A STUDY OF ACTIVITY REQUIREMENTS FOR MEN STUDENTS MAJORING IN PHYSICAL EDUCATION

A Thesis

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by

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CHAPTER I

INTRODUCTION

Inasmuch as the foundations of the learning experiences are based on activity, then the muscular system is brought into use, whether it be in writing, playing a piano, speaking, or operating a machine in a woodshop class. There can be no activity unless the muscular system is involved in one manner or another. Ray Montgomery, research associate in the social sciences at the University of Chicago, makes the statement that:

> Activity is the source of all actual human growth. . . and the progress in growth both physical and mental occurs only when the person meets the right activity at the right time, and when he is prepared by past experiences to benefit from the activity.[1]

If it is granted that activity is the source of all actual human growth, then it is imperative for our educational institutions to educate our students so that each will learn to use his body to the maximum of his potential, so that he will be a more skillful and efficient individual.

There are many excellent programs of physical education in America, conceived and carried out for the greatest good to the greatest number of participants. However, there are perhaps

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[1] Dennis Rigan, "Why Physical Education?", The Physical Educator, (December, 1955), p. 21.

many more poor programs in which students go through all kinds of routines and activities without gaining either better health or becoming more skilled. The important factor to consider is not activity for activity's sake, but activity for a purpose. This means guided activity that will lead to more effective and skillful use of the body.

Statement of the Problem

Success in teaching physical-education activity classes requires the knowledge of many skill activities. Obviously, it is not possible for one person to become highly specialized in all the activities he is likely to teach. The question of degree of specialization needed for effective teaching quickly arises.

Colleges and universities are faced with the problem of determining what their physical education major student will need in the way of preparation in activity skill areas to become successful teachers. Competencies are needed in the many different skill areas before good instruction can take place. The ability to perform, as well as the knowledge of the activity, is important in teacher preparation. Competencies in the organization and administration of the activity program is also of vital importance if a good program is to be beneficial to the student.

Importance of the Study

The importance of this study is to make known what other colleges and universities in the United States are doing to prepare

their physical education major students for teaching activity courses efficiently.

Through this study acceptable practices and procedures of other colleges and universities should be of some help to physical educators in improving specific offerings in the area of physical education activities.

Purpose of the Study

It is only natural that a college or university have an activity program that varys somewhat from other activity programs in other colleges throughout the United States. Every department may set up its own activity program as necessary for the preparation of physical education teachers. A specific activity course may be required at one college but may not be required at another. There are some teacher education institutions which group three or four activities into one course offering and teach their major students the fundamentals of each. Again other colleges will differ as to the number of hours required of their major students in the different activities, the number of meetings per week, and the number of credit hours to be given for each hour of attendance.

It is the purpose of this study to make a comparison of the preparation requirements of selected colleges and universities in the United States, as to their specific requirements for all major students in the activity skill areas, and to suggest requirements in the physical education activity area.

Scope of the Study

The scope of this study is limited to selected coeducational colleges and universities throughout the United States with an enrollment between 1,500 - 4,000 students. Only state supported or denominational institutions having an undergraduate major in physical education were considered in this study. There was no attempt made to limit the study to a specific geographical area in the United States, for the purpose of obtaining desired results.

Definition of Terms

Fundamental Skills. A group of activities including such activities as walking, running, jumping, climbing, throwing, striking, and lifting.

Team Games. A group including such games as football, basketball, baseball, lacrosse, field hockey, volleyball, softball, speedball, and soccer.

Individual and Dual Activities. A category including such activities as hiking, fishing, hunting, golf, tennis, swimming, skiing, badminton, handball, and track and field events.

Combative Activities. A group made up of activities such as boxing, wrestling, fencing, and judo.

Rhythmic Activities. This category includes such activities as square, social, clog, folk, and modern dancing.

Activity Course. Physical motion which is necessary for participation.

Major Student. A student who is working toward a degree in physical education with a minimum requirement of twenty-four hours in theory and activity courses.

Proficiency Test. A means of measuring progress in skill.

Quarter Hour. Two-thirds of a semester hour.

Semester Hour. Eighteen week period, which meets for one hour a week for one hour of semester credit.

Play. Exertion of body and mind, in order to please the individual participant.

Laboratory Experience. Educational situation used to give future teachers practical experiences.

Procedure of the Study

Method of Collecting Data. The material for this study was taken from written printed material of noted authorities in the field of physical education. No study can be complete and reliable unless there are many sources of thinking involved. Such noted authorities as Raymond A. Snyder, Harry A. Scott, Delbert Oberteuffer, and Jesse Williams and others are men considered as being well prepared to express their opinion on the subject of professional preparation in physical education.

In order to get a relative sampling for this study, seventy-five questionnaires were sent to selected coeducational colleges and universities throughout the United States. Twelve questions were selected as being important for the completion of this study of activity programs.

Techniques of Analyzing Data. In order to make the study meaningful the questionnaire will be studied thoroughly in order that interpretations and comparison of answers can be made accurately. Each question will be studied and the answers of some questions will be organized into tables, while others will be covered with relationship to the various written responses from the different colleges and universities. Recommendations and conclusions will be drawn from the results of the questionnaire.

CHAPTER II

GENERAL EDUCATION FOR THE PREPARATION OF PHYSICAL EDUCATION TEACHERS

Concept of General Education in a Democracy

General education, as distinguished from professional or vocational education, is defined as that part of the educational program which seeks to develop in the student the common understandings, skills, and attitudes needed to function effectively as a person, as a member of a family, and as a citizen in a democratic society.[2]

The objectives of general education are clearly set forth in the recent report of the President's Commission on Higher Education. These objectives are as follows:

1. To develop for the regulation of one's personal and civic life a code of behavior based on ethical principles consistent with democratic ideals.

2. To participate actively as an informed and responsible citizen in solving the social, economic, and political problems of one's community, State, and Nation.

3. To recognize the interdependence of the different peoples of the world and one's personal responsibility for fostering international understanding and peace.

4. To understand the common phenomena in one's physical environment, to apply habits of scientific thought

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[2] Raymond A. Snyder, Harry A. Scott, Professional Preparation in Health, Physical Education, and Recreation, (New York: McGraw-Hill Book Company, 1954), p. 52.

to both personal and civic problems, and to appreciate the implications of scientific discoveries for human welfare.

5. To understand the ideas of others and to express one's own effectively.

6. To attain a satisfactory emotional and social adjustment.

7. To maintain and improve his own health and to cooperate actively and intelligently in solving community health problems.

8. To understand and enjoy literature, art, music, and other cultural activities as expressions of personal and social experience, and to participate to some extent in some form of creative activity.

9. To acquire the knowledge and attitudes basic to a satisfying family life.

10. To choose a socially useful and personally satisfying vocation that will permit one to use to the full his particular interests and abilities.

11. To acquire and use the skills and habits involved in critical and constructive thinking.[3]

The importance of a general education is priceless as it is basic to living. All individuals need some form of education to enable them to live a better life and contribute something to society. A number of educators summarize the importance of general education.

> The lessons of history, the complexities of day-to-day living, the demands of democracy, the need for values by which to live, the emergence of one world, the opportunities for leisure and happiness, the promise of a better world--all these have been pointed out as reasons for general education.[4]

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[3] B. Lamar Johnson, "General Education in Action", American Council on Education, (Washington: 1952), p. 16.

[4] Ibid.

The Contributions of Physical Education to General Education

The history of physical education in this country paralleling, as it does, that of education in general must leave the careful reader with a clear understanding of the increasingly close relationship between total education and physical education. Education in this country is a product of a philosophy of democracy, advances in scientific knowledge, and relig ous, social, and political trends. As a phase of education, physical education has changed with the times and presents today a markedly different appearance from that of the past.

Physical education is a very important part of the educational process. It is not a "frill" or an "ornament" which has been tacked on to the school program as a means of keeping children busy. It is, instead, a vital part of education. Through a well-directed physical education program children develop skills for the worthy use of leisure time, engage in activity which is conducive to healthful living, develop socially which contributes to individual physical and mental health. The importance of play is recognized by all concerned with the growth and development of children. Play and physical education are not synonymous; however, the biological and sociological need for play makes physical education a necessary part of education. The need and desire for play is natural, but children must be taught how to play. The playing of games and sports requires various skills that can be taught in physical education.

Sociologists generally agree also that physical education activities have tremendous value in the development of a strong social order. Physical activity has great recreational value, and it is absolutely necessary for emotional stability that people have play attitudes and participate in such activity. It is through physical activity that the young learn to work together for a common good rather than for personal achievement, to direct individual effort toward social goals.

The goals and purposes of physical education now reflect the objectives of total education. To a continued core of physical activity has been added emphasis on consideration of individual differences; the development of such desirable social traits as sportsmanship, loyalty, group cooperation, and leadership; and stimulation of pupil participation in purposing, planning, executing and judging. In common with essential purposes of total education, attention is given in physical education to instruction in health and safety and to the worthy use of leisure.[5] In speaking of modern physical education Williams says:

> To him who enters the lists of its activities there should come as by-products, health, skills, good posture, strength, endurance, and the many results so frequently sought as direct ends and so rarely gained.[6]

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[5]D. K. Brace, "The Contribution of Physical Education to Total Education", The Journal of the American Association for Health, Physical Education, and Recreation, (December, 1949) Vol. 20, pp. 683.

[6]Jesse F. Williams, The Principles of Physical Education, 5th ed. (Philadelphia: W. B. Saunders Co., 1948), p. 224.

The recreational emphasis in modern physical education deserves special attention. This emphasis reflects the educational philosophy which holds that an important goal of education is preparation for contemporary life and that the educational process itself is life. Thus, physical education has become that phase of education particularly assigned the function of guiding youth in developing skills in forms of physical recreation and attitudes favorable to continuing, out-of-school and in after-school years, leisure-time recreation activities which will be mentally sound and emotionally satisfying, and which, at the same time, will contribute to the maintenance of health and physical fitness.

The Contributions of Physical Education Activities to General Education

Values to be Accrued from Physical Education Activities. Physical education contributes to the needs of the individual in many ways, including: development of neuromuscular skills which are satisfying and useful both now and in future life; development and maintenance of the organic systems of the body; development of desirable attitudes toward play, physical recreation, and rest and relaxation; and development of socially desirable standards of conduct expected of the individual as a citizen in a society. Stoddard emphasizes certain values when he says:

> Where else can be taught as effectively such concepts as fair play, respect for the rights of others, willingness to abide by law and respect for it, the role of leadership, the place and value of self-sacrifice, and the function of self-control, the conditions that call for giving one's best self

for a cause, and a loyalty for one's own team and respect for one's opponent?[7]

No single activity can be expected to contribute to all the above mentioned goals of physical education. It should be understood that no one activity can prepare an individual for life; therefore, a large variety of physical activities should be part of the educational process.

A variation of activities such as: acquatics, dual and team games, combative activities, individual activities, and rhythmic activities will help to bring about the desired skills, understandings, growth and development and attitudes in the individual. An individual who has a knowledge of many activities may participate without the fear of being left out or rejected by his peer group. Only those who do not know the game or sport will be left alone, and tagged a social mis-fit causing him to withdraw from social groups when he is not able to take part in the play activities. Lack of strength to cope with the activity may also be a misfortune for some, however, physical activity can correct this in time if the person is normal physically.

If physical educators are to contribute to the welfare of others, they must be given an adequate background of sports and games. Leaders in physical education have often expressed the

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[7]A. J. Stoddard, "The Relation of Physical Education to the Purpose of Democracy", Journal of Health and Physical Education, (November, 1937), p. 521.

broad social objectives of program, usually in terms of (1) development of the organic system, (2) development of fundamental skills, (3) development of wholesome play attitudes, and (4) development of approved standards of conduct.[8]

As the needs of students are determined, they can be translated into program objectives. Brownell and Hagman list program objectives as (1) objectives related to the development of physical fitness, (2) objectives related to the development of social and motor skill, (3) objectives related to the development of knowledges and understandings, and (4) objectives related to the development of habits, attitudes, and appreciations.[9]

The setting up of program objectives helps the physical educator to find meaning and purpose in each activity. It should be realized, however, that objectives are not always achieved as facilities sometimes prevents the program from becoming a success. The program should be set up to do the best job possible regardless of any handicap which may prevent some objectives to be reached.

Unique Role of the Physical Education Teacher

Special consideration should be given to the personal qualities that a teacher in physical education should possess. It is very important that the physical education teacher be a

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[8]Clifford L. Brownell, E. Patricia Hagman, Physical Education Foundations and Principles, (New York: McGraw-Hill Book Co., Inc, 1951), p. 188.

[9]Ibid.

person with high personal qualities, and leadership ability. He should have an understanding of children and be interested in their welfare. Often times it is the physical education teacher who is looked upon as a "friend" to the students. Students often have the feeling that they can consult the physical education teacher with their problems without being looked down upon. They feel that the physical education teacher will understand them and try to offer helpful suggestions to them in trying to solve their problems.

The teaching of games and sports gives the physical education teacher the chance to get close to the individual, to understand him emotionally, to understand him better as he expresses himself physically as he participates in activities from day to day. It has been said that a person expresses himself through his body. The way he dresses, walks, runs, plays, and participates with others gives us a good indication of the total outlook he has on life. It is the responsibility of the instructor of physical education to take advantage of this feeling among the students, to teach the individual student to his fullest capacity.

The teacher in physical education sees the student literally and figuratively unclothed in the world of today. He sees the chance to educate the student with a new way of life with which the student is not yet familiar. Through physical activities the physical educator will mold the student with knowledge, skills,

attitudes and understandings which will prepare the student for a better life in the community.

CHAPTER III

PROFESSIONAL PREPARATION IN ACTIVITY SKILL AREAS IN PHYSICAL EDUCATION

Good preparation of teachers is important if the program of physical education is going to be recognized as an integral part of the total education process. Adequate study should be made in the field of anatomy and physiology, for a better understanding of the basic principles of body movements. As physical education is concerned with the use of the body, the best qualified instructors are those who have an adequate background in the fields of biological, social, and physical sciences.

Sciences Basic to the Understanding of Children and Youth

The facts relating to the growth and development of children should guide in curriculum construction. In order that the best educational results may be obtained, those activities which are best adapted to the strength, endurance, and co-ordination of each age group should be selected. The program should be geared to meet the needs of the participants in order to satisfy the objectives of the particular age group. There is also an optimum degree of exercise that is beneficial at the various stages of development. This principle is recognized somewhat by the modified

playing regulations of junior and senior high school sports as compared with college regulations.

Growth and development take place according to a definite and continuous pattern which depends upon hereditary and environmental factors. Growth and development do not proceed evenly and do not occur in the same manner in both sexes. The appearance of new teeth, the slow development of the heart, the physiological changes brought on by adolescence, and sex differences are only a few of the factors which greatly affect the program of physical education. Children will act physically because they feel self-satisfaction in physical activity. These physical actions are caused by the particular mental state that the child is in at the present time. The ability to handle children while they are in a mental state of depression takes patience and skill on the instructor's part. Psychology is an important instrument used in instruction. Without it the program may be a failure.

Sciences basic to understanding children will include anatomy, physiology, psychology, kinesology and related health courses. Since the physical educator is working with the body, he must have a good understanding of the development and function of the various parts of the body. Understanding the child and his way of thinking is also important in teaching physical activities to children. For this reason various courses in psychology should be a part of the preparation of physical education teachers.

Selection of Physical Activities

The activities should be selected in the light of the psychological age characteristics of the child as well as the physiological. This is one of the most important factors to be considered in constructing a physical education curricula. There are rather clearly defined classifications in regard to play interests and the content of the curriculum should be in harmony with them. As a general rule, boys of nine to twelve have developed different play interests from those they had at the six to nine year level. College students usually have different play interests from those in the junior high school. Most men and women can readily recall their own changing interests in their youth. These changes do not appear and disappear at exactly the same time for all children, nor do the latter desire to express the same play interest in the same way. Individual differences do exist, but there is a striking similarity in the play interest which children show at various ages.

Voltmer and Esslinger[10] suggest certain guiding principles in selecting physical activities, such as: (1) The physical education program should provide ample opportunities for a wide range of movements involving the large-muscle groups; (2) The facts related to the growth and development of children should guide in curriculum construction; (3) Provision should be made

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[10]Edward F. Voltmer and Arthur A. Esslinger, The Organization and Administration of Physical Education, (New York: Appleton-Century-Crafts, Inc., 1949), pp. 74-83.

in the program for the differences in physical capacities and abilities which are found among students; (4) In so far as it is practical, outdoor activities should be selected in preference to indoor activities; (5) The physical education program should consist predominantly of natural play activities; (6) The activities should be selected in the light of the psychological age characteristics of the child as well as the physiological; (7) The individual interests which exist among students should be considered in the selection of activities; (8) Activities which are valuable in arousing and expressing emotions should be chosen; (9) In the selection of activities some provision should be made for progression; (10) In the selection and placement of activities, sufficient time should be provided in order that the skills may be learned reasonably well; (11) The curriculum should be rich in activities adaptable to use in leisure time; (12) Activities should be selected for their contribution to the youth's training for citizenship in a democracy; (13) The curriculum should be suited to the ideals of the community as well as its needs; (14) Activities which are particularly rich in possibilities for individual character training should be included in the program; (15) Activities which reflect the present social order and anticipate future trends should be provided in the program; (16) All students should be taught activities which can be used at home and in the neighborhood of the home.

Group Process

In order to understand children participating in physical education activities, the physical educator must know what group processes are and how they relate to teaching physical education activities. Group process can be defined as individuals working together toward a common goal in a democratic way. Not all groups are effective in physical education because the student is not in an environmental setting which he is familiar. Students should be placed in a group with other individuals who have the same interests, intelligence, social background, and physical skills. Age and grade level has little bearing on grouping students because children mature at different ages and do not have the same interests as other boys and girls.

Becoming a member of a group gives the individuals a chance to solve problems together and to develop good social relationships. In order to satisfy individual needs, each child should be given an opportunity to contribute something to the group. Some will contribute more than others, but the feeling of being accepted and belonging to a group should be the end result. Every attempt should be made to discourage a participant from thinking he is doing the group a favor.

Group activities organized and conducted by competent instructors skilled in handling large groups of children properly, can develop co-operation, loyalty, leadership, fellowship, sportsmanship, and the respect for the rights of others through physical education activities.

Preparation in Activity Skills and Methods of Instruction

Throughout the entire duration of the undergraduate curriculum, students in the specialized area of physical education should be expected to become skilled performers in the skills comprising the activities in physical education. In order to understand the problems involved in the learning process, the physical education student should acquire skill in a variety of activities appropriate to the interest and needs of children. These activities should include: basic motor skills, adapted physical education activities, acquatics, body mechanics, combative activities, dance, gymnastics, individual and dual games and team sports. It is important to note here that preparation in body mechanics should include courses in anatomy, physiology of exercise, and kinesiology. The understanding of the basic principles of mechanics of movement are necessary if the physical educator is to do a good job in selecting activities that will conform to the growth and development of the individuals involved.

The ability to demonstrate is very important in teaching physical activities. Not only must the teacher be skilled in the activity, but he must know the rules, regulations, methods of teaching, and history of the activity. Competencies are much more important than knowing a large number of games, and not knowing how to perform creditably in any. The ability to teach tennis efficiently, or any other activity or subject, for that matter, must be based upon considerable knowledge about the activity,

ability to perform creditably in it, and a great deal of knowledge about teaching and learning.

Many activity courses are taught today in college without emphasis given on how to teach the course to students in the public schools. If the physical education teacher is going to do a good job in his field of specialization, he must be prepared to instruct properly. There can be no justification for not giving instruction in teaching methods, to enable the physical educator to go out in his chosen profession prepared to teach his subject matter efficiently.

Through instruction in teaching methods the student should develop a better understanding of the relationship between the ability in the activity and the problems of the learner. Only through guided instruction can the future teacher benefit and gain knowledge in handling children.

Methods courses can and should be very helpful to the future teacher of physical education. Teaching the methods that have been accepted and approved by other educators will be helpful to the professional student in formulating his own methods of instruction.

Laboratory Experiences in Activity Skill Areas

The term laboratory experience can be defined as on-the-job experience before being permitted to engage in full-scale employment in the field. Laboratory experiences provide opportunities for the student to test the degree to which he understands

abstract concepts and is able to translate them into programs of action in real rather than assumed situations. During this training period observation of teaching methods should be taking place. It is here that ideas can be formulated as to methods of handling, grading, testing, and supervising students. He will see individual differences in size, endurance, strength, flexibility, and rhythmic accuracy. He will have opportunities to discover pupils who tend to be careless about their personal appearance, who seem eager to help with the care of equipment and the necessary routine duties, who frequently request excuses from strenuous activity or from showers, and who participate most effectively in class discussions.

Observation should take place in many activities in order that a good understanding can be seen as to the various size and problems of class organization. Observation is important because it gives the beginning teacher an idea of what it will be like when student teaching begins the next year. Students should be placed in as many desirable situations as possible during his laboratory experience.

The minimum amount of student teaching to be required of the major student is determined by the various state departments of education. While it is undoubtedly true that minimal requirements should be established in terms of credit and clock hours required in student teaching, it should be understood that students will vary considerably in their needs in relation to guided laboratory experiences. If the criterion of competence is placed upon

the experience, some students will become proficient in performing the functions required of beginning teachers or leaders rather rapidly, while others will require a much longer time to develop proficiency in teaching or leading. For this reason, the total length of time to be spent in student teaching should be sufficiently long to accomplish the goals of the program. Certainly, these guided laboratory experiences should be long enough to cause the student to experience some of the satisfactions to be derived from teaching and to learn firsthand some of the problems which confront the teacher.

The student should remain in the laboratory situation until he has demonstrated that he can assume responsibility for the ongoing activities of the class or group. Before leaving, he should give evidence that he has observed and had a part in bringing about the changes which occur in people as a result of teaching and learning, or as a concomitant of participation in activities that are enjoyed. Furthermore, he should show that he recognizes his own strength and weaknesses as a teacher and has formulated plans to improve his professional competence. The student, before leaving, should demonstrate by improved practice that he understands the problems of the learner or participant as well as the processes of teaching and learning. He should show evidence of the ability to evaluate his work in terms of educational goals and to draw generalizations from his experiences looking toward the establishment of a set of educational principles.

He should have had the opportunity to work with different groups and on different levels within the school, including those of varying ages, state of health, and different socioeconomic status. In addition, he should have experienced the range of activities typical of his particular area of specialization.[11]

Laboratory experience in coaching is very important in our teachers colleges today; it is here that a transfer of learning must take place from the experiences that have been gained in teaching physical education classes. Team games offer a chance for some experience in coaching. A game such as volleyball will give the practice teacher some valuable experience in planning, organizing, and teaching the game effectively. Coaching football, track, baseball, and basketball while serving as a student teacher could be very beneficial if it were integrated into the student teaching program.

Coaching a team or assisting with the coaching provides laboratory experiences which help one prepare for greater coaching responsibilities at a future time. The student teacher who coaches a basketball team increases his ability to teach skills. He will learn to develop a group of boys into an effective team unit, to recognize player ability when he sees it, and to give individual instruction. He also expands his knowledge of the organizational and managerial aspects of interscholastic teams.

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[11] Snyder and Scott, op. cit., p. 98.

Evaluation of the Activity Program

The process of evaluating the activity program is very important. Unless there is some benefit gained from an activity, there can be no basis for its existance in the educational field. Therefore, physical educators must have evaluation in order to measure the desired outcomes of an activity to see if it has been helpful in reaching the objectives of education. In physical education every activity should have some definite specific objectives set up which will be useful in the total education of the child. Techniques for evaluating the educational product—student achievement—may be classified according to the types of objectives which concern physical education. These include physical fitness; social and motor skills; knowledges and understandings; habits, attitudes, and appreciations. An activity which does not provide one of the above objectives has no business in the activity program. Only those activities that contribute to the individual socially, mentally, psychologically, and physiologically can be beneficial to the individual for wholesome growth. Through physical activity can be seen the attitudes, interest, apptitudes, and abilities of the individual. Activity offers self-expression which can be measured in terms of habits, personality, temperament, sociability, motor skill, and character of the individual. Physical performance tests give the physical educator a better understanding of the accomplishment which should be gained over a period of supervised instruction. If there is no marked improvement in

the individuals involved, then an evaluation of the program should take place to determine the cause of this fault. Continuous evaluation should take place throughout the entire school year, as no program can be geared to meet the needs of every individual involved.

Each teacher should have a certain system for evaluating his program. Certain skill tests that have been used to measure physical fitness should be used in giving skill tests in running, jumping, throwing, stretching, and bending. Written tests also are given to measure the knowledge of the activity.

When evaluating the different activities in the physical education program, particular attention should be given to the degree that the activity contributes to the leisure time of the individual at the present time and in the future. The purpose of evaluation is more than an appraisal of end results or providing an account of student behavior in relationship to certain aspects of personality development; it also provides the basis for clarifying the steps involved in planning. The objectives of evaluation are as broad as the purposes of the instructional program. In turn, the objectives represent the ultimate goals of students and all others concerned in the teaching-learning situation. The why and the how become more discernible through a clear understanding of the goals and purposes of the program. Learning produces emotional overtones which take the form of attitudes. Attitudes, as well, play an important role in the evaluation process. The principle

of acceptability and desire to change is operative in both cases. Evaluation is a learning experience for both students and faculty when they are genuinely interested in finding out where they stand, what steps each should take, and in what direction they should move to improve the situation.[12]

Administrative Responsibility for Skill Preparation in Activity Programs

Planning a good activity program to meet the needs of the student is of vital importance if the activity program is to be a successful part of the physical education program. Good activity programs are made by good clear thinking over a long period of time, rather than being put together overnight. The administrator has the responsibility of doing the best job he knows how in drawing up a good program to fit the needs of the students. Careful consideration should be given to the selection of activities that are to be offered to the professional student. The geographical area will have some bearing in selecting activities that the professional student will be required to take during his undergraduate preparation. In planning the curriculum it should be remembered that the student should be prepared to teach as many activities as possible, if he is to go out in a school system well prepared.

Since activities vary throughout the country, those activities which are prominant in the immediate area should be of first concern. Other physical education activities should be offered to strengthen

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[12] Snyder and Scott, op. cit., p. 329.

the individual student's knowledge in activities which he may teach if he moves to another state. Administrators should be aware that activities in the east are gradually moving further west every year and that they will be just as popular, and in demand by children, as other activities.

In teacher preparation, laboratory experiences should be made available for actual experience in the teaching of activity courses. Good facilities and equipment, which are adequate for teacher preparation are also necessary in establishing a good activity program. The administration has the responsibility of providing adequate space and facilities for the program. The facilities should be kept in good condition at all timesto prevent unnecessary injury to the student. Safety conditions should prevail in selecting facilities for use in the activity classes, as the methods used here will have some carry-over value to the students taking the course at the present time. It is hard for a professional student to understand the meaning of using safe equipment if the instructor does not do it himself.

In stating the administrator's responsibilities the author believes that the administration should provide adequate facilities and equipment for carrying on a sound activity program for major students, as well as for all other students; to establish policies, regulations and procedures for good operation of the program; to provide laboratory experience for teacher preparation; to

provide a large variety of activity courses, and to place competant instructors in charge of these activities.

In orderto have a better understanding of what is being done toward the preparation of physical education major students a study was made of selected colleges and universities in the United States. These colleges and universities were selected because they have an undergraduate major in physical education, and were co-educational institutions having an enrollment between 1,500 and 4,000. This study is concerned with physical education activity preparation for men students preparing to teach physical education in high school. Chapter IV is devoted to the findings obtained from a survey of these selected colleges and universities.

CHAPTER IV

RESULTS OF THE SURVEY

Included in this chapter are the results from forty-six questionnaires, which supplied the information for the study. Seventy-five questionnaires were sent to selected colleges and universities throughout the United States. The list of colleges include State, Denominational, Liberal Arts, and Teachers colleges, as well as a few selected universities throughout the country. There were seventy per cent returns from the survey. However, seven of the returns were not answered, as the college had no major program of preparation in physical education.

For the purpose of uniformity, quarter hours were converted into semester hours. One quarter hour was valued at two-thirds of one semester hour. This will explain the reason for having fraction hours in the tables throughout this study.

In order to make the results of this survey more meaningful, the data will be discussed according to numerical order, as listed on the questionnaire. All data will be presented on question one before proceeding to the next question. Each question will be stated to avoid repeated reference to the questionnaire in the appendix.

The first question on the survey questionnaire was, "What are the total semester or quarter hours required for all major

student in activity courses?" The information received pertaining to question one, according to total hours required and number of schools reporting this amount, is listed below in Table I.

TABLE I

ACTIVITY COURSE REQUIREMENTS FOR MAJOR STUDENTS

Required Semester Hours in Activity Courses	Number of Colleges Reporting Requirements
26	1
20	1
18	2
16	2
14	1
13	1
12	5
10	3
9	3
8	7
6	6
4	13
3	1
Total	46

Table I shows that most colleges and universities require their major students to take four hours of activity courses. It is interesting to note also, that seven schools require their major students to take eight hours of activities. This eight hour requirement is ranked second in Table I, which should be given some consideration. Although there are twice as many schools reporting their requirements as four hours, there are seven schools

who require eight hours of preparation in activity courses. Further analysis of Table I shows that while thirteen colleges require four hours of activity courses, the four hour requirement is next to the bottom in total activity hour requirements. The important thing to be gained here is to note the wide range in the requirements. Certainly the physical educator will agree that the more preparation we have, all things being equal, the better prepared we will be to teach many activities with a certain degree of efficiency.

Group Activities

In discussing group activities, only the colleges and universities which have a group program will be discussed here. When asked the second question of whether or nor they had activity courses grouped together, according to their relationship to each other, twenty-nine, or sixty-three per cent, answered positive.

Since it would be rather unique for colleges to have identical activity courses grouped, the author will merely state here, that in general the groupings were in accordance to their relationship to each other. However, there were some activities grouped with activities that seemed to show no relationship. As an example, racket type activities such as tennis and badminton were grouped together with volleyball. In this instance combination of two dual activities were grouped with a team game. Activities are usually considered to be of a certain type such

as acquatic, rhythmatic, combative, team, dual or individual. The number required to play, the facilities needed, and physical characteristics of the sport usually determine the nature of grouping.

A study of the questionnaire shows a wide variation in the consistency of grouping activities. For example, one school listed three activities in one group, two in another group, and two other groups had four different activities listed together. The reason for this was, again, the relationship of the activities to each other. It was evident also, that some activities were grouped according to the climatic conditions of the particular region which the college served. There were a few reports from various colleges and universities, stating that they offered boating, ice skating, rowing, skiing and ice hockey. One college had the activities grouped into spring, fall and winter activities.

Listed below is a representative sampling of the many different groupings that was reported. The author feels that a better understanding will result if a sampling is presented here, rather than compiling a table. Activities that were grouped together are as follows:

Football - Basketball
Softball - Volleyball
Handball - Badminton
Archery - Badminton - Tennis - Squash
Wrestling - Golf - Handball
Soccer - Speedball - Volleyball
Handball - Fencing - Golf
Swimming - Softball
Wrestling - Baseball

Tumbling - Handball
Archery - Badminton - Speedball - Volleyball - Softball
Track - Acquatics
Gymnastics - Baseball

According to the survey, college activity programs differ when compared with other colleges. One college may offer only a part of a grouped program such as individual and dual activities, and then offer other activities individually as a single course unit. The following table shows the number of colleges offering a grouped program of activities including individual and dual activities, team sports, combative activities, rhythmic activities, and acquatic type activities.

TABLE II

GROUP DISTRIBUTION OF ACTIVITIES IN THE TWENTY-NINE COLLEGES AND UNIVERSITIES

Activity Group	Number of Colleges Offering Activities
Acquatic activities	11
Combative activities	4
Individual and dual activities	22
Rhythmic activities	4
Team activities	22

In addition to having a grouped program the colleges also offer activities individually. An activity, such as golf, can be taken individually without having to sign up for the group activity and taking the other courses with which it is grouped.

As it can be seen in Table II, there are only four colleges offering rhythmic activities as a grouped activity. This is not to imply that the other schools do not offer dancing. According to the questionnaire, twenty-eight of the twenty-nine colleges having a grouped activity program offer dancing as a single rhythmic activity or in their grouped programs.

A study of the grouping of activities together in some cases, seems to imply that the department is grouping activities together for more convenience rather than according to their relationship to each other. Lack of teaching personnel may be another factor in setting up their activity program.

Questions three and four ask the colleges having grouped programs to list their requirements according to the number of meetings the class was held per week, the semester hour credit that is given, length of the class period, and the number of weeks the class is held during the semester.

A study of the questionnaire reveals a wide range in the number of meetings the class is held each week, the semester hours credit that is given, and the length of each class period. As shown in Table III, there was very little similarity in programs. There were twenty different types of programs present among the twenty-nine colleges having a grouped activity program. According to the findings there were only four colleges and universities requiring three meetings per week, per semester hour credit, which was required to meet for fifty minutes per class period. There

were only three other groups that had a program similiar to other colleges and universities, as can be seen in Table XII, the others having an independent program entirely.

TABLE XII

ACTIVITY CLASS REQUIREMENTS OF GROUPED ACTIVITIES IN TWENTY-NINE COLLEGES AND UNIVERSITIES

Number of Meetings Per Week	Number of Weeks	Semester Hour Credit	Length of Periods Minutes	Number of Colleges Having This Program
2	11	1	45	1
2	18	1	50	4
2	15	1	55	1
2	12	2/3	60	1
2	16	1/2	50	1
2	12-18	1	60	2
2	10	1 1/3	50	1
2	16	1	90	1
3	18	1/2	30	1
3	9	1/2	50	1
3	15-18	1	50	4
3	18	1	60	1
3	18	2	60	1
3	18	1 1/2-2	50	1
3	15	2	90	1
3	18	1	55	1
3	18	3	120	1
4	12-18	2	50	3
4	18	2	60	1
5	18	2	60	1
			TOTAL	29

The second part of question four is concerned with the average number of students enrolled in the grouped activity classes.

In computing the average number of students in the grouped activity classes, it was found to be fairly uniform. One college stated that the activity courses averaged ninety students, while another college had only fourteen students in its grouped activities. The mode score was twenty-five, while the median score was set at thirty-two students. In computing the mean score, it was found to be thirty-one students, which is slightly higher than the most frequent score. The distribution of scores is shown in Table IV.

TABLE IV

AVERAGE ENROLLMENT IN GROUP ACTIVITIES

Average Number of Students in Activity Classes	Number of Colleges
14	1
18	1
25	12
30	8
35	4
40	1
70	1
90	1
TOTAL	29

For the purpose of clarification all the information presented hereafter will pertain to colleges and universities having individual activity programs as well as those colleges having a grouped program. A section on group activities was

necessary in order to have a better understanding of the results obtained. The following pages will deal with a series of Yes, No, answers from the forty-six questionnaires returned completed.

When asked the question, "If major students were in the same activity class as non-majors," twenty-one, or forty-five per cent answered no. As there were no additional comments regarding this question, it will be assumed that no college or university is dissatisfied with its own individual program. As the questionnaire shows, fifty-five per cent have non-majors in their classroom. Since there is not too much difference percentage wise, this tends to imply that half the colleges favor one, but do not readily object to the other.

The next question asked was, "Are methods of teaching each activity a part of the instruction?" According to the questionnaire thirty-seven, or eighty-four per cent are offering methods of teaching as a part of their instruction in activity courses. This is a good indication that the majority feel that instruction in methods should be a part of the training program for teachers. If a professional student is to do an adequate job of teaching, he should have a good understanding of various methods of approach. Teaching methods in our colleges and universities serves to prepare the student with a better understanding of physical abilities, individual differences, and the learning processes involved in activities. Experience will also prevent the students from making too many mistakes as a beginning teacher.

Good teacher preparation is important if the physical education field is going to keep abreast of overall education.

In response to the question, "Do students have opportunities to conduct the class as a practice assignment for their own learning experience?", twenty-eight, or sixty-one per cent answered the question yes. The results tend to imply that over half of the colleges and universities feel that the practical experience is of some importance in the preparation of teachers. Since leadership is of prime importance in teaching, a student who is given the chance to conduct a class in a real situation can demonstrate his ability as a leader. Students can benefit by working under the guidance of a competant instructor. He may receive helpful suggestions from the instructor which will help him in handling the classes he will be teaching later after graduation. The experience gained while still in school will make him a better teacher if he has had some worthwhile experience. Perhaps at no other time will he have the opportunities for professional advice, as he will have while in college. Many mistakes can be corrected in college if enough practical experience is gained here in teaching.

Discipline, too, is a problem which every instructor is faced with today in our colleges and universities. The question was asked, "Is there special instruction given in handling discipline problems that may arise while teaching?" The results show fifty per cent answered yes, indicating that some instruction was given in fifty per cent of the colleges surveyed. Since the other fifty

per cent did not offer instruction in discipline problems, one may be led to believe that it really is not necessary.

Question number nine is concerned with the testing programs of the colleges and universities that were surveyed. The question was asked, "Are proficiency and written tests given at the end of the course of study?" The results show that proficiency tests were given in forty-three, or ninety-three per cent of the colleges and universities surveyed. Written tests were given in forty-one, or eighty-nine per cent of the colleges and universities. This indicates that a high percentage of the colleges and universities surveyed believe that the student must show a certain degree of proficiency in the activity, as well as an adequate knowledge of the sport, before being given a passing grade in the activity. This tends to imply that the professional people in physical education feel that written tests are as important in the physical education field as they are in any other field of education.

When asked, "Do you consider your physical education program, at the present time, to be adequate in the preparation of teachers?", fifty-seven per cent answered yes; however, there were comments stating that they felt that their program would have to change as education progresses. The implications here are that no college can have a perfect program without modifying it some way as science progresses. The most common comment received was, "We are striving for improvement." This also indicates that the departments of physical education realize that they must evaluate their programs constantly for the purpose of realization of objectives.

TABLE V

ACTIVITY COURSES OFFERED AND REQUIRED OF MAJOR STUDENTS

Activity	No. of Colleges Offering This Activity	No. of Colleges Requiring This Activity
Archery	35	20
Badminton	44	27
Bait and Fly Casting	17	7
Baseball	31	23
Basketball	44	28
Boating and Sailing	4	4
Bowling	21	10
Boxing	10	4
Cage Ball	3	3
Corrective Exercise	24	17
Dancing	41	28
Deck Tennis	2	2
Fencing	3	3
Football (6)	7	6
Football (11)	24	21
Football (Touch)	27	13
Golf	41	20
Gymnastics	36	30
Handball	23	14
Hockey (Field)	13	5
Horseshoes	4	4
Judo	2	2
Life Saving	3	3
Marching	2	2
Recreational Games	4	4
Roller Skating	2	2
Shuffleboard	3	3
Skiing	2	2
Soccer	37	25
Softball	38	23
Speedball	29	25
Squash	4	4
Swimming	38	30
Table Tennis	19	8
Tennis	43	24
Track and Field	42	30
Tumbling	6	5
Volleyball	46	27
Water Polo	4	4
Weight Lifting	4	4
Wrestling	32	21

For the purpose of comparing major requirements of colleges and universities, the following activities were listed as major requirements. Also listed in Table V, are the number of colleges offering a specific individual activity. Table V shows that in general, most colleges and universities believe certain activities are necessary throughout the country. As shown in Table V, basketball is offered in forty-four of the forty-six colleges and universities. Activities of less popularity are not offered as frequently as others because there is no demand in the immediate area for the activity. Bait and fly casting, for instance, is not very popular among the colleges and universities surveyed.

In order to avoid confusion, Table VI shows the results from the colleges and universities that offer activities individually only. The activities are taken separately for a given time as shown in the table. Since there were twenty-nine schools having a grouped program, it will be necessary to list the other seventeen in a separate table below.

The table shows the majority of the schools surveyed offer an activity for a whole semester, for one hour credit. If the activity is offered for nine weeks than this will imply that a half hour would be given. As noted in Table VI, there are some who give as much as three hours credit per hour of attendance.

The average number of students in an activity class is shown in Table VII. This does not include dancing, as there are forty students permitted to enroll in this type of activity.

TABLE VI

INDIVIDUAL ACTIVITY COURSE REQUIREMENT OF SEVENTEEN COLLEGES AND UNIVERSITIES

Number of Meetings Per Week	Number of Weeks Per Semester	Semester Hour Credit	Length of Periods Minutes	Number of Colleges Having This Program
2	9	1/2	50	2
2	9	1	50	1
2	16	1	50	3
2	18	1/2	50	1
2	18	1	60	1
2	18	2/3	50	1
2	17	1/2	60	1
2	18	1	50	1
3	12	1/2	50	1
3	16	3	50	1
3	18	1	50	4
			TOTAL	17

TABLE VII

AVERAGE NUMBER OF STUDENTS IN INDIVIDUAL ACTIVITY COURSES

Average Number of Students in Activity Classes	Number of Colleges
40	2
35	3
30	9
25	1
20	1
10	1
	TOTAL 17

Table VII shows the majority of the seventeen schools favor having thirty students in their classes. This represents fifty-three per cent of the seventeen schools. The table implies that the enrollment should be held down in these classes, especially those above an enrollment of thirty students.

Since it is desirable to give individual instruction, large classes should be avoided as they tend to decrease the efficiency of instruction. The teacher cannot do a good job if there are too many students in an activity class. Team activities, perhaps, is the biggest violator, as they are usually filled to capacity regardless of the facilities available. As previously noted in this study, the colleges and universities feel that better organization and instruction will take place if enrollment is held down.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Preparation in a broad number of activities is essential if the needs and interests of all students are to be satisfied.

Colleges and universities require major students to take from three to twenty-six hours of activity courses. Twenty-eight per cent of the colleges and universities surveyed require four hours (mode score) of activity courses.

Sixty-three per cent of the colleges and universities surveyed have a grouped activity program integrated in their physical education department. The number of activities offered in a group range from two to five activities. These activities are taken during a one semester period. The average number of students in the grouped activity classes is thirty-two students.

Forty-five per cent of the colleges and universities have grouped activity courses designed for major students only. Non-major students are not allowed to enroll in a class designed for major students. Other individual activity courses are offered to non-major students to satisfy their needs.

According to the survey eighty-four per cent of the colleges and universities offer methods of teaching as a part of instruction

in activity courses. Methods of handling discipline problems is accepted by fifty per cent of the colleges and universities as part of their instruction in activity courses.

Proficiency tests are required in ninety-three per cent of the colleges and universities surveyed. Written tests are required in eighty-nine per cent of the colleges and universities.

Individual activity programs are offered in every college and university surveyed. Only sixty-three per cent of the colleges and universities surveyed have a group program. According to the information gathered from the survey, the enrollment of the individual activity cl asses is restricted to thirty students in fifty-three per cent of the colleges and universities answering the questionnaire.

As shown in Table III and Table VI, activity periods vary as to the number of meetings that are held during the week and the number of hours credit that is given. Only one college reported that it gave three hours credit for three hours attendance per week. The other colleges and universities require a considerably longer time in an activity for the credit that is given. Length of class periods very from thirty minutes to ninety minutes.

Recommendations

In the undergraduate preparation of physical education teachers it is recommended that all physical educators be adequately prepared to teach a large number of activities including individual

and dual activities, combative, acquatics, rhythmic activities, and team games.

Non-major students should not be permitted to enroll in activity courses designed for major students. Major activity courses should include problems that confront the teacher, methods of teaching the activity, practice teaching, history of the activity, knowledge of individual differences, skill proficiency, testing, and methods of handling discipline problems. It is recommended that all classes be held to a maximum of thirty-two students, to provide for individual instruction.

Since physical education activity courses are a part of total education, they should be taught and graded as other academic courses. Written and proficiency tests should be given to measure the student's knowledge and proficiency of the activity. Credit should be given for each hour of attendance per week. An activity course meeting three times a week for an eighteen week period should be given three hours credit.

It is recommended that a group program of instruction be set up to enable the major student to receive instruction in more activities during the semester. Grouping should be made in acquatics, team games, individual and dual activities, combatives, rhythmic, sports and games, racket type activities and self-testing activities. In addition to having a grouped program the physical education department should offer an individual

program for the general student body. Written and proficiency tests should be given to students taking individual activity courses.

It is recommended that colleges and universities operating on the quarter system enroll a major student for two group activities at the beginning of the school year. Grades should not be turned in until completion of the school year.

It is further recommended that all major students in physical education be required to take a minimum of twenty activities. This requirement can be met by taking grouped activities. Table VIII is a proposed group program for physical education majors. As shown in Table VIII, aquatics consists of three different water activities. These activities are taken for nine, five, and four weeks during the semester. One activity is taken until it is completed before the second activity begins. At the completion of the semester, three activities have been taken in a period of eighteen weeks and three hours credit is given at that time. The number of meetings the class shall meet during the semester shall be determined by the difficulty of the activity. It is recommended that all activity classes be limited to fifty minute periods.

It is recommended that all major students be skilled in demonstrating the activities they are qualified to teach. All physical education teachers should, for example, be able to do a hand stand if they are going to teach gymnastics properly. Competencies should be required in all physical education activities

as a primary importance of teacher education. Students failing to meet standards of acceptable demonstrated skill abilities should be retained for further training.

TABLE VIII

PROPOSED GROUP PROGRAM FOR PHYSICAL EDUCATION MAJORS

Activity	Number of weeks during semester	Number of meetings per week	Credit per Grouping
AQUATICS (18 weeks)			3
Swimming and Water Safety	9	3	
Boating and Sailing	5	3	
Water Polo	4	3	
COMBATIVE (18 weeks)			3
Wrestling	6	3	
Boxing	6	3	
Sports Judo	6	3	
TEAM GAMES (18 Weeks)			5
Baseball	6	5	
Basketball	6	5	
Softball	6	5	
Soccer	6	3	3
Speedball	6	3	
Volleyball	6	3	
Track and Field	8	5	5
Football	10	5	
11-man			
6-man			
touch			
INDIVIDUAL AND DUAL ACTIVITIES (18 Weeks)			3
Tennis	6	3	
Golf	6	3	
Badminton	6	3	
Archery	6	3	3
Bait and Fly Casting	6	3	
Handball	6	3	
Gymnastics	9	3	3
Tumbling	5	3	
Weight Lifting	4	3	
Bowling	9	2	2
Recreational games	9	2	
RHYTHMIC ACTIVITIES (18 Weeks)			
Dancing	18	2	2

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APPENDIX

APPENDIX A

In view of my present position as instructor at Kansas State College in the Physical Education Department, I feel there is a definite need to improve the undergraduate major preparation of future physical education teachers.

In order to determine what selected coeducational colleges with an enrollment of 1,500 to 4,000 students are doing to prepare major students for high school teaching today, I have prepared a questionnaire, which I hope you will fill out and return to me in the self-addressed envelope. Your comments and answers will be of great significance and value for the success of this study. In addition it may prove an informative source for other physical educators to consider.

I am writing a Master's Thesis in Physical Education and the information from the questionnaire will be compiled along with approximately seventy-five other colleges of similar size.

I am sincerely grateful for your time, courtesy, and consideration.

Sincerely yours,

Donald E. Blow
1103 N. Juliette
Manhattan, Kansas

APPENDIX B

Questionnaire on Activity Courses for Physical Education Majors in Colleges of 1500-4000 enrollment

1. Total semester or quarter hours required for all major students in activity courses. _____.

2. Are your activity classes grouped? Yes ____ No ____. (Example: badminton-tennis-softball, as one Course.)

3. If grouped what activities are grouped. _____

   a. Number of meeting per week ____. _____
   b. Semester hours of credit _____. _____
   c. Length of periods _____. _____

4. Number of weeks held during semester ___. Average number of students in activity classes _____.

5. Are major students in the same class as non-major students? Yes ____ No ____.

6. Are methods of teaching each activity a part of the instruction? Yes ____ No ____.

7. Do students have opportunities to conduct the class as a practice assignment for their own learning experience? Yes ____ No ____.

8. Is there special instruction given on how to handle discipline problems that may arise while teaching? Yes ____ No ____.

9. Are proficiency tests given at the end of the course of study? Yes ____ No ____. Written test given? Yes ____ No ____.

10. Do you consider your Physical Education program at the present time, to be adequate in the preparation of teachers? Yes ____ No ____.

11. Please check the following activities that are offered in your Physical Education program.

	Offered	Elective	Gen. Ed. Requirement	Major Requirement	Credit	Hours Per Wk.
Archery						
Badminton						
Bait & Fly Casting						
Baseball						
Basketball						
Bowling						
Boxing						
Corrective Exercises						
Dancing						
Football (6-man)						
Football (11-man)						
Football (touch)						
Golf						
Gymnastics						
Handball						
Hockey (Field)						
Soccer						
Softball						
Speedball						
Swimming						
Table Tennis						
Tennis						
Track & Field						
Volleyball						
Wrestling						
List others:						