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## Participation in Extracurricular Activities by Advanced AF ROTC Cadets and Their Leadership Ratings

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PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

BY ADVANCED AF ROTC CADETS AND THEIR

LEADERSHIP RATINGS

by

Richard C. Strasser

A thesis submitted in partial fulfillment  
of the requirements for the degree

of

MASTER OF SCIENCE

in

Recreation

UTAH STATE AGRICULTURAL COLLEGE

Logan, Utah

1955

UTAH STATE AGRICULTURAL COLLEGE

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CHAPTER I  
INTRODUCTION

Statement of the Problem

Some of the principal objectives of the AF ROTC program are: "to develop those attributes of character, personality and leadership which are essential to an officer of the USAF;" (22, p 3) "to develop the art of influencing people to cooperate enthusiastically in carrying out a mission:" (21, p 1) and "to provide the students with the knowledge and understanding which will enable them to serve as junior officers of the USAF." (22, p 3)

The teaching of leadership is difficult due to the abstract nature of the subject. The term is difficult to define. It is a characteristic that can be recognized as a quality in a person, but to determine by what manner it was attained has not been explored scientifically. This study is to determine if participation in certain extracurricular college activities accompanies the attainment of a high leadership rating in the AF ROTC advanced program.

The Need for this Study

A statement of merit has been made by Major General R. C. Wilson: "Time is important in the modeling of a leader, he belongs to his own generation and is a misfit in any other." (23, p 6) General Wilson has shown that the qualities of a leader of one era are different from those of another era. A set pattern of human characteristics which define leadership has not been established.

Some studies have shown that among a group of successful men the vast majority were leaders in campus activities. J. R. Shannon (16,

p 276) has proved that many leaders were noted more for their extra-curricular attainments than for their academic achievements.

Success in many fields of endeavor is dependent upon a person's possessing the qualities of a leader. Some questions which arise relating to such qualities of leadership would include: The nature or characteristics of these qualities? Are they apparent and recognized during student's participation in college activities other than academic? Will participation in certain activities be indicative of a person's possessing these qualities? Does the amount or quantity of participation reflect the possession of these leadership qualities?

C. A. Sukman (19, p 47) points out that there is a high positive correlation between an individual's interest pattern and his executive ability. Accordingly, executives have a broad range of interests. Sharmon writes:

Nearly every social minded individual agrees with the biblical admonition, 'That man cannot live by bread alone.' Every person must have some of the better things of life and some opportunities for self-expression and for mingling with his fellows under agreeable circumstances. Human personality and intellect need to be nourished and protected from the blights, strains, and drains just as does the physical organism. Recreational activities provide one of the best means for developing and maintaining healthy and happy personalities.  
(17, p 27)

The results of this study should be beneficial in guiding AF ROTC instruction, in counseling cadets, and improving leadership training; attaining as a result an Air Force Reserve junior officer that is better equipped to perform duty in the military service.

#### Scope of the Problem

This study will encompass those AF ROTC cadets registered in the advanced ROTC program at Utah State Agricultural College for the Spring



Quarter of the school year 1953-54. It will measure the amount of and type of extracurricular activities that they have participated during the school year 1953-54. Further, it will compare the amount of and type of activities engaged with the leadership ratings received.

CHAPTER II  
REVIEW OF RELATED LITERATURE

A review of the literature relating to leadership and extracurricular activities provides several sources of reference in the conduct of a study of leadership ratings. Such literature reveals the concern of many over a period of thirty years in finding the factors which influence qualities of leadership. Some of the investigations are allied to this study while others are suitable reading for background information. These latter are the studies of: Emory S. Bogardus (1), Elwood Boone (2), G. C. Carter (5), G. M. Gloss (7), Harold C. Hand (9), and Harry L. Thurston (20). To be reviewed in this study will be those of Tod V. Carlini (4), C. E. Creed (6), Elmer D. Mitchell (11), William W. Reeder (14), and Abraham P. Sperling (18).

Recreational Interests and Vocational Choices

Over a twenty-five year period (1927-1952) at the University of Michigan Elmer D. Mitchell (11) studied the interests of incoming freshmen students as they related to the professional fields of preparation that they had selected. Included in the study was a total of 24,583 students of which 15,637 were men and 8,946 were women.

The study concludes: (1) "That there is a very definite relationship between the interest pattern of freshmen college students and the departments of professional preparation (11, p 7)." (2) The student who is undecided in his vocational choice is generally without strong desires as to his school subjects and in his extracurricular activities. (3) Conversely, the student who has definite thoughts on choice of vocation has definite thoughts of types of activities in which he engages.

(4) Each vocational group has a profile of interests distinctive to itself.

Mitchell includes in his study a general discussion of conclusions relative to a student's extracurricular activities that can be drawn through the analyses of the profiles of each group of vocational choices. These discussions are grouped by the major fields of study to include: Liberal Arts, Business Administration, Law, Journalism, Medicine, Dentistry, Engineering, Architecture, Education, Physical Education, Forestry, Pharmacy, Science, and Music.

#### Status of Campus Recreation Activities

In 1953 Tod V. Carlini (4) completed a study of the campus recreation at Utah State Agricultural College. His problem was "to determine the existing status of the campus recreation activities (4, p 3)." The study was conducted by having 515 men and women students complete a questionnaire. This number represented 17 percent of the 3,091 students enrolled in the Fall Quarter of 1952-53 school year. He concluded that: (1) the Student Council and the Department of Physical Education and Recreation provided the activities in which most students engaged; (2) the student's spectator activities were sponsored, for the most part, by the Athletic Department; and (3) the students desired to participate in individual sports which have a carry-over value for later life.

Since this study and that of Carlini's were conducted on the same campus and similar methods were used in both studies, the findings have been compared in the chapter Presentation and Analysis of Data.

### Factors Influencing Socialization and Leadership

William W. Reeder (14) conducted a study of selected factors influencing socialization and leadership on the Utah State Agricultural College campus during the school year 1935-36 which involved 1,437 students of which 955 were men and 482 were women. Significant findings pertaining to men students were: (1) High amounts of participation is the result of organizational association. (2) The majority of college students and particularly non-fraternity members take very little part in student activities. (3) Less than 30 percent have been active in a fraternity one or more years. (4) Approximately 90 percent of non-fraternity students and 65 percent of fraternity students reporting did not hold an office while in college. (5) Thirty-five percent will not have participated in a single college activity during four years of college at the time of graduation. (6) Fraternity students averaged more participation than non-fraternity members. (7) Increased participation in extracurricular activities was accompanied by a slight increase in scholarship.

### Personality Development through Athletic Participation

Abraham P. Sperling (18) conducted a study to determine the relationship between personality adjustment and achievement in physical education activities among male college students to prove or disprove the general opinion among physical educators and mental hygienists that participation in athletics makes for more wholesome personalities. He used five measuring instruments of personality adjustment. These were: The Human Behavior Inventory, R. B. Smith; Introversion-Extroversion Scale, R. B. Guilford; Ascendance-Submission Reaction Scale, F. H. Allport; A Study of Values, G. W. Allport; and a Social Study, M. H. Harper.

Three groups of male students were used: 171 varsity athletes, 138 intramural athletes, and 121 non-athletes. The non-athletes had never been a member of a varsity, intramural, club, or class team in junior high school, senior high school or college.

Significant conclusions were:

Statistically reliable differences were found in personality patterns of the varsity and intramural groups as distinguished from non-athlete group.

In personality adjustment scores, ascendance and extroversion, the varsity and intramural group proved to be reliably superior to the non-athlete group.

In interests or motivational values, the varsity and intramural groups were shown to be more significantly motivated by a desire for power and to a lesser extent by a social love of people.

The non-athlete group was indicated to be more aesthetic and theoretically minded.

A more socially desirable degree of social adjustment accompanies a greater degree of participation in athletic activities. (18, p 362)

#### Industrial Efficiency and Recreational Participation

In 1945 Edwin C. Creed (6) conducted a survey study in an industrial plant in Indiana "to determine the degree of relationship between the participation of men employees in recreational activities and ratings of their industrial efficiency (6, p 193)." Additionally, he desired to determine the degree of relationship between active and passive recreational participation and success on the job. Also, he desired to determine the degree of relationship between the number of different activities and success on the job. He utilized an Activity Invoice which consisted of a list of some seventy recreational activities with space for write-ins of others on which a selected group of employees indicated the time they spent in specific recreational pursuits

in the period of a year. For purposes of the study, the Activity Invoice was arbitrarily divided into active and passive types of activity. Employees were selected to complete the questionnaire by their immediate supervisors on the basis of being best or poorest of their section.

The results of the study indicated:

There is a high degree of relationship between recreational participation (as measured by the Activity Invoice) and industrial efficiency (as measured by Superintendents' Rating).

There are some specific recreational activities in which a significantly greater number of the better employees (as compared to the poorer employees) tend to participate.

There are also some specific recreational activities in which more of the poorer employees (as compared to the better employees) tend to participate.

Although both active and passive types of recreation are related to industrial efficiency, there is no significant difference between their degrees of relationship.

Although both number of activities and hours of participation are related to industrial efficiency, there is no significant difference between their degrees of relationship

Although the poorer employee does not take part in as many activities as does the better worker, he spends as much time per activity in which he participates as does the better employee. (6, pp 199-200)

## CHAPTER III

## PROCEDURE

The Measuring Instrument

After an extensive review of literature dealing with the subjects of leadership, extracurricular activities, intramurals, and conferences with the Training Officer of the AF ROTC and Physical Education and Recreation Graduate Advisor, Utah State Agricultural College, a questionnaire was formed which was designed to measure participation in extracurricular activities. The questionnaire consisted of the following six divisions: (1) Class Rank; (2) Academic Major; (3) School; (4) Organization affiliations; (5) Offices or positions of responsibility held during school year 1953-54; (6) Frequency of participation in extracurricular activities.

Administration of the Questionnaire

The questionnaire was personally administered by the writer to all advanced course AF ROTC cadets in the regular class section meetings during the last three weeks of Spring Quarter 1953-54. Absentees from the regular class meetings were personally contacted through the class section and completed their questionnaire at a more convenient time.

The students to whom the questionnaire was administered consisted of two groups. The first group was Air Science III cadets numbering 51. Forty-nine questionnaires of this group were used. The second group was Air Science IV cadets numbering 98. Ninety-four questionnaires of this group were used.

Definition of Terms

For purposes of this study the terms used were in accordance with the following definitions.

AF ROTC. Air Force Reserve Officers Training Corps. A branch of the Department of Military Science and Tactics of Utah State Agricultural College.

AF ROTC Cadet. A formally enrolled student in the advanced program of the AF ROTC program at Utah State Agricultural College.

Air Science. (Abbreviated: AS) Term used to identify a branch of study. It is used in conjunction with the roman numeral III or IV. AS III denotes a third year course (equivalent to junior year of college). AS IV denotes a fourth year course (equivalent to senior year of college).

Leadership Laboratory Ranking. The grade attained in the Leadership Laboratory phase of the AF ROTC curriculum.

Extracurricular Activities. The wide area of activities engaged in by students which is not a part of the formal curricula at Utah State Agricultural College. Common characteristics of these activities are: It must be engaged in for its own sake. It must give immediate satisfaction. It must not have a strong element of compulsion. It must contribute to the health and welfare. It includes, therefore, active and passive, vigorous and sedentary types of activity. Groups of activities as included in this study are: aquatics, arts and crafts, dance and rhythms, drama, gymnastics, mentals and linguistics, music, outing, social, and sports.



CHAPTER IV  
PRESENTATION AND ANALYSIS OF DATA

The data obtained through the completed questionnaires has been analyzed and tabulated by areas of reference which are based on the form of the questionnaire. These areas of reference are: school representation, membership in organizations, offices or positions of responsibility, and participation in activities. The separate analyses have been made in consideration of the cadets' ranking in Leadership Laboratory and rating in Group Evaluation.

Leadership Laboratory is the active phase of the AF ROTC program which enables a student to display his leadership ability through the exercise of command on the drill field. It is the testing ground of the principles of leadership learned in the academic classes. An additional objective of Leadership Laboratory is to teach a cadet how to participate in drills and ceremonies and to develop skill in marching, saluting and giving commands.

The cadet corps is organized in a basic Air Force unit or wing. Members of the corps, known as cadets, hold all positions of the command. Policy has established that cadets in the advanced courses occupy the officer positions and those in the basic courses the airmen positions. The cadet officers instruct the cadet airmen in the proper performance of their duties on the drill field. The chain of command principle is observed throughout all activities.

As stated previously, Leadership Laboratory ranking is a term used to denote the grade given to cadets in this phase of the program. The grading system is the same as that throughout the college, the letters

A, B, C, or D being used. The Leadership Laboratory ranking of a cadet is determined by his fellow students. The cadet leader evaluates his direct subordinates each drill period by following a guide provided by the Department. Final letter grades are determined for each cadet through a system which seeks to compensate for psychological differences and individual grader's standards. Among the advanced course cadets approximately 74 percent are ranked in the A and B groups and 26 percent in the C and D groups.

A recently inaugurated administrative practice of the Cadet Guidance and Counseling Program is that of preparing a Group Evaluation rating of all cadets in each class of the advanced program. The instructor rank-order rates the cadets into top quartile and bottom quartile groups at the end of each unit of instruction. Factors considered in this rating are: academic grades, stamina, drill record, counseling record, willingness to work, industry, effort and initiative, extent of improvement during the course, regularity of attendance, personality factors, deportment, innate ability, and student's attitude toward course of instruction. These attributes are those commonly considered when evaluating officer potential. This might be considered as a rating of a cadet's officer potential by standards which the instructors think will be necessary for him to attain.

During the Spring Quarter of the school year 1953-54 a Group Evaluation was made on all AS III cadets by instructors who had instructed the group throughout the school year. It was arrived at in a manner which agreed with statistical principles. There was a total of 51 cadets in AS III during the Spring Quarter. The activities of 26 are analyzed, 13 each being rated in the top quartile and bottom quartile of the class.

School Representation

The cadets were instructed to indicate on the questionnaire the name of the school of the college in which they were enrolled. This data was analyzed with respect to Leadership Laboratory ranking and Group Evaluation rating. The objective of this section is to determine if cadets of higher leadership ability, as determined by the rating scales utilized, represent certain schools to a greater extent than other schools.

Two processes have been used to present the data. In the first, the raw numbers have been converted to scores. The score was determined by assigning a value to each ranking or rating. The scoring system has been more fully explained in the text immediately prior to the first illustration of its use.

Table I is a numerical analysis of the six schools represented by AS III cadets according to their ranking in Leadership Laboratory.

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Table I. Leadership Laboratory Ranking Representation of Schools by AS III Cadets

School	Leadership Laboratory Ranking				Total	% of Total
	A	B	C	D		
Agriculture	2	5	2	1	10	20
Arts & Sciences	3	3	3	1	10	20
Commerce	6	3	2	1	12	24
Education	2	2	0	0	4	9
Engineering	2	7	3	0	12	24
Forestry	0	1	0	0	1	2
Total	15	21	10	3	49	99

In the A group 15 cadets are considered, 21 in the B group, 10 in the C group and 3 in the D group making a total of 49 cadets. These 49 cadets represented schools as follows: Representing the School of Agriculture were 10 cadets comprising 20 percent of the group. Representing the School of Arts and Sciences were 10 cadets comprising 20 percent of the group. Representing the School of Commerce were 12 cadets comprising 24 percent of the group. Representing the School of Education were 4 cadets comprising 9 percent of the group. Representing the School of Engineering were 12 cadets comprising 24 percent of the group. Representing the School of Forestry was 1 cadet comprising 2 percent of the group.

To illustrate the relative position of the various schools on the basis of Leadership Laboratory rankings received by cadets enrolled in those schools the following values have been assigned to grades. For

each cadet:

in the A group ranking, 4 points is assigned;

in the B group ranking, 3 points is assigned;

in the C group ranking, 2 points is assigned, and

in the D group ranking, 1 point is assigned.

Following this point system the average score and relative position for each of the represented schools of the college can be determined.

The average score of the various schools on the basis of Leadership Laboratory ranking received by AS III cadets enrolled in those schools is indicated in Table II.

Table II. Leadership Laboratory Ranking Scores of AS III Cadets

School	Total Possible Score	Number of Cadets	Total Score	Average Score
Education	16	4	14	3.50
Commerce	48	12	38	3.16
Forestry	4	1	3	3.00
Engineering	48	12	35	2.91
Agriculture	40	10	28	2.80
Arts & Sciences	40	10	28	2.80
Total	196	49	146	2.98

Cadets from the School of Education attained an average score of 3.50; School of Commerce cadets attained 3.16; School of Forestry cadets attained 3.00; School of Engineering cadets attained 2.91; School of Arts

and Sciences cadets and School of Agriculture cadets attained 2.80. Evidence indicates that AS III cadets enrolled in the School of Education attained appreciably higher Leadership Laboratory rankings than cadets from the other schools.

Applying the point system described previously the average score of the various schools has been determined based on Group Evaluation rating received by AS III cadets.

Table III. Group Evaluation Rating Scores of AS III Cadets

School	Top Quartile	Bottom Quartile	Total Possible Score	Total Score	Average Score
Agriculture	5	1	24	21	3.50
Commerce	4	3	28	19	2.71
Education	1	1	8	5	2.50
Arts and Sciences	2	5	28	13	1.85
Engineering	1	3	16	7	1.75
Total	13	13	104	65	2.50

An analysis of Table III indicates that cadets from the Schools of Agriculture, Commerce, and Education have attained and exhibited more of the desirable attributes contributing to officer potential than the cadets from other schools.

Table IV is a numerical analysis of the representation of the six schools by AS IV cadets according to their ranking in Leadership Laboratory.

Table IV. Leadership Laboratory Ranking Representation of Schools by AS IV Cadets

School	Leadership Laboratory Ranking				Total	% of Total
	A	B	C	D		
Agriculture	9	6	3	1	19	20
Arts and Sciences	6	7	3	1	17	18
Commerce	11	6	6	0	23	24
Education	3	3	3	0	9	10
Engineering	10	7	3	1	21	22
Forestry	1	1	3	0	5	5
Total	40	30	21	3	94	99

In the A group 40 cadets are considered, 30 in the B group, 21 in the C group and 3 in the D group making a total of 94 cadets. These 94 cadets represented schools as follows: Representing the School of Commerce were 23 cadets comprising 24 percent of the group. Representing the School of Engineering were 21 cadets comprising 22 percent of the group. Representing the School of Agriculture were 19 cadets comprising 20 percent of the group. Representing the School of Arts and Sciences were 17 cadets comprising 18 percent of the group. Representing the School of Education were 9 cadets comprising 10 percent of the group. Representing the School of Forestry were 5 cadets comprising 5 percent of the group. Percentagewise, the various schools are represented by AS IV cadets in approximately the same proportion as were the AS III cadets.

The average score of the various schools has been determined based on Leadership Laboratory ranking received by AS IV cadets enrolled in

those schools. (Table V) The point system described previously was utilized in this compilation.

Table V. Leadership Laboratory Ranking Scores of AS IV Cadets

School	Total Possible Score	Number of Cadets	Total Score	Average Score
Engineering	84	21	68	3.24
Commerce	92	23	74	3.22
Agriculture	76	19	61	3.21
Arts and Sciences	68	17	52	3.06
Education	36	9	27	3.00
Forestry	20	5	13	2.60
Total	376	94	295	3.03

Cadets from the School of Engineering attained an average score of 3.24; cadets from the School of Commerce attained 3.22; cadets from the School of Agriculture attained 3.21; cadets from the School of Arts and Sciences attained 3.06; cadets from the School of Education attained 3.00; and the cadets from the School of Forestry attained 2.60. AS IV cadets from the Schools of Engineering, Commerce, and Agriculture attained appreciably higher Leadership Laboratory rankings than cadets from the Schools of Arts and Sciences, Education, and Forestry.

Up to this point evidence indicates that school representation has not reflected an influence on Leadership Laboratory ranking. We have found that among the separate point system tabulations of AS III and AS IV cadets (Tables II, III, and V) the rank order position of schools was not consistent.



Table VI combines the scores of the various schools based on Leadership Laboratory grades of cadets representing those schools.

Table VI. Combined Average Score of AS III and AS IV Cadets Based on Leadership Laboratory Ranking

School	Average Score		Combined Average Score
	AS IV	AS III	
Education	3.00	3.50	6.50
Commerce	3.22	3.16	6.38
Engineering	3.24	2.91	6.15
Arts and Sciences	3.06	2.80	5.86
Agriculture	3.21	2.80	5.80

The combined average scores illustrate that cadets from the School of Education attained the highest score of 6.50. School of Commerce cadets scored second highest with 6.38 followed by School of Engineering cadets with 6.15. School of Arts and Sciences cadets scored 5.86 and School of Agriculture cadets scored 5.80. Based on Leadership Laboratory rankings, cadets from the School of Education are noticeably superior to the cadets from other schools.

In following this development, another factor can be considered in this analysis. This factor is the Group Evaluation scores of AS III cadets. (Scores were not available for AS IV cadets.) By adding these scores to the combined scores as established in Table VI we arrive at a new rank order position of schools.

Table VII. Combined Average Scores of AS III and AS IV Cadets Based on Leadership Laboratory Ranking and Group Evaluation

School	Average Score			Combined Average Score
	Leadership Laboratory AS IV	Laboratory AS III	Group Evaluation AS III	
Agriculture	3.21	2.80	3.50	9.31
Commerce	3.22	3.16	2.71	9.09
Education	3.00	3.50	2.50	9.00
Engineering	3.24	2.91	1.75	7.90
Arts and Sciences	3.06	2.80	1.85	7.71

We now find that cadets from the School of Agriculture attained a combined average score of 9.31. Following, cadets from the School of Commerce scored 9.09; cadets from the School of Education scored 9.00; cadets from the School of Engineering scored 7.90, and cadets from the School of Arts and Sciences scored 7.71. Based on this evidence, cadets from the School of Agriculture displayed more attributes of leadership than cadets from other schools. Following in order were cadets from the Schools of Commerce, Education, Engineering, and Arts and Sciences.

#### Membership in Organizations

The cadets were requested in the first division of the survey form to indicate the type of organization or organizations they held membership in during the school year. Three general types were listed as follows: fraternity, department club, or independent club. Space was provided for write-in entries for types not suggested. All write-ins were generally the result of misunderstanding of the club type. The club indicated by the cadet making the write-in was one of the suggested types.

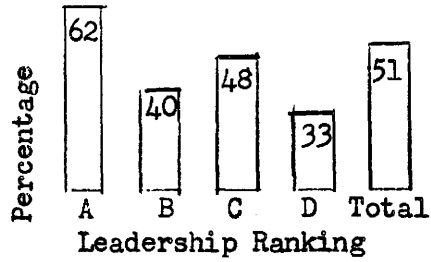
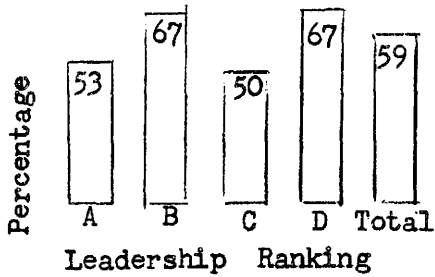
The following Figures 1 and 2 depict the percentage of cadets who were members of an organization during the school year 1953-54 at Utah State Agricultural College. The percentage figures are based on the total cadets in each respective group.

AS III

AS IV

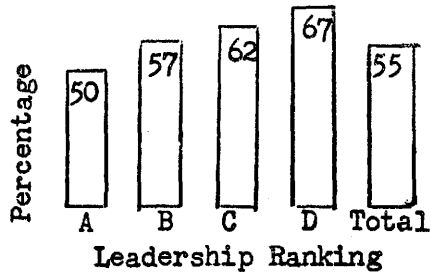
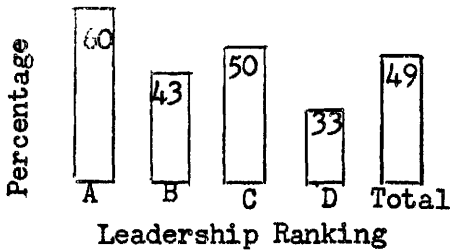
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Member of Fraternity



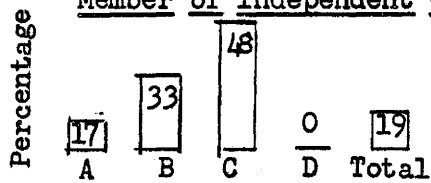
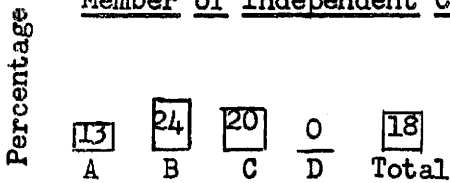
Member of Department Club

Member of Department Club



Member of Independent Club

Member of Independent Club



Member of an Organization of Any Type

Member of an Organization of Any Type

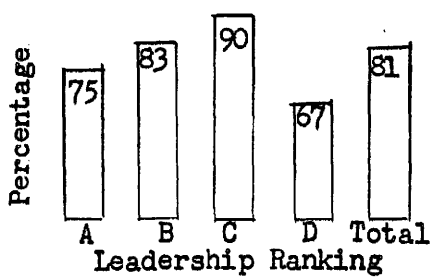
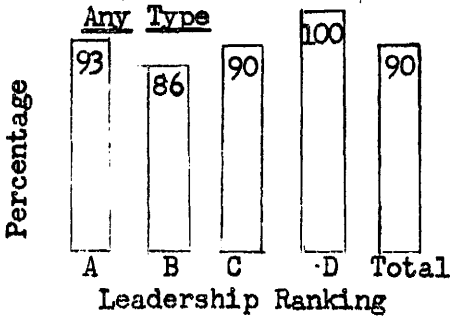


Figure 1. Membership in Organizations by Leadership Laboratory Ranking Shown in Percentage of Group

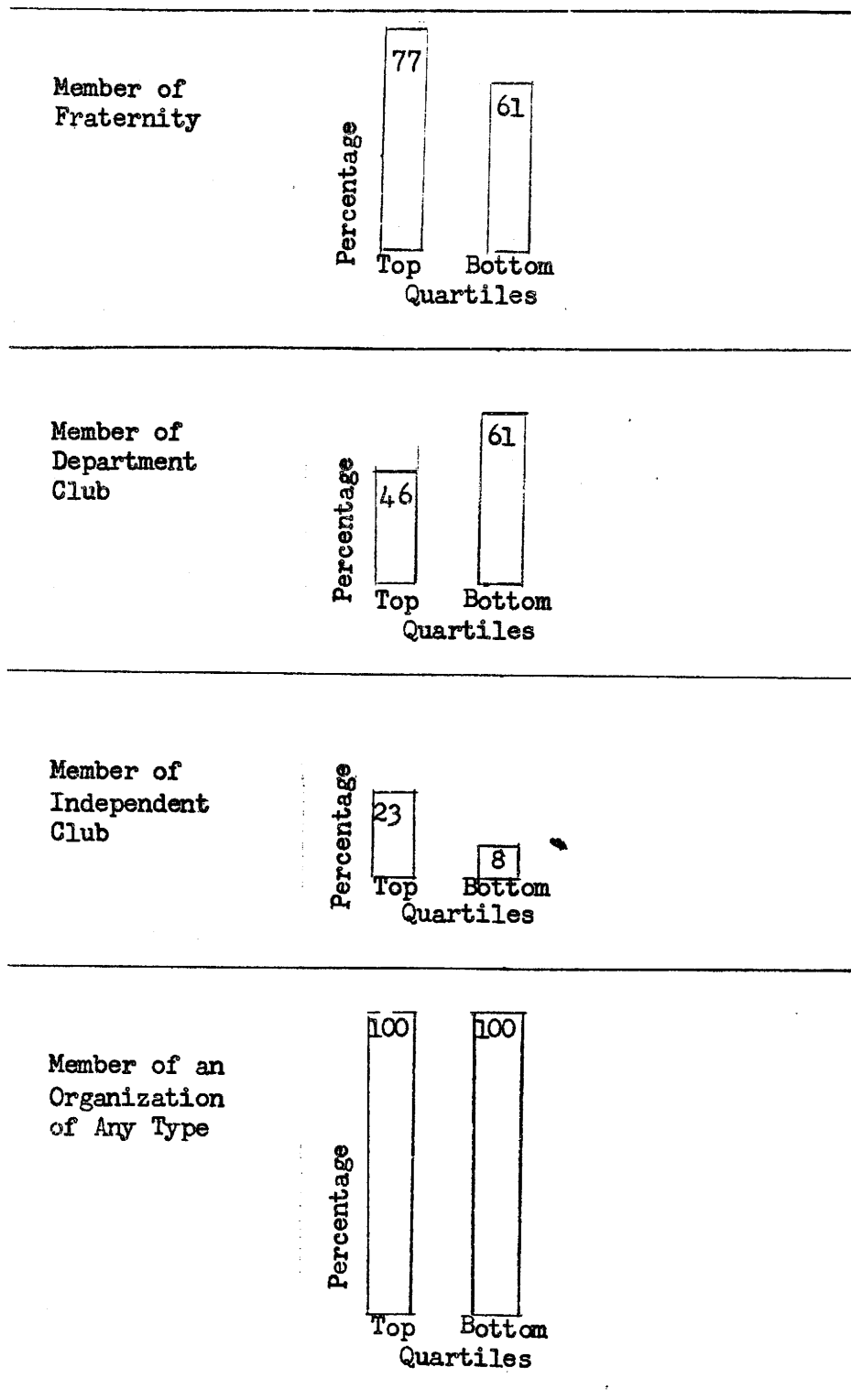
AS III

Figure 2. Membership in Organizations by Group Evaluation Shown in Percentage of Group

In Figure 1 it may be noted that 59 percent of the AS III cadets were members of fraternities, 49 percent of such cadets belonged to departmental clubs, 18 percent were members of independent clubs, for a total participation of 90 percent who were members of an organization of some type on the campus. Carlini's study indicated 50 percent of the junior men, a sampling of all juniors on the campus, belonged to fraternities, 27 percent belonged to departmental clubs, 27 percent were members of independent clubs, for a total participation of 78 percent who were members in an organization of some type on the campus. (4, p 20)

Of those cadets considered in the Group Evaluation (Figure 2), 77 percent of the top quartile and 61 percent of the bottom quartile respectively were members of departmental clubs. Twenty-three percent of the top quartile and 8 percent of the bottom quartile were members of an independent club. All cadets considered in this group were members of some organization during the school year.

Among the AS IV cadets, 51 percent were members of a fraternity, 55 percent were members of a departmental club, and 19 percent were members of an independent club. Of all the AS IV cadets, 81 percent were members of some organization during the school year. Carlini's sampling of senior men on the campus indicated 50 percent were members of a fraternity, 14 percent were members of departmental clubs, 30 percent belonged to independent clubs, for a total participation of 78 percent who were members in an organization of some type on the campus. (4, p 21)

In studying the tabulations of the cadets who were members of a fraternity, no patterns are discerned that would indicate fraternity membership is related to leadership rating or ranking. The same is true for membership in a departmental club or independent club.

From this evidence one may conclude that membership in a fraternity, department club or independent club did not have an observable bearing on leadership ranking or Group Evaluation rating. Further, the survey revealed that AF ROTC cadets were members of organizations to a greater percent than a representative group of juniors or seniors.

#### Offices or Positions of Responsibility

One section of the questionnaire was concerned with determining what extracurricular campus offices or positions of responsibility were occupied by the cadets during the school year. For the sake of brevity, the term "office" will be used hereafter in lieu of the longer term. The data collected has been analyzed to determine if any significant relationships are observed between ranking in Leadership Laboratory or rating in Group Evaluation and the number or type of offices held.

Table VIII illustrates the number of extracurricular offices occupied by AS III cadets during the school year 1953-54 at Utah State Agricultural College.

Table VIII. Offices or Positions of Responsibility Occupied by AS III Cadets by Leadership Laboratory Ranking

	Ranking in Leadership Laboratory				Total	Pct
	A	B	C	D		
Office Holder	12	17	5	3	37	75
Non-Office Holder	3	4	5	0	12	25
Total	15	21	10	3	49	
Student Body Officer	0	0	0	0	0	
Class Officer	0	0	0	0	0	
Fraternity Officer	5	7	2	1	15	
Club Officer	6	4	2	1	13	
Student Life	0	1	1	0	2	
Buzzer	1	0	0	1	1	
Intramural Manager or Coach	2	3	0	0	5	
Chairman or committee-man in organizing a campus activity	8	9	2	2	21	
Total	22	24	7	4	57	
Average Number of Offices occupied per cadet in group	1.46	1.14	.70	1.33	1.16	



Reference to Table VIII reveals that 12 of the 15 cadets in Group A indicated that they held an office and 3 did not. The 15 cadets in this group held 22 offices or an average of 1.46 per cadet in the group. Of the 21 cadets in Group B, 17 indicated they held an office and 4 did not. These 21 cadets held 24 offices or an average of 1.142 per cadet in the group. Of the 10 cadets in Group C, 5 held an office and 5 did not. These 10 cadets held 7 offices or an average of .700. Of the 3 cadets in Group D, all held an office. The 3 cadets in this group held 4 offices or an average of 1.333. The average number of offices held by all AS III cadets was 1.163.

Carlini indicated that of the juniors in his study 31 percent held an office in an organization. (4, p 24) Of the AS III cadets, 75 percent held an office or position of responsibility. However, the comparison is not true since in the ROTC study there were two additional offices considered. These were: intramural manager or coach and chairman or committeeman in organizing a campus activity. In order to equalize the comparison it is necessary to determine how many of those indicating "Office Holder" held an office in either of these positions alone. Subtracting this number, 12, from the 37 who indicated "Office Holder" it is found that 25 or 51 percent is the correct data to use in comparing with Carlini's study. In the comparison there is an indication that the percent of AS III cadets who held offices is greater than that of a representative group of junior class male college students.

Noted in Table VIII is the evidence that offices are held by cadets of different Leadership Laboratory rankings. Offices are not occupied by only the higher ranking cadets.

The above data illustrates that AS III cadets of higher Leadership Laboratory ranking (Group A) held more offices than those of lower Leadership Laboratory ranking (Group D).

Table IX, following, illustrates the extracurricular offices occupied by AS IV cadets during the school year 1953-54 at Utah State Agricultural College.

Table IX. Offices or Positions of Responsibility Occupied by AS IV Cadets by Leadership Laboratory Ranking

	Ranking in Leadership Laboratory				Total	Pct
	A	B	C	D		
Office Holder	25	22	10	1	58	62
Non-Office Holder	15	8	11	2	36	38
Total	40	30	21	3	94	
Student Body Officer	2	1	1	0	4	
Fraternity Officer	10	9	4	0	23	
Class Officer	0	0	0	0	0	
Club Officer	9	5	3	1	18	
Student Life	0	2	0	0	2	
Buzzer	1	0	0	0	1	
Intramural Manager or Coach	4	2	0	0	6	
Chairman or committee- man in organizing a campus activity	16	12	5	1	34	
Total	42	31	13	2	88	
Average Number of Offices occupied per cadet in group	1.05	1.03	.61	.66	.936	

Reference to Table IX reveals that 25 of the 40 cadets in Group A were office holders and 15 were not. These 25 cadets in Group A held 42 offices for an average of 1.050 offices per cadet in the group. Of the 30 cadets in Group B, 22 indicated they held an office while 8 indicated they did not hold an office. These 22 held 31 offices for an average of 1.033 per cadet in the group. In Group C were 21 cadets 10 of which were office holders and 11 were non-office holders. These 10 held 13 offices for an average of .618 per cadet in the group. The 3 cadets in Group D held 2 offices, these offices being occupied by one cadet of the group. The group average was .666. The average number of offices held by all AS IV cadets was .936 per cadet.

The above evidence indicates that cadets of higher Leadership Laboratory ranking occupied more offices than cadets of lower ranking.

Carlini in his study found that 24 percent of the seniors held an office (4, p 25). Of the AS IV cadets in this study, 61 percent held an office. However, this figure includes consideration of two additional offices which were not included in Carlini's study. These offices were intramural manager or coach and chairman or committeeman in organizing a campus activity. In order to equalize the comparison it was necessary to know how many AS IV cadets held an office in either of these two capacities and no other office during the school year. Twelve cadets who had indicated they were office holders fulfilled this qualification. We find that 47 of the AS IV cadets (50 percent) held an office. This evidence indicates that the AS IV cadet is more active in offices than the average college student of similar class rank.

Table X, following, illustrates the extracurricular offices occupied by the AS III cadets considered in Group Evaluation during the school year 1953-54 at Utah State Agricultural College.

Table X. Offices or Positions of Responsibility Occupied by AS III Cadets by Group Evaluation

	Top Quartile	Bottom Quartile	Total	Pct
Office Holder	9	11	20	77
Non-Office Holder	4	2	6	23
Total	13	13	26	
Student Body Officer	0	0	0	
Class Officer	0	0	0	
Fraternity Officer	6	4	10	
Club Officer	3	4	7	
Student Life	0	0	0	
Buzzer	1	1	2	
Intramural Manager or Coach	1	1	2	
Chairman or Committeeman in Organizing a Campus activity	8	6	14	
Total	19	16	35	
Average Number of Offices occupied per cadet in group	1.46	1.23	1.34	

Thirteen cadets are in each of the top and bottom quartiles. In the top quartile, 9 occupied offices, whereas 11 of the bottom quartile cadets occupied offices. The top quartile cadets occupied 19 offices for an average of 1.461 per cadet in the group. The bottom quartile cadets occupied 16 offices for an average of 1.230. The average number of offices held by all cadets of Group Evaluation was 1.346. Percentagewise, the top quartile group occupied 54 percent of the offices while those of the bottom quartile occupied 46 percent. We again find that the cadets of higher rating held more offices than those of lower rating.

#### Participation in Activities

The questionnaire employed in this portion of the study included all possible activities which were available to students on the campus and in the local area. A list of 79 activities was adopted, grouped into 10 different categories. The grouping was arbitrarily performed after considering the activity groups of authors in the field of recreation and after consultation with the writer's committee. The completeness of the questionnaire was proven by the few write-in type entries. Most write-ins were in the Arts and Crafts category.

The cadets were requested to indicate the type of activities in which they participated during the school year. They were also requested to specify, by marking in an appropriate column whether they participated frequently, occasionally, or infrequently. Occasional participation was defined as having the ability to engage in the activity and get satisfactions from it. Infrequent participation was to be interpreted as having knowledge of the activity and participated when called upon. Frequent participation was to be considered as being a principle avocation. Care was to be exercised in checking the frequent participation column.

In the analyses which follow, participation figures were based upon indications in the "frequently" and occasionally" columns. This allows for individual differences of opinion by the cadets regarding the amount of participation and fairly accurately assures proper evaluation. In analyzing by Leadership Laboratory ranking, group D has been arbitrarily eliminated from consideration. This decisions has been made because of the relatively few cadets in the group which might cause comparisons to be skewed.

In tabulating the responses on the survey forms a great mass of figures were obtained. To make these more meaningful they have been analyzed with respect to determining the answers to several questions. These were: What are the most popular activities in each category based on leadership rating or ranking? Within any one category will one group prefer an activity and another group a different activity as the most preferred in the category? Do cadets of higher leadership ranking or rating tend to prefer certain activities to a greater or lesser extent than those of lower ranking or rating? Do cadets of higher leadership ranking or rating tend to participate in a greater or lesser number of activities than those of lower leadership ranking or rating?

#### Most Preferred Activities in each Category

Tables XI, XII, and XIII list the activities, within categories, in which the cadets participated most. An arbitrary decision was made to list only the activities in which the greatest number of cadets engaged as compared with the participation among all activities within a category. The result of this listing is an indication of the activities which can be considered to be most preferred by the cadets considered in this study.

Table XI. Most Preferred Activities in Each Category by AS III Cadets  
by Ranking in Leadership Laboratory

Activity	Group A	Group B	Group C
Aquatics			
Swimming	5	9	6
Diving	0	2	3
Dual Sports			
Ping Pong	10	14	7
Tennis	10	12	7
Gymnastics			
Pyramids	1	2	2
Apparatus	0	1	1
Individual Sports			
Skiing	4	12	2
Bowling	5	11	7
Skating	5	8	4
Billiards	5	6	5
Team Sports			
Basketball	12	10	6
Volleyball	12	14	5
Softball	9	13	5
Arts and Crafts			
Photography	3	5	2
Woodworking	2	5	5
Dancing			
Social	14	12	8
Square	1	4	0
Modern	0	0	1
Mentals and Linguistics			
Attending Movies	14	18	8
Radio Listening	12	9	9
Reading (Non-study)	2	16	7
Assemblies	11	14	5
Music			
Informal Singing	9	8	3
Community Singing	7	6	4
Concerts, Lyceums	5	7	2
Music Appreciation	4	5	6
Outing Activities			
Hunting	13	14	7
Fishing	12	13	4
Camping	11	14	4
Hiking	10	11	3



Table XII. Most Preferred Activities in Each Category by AS IV Cadets  
by Ranking in Leadership Laboratory

Activity	Group A	Group B	Group C
Aquatics			
Swimming	15	9	6
Diving	7	4	2
Dual Sports			
Ping Pong	25	15	10
Tennis	14	12	6
Gymnastics			
Tumbling	1	1	1
Pyramids	2	0	1
Individual Sports			
Bowling	22	10	9
Billiards	15	13	8
Skiing	9	7	8
Skating	9	9	8
Team Sports			
Softball	21	14	9
Basketball	20	16	9
Volleyball	16	14	6
Arts and Crafts			
Photography	9	7	9
Woodworking	3	3	4
Drawing-Painting	3	4	1
Dancing			
Social	27	25	19
Modern	4	1	1
Square	2	4	2
Mentals and Linguistics			
Attending Movies	35	23	18
Radio Listening	30	19	18
Assemblies	23	16	13
Reading (Non-study)	21	20	14
Music			
Informal Singing	15	10	10
Concerts-Lyceums	11	10	6
Community Singing	8	10	4
Music Appreciation	7	6	5
Outing Activities			
Hunting	27	18	16
Fishing	21	15	13
Hiking	20	13	13
Camping	20	12	11

Table XIII. Most Preferred Activities in Each Category by Rating in Group Evaluation

Activity	Top Quartile	Bottom Quartile
<b>Aquatics</b>		
Swimming	6	6
Diving	1	2
<b>Dual Sports</b>		
Tennis	8	7
Ping Pong	8	9
<b>Gymnastics</b>		
Pyramids	2	1
<b>Individual Sports</b>		
Bowling	8	8
Skiing	4	6
Skating	4	8
Billiards	4	5
<b>Team Sports</b>		
Volleyball	11	8
Basketball	10	8
Softball	7	8
<b>Arts and Crafts</b>		
Photography	4	5
Woodworking	2	3
Drawing-Painting	0	3
<b>Dancing</b>		
Social	11	11
Square	1	3
Modern	0	3
<b>Mental and Linguistics</b>		
Attending Movies	9	13
Assemblies	8	10
Radio Listening	9	8
Reading Non-study	9	9
<b>Music</b>		
Community Singing	8	4
Informal Singing	8	5
Concerts, Lyceums	2	7
Music Appreciation	0	7
<b>Outing Activities</b>		
Hunting	13	7
Fishing	11	7
Camping	11	6

An analysis of the most preferred activities as determined by cadets' indications in the frequently or occasionally columns follows:

**Aquatics.** Swimming is the most preferred activity within the category for all groups.

**Dual Sports.** Ping Pong and Tennis are about equally preferred by all groups, the former being slightly more preferred by the AS IV cadets as measured by the survey.

**Individual Sports.** Bowling is the most preferred activity of the groups followed by billiards, skating and skiing in order. Individual groups may rank order these four sports slightly different.

**Team Sports.** Basketball is the most preferred sport among all cadets, followed by softball and volleyball in order.

**Arts and Crafts.** Photography is the preferred activity of almost every group. Only one of the eight groups indicated a greater participation in woodworking than in photography.

**Dancing.** Social dancing is the preferred form of dance among all groups.

**Mentals and Linguistics.** Attending movies is the most preferred activity in this category for all groups but group C AS III which indicated a greater participation in radio listening than in attending movies. Other activities in this category in the order of preference among all cadets are: radio listening, non-study reading, and assemblies.

**Music.** A preference for informal singing is indicated by all groups except group C AS III which selected music appreciation first. Community singing and concerts-lyceums are selected second in order of preference.

Outing Activities. Hunting is the most preferred activity in this category for all groups. Fishing and camping are second and third choices of the groups. However, group B AS III rates camping as second preference and fishing third. Hiking is rated fourth in the order of preference by the combined groups.

The information thus obtained seems to indicate that activity preferences within a category are generally the same for all groups irrespective of leadership rating or ranking.

#### Most Preferred Activities

Another phase of this analysis of participation is the determination of whether cadets of higher leadership rating tend to participate in certain activities to a greater or lesser extent than those of lower rating. Likewise, it is important to know whether cadets of lower leadership rating tend to participate in certain activities more or less than those of higher rating.

The activities in which each group engaged were listed on the basis of percentage of the group which participated in that activity. The activity in which the greatest percentage of the group participated was placed at the top of the list, the second greatest percentage was listed second from the top and so forth.

For the sake of clarity and brevity, only the most preferred activities are considered and illustrated in Table XIV. A decision was made to use the ten most preferred activities. Among the AS IV groups the ten were determined easily. Among the AS III groups, eleven activities are listed.

The table illustrates the necessity for the extra activity being included in the AS III groups. For example, 73 percent of group A AS III

participated in assemblies, camping, and horseback riding activities. Eight other activities were engaged in by a greater percentage of the group. Similar situations existed when determining the most preferred activities of group B and group C AS III cadets.

Table XIV. Most Preferred Activities by AS III and AS IV Cadets by Leadership Laboratory Ranking

Activity	Leadership Laboratory Ranking					
	Air Science III			Air Science IV		
	A	B	C	A	B	C
Swimming			60			
Tennis			70			
Ping Pong		67	70	62	50	
Skiing		57				
Bowling		57	70	55		
Basketball	80		60		53	
Softball		62		52		
Volleyball	80	67				
Social Dancing	93	57	80	67	83	90
Attending Movies	93	86	80	87	77	86
Assemblies	73			57	53	61
Radio Listening	80		90	75	63	86
Non-study Reading	80	76	70	52	67	67
Watching Television					50	57
Music Appreciation			60			
Camping	73	67				52
Hiking						61
Hunting	87	67	70	67	60	76
Fishing	80			52	50	61
Horseback Riding	73	67				

The table illustrates that social dancing, attending movies, non-study reading, and hunting are included in the lists of most preferred activities of each group.

Radio listening was included in the listing of five groups, not being listed by group B, AS III.

Participation in assemblies and fishing is included in the lists of four groups as follows: Group A of AS III and Groups A, B, and C of AS IV.

Participation in Ping Pong is included in the lists of Groups B and C, AS III and Groups A and B, AS IV.

The maximum number of activities that could have been listed by the combined groups was sixty. This would have occurred if the various groups had been completely individualistic in their preferences. However, the preferred activities of the six groups numbered 20.

The above data illustrate that, according to Leadership Laboratory rating, cadets of the various groups tend to prefer and participate in the same activities.

The following table lists the most preferred activities of the top and bottom quartiles of AS III cadets. The number of cadets in each group participating in the activity as well as the percentage is shown. This table will be analyzed similarly to that immediately preceding to determine to what extent the cadets of higher leadership ranking tend to participate in certain activities as compared with those of lower leadership ranking.

Table XV. Most Preferred Activities by AS III Cadets by Group Evaluation in Order of Preference

Top Quartile			Bottom Quartile		
Activity	No.	Percent Participating	Activity	No.	Percent Participating
Hunting	13	100	Attending Movies	13	100
Fishing	11	84	Social Dancing	11	84
Camping	11	84	Ping Pong	9	69
Volleyball	11	84	Reading Non-Study	9	69
Basketball	10	77	Volleyball	8	61
Hiking	10	77	Basketball	8	61
Attending Movies	9	69	Bowling	8	61
Radio Listening	9	69	Radio Listening	8	61
Reading Non-Study	9	69	Skating	8	61
Horseback Riding	9	69	Hunting	7	54
Bowling	8	61	Fishing	7	54
Ping Pong	8	61	Tennis	7	54
Tennis	8	61	Camping	6	46
Assemblies	8	61	Hiking	5	38
Informal Singing	8	61	Informal Singing	5	38



An analysis of Table XV shows that active and outdoor type activities identify the five most preferred activities of the top quartile group of cadets. These five were: hunting, fishing, camping, social dancing and volleyball. Among the bottom quartile group of cadets, indoor and passive type activities were among the five most preferred activities. These five were: attending movies, social dancing, assemblies, ping pong, and non-study reading.

One hundred percent of the top quartile group participated in hunting, whereas only 54 percent of the bottom quartile group participated in that activity. One hundred percent of the bottom quartile group attended movies regularly, whereas 69 percent of the top quartile group participated regularly in that activity.

Cadets of the top quartile group were inclined to satisfy their recreational needs principally by active and outdoor activities, those of the bottom quartile group preferred sedentary and indoor activities.

#### Amount of Participation

The fourth question for which an answer was sought was, do cadets of higher leadership ranking or rating tend to participate in a greater or lesser number of activities than those of lower leadership ranking or rating. To determine the answer to this question, the following tabulation shows the amount of participation by categories. Table XVI lists the categories of activities such as: aquatics, dual sports, gymnastics, and so forth. Following each category is a number indicating the total cadets who participated in the various activities of the category.

Table XVI. Participation in Each Category of Activities

Classification	Leadership Laboratory Ranking						Group Evaluation	
	AS III			AS IV			Quartiles	
	A	B	C	A	B	C	Top	Bottom
Aquatics	5	12	10	26	15	10	7	9
Dual Sports	35	42	19	73	47	31	26	32
Gymnastics	1	3	3	3	1	2	2	3
Individual Sports	26	52	22	73	48	40	28	37
Team Sports	62	57	26	89	64	43	42	36
Arts & Crafts	9	21	12	21	19	19	10	20
Dancing	16	19	9	36	33	22	12	19
Drama	3	8	2	7	4	1	3	5
Mental and Linguistics	78	83	40	159	132	89	53	56
Music	34	37	19	47	46	33	25	32
Outing Activities	69	65	24	111	74	72	67	39
Total	338	399	186	645	483	362	275	285
Average Number of Activities Participated Per Cadet	22.5	19.0	18.6	16.1	16.1	17.2	21.1	21.9

Since the number of cadets in each group is different, comparisons can best be made by considering the average number of activities participated in by each cadet. The average number of activities participated in by each cadet during the school year ranged from 16.1 activities for group A, AS IV to 22.5 for group A, AS III. Noted is that cadets in the top and bottom quartiles of Group Evaluation averaged approximately the same number of activities as shown by the average for each group as 21.1 and 21.9 respectively. Noted also is that AS III cadets participate in more activities than AS IV cadets. The range of differences in averages for the groups is between 1.4 of C groups, to 6.4 of A groups. The above evidence indicates that cadets of higher leadership ranking or rating do not tend to participate in a greater or lesser number of activities than those of lower leadership ranking or rating.

## CHAPTER V

## SUMMARY OF FINDINGS - CONCLUSIONS - RECOMMENDATIONS

Summary of Findings

Based on Leadership Laboratory rankings, cadets from the School of Education appear to be superior to those of other schools.

Based on average scores in Group Evaluation and Leadership Laboratory rankings, cadets from the School of Agriculture displayed more attributes of leadership than cadets from other schools.

Membership in a fraternity, department club, or independent club did not have an observable bearing on Leadership Laboratory ranking or Group Evaluation rating.

In comparing with a recent and similar study conducted on this campus there is an indication that the advanced AF ROTC cadet belongs to more organizations and holds more offices than the average college student of the same class rank.

Those cadets attaining a higher Leadership Laboratory ranking or who were ranked in the upper quartile of Group Evaluation held more offices per cadet than those of lesser standing.

The attainment of an office or position of responsibility in an organization is not in itself an indication of higher ranking in Leadership Laboratory or Group Evaluation. Offices are held by cadets of all rankings or ratings.

Activity preferences within a category are generally the same for all groups irrespective of leadership rating or ranking.

On the basis of Leadership Laboratory ranking, cadets of the various groups tend to prefer and participate in the same activities.

The most preferred activities of the cadets of the top quartile of Group Evaluation are active and outdoor type activities.

The most preferred activities of the cadets of the bottom quartile of Group Evaluation are the passive and indoor type activities.

Evidence indicates that cadets of higher leadership ranking or rating do not tend to participate in a greater or lesser number of activities than those of lower leadership ranking or rating.

### Conclusions

Cadets from the School of Agriculture normally had above average leadership potential in comparison with AS III and AS IV cadets representing other schools.

Membership in an organization and the discharge of duties of officers of an organization assist and abet the promotion and exhibition of leadership qualities.

Among those cadets rated by their instructors in the top quartile of their class, outdoor and active activities were the most preferred, and among those ranked in the lower quartile of their class, sedentary and indoor activities were most preferred.

### Recommendations

It is recommended that a similar study be conducted to include non-ROTC students of the junior and senior years of college. Such a study would permit more valid comparisons.

It is also recommended that in conjunction with the above, studies be conducted on other campuses in and outside the intermountain area to determine if conclusions are localized conditions or of general import.

It is recommended that consideration be given to utilizing an extra-curricular activities invoice in counseling cadets. A close examination of the invoice should aid a counselor in gaining an insight into the cause of a cadets' defection.

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QUESTIONNAIRE

This questionnaire is designed to obtain information concerning participation in extracurricular campus activities by advanced AF ROTC cadets at Utah State Agricultural College.

For this study, extracurricular activities are defined as those that are not scheduled as classes required for graduation, but are engaged in solely for the satisfaction of participation, or for whatever additional training and experience that may be received from said participation.

Your cooperation in completing this questionnaire as accurately as possible will be appreciated.

SECTION I

NAME \_\_\_\_\_ CLASS RANK \_\_\_\_\_  
 (Print: Last Name, First, Initial)  
 ACADEMIC MAJOR \_\_\_\_\_ SCHOOL OF: \_\_\_\_\_

1. Were you a member of an organization during school year 1953-54?

Yes \_\_\_\_\_ No \_\_\_\_\_

If you indicated YES above, specify below the type to which you belonged.

- a. Fraternity \_\_\_\_\_  
 b. Department Club \_\_\_\_\_  
 c. Independent Club \_\_\_\_\_  
 d. Other (Specify) \_\_\_\_\_

(\_\_\_\_\_)

(\_\_\_\_\_)

(\_\_\_\_\_)

<u>ACTIVITY</u>	Frequently	Ocasionally	Infrequently	Did not partici- pate	<u>ACTIVITY</u>	Frequently	Ocasionally	Infrequently	Did not partici- pate
<u>Arts &amp; Crafts</u>					<u>Mental and Linguistics</u>				
Ceramics					Attending Movies				
Drawing-Painting					Assemblies				
Fabric Design					Debating				
Fly-Tying					Forums				
Leather Craft					Political Discussion				
Metal Craft					Radio Listening				
Sculpture					Programs				
Woodworking					Discussion Groups				
Photography					Reading (Non-study)				
_____					Watching TV				
<u>Dancing</u>					_____				
Aerobatic					_____				
Modern					<u>Music</u>				
Folk					Band-Pep				
Social					Chorus				
Square					Community Singing				
Tap					Concert, Lyceums				
_____					Informal Singing				
<u>Drama</u>					Music appreciation				
Making Scenery					Orchestra				
Making Plays					Opera				
_____					_____				

2. Did you hold any office or position of responsibility during school year 1953-54?

Yes \_\_\_\_\_

No \_\_\_\_\_

If you indicated YES above, specify below which office you held.

- a. Student Body Officer \_\_\_\_\_
- b. Class Officer \_\_\_\_\_
- c. Fraternity Officer \_\_\_\_\_
- d. Club Officer \_\_\_\_\_
- e. Student Life \_\_\_\_\_
- f. Buzzer \_\_\_\_\_
- g. Intra-mural manager or coach \_\_\_\_\_
- h. Chairmanship or committee membership in organizing and planning a campus activity. \_\_\_\_\_
- i. Other \_\_\_\_\_
- Other \_\_\_\_\_

### SECTION II

Enter a check mark in the proper blank space opposite each activity that best identifies the amount of your participation in that activity during the present school year--1953-54. For this purpose, participation is defined as playing, engaging or attending the activity as may be proper for that activity. i.e. A spectator at a basketball game is not a participator, however, a patron at a movie is a participator for that activity.

#### KEY

The following classifications are established.

1. Participated frequently. The activity is one of your principle avocations. Check not more than three in this column.
2. Participated occasionally. Have ability to engage in the activity and get satisfactions from it.
3. Participated infrequently or irregularly. Have knowledge of the activity and participated when called upon.
4. Did not participate in the activity.

In case you participated in an activity which is not listed on the questionnaire, insert the name of the activity in the blank provided. Also, check the amount of your participation for that activity in the appropriate column.



ACTIVITY	Frequently	Occasionally	Infrequently	Did not participate
<u>Outing Activities</u>				
Camping				
Hiking				
Canoeing				
Hunting				
Fishing				
Horseback Riding				
Fly Casting				
Rowing				
Cycling				
_____				
_____				