirty-six percent or 186 participants report spending between five and ten hours a week working; thirty-three percent or 174 list eleven to twenty hours and thirty-one percent or 164 state they work between twenty-one and forty hours. Jobs most often listed are: store clerk; office work; post office, coaching, Boys Club and Library. Thirty percent or 152 participants report earning twenty-one or more dollars a week. Sixty-seven or 336 earn between five and twenty dollars.

During the summer vacations 290 students list 494 participations in 111 different jobs. Thirty-four percent or 168 are reported by students of the Elementary Department; nineteen percent or ninety-three from Secondary Department students and forty-seven percent or 233 are reports of Physical Department students. Jobs reported most often are: camp counselor, store clerk, office work, playground, laborer, and waitress. Forty-seven percent or 216 participants list spending one to ten weeks

working; fifty-one percent or 232 report spending eleven to twenty-weeks. Eighty-eight percent or 454 participants report working twenty-one to forty hours a week. Eighty-one percent or 408 report earning more than twenty-one dollars a week. Seventeen percent or eighty-four list earning under twenty-one dollars, but receive board and lodging in compensation.

Seventy-nine different volunteer activities are reported by 223 or fifty-three percent of the students participating. They list 374 participation. Of this number students of the Elementary Department report 179 participations; students of the Secondary Department fifty-five and 140 participations are reported by students of the Physical Education Department. Ninety-eight percent or 263 participated in volunteer activities one to ten hours a week. The activities mention most are: church, social work, Y.M.C.A., Red Cross, Sunday school teacher, C.Y.O., Settlement House and Boy Scouts. Ninety-eight percent or 263 participations in volunteer activities lists spending between one to ten hours a week.

Twenty one percent or ninety students report they have attended Interssion. Of this total thirty attending were students of the Elementary Department, thirty-eight were from the Secondary Department and twenty-two from the Physical Education Department.

Twenty percent or eighty-seven percent students have attended Summer School. Thirty were from the Elementary Department , thirty-six from the Secondary Department and twenty-one members of the Physical Education Department.

Seventy-nine percent or 336 of the students entered as Freshman. Eight percent or thirty-four entered as Sophomore transfers. Forty-one or ten percent entered as Junior transfers. There are four or one percent

listed as Senior Transfers and nine or two percent entered as Graduate students.

RECOMMENDATIONS

Recommendations for improved college service on the basis of the data would seem to be as follows:

1. A thorough instruction to the administrators of the questionnaire. They in turn would be able to instruct the students more fully how to properly fill out the questionnaire.

2. A comprehensive guidance program that will reach each student especially in terms of objective activities. To impart information as to types of activities available or are necessary. To encourage participation in activities.

3. Arrange for courses or clubs that will expose students to new interest in:

- a. learning how to budget time and talents to

1. community work

2. church work

3. social work

4. social arts

5. family relationships

4. At least one person with faculty standing to serve as an adviser to students in arranging an objective activity program.

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APPENDIX

204 Mill Street
Haverhill, Mass.
March 6, 1952

Dear Sir:

In cooperation with Dr. Aurther Miller, Dr. John Wallace and the Student Faculty Assembly of Boston University I am about to make a study of the out-of-school activities of the students in the school of Education. In preparation for this study I am planning a questionnaire for survey of the individual students.

This letter is written to inquire if you carry on such a program and if so if you would forward a copy of the questionnaire you use in this program.

Enclosed is a self addressed envelope for use in forwarding your material.

Sincerely yours

Leroy C. Hinchcliffe

BOSTON UNIVERSITY
SCHOOL OF EDUCATION
332 Bay State Road
Boston 15, Massachusetts

To All Students:

During the past year the Boston University Student-Faculty Assembly and the School of Education Student Council have proposed that the permanent record of each full-time student at Boston University be expanded to include not only academic record, as at present, but also information on out-of-class activities which might be of interest to future employers of our graduates.

Before a permanent revision of our present forms can be made, it is essential that we have a more complete picture of the kinds of out-of-class activities you give your time to. That is the purpose of the attached questionnaire. From the information which you are being asked to give on the next two pages, we expect to be able to prepare record forms on which all students' activities can be annually summarized. It is hoped that such a form can be ready in time for use next academic year.

The information which you give us on this questionnaire will be kept completely confidential. It will be used only for tabulation purposes. We may find, for example, that under question B, where we ask for hours per week, so many of you are unable to specify an accurate figure that the column is worthless. Or we might discover that question E covers so many divergent possibilities that it should be broken up into separate questions. We do feel, however, that after we have examined your completed questionnaires, we will be much better able to prepare a permanent record form.

After you have completed the questionnaire, we hope you will feel free to indicate in the space at the bottom of this page any suggestions you may have for its improvement. Its ultimate function will be to provide others with a more complete picture of your college career in all its many aspects. Thanks for your co-operation.

John A. Wallace
Director of Undergraduate Studies

PERSONAL ACTIVITY QUESTIONNAIRE
(Information to remain confidential.)

NAME _____
 last first middle initial

Check one
 Male _____ Non-Vet _____
 Female _____ G.I. Bill _____
 P.L. 16 _____

SCHOOL ADDRESS _____
 no. street city state

HOME OR PERMANENT ADDRESS (if different) _____
 no. street city state

IF YOU COMMUTE, WHAT TIME PER DAY
 MEANS OF TRAVEL DO YOU USE _____ IN COMMUTING hrs min

AGE _____ MARRIED _____ NO OF CHILDREN 0 1 2 3 4 COMMUTING COST
 SINGLE _____ (circle one) PER MONTH \$ _____

MAJOR SUBJECT _____ MINOR SUBJECT 1. _____
 SUBJECT(S) 2. _____

51-52 CREDITS PER SEMESTER
 1st SEM _____
 2nd SEM _____

CURRENT STATUS
 _____ FRESHMAN
 _____ SOPHOMORE
 _____ JUNIOR
 _____ SENIOR

ALLIST COLLEGE SPORTS PARTICIPATED IN AND YEAR OF PARTICIPATION DURING YOUR ENROLLMENT AT BOSTON UNIVERSITY

Type of Sport	HOURS PER WEEK DURING SEASON			
	Varsity	J.V.	Frosh	Intramural

D. LIST PART-TIME AND /OR FULL-TIME WORK
 ENGAGED IN DURING SUMMER VACATIONS
 SINCE ENTERING BOSTON UNIVERSITY

	WEEKS PER YEAR	HOURS PER WEEK	EARNING PER WEEK

E. LIST VOLUNTEER ACTIVITIES SINCE ENTERING
 BOSTON UNIVERSITY (Red Cross, civil defense, church
 activities, social work, etc,)

	HOURS PER WEEK

F. LIST YEARS YOU ATTENDED INTERSESSION
 OR SUMMER SESSION

YEAR	INTERSESSION	SUMMER SESSION

DID YOU ENTER BOSTON UNIVERSITY AS A
 (check one)

- FRESHMAN
- SOPHOMORE TRANSFER
- JUNIOR TRANSFER
- SENIOR TRANSFER