6-1-1942

A study of the leisure time and recreational activities of the students of Atlanta university.

Josephine Berry Lane

Atlanta University

Follow this and additional works at: http://digitalcommons.auctr.edu/dissertations

Part of the Social and Behavioral Sciences Commons

Recommended Citation

A STUDY OF THE LEISURE TIME AND RECREATIONAL ACTIVITIES
OF THE STUDENTS OF ATLANTA UNIVERSITY

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY SCHOOL OF
SOCIAL WORK IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF SOCIAL WORK

BY
JOSEPHINE BERRY LANE

ATLANTA, GEORGIA
JUNE 1942
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Historical</td>
<td>1</td>
</tr>
<tr>
<td>The Purpose of this Study</td>
<td>3</td>
</tr>
<tr>
<td>Scope</td>
<td>3</td>
</tr>
<tr>
<td>Method</td>
<td>5</td>
</tr>
<tr>
<td>II. RECREATIONAL FACILITIES AVAILABLE TO STUDENTS</td>
<td>4</td>
</tr>
<tr>
<td>Recreational Facilities in Atlanta</td>
<td>4</td>
</tr>
<tr>
<td>Recreational Activities offered by the University System</td>
<td>5</td>
</tr>
<tr>
<td>III. ANALYSIS OF THE LEISURE TIME AND RECREATIONAL ACTIVITIES OF STUDENTS</td>
<td>8</td>
</tr>
<tr>
<td>Aims for Recreation</td>
<td>9</td>
</tr>
<tr>
<td>Participation in School Activities</td>
<td>11</td>
</tr>
<tr>
<td>General Recreational Activities of Students</td>
<td>13</td>
</tr>
<tr>
<td>Participation in Unorganized Activities</td>
<td>16</td>
</tr>
<tr>
<td>Time Available for Recreation</td>
<td>17</td>
</tr>
<tr>
<td>Value of Recreation in Relation to Total Program</td>
<td>18</td>
</tr>
<tr>
<td>Desirable Use of Leisure</td>
<td>18</td>
</tr>
<tr>
<td>IV. PROBLEMS ENCOUNTERED BY STUDENTS</td>
<td>20</td>
</tr>
<tr>
<td>Ability of Students to Plan Adequately for Own Recreations</td>
<td>21</td>
</tr>
<tr>
<td>Factors Hindering Students in Planning for Recreation</td>
<td>25</td>
</tr>
<tr>
<td>V. THE NEED FOR RECREATIONAL FACILITIES FOR GRADUATE STUDENTS WITHIN THE UNIVERSITY SYSTEM</td>
<td>33</td>
</tr>
<tr>
<td>Opinions on Recreational Planning for Students</td>
<td>34</td>
</tr>
<tr>
<td>VI. SUMMARY AND CONCLUSIONS</td>
<td>39</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>45</td>
</tr>
<tr>
<td>Sample of Schedule Used in Obtaining Data</td>
<td>45</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>47</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

The growth of the graduate department of Atlanta University has probably given rise to certain problems relating to planning for students, among which is the provision of adequate and satisfactory recreational pursuits for the increasing student body.

Atlanta University is a non-sectarian institution. Its work began in 1865; the first charter was issued in 1867; work under its present name began in 1869. Work on the graduate level was first offered at the institution on September 25, 1929.¹

On April 1, 1929, an arrangement was completed among Atlanta University, Morehouse College and Spelman College for the affiliation of the three institutions on a university plan, the graduate and professional work to be conducted by Atlanta University, the college work to be done by Morehouse and Spelman Colleges. On September 25, 1929, Atlanta University opened its first year on the new plan, and several under-graduate and graduate courses were offered which might receive credit toward the master's degree. In 1930-31 the under-graduate courses were discontinued. All the resources of the institution are now being devoted to graduate work.²

The Atlanta School of Social Work was opened in September, 1920, with fourteen students. The school was incorporated under the laws of the state of Georgia on May 27, 1925. On September 1, 1938, the school became affiliated with

¹ Atlanta University Bulletin, 1941-42. p. 16.
² Ibid., pp. 16-17.
Atlanta University, thereby making it possible for students who finish the two-year course to be awarded the Master of Social Work degree by the University. It retained its separate corporate existence and financial responsibility, but serves in all essential respects as the School of Social Work of the University, and is now called the Atlanta University School of Social Work.\footnote{Atlanta University School of Social Work Bulletin, 1941-42, p. 11-12.}

In September, 1941 the School of Library Service came into existence as a department of the University. Maximum enrollment for this school is twenty-five.\footnote{Atlanta University School of Library Service. Announcements for 1941-42, pp. 2-3.}

The affiliation of these five schools Atlanta University, the Atlanta University School of Social Work, the School of Library Service, Spelman College, and Morehouse College, constitutes greater Atlanta University. The graduate department, having a total enrollment of 244 students, consists of Atlanta University, the Atlanta University School of Social Work, and the School of Library Service.

The nature of the school limits its planned recreational program, thus placing the use of leisure time upon the initiative of the individual student. To many persons coming directly from under-graduate schools having planned activities, or from smaller or totally different types of communities of a less complex structure, this necessity presents a major problem.

What people will choose to do in their leisure time will depend to some extent upon the type of educational processes through which they have gone and upon the general culture of the community. Their choices will also be affected by the character
of the daily activities from which they have been released.

**Purpose.**—The purpose of this study is to ascertain the problems encountered by students of Atlanta University in planning for recreational and leisure time activities; to indicate recreational resources available to the student within the program of the university system, and in the community; and to analyze the various social, educational, personal, and cultural forces which relate to the students of Atlanta University in their choices of recreational activities.

**Scope.**—The period of the study is limited to the 1941-42 school year. Material is based upon information obtained from the students of the Atlanta University graduate school, including all departments; the professional students in the Atlanta University School of Social Work; and the students of the School of Library Service.

**Method.**—Questionnaires were used. These were given to 100 students of the three graduate schools.

Interviews were held with a selected personnel of the administration of the University.

Information was obtained from the Recreation Department of the Atlanta Works' Progress Administration; pamphlets, bulletins, and books; also unpublished material.

---

CHAPTER II

RECREATIONAL FACILITIES AVAILABLE TO STUDENTS

"Characteristic of city growth is the tendency of population expansion to exceed the development of physical accommodations, especially in the field of recreation."¹ This is certainly evident in the city of Atlanta, especially in the amount of equipment available to its Negro population of 106,300² constituting 34.5 per cent of the total number of citizens.

This study is primarily interested in recreational resources available to the use of students of Atlanta University. These may be classified into two major categories: those in the community in general, and activities carried on within the university system.

Recreational Facilities in Atlanta³

Commercial.—There are ten theatres which Negroes may attend. These are the six Bailey theatres, white owned for colored patronage: the Ashby, Eighty-One, Harlem, Lincoln, Royal, and Strand. Two, the Ashby and Lincoln, are within walking distance of the university area; the others are located in Negro neighborhoods in different sections of the city. Four downtown theatres have segregated sections for Negro patrons: the Fox, Capitol, Roxy, and Erlanger; the three former theatres are located on Peachtree Street; the Erlanger is located on Courtland Street. The Capitol offers stage attractions in addition to the regular movie

¹ "Atlanta Pamphlet published by Atlanta Chamber of Commerce.
³ Statement from Miss Virginia Carmichael, Supervisor of Recreation for City of Atlanta, Works' Progress Administration, Atlanta, Georgia. April 13, 1942.
program; the Erlanger presents stage shows, artists programs, and legitimate plays.

There are a few soft-ball teams belonging to a league in conjunction with the white soft-ball team. Games are played at Washington Park. There is also a baseball team, the Atlanta Black Crackers, which plays some of its games at the Washington High School Park.

Golf may be played at the New Lincoln Golf Club located on Simpson Road. A membership fee of fifteen dollars a year is charged to those desiring to use the links. The club also has a pavilion for dancing and operates a lunch counter.

Non-commercial. Washington Park is a tract of 21 acres. Equipment for adults consists of three double tennis courts, swimming pool, ball diamond, picnic grounds. It is open for eight months a year. Some of the activities are supervised during the summer months. The tennis courts are the only free courts in the city.

The Auburn Avenue Branch of the Carnegie library is available for student use, as well as the University library, the latter being also open to the use of the general public.

The Y. M. C. A. at 22 Butler Street has game rooms open all day, swimming pool, gymnastics, and discussion forums. The Y. W. C. A. has no physical equipment for recreation, but has access to the Y. M. C. A. swimming pool on two days per week.

Recreational Activities Offered by University System

The Atlanta University system including all the affiliated schools offers a limited number of recreational organizations to the graduate student along with the under-graduate students. Some of these are organizations whose memberships
are open to both graduate and under-graduate students.

Organizations.—The Forum is an organization existing under the auspices of the sociology department of Morehouse College. Two series of forums are held each year, the Fall and Spring series, consisting of six meetings each, held on a weekly basis. Speakers are obtained for Forum leaders; any student may attend and participate in the discussions. This year the average attendance for the Fall series was 50; for the Spring series 25 people.

There are two musical organizations, the university chorus and the university orchestra. At present only two graduate students belong to the former organization, and none to the latter.

The University Players, a dramatic club drawing its membership from the five schools of the system, presents four major productions each year. Its activities are carried on a daily basis. Students are trained in stagecraft, costuming, lighting, and other skills conjunctive to play production. Only one graduate student is active with this organization.

A series of teas is held in the "Atlanta University dormitory or library. These are conducted by the departmental clubs of the different schools, and attendance is by invitation.

Graduate students may belong to the various departmental clubs according to the department in which they are studying.

Spelman College conducts a lecture series in which outstanding people from a national and international standpoint are presented.

In season there are the various sports: football, basket-ball, and track. The Morehouse gymnasium is open to men who desire to play basket-ball or volley ball and intra-mural and fraternity basket-ball games are played there.
Recently, a recreation room has been provided in the basement of the Atlanta University dormitory. The only equipment it has is a table for ping-pong. Located behind the dormitory are two tennis courts which students may use for a nominal fee; and an eight-lane track, with a 220 yard-straight-away, pole vault and broad-jump pits, and space for field events.
CHAPTER III

ANALYSIS OF THE LEISURE TIME AND RECREATIONAL ACTIVITIES OF STUDENTS

There were 244 graduate students enrolled at Atlanta University during the 1941-42 school year. Recreation and use of their leisure time is of vital importance to these students when they are free from every-day work and study. An analysis of the data obtained from the 100 students studied will show the use that they make of their leisure time, the kinds of recreational activities that they pursue, and the value of recreation to them in relation to their other activities.

Labor and leisure are the warp and woof of human experience. It takes the two together to weave a durable fabric in which both strength and beauty can withstand the wear and tear of every day.1

Leisure is usually thought of as the time remaining after attending to everyday necessities and duties. During this time the person is free to do as he chooses. However, the use of this time for mere idleness, rest, or loafing must be distinguished from real recreation.2

When the individual is at leisure he naturally looks for some activity to occupy the time; the activity sought is almost always some form of recreation. "Recreation has reference to activities which re-create body and mind, resulting in the restoration of one's exhausted powers through relaxation from the more serious pursuits of life." 3

1 Paul V. McNutt, Recreation Magazine, (April, 1942), 34.
3 Ibid., p. 146.
Aims for Recreation

Students were asked to check the following aims for recreation in order of their importance in their recreational programs: relaxation, socialization, participation, self-expression, and creation.

Table I shows the relation of these aims in importance to the students.

**TABLE 1**

AIMS FOR RECREATION

<table>
<thead>
<tr>
<th>Aims</th>
<th>Order of Importance to Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>Relaxation</td>
<td>73</td>
</tr>
<tr>
<td>Socialization</td>
<td>66</td>
</tr>
<tr>
<td>Participation</td>
<td>62</td>
</tr>
<tr>
<td>Self-expression</td>
<td>60</td>
</tr>
<tr>
<td>Creation</td>
<td>57</td>
</tr>
</tbody>
</table>

Relaxation.—People, especially adults, require relief from the strain of mental exertion necessary in their daily routines. Their play behavior is a result of the demand of the higher cerebral centers for relaxation.

"Here are some brain centers, or some brain tracts, or some forms of cerebral functioning that are put under severe strain in our modern, strenuous life, and there must be some kind of activity which will relieve these centers of these tracts during a considerable portion of each working day and involve other centers not as subject to exhaustion. Such activity we call play or sport. Perhaps the work 'relaxation' would be a more exact description of it." 1

The need for physical relaxation through rest or a change of activity is also of great importance to the individual.

Realization of the importance of relaxation from their daily studies and work is shown by the fact that 46 students placed this as their first aim for recreation, and a total of 73 persons considered this as one of their aims for recreation.

Socialization.—Man is by nature a social being. Cutten says that leisure should give us the opportunity to develop the social life; the opportunity to "make and to meet and to know friends."1 Sixty-six students sought socialization in their recreation; 16 of these placed this as their first aim. If these students realize this aim they will certainly be achieving one of the very important ends which should be attained through recreation.

Participation.—Participation is an integral part of socialization. Active participation in social activities such as dramatics, dancing, and group singing bring about a high degree of socialization.2 Since a large number of students desire socialization in their recreation it is natural that this aim should be sought through participation in social activities. Sixty-two students sought this aim in recreation, 13 of them placing it first.

Self-expression.—Sixty of the students sought self-expression in recreation, 22 placing it first. In order to express ourselves we must know our capabilities and talents, which them may be developed through participation in activities which will cultivate them.3

Students may achieve this aim by taking part in some organization which will furnish a medium of expression for their talents.

Creation.—Fifty-seven of the students sought an opportunity for creative work in recreation.

The field of recreation offers unlimited possibilities for creative genius, knowledge, skills and leadership in making play into a great art. A people is not civilized until it is creative, skillful, and versatile in its play.¹

There is a great opportunity to use leisure as an suitable time to find recreation in doing creative work.² The opportunity for self-expression through this medium has not been utilized to the extent which it should be. The fact that 47 of the students placed this aim last in their aims for recreation and only 2 as their first aim emphasizes the neglect of their creative abilities to produce something of beauty and worth.

Participation in School Activities

Analysis shows that the time spent by students in school recreational activities was mainly on the basis of attendance at activities, rather than membership and participation in organizations and programs. This is consistent with the fact that relaxation and socialization were given precedence over participation, self-expression, and creation in students' aims for recreation. Forty-eight persons indicated attendance as the basis of time spent at school activities in comparison with only fourteen who took part on the basis of actual participation. The remaining 38 of the 100 students who were studied

¹ Arthur E. Morgan, "The Community," Recreation Magazine (April, 1942), 34.
² Cutten, op. cit., pp. 108-09.
had no particular basis. Of this latter class 18 did not attend any school programs. A total of 30 persons of the sample did not participate in school activities on either basis.

**Attendance at school activities.**—School activities which are available to graduate students are the same as those for the under-graduates. These are lectures, teas, musical programs, sports, and forums. Table 2 reveals the interests of the students in these activities by showing the number of persons who attend the various programs, games and social affairs.

**TABLE 2**

**ATTENDANCE AT SCHOOL ACTIVITIES**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of Persons Who Attend Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>53</td>
</tr>
<tr>
<td>Plays</td>
<td>33</td>
</tr>
<tr>
<td>Musical Programs</td>
<td>32</td>
</tr>
<tr>
<td>Forum</td>
<td>31</td>
</tr>
<tr>
<td>Basket-ball</td>
<td>27</td>
</tr>
<tr>
<td>Football</td>
<td>25</td>
</tr>
<tr>
<td>Teas</td>
<td>25</td>
</tr>
<tr>
<td>Track</td>
<td>8</td>
</tr>
</tbody>
</table>

**Membership in school organizations.**—Active membership in these organizations was negligible. Only one student was a member of the University Players; two students were members of the university chorus and no student belonged to the orchestra; three persons have membership in the various departmental clubs. Sponsors of these organizations thought that graduate students considered these organizations as primarily for under-graduate students, and that graduate
students had the time to participate if they were stimulated to have more interest in this type of activity.

General Recreational Activities of Students

Much of the leisure time of the students is spent in various types of activities of both a recreational and social nature. Among these the movies and listening to the radio are the most popular pastimes. The subsequent analysis will show the type of activities and services in which the students spend their time.

Clubs.—Twenty-nine students were members of some type of club. Sixteen belonged to clubs of a recreational nature; 5 were members of study clubs; 8 to civic or religious clubs.

Church.—Eighty-five students belong to or attend some church in the community. Of these 85 persons 20 also gave some time to church activities other than attendance at regular services. The average number of hours spent in such activities was approximately two hours per week.

Radio.—Ninety-seven of the sample of students owned or had access to radios. Sixty-two of these listened to programs regularly; 37 occasionally, when at leisure from other activities. "Name Programs" on a weekly basis, well-known orchestras, and news comments were the usual types of programs to which the students listened.

Ninety-one students were primarily interested in listening to the radio for entertainment; 65 listened for the educational value of certain programs; 44 desired to gain information through this medium.

Civic activities.—A total of 36 students were active in some type of civic program; 16 of this number were residents of Atlanta. Service and member-
ship was on three bases:

1. Membership in civic organizations such as the N.A.A.C.P., Y.W.C.A., Y.M.C.A., Political and Civic League. Twenty-one people belonged to such organizations.

2. Volunteer leadership in community fund-raising drives, Boy Scouts, Church organizations, Red Cross, United Service Organization.


Movies. - The movies are the most frequently patronized form of commercial recreation by students. A total of 94 persons attended the theatre with some regularity. Fifty-three of these attended as often as once per week; 8 persons attended twice per week.

Eighty-five people usually attended the neighborhood theatres within walking distance of the school community; 15 usually attended and preferred downtown theatres. The major reason for attending the down-town, segregated theatres was that pictures were shown at an earlier date.

Plays. - One-half of the 100 students attended plays occasionally. Since there is only one theatre in the city attended by Negroes which shows plays with any regularity the assumption is that a portion of the plays attended are those presented by the university.

Games. - A large number of the students took the opportunity of playing games to satisfy their desire for participation in some form of recreation. Games which they played were of all types: cards, indoor, and outdoor sports. Seventy played some type of card game, 40 took part in indoor games, and 31 participated in outdoor games and sports.

Dances. - Dancing is an excellent means for socialization in recreation.
Previous figures have shown that 66 students sought this aim in their recreation. A total of 93 students attend dances: 5 of these attended regularly, 53 attended occasional dances, and 23 attended rarely. The majority of those attending went to fraternity and sorority or club dances. In a community which is an educational center there is naturally a large number of such organizations, a factor which accounts for the fact that these were the most popular types with the students; also, Atlanta is a community which does not approve of public dances for the s-called better class of people. Hence, in conforming to the conventions of the community the students, especially women students, do not frequent public affairs.

Lectures and other community programs.—A total of 71 students said that they attended varied types of community programs. These included lectures, book reviews, college musicals, conferences, political meetings, church, and other types of programs.

Use of park.—Although Washington Park is in the northwest section of town, near the university center, only a small number of students make use of it. Factors accounting for this are that many of the activities at the park are on a seasonal basis, and are open only during the summer months when students are away; students have a very limited knowledge of the facilities there and are little interested in the forms of activity offered; many students are in residence in Atlanta for a one-year period and do not have the opportunity to acquaint themselves with the community. Only 43 students had any knowledge of the kinds of equipment there is at this park. Twenty-one students make use of the park for swimming, tennis, relaxation, and to watch games and sports.
Participation in Unorganized Activities

Students spend a large part of their leisure time in various unorganized recreational activities. Table 3 presents a picture of the nature of these activities and the frequency with which they are indulged in by the students. There is a danger that some of these activities may contribute to mere idleness because the person cannot find a more useful way to utilize his leisure time. However, some of these pursuits have a possible value to the student for socialization by exchange of ideas through conversation, playing games, dancing, and carrying on of other mutual interests.

TABLE 3

PARTICIPATION OF STUDENTS IN UNORGANIZED ACTIVITIES

<table>
<thead>
<tr>
<th>Activities</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>321</td>
</tr>
<tr>
<td></td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Entertaining friends</td>
<td>1</td>
</tr>
<tr>
<td>Gathering in rooms to talk</td>
<td>2</td>
</tr>
<tr>
<td>Taking afternoon naps</td>
<td>3</td>
</tr>
<tr>
<td>Participating in family recreational activities</td>
<td>4</td>
</tr>
<tr>
<td>Sitting in &quot;eat shops,&quot; drug stores, and other public places</td>
<td>5</td>
</tr>
<tr>
<td>&quot;Loafing&quot;</td>
<td>6</td>
</tr>
<tr>
<td>Going to &quot;night spots&quot;</td>
<td>7</td>
</tr>
<tr>
<td>Others</td>
<td>8</td>
</tr>
</tbody>
</table>

|                                              | 1     |
|                                              | 2     |
|                                              | 3     |
|                                              | 4     |
|                                              | 5     |
|                                              | 6     |
|                                              | 7     |
|                                              | 8     |
An analysis of the data in Table 3 shows that "gathering in rooms to talk" was the most frequently indulged in by students living in the dormitory. Twenty-five of these 31 students gave this first place in their list of activities; 29 included it as one of their activities. The 25 people giving this as their major unorganized recreational pastime showed a limited knowledge and interest in the recreational facilities of the community; movies were their main source of recreation outside the dormitory. Other activities indulged in by them were table tennis, tennis, dormitory parties, and other recreation in the dormitory or dormitory grounds.

Time Available for Recreation

Students do not find a large amount of time for recreation, according to figures given for the weekly number of leisure hours. The greatest number stated that they had between 5 and 14 hours of leisure; 1 person had no time for recreation; only 7 people found as many as 20 or more hours per week for recreation; 12 had less than 4 hours a week.

Most students had little idea of the amount of time spent in recreation by other students. Estimates varied from 1 per cent to 50 per cent. This is a natural consequence of the fact that students participate in little activity on a common basis. Their widely varied programs, diverse interests, and lack of contact with each other prevent the average person from knowing much about the activities of his fellow students. Unlike the average under-graduate school with its "campus life," a school such as Atlanta University puts the student on the basis of an "individual" rather than part of a fairly well defined group. Whether or not this is a desirable situation is a question for debate.
Value of Recreation in Relation to Total Program

Students had widely varied views as to the value of recreation to them. Typical views are:

"Relaxation from work."

"It is important for my health."

"Recreation does not play a major part because of heavy school program."

"Change from daily routine. Gives opportunity to relax in much needed exercise."

"Recreation is as much a part of education and learning as the formal acquisition of knowledge."

"I don't feel that I need any specialized recreation in my program. I can find recreation among my own hobbies, etc. I think it is important to do recreational activities."

"Outlet for creative activity."

Summarizing the values pointed out by all answers received it is found that relaxation from daily chores, opportunity for physical exercise for health, mental refreshment, self-expression in recreation, and achievement of a stable personality were outstanding in the opinions of the students.

Desirable Use of Leisure

Leisure is frequently misused because people think that enjoyment can be obtained without any effort.¹ Many people rely entirely upon commercialized recreations for all their amusement. Movie houses, ball-games, fairs, and other commercialized amusement centers take in vast amounts of money annually.

¹ Neumeyer, op. cit., p. 63.
From a sociological viewpoint commercialized amusements are fundamentally important in two ways: (1) they stimulate and aid in determining the culture patterns for individual groups; (2) they influence and modify moral standards.\(^1\)

Students spend much of their time in commercial leisure such as the movies; also, many radio programs are commercially sponsored and may be pro-poganda for certain social views. Therefore, it must be recognized that these two sources of recreation have an important influence upon the lives of those using them. Other essentials of a well-rounded program of recreation should also be emphasized. These are:

1. Providing activities that give people a chance to balance their organism.
2. Offering a chance to develop a variety of skills.
3. Bringing people into functional as well as appreciative\(^2\) relation to the arts.
4. Developing cooperative and collaborative habits.
5. Offering a chance for calm, quiet reflection and contemplation.\(^2\)
6. Insuring opportunities in constructive and enjoyable experiences.

Some of these objectives are obtainable through commercialized recreation, but activities in which the individual actually participates, for the development of his personality, skills, and physical and mental welfare are also necessary. Consequently, the graduate student should be stimulated to take part in more of the creative activities and to rely more upon his "inner-self" rather than to depend wholly for ready-made forms of amusement.

---


\(^2\) Ibid., 357.
CHAPTER IV

PROBLEMS ENCOUNTERED BY STUDENTS IN PLANNING FOR LEISURE TIME

AND RECREATIONAL ACTIVITIES

The proper use of leisure is a very important problem in an age when modern machinery has greatly increased the amount of freedom from work. Modern education has not yet recognized leisure as a permanent factor in our lives. Consequently, we are not being properly educated to use our leisure in a rational manner. "Only when education has become properly adapted to our needs will universal leisure become a safe and desirable possession."1

The majority of us have an almost completely negative conception of leisure. We consider it as mere idleness or release from work, rather than a channel through which we may express ourselves through constructive and socially and personally beneficial activities.

We have not yet made leisure into an art, but seek to be amused rather than amusing ourselves. This is borne out by the fact that more money is spent and invested in recreation in America than for anything else except food and land.2

Our lack of ability to properly use available leisure time is certainly not a desirable trait. The problem is one of major importance to the students of Atlanta University in attempting to find satisfactory recreation. Students are at a seeming loss to make their leisure time profitable, constructive, and pleasurable to themselves, and to others. Commercial recreations such as

---

1 Cutten, op. cit., p. 132.
2 Ibid., pp. 66-77.
movies, drugstores, and eating places take a large part of their leisure time.

We present here an analysis of the problems encountered by students in planning for recreational and leisure time activities.

### Ability of Students to Plan Adequately for Their Own Recreation

**Ability to plan.** To the question, "Are you able to plan adequate for your own recreation," 75 students answered, "yes," 13 answered, "no" and 12 gave no answer. Table 4 gives an analysis of recreational planning by sex and geographical distribution of students.

### TABLE 4

**ABILITY TO PLAN FOR RECREATION BY SEX AND GEOGRAPHICAL DISTRIBUTION**

<table>
<thead>
<tr>
<th>Able to Plan</th>
<th>Sex</th>
<th>Geographical Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>North &amp; South &amp; Small Towns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>East</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Male</td>
</tr>
<tr>
<td>Yes</td>
<td>75</td>
<td>17</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>No opinion</td>
<td>12</td>
<td>3</td>
</tr>
</tbody>
</table>
Table 4 shows that of the 74 women studied 78.4 per cent were able to plan for their own recreation and 9.5 per cent were not. Of the 26 men 65.4 per cent were able to plan adequately for themselves and 23.1 per cent were not. There is no indication that there is any sexual basis for inability to plan for leisure time and recreation.

Typical reasons given for not being able to plan recreation were:

"Either the opportunity does not exist or community prejudice prevents it."

"Time is not available."

"Lack of time and money."

"The necessity of earning funds for subsistence purposes or for school expenses."

"Lack of funds."

"Often work interferes with plans."

"I never know the time that I will have to do any recreational activity."

"No facilities for the kind of activities in which I am interested. Lack of student organization is another reason."

These statements indicate that lack of time is the major factor, and that necessity of working, uncertainty of time available, and lack of facilities are other factors in hindering students from planning adequately.

One person from an urban center of the Northeast part of the country indicated that he was not able to plan for his recreation; 6 persons each from the Southwest and small town localities were not able to do their own planning.

The smallness of these figures and the inequitable distribution of the persons sampled gives us no just basis to conclude that geographical distribution is a strongly deciding factor in the situation; although the percentages able to plan for themselves; 94.4 per cent for the Northeast locality, 78.7 per cent for the
Southwest locality, and 60 per cent for persons from small town are somewhat concurrent.

Need for organized student activities.—Of the 15 people who expressed the opinion that they could not do their own recreational planning 6 thought that more organized student activities would help them to use their leisure time constructively by:

1. Providing something to look for rather than having "aimless" recreation.
2. Making it possible for the students to know each other better.
3. Organizing games for physical development.
4. Making more activities available for graduate students.
5. Giving students the benefit of participation in sports.

Eighteen students who thought they could plan adequately for their recreation also thought that more organized school activities would help them to use their leisure time constructively. Ways by which this could be done were given as follows:

1. Relieving the student from the necessity of doing his own planning, which he is too busy to do.
2. Giving the graduate students some reason to include recreation within their programs instead of using all of their time for other activities.
3. Organizing more activity that would make wiser use of leisure possible when there is nothing else to do.
4. Having greater participation on the part of more students.
5. Bringing a closer relationship between students, especially dormitory residents. Leisure time could be spent in forming opinions, exchang
ing ideas, and in mutual help in solving student problems.

6. Providing recreation of an educational nature.

7. Providing regular programs of interest, and wholesome activities, especially sports.

**Resident and Non-resident students.**—Of the 100 persons included in the sample studied 17 were residents of Atlanta and 83 were from other localities. Three of the Atlanta residents were among those who could not plan adequately for their own recreation. Lack of time, lack of time and money, and lack of facilities for students were given as reasons for their recreational problems. One resident and 8 non-residents of the community who could plan for their recreational pursuits stated that "lack of integration of students into existing community activities" was a hindering factor in planning for recreation.

**Factors Hindering Students in Planning for Recreation**

In seeking recreation the student faces certain problems which have a definite bearing upon his ability to find satisfactory employment of his leisure time. There are numerous factors which present barriers to his participating in the type of recreation which he desires at certain times.

Some of the factors pointed out by students are shown in Table 5.

**Limitation of time available for recreation.**—Of the 100 students studied 58 were employed. The high rate of employment is accounted for by the fact that a large percentages of the students have NYA or scholastic scholarships. Thirty-eight of the employed people stated that limitation of time was a hindering factor in their recreational programs.
Graduate students in universities and professional schools usually have heavy study schedules; this is certainly true of the students of Atlanta University. So, we may safely conclude that the necessity of working along with study requirements accounts for the fact that limitation of time was a major, modifying factor in the students' planning for leisure.

TABLE 5

FACTORs HINDERING STUDENTS IN PLANNING FOR RECREATION

<table>
<thead>
<tr>
<th>Factor</th>
<th>Number of People Affected by Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limitation of time available for recreation</td>
<td>60</td>
</tr>
<tr>
<td>Lack of adequate facilities in community</td>
<td>41</td>
</tr>
<tr>
<td>Distances to recreational centers</td>
<td>29</td>
</tr>
<tr>
<td>Lack of organized student activities</td>
<td>26</td>
</tr>
<tr>
<td>Conflicting mores and attitudes of students and citizens</td>
<td>21</td>
</tr>
<tr>
<td>Lack of interest of students in school activities</td>
<td>19</td>
</tr>
<tr>
<td>Expense attached to recreational activities</td>
<td>18</td>
</tr>
<tr>
<td>Ignorance of recreational resources in community</td>
<td>17</td>
</tr>
<tr>
<td>Decentralized housing of students</td>
<td>16</td>
</tr>
<tr>
<td>Lack of integration of students into existing community activities</td>
<td>9</td>
</tr>
<tr>
<td>Lack of personal interest in organized activities</td>
<td>2</td>
</tr>
</tbody>
</table>

Lack of adequate facilities in community—Atlanta has limited recreational facilities for a city its size. Many students come from urban communities having more to offer in the field of recreation, especially commercialized
recreation, which is the type most indulged in by the average person of student age. There is an adequate number of theatres, but all other resources are very inadequate for the number of persons which they need to serve.

**Distances to recreational centers.**—This factor is important because many of the students live with private families in different parts of the city, although most of them live in the southwest section in which the school is located, and which is one of the centers of Negro business. Two theatres are within walking distance of the dormitory where 31 of the 100 people live. In this area also are various drugstores, cafes, and "joints" which students frequent. However, outside of the movie houses, none of these places offer any form of recreation except food, "jook" boxes, and the opportunity to chat with various friends and acquaintances. Other facilities in this area such as tennis courts, swimming pool, and games to be played at Washington Park are not used to a great extent by students.

Typical reasons for not using the facilities offered by Atlanta are:

"Can't play games available."

"Can't find entertainment otherwise."

"Facilities do not appeal to needs."

"Have no interest in organized recreation."

"Facilities are mostly for men." (This answer is indicative of the fact that sports, both for active participation and for spectators are a large part of the recreation offered; and that women, especially Negro women, do not participate to a great extent in such activities for various reasons, such as the inconvenience of dressing, public disapproval of women swimming in public pools, and the fact that physical activity is cultivated more among boys than girls.)

"Not close enough."

"Too far from park."
Most of these reasons show a general lack of interest rather than concern over the problem of getting to recreational centers.

Lack of organized student activities. Students do not take an active part in student organizations. The desire on the part of the students is for more activities in which they may take an active part instead of the "program" type of recreation offered in general. This is shown in the students' reason for desiring more organized activities.

Conflicting mores and attitudes of students and citizens. Atlanta is an extremely conservative city; its citizens attempt to retain "the Old Southern Traditions" in their social order. Much emphasis is laid upon "society" and "social stratas." In order to maintain this social order many forms of activity are not supposedly socially acceptable, such as drinking, women smoking, and the "elit"e dancing at public dancing. The former two activities are indulged in only in the privacy of homes at parties and bridge affairs. Of course the younger generation is breaking away from many taboos, but the "Older Order" still retains its social power. Consequently, when students come in from other urban communities of more liberal ideas and indulge in prohibited activities, they are frowned upon by the citizens in the community. This conflict of attitude is a strong factor in preventing the student from being integrated to a great extent into the general social activities of Atlanta. He feels a "wall" against his participation in social functions. On the whole, because of the dearth of men in the city, men students are more generally accepted than women, and their conduct not as severely criticized.

However, in spite of this attitude students do participate in many activities. Friendships with certain people, the ability of the student to make himself known, and his general decorum make this possible.
In answer to the question, "What is your conception of the attitude of the citizens in the community of Atlanta toward your participation in its social and recreational affairs?" thirty-four people had no conception of the attitude of the people; 30 students felt that they were accepted by the community; 3 thought that the community was entirely indifferent; 33 felt that they were not accepted by the people in the community.

Of the 51 students who live in the Atlanta University dormitory 17 persons or 54.8 per cent had no conception of the community attitude toward students, while the same number 17, or only 24.6 per cent of students residing in the community had no opinion on the subject. Fourteen of the latter students were women. The conclusion is that the problem of women students' integrating themselves into the community is enhanced by the added factor of isolation from the community through dormitory residence. Of the 8 who indicated any knowledge of recreational facilities, 6 listed tennis, ping-pong, and dormitory parties among the recreational resources used by them. These activities are all available at the dormitory.

Some reactions of students who felt that they were not accepted into the social and recreational affairs of the community were:

"In such things as lectures, plays, and forums they gladly admit you. In purely social affairs a rather conservative attitude is shown."

"It depends upon who you are and what citizens you mean. Most of them would rather a student stay to himself."

"They aren't very hospitable to strangers and won't let strangers participate in their recreational activities."

"Atlanta citizens are not as liberal and modern thinking as those in other sections; do not accept and invite students into its total program, but expect them to conform to the traditional culture and standards of behavior that local residents follow."
"I believe that the citizens of Atlanta are not anxious to include outside students into its social and recreational affairs."

"Citizens in community have a withdrawn attitude toward students; accept them through students personal acquaintance with certain people. I think this attitude is due to over-importance attached to social levels and "prestige". They forget that the student may have more "social position" in his own community than individuals in this community who assume this attitude."

Students who felt that they were accepted by citizens of the community expressed the following conceptions of the attitudes of the citizens:

"Favorable: the community tends to welcome one into its various recreational activities."

"Would like to have students participate more in community activities."

"I think that they think it's a nice thing both for the student and for themselves."

"To participate in social affairs one must in most cases have a certain educational and background standard."

"The citizens of Atlanta seem to be quite willing to have us participate in their recreational affairs, though they are quite observant of your actions and general appearance; and also, become critical of the least thing done by you."

Both the students who feel that they are accepted and those who do not feel that they are so well accepted are in agreement that citizens have a critical and conservative attitude toward students in general.

Eight men or 30.8 per cent of those studied and 22 or 29.7 per cent of the women, and almost equal percentage, felt that they were accepted by the community. Four men or 15.4 per cent and 29 or 39.2 per cent felt that they were not accepted, which bears out the conclusion that men students are more accepted in the community than women students.

Lack of interest of students in school activities.—Previous figures
and statements have pointed out the fact that graduate students participate on a very limited basis in membership in student organizations. Most participation is attendance at programs and sport affairs. This does not give the individual student a very wide opportunity to obtain "social" integration with other students through recreational activities.

**Expense attached to recreational activities.**—The fact that 58 of the 100 students in the sample are working students is an indication of the general financial level of the student-body as a whole. Many students are wholly dependent upon parents or other resources for support during the time that they are studying. Some who are self-supporting have other obligations in addition to school expenses. Hence, since much of the recreation to be found in Atlanta is of the commercial type, financial ability is an important factor in recreation to at least 18 persons.

**Ignorance of recreational resources in community.**—Students showed a limited knowledge of recreational resources in the community. Forty-seven persons listed 5 or more resources in answer to the question, "What facilities for recreation does Atlanta offer?" Seven of these people were residents of Atlanta; 2 were graduates of local under-graduate colleges; 31 were students at the Atlanta University School of Social Work. This distribution indicates that the average student who comes to Atlanta for one or two years of graduate work does not become very well acquainted with the community. The fact that approximately 66 per cent of the persons having a fair knowledge of facilities in the community were students of the Atlanta University School of Social Work would indicate that the nature of their work, which throws them into more community contacts, and the fact that the majority of them live in private homes in the community naturally results in their having a more extensive
knowledge of the community than the average student.

Decentralized housing of students.—Thirty-one of the students sampled are dormitory residents; 69 live in private homes in the community. Only 2 of the dormitory residents thought that decentralization of housing of students was a problem in planning for recreation; 14 students living in the community pointed this out as a hindrance. Students living in the general community make little contact with each other after school hours, and finding recreation is done on an individual basis.

Lack of integration of students into existing community activities.—In spite of the fact that 33 students felt that they were not favorably accepted by the community in its recreational and social affairs, only 9 considered that lack of integration into community activities hindered them in their recreational programs. These people were primarily interested in forms of amusements such as movies, road houses, tennis and other games, reading in libraries, and activities at the park which would not necessitate participation in organized community activities.

Lack of personal interest in organized activities.—Three people were not interested in organized activities for recreation. These students were primarily interested in such activities as dancing and card playing. One stated, "I don't have time for recreation on an organized basis. Occasional unplanned recreation is fine for graduate students."
CHAPTER V

THE NEED FOR RECREATIONAL FACILITIES FOR GRADUATE STUDENTS WITHIN THE UNIVERSITY SYSTEM

Graduate students of Atlanta University have expressed a need for recreational facilities. The goals which students hoped to attain through expanded recreational activity were: better acquaintance with other students, a chance for physical development through games and sports, and participation in wholesome and interesting recreation, especially outdoor activities. In planning for such goals attention should be concentrated upon making available continuous activity which students may indulge in at their leisure rather than sporadic or periodic types of activity, thus giving them a definite rather than aimless use of leisure time.

Twenty-six of the students interviewed thought that more organized school activities would help them to use their leisure time more constructively. These students desired activities which would allow them more active participation rather than those which they would attend as spectators.

Leisure has been characterized as having four divisions:

1. Alone in inactivity.
2. With companions in inactivity.
3. Alone in activity.
4. With companions in activity.

Further analysis shows that some of our time is spent alone and some with companions; some in activity and some in inactivity. The basic difference in activity and inactivity is physical, and is not absolute. Inactivity may be thought of as those ways of spending leisure which call for practically no physical exertion or skill; activity as ways which call for some degree of physical exertion and skill.
All four types of leisure are good and should be well-balanced in the individual's life. Most people do not balance the types, but tend to put too much relative weight on activity with companions, because they do not know what to do with inactivity or to utilize their time when alone.

The pattern of leisure includes: thinking, reading; art—fine arts, music, and drama; avocation—indoor and outdoor; and recreation—indoor and outdoor.

All these activities may be carried on alone, but give greater pleasure when carried on with companions.¹

According to the type of activities which students desired their major interest was in leisure spent with companions, either in activity or inactivity. Consequently, one of their major needs in recreation was for companionship.

Opinions on Recreational Planning.

Student's opinions.—In answer to the question, "Do you consider it as part of the responsibility of the administration to help students with recreational planning?"; 53 students answered, "yes", 33 answered, "no", and 14 expressed no opinion.

Five general categories were brought out by students in discussing the role that the administration should play in recreational planning. These were:

1. Furnishing facilities and equipment for recreation.
2. Planning programs for students.
3. Planning with students for recreation.

4. Acting as a guide and stimulator for students.

5. Acting in an advisory capacity when requested by students.

The programs that students showed an interest in were: regular dances, plays, lectures, and general programs in which more students could actually participate.

Twelve students thought that the administration should furnish physical equipment for recreation. The kind of equipment desired was pointed out in the following statement "I think that the administration should provide such indoor and outdoor activities as: recreation rooms, equipment for sports, games, and other forms of activities."

One person was of the opinion that recreation should be made an integral part of the regular curriculum; another that the administration should help the student make the adjustment from planned college recreation to unplanned recreation for graduate students.

Faculty opinions. - Faculty members expressed diverse and conflicting opinions as to the need of more recreational planning for students within the program of the university.

More activities are not needed because students do not participate to a great extent in already existing organizations which are open to them. The person interviewed believed that the reason for this was that the maturity of the graduate student made it possible for him to plan for himself. This viewpoint is corroborated by the belief of 75 students who believed that they were able to plan their own recreation, although 18 of these persons believed that more organized activities would help them to use their leisure time more constructively. Further belief that the attitude of the citizens in the community had no appreciable bearing upon the students' participation in community
programs was in agreement with the fact that only 21 per cent of the students thought that conflicting student and community attitudes and mores was an obstacle in their planning for recreation.

More recreation for the physical well-being and health of graduate students would be very desirable. To carry out a program of this kind a recreational building for the use of graduate and under-graduate students would be useful. The cost of such a building would make it unfeasible for service to graduate students alone. Separate hours for use by graduate and under-graduates could be arranged if it were thought preferable. This building should be equipped for all types of active indoor games, and also quiet games, reading, dancing, and other forms of recreation. All activities should be on a continuous schedule so that individual students could drop in for recreation at their leisure.

A woman, well-trained in personnel guidance and social work would be of great value to the university in the capacity of advisor and recreational guider for students. Such a person would plan the total program, make necessary community contacts in building up activities, and plan and execute a general social program. Such a plan under the direction of a competent person would be of inestimable value to the student in his emotional and scholastic adjustments.

Some students, when presented with questionnaires, made such observations as, "I don't have any leisure time!" "I'm always busy. I don't have time for any recreation!" "My schedule is too heavy to think about recreation." The writer discussed these attitudes with a member of the administration who thought that the 'lack of time' element was an indication of personality adjustment; that these excuses for lack of interest in recreation were defense
mechanisms to hide the students' inability to solve his social problems. Lack of facilities is not a total factor in students' problems of recreation. This factor is balanced by the students' lack of interest in the facilities that do exist. An attempt should be made to arouse the interest of the students in organizations to which they may belong, as well as creation of new sources of recreation.

A well-planned and organized recreational program for graduate students, especially those living in the dormitory, should be jointly planned by students and teachers. This program should be on a basis of pure recreation, since most of the present activities are of an educational or intellectual nature. The program should be planned on the basis of the type of activities requested by students.

The university has a definite responsibility for the social, emotional, and physical well-being of its students. The break-down of morals and personality maladjustments have a definite relationship to lack of desirable recreational opportunities.

According to one person interviewed, no recreation exists for students in the university program. In his opinion all the activities and organizational efforts, such as plays, musical programs, sports, and lectures have either a commercial or promotional basis; and, therefore, do not have recreation as their major purpose. He would not consider any activity as recreation unless the individual were an actual participant rather than a spectator.

This point of view differs from that of Meyer who considers the spectator as a participant in the activity.1 The seven divisions of recreation

---

1 Meyer, op. cit., p. 359.
according to this author are:

1. Games, athletics and sports.
2. Arts and crafts.
4. Natural and outdoor activities.
5. Social activities.
6. Dancing.
7. Holiday festivals and community festivals.¹

¹ Meyer, op. cit., p. 359.
CHAPTER VI

SUMMARY AND CONCLUSIONS

Modern education has not yet recognized leisure as a permanent factor in the lives of students. It is very necessary that the individual learn to use his leisure in a satisfactory and constructive way if it is to become a safe and desirable possession.

Leisure should not be thought of as an opportunity for idleness, but should be utilized to pursue recreational activities that will assist the individual to attain a well-balanced personality. Emotional and physical stability, and the development of personal skills and talents to their fullest extent may be gained through a wise use of leisure.

The growth of Atlanta University has brought about certain problems in planning for the increasing student body; among these is the problem of adequate and satisfactory recreational pursuits for the constructive use of the leisure time of the student.

This study has shown that:

1. The recreational facilities of Atlanta are limited and inadequate, especially those available to the Negro population.

2. That Atlanta University offers a limited number of recreational opportunities to graduate students; and, that the participation of these students in organizations whose membership is open to them is negligible.

3. Seventy-five of the 100 students of the sample thought that they could plan adequately for their own recreation, although 18 of these same people thought that more student activities would help them to use their leisure time more constructively; also, that 6 of the 18 persons who did not consider themselves able to plan for their own leisure desired more student activities.
4. The time spent by students in school recreational activities is mainly on the basis of attendance at school activities rather than actual participation. Forty-eight students took part on the basis of attendance; 14 on the basis of participation; 38 stated no specific basis. Many of the students desire activities in which there is a more opportunity for the participation of a greater number of students.

5. The aims of recreation which students sought to attain in order of desirability were: relaxation, socialization, participation, self-expression, and creation. The values of recreation to students were mainly: relaxation from daily chores, mental refreshment, achievement of a stable personality, and opportunity for physical exercise for health.

6. The movies and radio are the most popular and frequently used recreational resources of students. Ninety-four of the 100 students attended the theatre with some regularity. Students preferred neighborhood theatres for convenience; downtown theatres were attended for the purpose of seeing pictures at an earlier date.

7. Students do not make extensive use of recreational facilities in the community due to ignorance of such facilities, inaccessibility of some facilities, and general lack of interest in the kinds of recreation available.

The students, especially women who live in the dormitory are less well-acquainted with the community than those living in the community. Persons attending the Atlanta University School of Social Work are more familiar with communities than other students because of the nature of their work, which brings them into more community contacts.

8. Atlanta is a conservative community and the citizens have a reserved attitude toward students in general. However, an almost equal number
of the students felt that they were accepted by the community as those who did not feel that they were accepted. Men students were more generally accepted than women.

9. Students considered a lack of time as a problematic factor in their recreational planning. This opinion is possibly conditioned by the students' inability to plan satisfactorily for themselves. They spent a large part of their leisure time in unorganized activities.

The employment of a large number of students on NYA and scholastic scholarships in addition to their regular studies limits such students' leisure time.

The students as a whole had no conception of the amount of time spent by other students in recreation. This may be attributed to the fact that students have widely diverse interests, varied school programs, a lack of contact with other students, and little activity on a common basis.

10. Fifty-three of the students interviewed thought that the administration should assume a definite responsibility in the recreational problems of the students. Faculty members could act in the role of advisors, furnish recreational equipment, and plan for and with students.

On the faculty the opinions on the responsibility of the administration in planning for student recreation were varied and conflicting. Some thought that the maturity of the graduate students should make them wholly self-sufficient in planning their own programs; others that the administration has a definite responsibility for the emotional, physical, and social well-being of the students.

Suggestions were for a recreation center with continuous activities
both of the active and non-active types; and a university hostess to plan the total recreation for the university.

It is the belief of the writer that there is a need for faculty and student co-operation in the planning of leisure time and recreational activities. Moreover, concentration should be placed upon participation in activities in order that the student may have a wider opportunity to associate with his fellow-students.
APPENDIX A

QUESTIONNAIRE

Date __________________ Name __________________ Address __________________

School __________________ Department __________________

Native City and State __________________ Graduate of __________________

College 19____________. Age: 15-19 20-24 30-34 35 and over __________________

Are you employed? Type of work? __________________

Number of hours per week given to job? __________________

Do you receive financial aid from: Home NYA Scholarship Other source (name)____________________

Are you: Wholly self-supporting Partially self-supporting Wholly supported by others __________________

SCHOOL ACTIVITIES

Is time spent in school recreational activities mainly on basis of: Actual participation Attendance at school programs __________________

School organizations of which you are a member?

Forum Dramatic club Orchestra

Choral Club Departmental Club (Name)

Others __________________

How much time per week do you devote to such activities? __________________

Approximately how many time per week or month do you attend the following activities:

Lectures Forums Plays Teas __________________
Musical Programs __________________ Football_______________________

Others______________________________

GENERAL ACTIVITIES

Are you a member of a club?______ Type of Club: Recreational____ Study__
Program of activities____ No. of weekly or monthly meetings?_____

Are you a member of or do you attend any church in the community?________

Do you participate in church activities other than attendance at regular services?______ Name activities or organizations__________________________
Approximate number of hours per week given to such activities?_________

Do you own or have access to a radio?______ Do you listen to programs:
Regularly____ Occasional, when at leisure from other activities______
Name programs listened to regularly_____________________________________

Is radio listened to mainly for: Entertainment____ Education_________
Information______. Are programs listened to regularly usually given precedence other forms of activities coinciding in time with them?______
List civic activities to which you give some time____________________________

Do you volunteer your leadership service to any existing community institution?______ Name organization to which you give such service___________

Explain kind of service given________________________. Are you enrolled in any class or activity for Civilian Defense?________ Name_____________________

How much time is given weekly to civic activities?_________________________

How often do you attend movies: Weekly________ Monthly_________________

Do you usually attend: Neighborhood colored theatres in vicinity of school __________________? Segregated theatres in downtown district?______

If the latter, state reasons for your preference_____________________________

Do you attend legitimate plays?__________ How often_______________________

How much time is devoted to this form of activity?

Do you attend dances: regularly Occasionally—Seldom.

Kinds of dances usually attended: Club Fraternity or Sorority Public House Parties.

Do you attend community lectures? Other types of community programs? (Name) regularly occasionally—seldom.

Do you go to the park? If yes, for what activities?

What are the facilities for recreation at Washington Park?

Number activities listed below according to frequency participated in:


Do you think more organized activities would help you in using your leisure time constructively? If yes, how?

Number the following factors according to their importance in your aims for recreation:

Self-expression Relaxation Participation Creation Socialization

Which of the following factors hinder your planning for recreation: (Check)

Distances to recreation centers Lack of organized student activities Lack of adequate recreational facilities in community Lack of integration of students into existing community
Decentralized housing of students ( )
Expense attached to recreational activities ( )
Conflicting mores and attitudes of students and citizens in community ( )
Lack of interest of students in school activities ( )
Limitation of time available for recreation ( )
Ignorance of recreational resources in community ( )
Others ( )

Approximately what per cent of their time do Atlanta University students spend in recreation? __________. On what do you base your opinion? __________.

What facilities for recreation does Atlanta offer? __________ (List) __________.

Which of the above facilities do you use? (list in order of frequency) __________.

If you do not use any of the above facilities what is your reason? __________.

What do you consider the value of recreation is to you in relation to your total program? __________.

How many hours per week do you find available for recreation? __________.

Do you consider it as part of the responsibility of the Administration to help students with recreational planning: Yes ______ No ______.

What role should it play? __________. Are you able to plan adequately for your own recreation? __________. What is your concept of the attitude of the citizens in the community of Atlanta toward your participation in its social and recreational affairs? __________.
BIBLIOGRAPHY

Books


Articles


Atlanta University Bulletin. Catalogue Number, 1940-41, Series III, No. 34, Atlanta, Georgia, April, 1941.

Atlanta University School of Library Service. Announcements for 1941-42. Atlanta, Georgia.

Atlanta University School of Social Work Bulletin, 1940-41. Announcements for 1941-42. Atlanta, Georgia.

Public Documents


Unpublished Material

