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A DESCRIPTIVE STUDY OF THE PROFESSIONAL PREPARATION AND
TEACHING EXPERIENCES OF MALE PHYSICAL EDUCATION
GRADUATES OF NORTH TEXAS STATE UNIVERSITY FOR
THE COLLEGE SESSIONS FROM 1965 THROUGH 1973

THESIS

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North Texas State University in Partial
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By

Forrest D. Bomar, B. S.

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The problem of this study was to obtain the professional opinion of male physical education graduates of North Texas State University with respect to appropriateness of their professional preparation in association with their teaching experiences. An opinionated questionnaire was developed and used to collect the data.

Standard and Advanced First Aid and Safety Education, Teaching Physical Education in Secondary Schools and Foundations of Health were the required courses found to be most valuable to the participants in their teaching experiences. Basketball, track and field, football and volleyball were the activities most often used by the participants in their teaching activities.

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CHAPTER I

INTRODUCTION

Institutions of higher learning, colleges and universities, provide preparation and training for the student that then enables the student to perform skills that are necessary for making improvement in society. One way to accomplish this preparation and training is to provide the student with the necessary knowledge and learning experiences that are needed and useful at the time of his preparation and also at the time of his initial attempt at his profession. This is a complex but valuable function of the institutions of higher learning.

Progress is change. Progress is also a result of change. Therefore, in order for the colleges and universities to progress and be successful at educating their students, they should be willing to change. Society, with all of its different and intricate ramifications, is in a state of constant change. Colleges and universities need to change, not merely for the sake of changing, but in order to promote a better and more progressive society. These institutions can best do this by keeping abreast with the changes in society and adjusting their preparation and training experiences accordingly.

Institutions of higher learning are faced with the problem of changing and adapting their teacher preparation and training curriculum. This is also true in the area of physical education. States differ in their requirements and qualifications of teachers (3). Therefore, there is a great range of variation in the professional curriculum from one institution to another. The area of physical education is also affected by this situation. Pressure for curriculum change within an institution not only comes from inside the institution itself, but pressure also comes from a variety of outside sources. Physical education is not excluded from pressure groups requesting, suggesting or even demanding curriculum revision.

Medical science has been engaged in valuable research in the field of physiology and the cardio-vascular system. The findings of this research have caused different views and convictions to be formed which have led to change in the professional curriculum standards in physical education. Research in the areas of rehabilitation and adaptive physical education has influenced the curriculum of physical education in the colleges and universities (2). Research in the area of aerobics has produced a greater interest in this area and as a result has exerted a pressure that has recently influenced the curriculum in physical education. Medical leaders, physicians and their associations have recommended daily physical education instruction

involving vigorous exercises for grades 1-12 (4). These recommendations have produced added pressure for curriculum change in physical education. The following resolution was passed in 1969 by the House of Delegates of the American Medical Association which manifests their support of instruction in the physical education curriculum.

Resolved, that the American Medical Association through its various divisions and departments and its constituent and component medical societies do everything feasible to encourage effective instruction in physical education for all students in our schools and colleges (4, p. 95).

Hence, all areas of medicine, along with respected medical leaders, influence physical education by supporting the need for it and recommending a certain curriculum.

Government involvement in physical education also causes pressure to change the curriculum. Federal agencies which include the Department of Defense, National Institute of Health, and the U. S. Office of Education award grants to scientists in physical education for research (2). Colleges and universities receive grants for research from federal agencies (5). The President's Council on Physical Fitness and Sports exercises its authority through their book Youth Physical Fitness: Suggestions for School Programs (4). State governments also influence the programs of physical education through the legislature (8). They set up certain requirements for teacher certification in physical education (3), therefore, they have some influence

on the curriculum. The government at both the national and state levels, therefore does much to influence the training of physical educators and the school curriculum.

Professional organizations also create pressure that influences the physical education curriculum in the colleges and universities of the nation. The American Alliance for Health, Physical Education, and Recreation (AAHPER) is a professional organization dedicated to improving life in America through better programs (1). The AAHPER is made up of seven associations: American Association for Leisure and Recreation, American School and Community Safety Association, Association for the Advancement of Health Education, Association for Research, Administration and Professional Councils, National Association for Girls and Women in Sport, National Association for Sport and Physical Education, and the National Dance Association (1). These organizations are interested in curriculum and programs in the schools in the area of physical education. Sports guides and rules, statements and papers on certain issues, magazines and other articles concerning health, physical education and recreation are published by the alliance members directly associated with physical activity. Because of this action by the organizations, pressure is exerted and the curriculum in physical education is influenced. These organizations also engage in research which provides new ideas in curriculum development and planning.

Industry also plays a part in adding outside pressure to the change in curriculum and programs in physical education in colleges and universities (2). Research by industry provides new facilities and equipment that allow colleges and universities to expand their curricular offerings. With the recent use of new synthetic playing surfaces within facilities, the programs of physical education have been expanded. Research has been carried on by industry that has produced equipment that enables the student to better refine skills. An example of this has been the production and use of the videotape machine and special projectors that can slow down the movements of the individual for constructive analysis. These and many other contributions by industry have helped to broaden the program of physical education.

Perhaps one of the most influential forces for changing the curriculum in higher learning is the needs of the students. During the Mid-America Conference that was sponsored by the College Physical Education Commission and others in Chicago, Illinois in 1972, Martha Verda addressed the members of the conference in regard to the concerns of the students (6). She was disturbed over the fact that students were anxious with respect to the meaninglessness of life and leaned on an overutilization of psychological help wherever they could find it. Verda believed that physical educators had the responsibility of changing the

situation of overutilization of psychological help by students. Regarding the physical education curriculum Verda stated:

Physical education must bring knowledge and order into this realm of human development, with the external, established curriculum of the university. No longer can we be relegated to positions of house directors, house service, student affairs dean, and coaches . . . (7, p. 5).

Since the institutions of higher learning help bring about changes in society, they should also help bring about the fulfillment of the needs of American young people. Therefore, these institutions should change because the students will change in their needs and desires along with the changes in society.

Since changes in the curriculum of physical education are influenced by changes in society, colleges and universities need to stay abreast of the needs of society in relationship to physical education. A good way to accomplish this is to contact the physical education teachers in the public schools and assess their professional opinion on the appropriateness of their training as an undergraduate in regard to preparing them for the role of a physical educator. The need for this kind of study with respect to the curriculum of the Physical Education Division at North Texas State University is two-fold: first, there has not been an investigation of this type concerning male majors in this division; and, secondly there is a need to up-date the professional

preparation curriculum in order to better educate and prepare graduates for teaching physical education.

Some of the areas of concern in this study were: the percentage of graduates who were teaching physical education at the time of the study; however, if they were not teaching physical education or they were not teaching at all, the reason for the lack of teaching; and the per cent of graduates who were in related fields of instruction. Also, the per cent of graduates who were involved in and responsible for the extramural and intramural activities, the per cent who were involved in other extra-curricular activities, and the per cent who had responsibilities related to the safety program were investigated. An attempt was made to discover the responsibilities of the graduate, if any, toward the field of athletics. Each of these aforementioned areas of investigation was examined with the purpose of ascertaining the value of the graduate's undergraduate preparation in regard to assisting him with teaching experiences. It was hoped that this study would provide worthwhile and valuable information and recommendations for the continued improvement of the Division of Physical Education at North Texas State University.

Statement of the Problem

The problem of this study was to obtain the professional opinion of the male physical education graduates of North

Texas State University for the years of 1965 through 1973 with respect to reviewing their professional preparation and their teaching experiences.

Purpose of the Study

This study was undertaken in order to:

1. Review the appropriateness of the undergraduate professional preparation program of the Division of Physical Education of North Texas State University through an opinionated survey of the male graduates in order to determine the needs for and make recommendations toward improvement.
2. Study the public school curriculum offerings in lifetime and leisure sports taught by the male graduates in relation to their undergraduate preparation.
3. Study the public school curriculum offerings in intramural and extramural activities taught by the male graduates in relation to their undergraduate preparation.
4. Study the public school's safety program in relationship to the male graduate's responsibilities in relation to their undergraduate preparation.

Definition of Terms

The following terms with their usage are included in this study:

Physical education.--The education by experiences associated with physical activities that aid in the promotion of mental, physical, social, and emotional well being of the individual.

Professional preparation.--That area of educational experiences that prepares and trains an individual for the particular vocation that he has chosen.

Limitations

This study was limited to

1. The changes in staff over the time span of the study could possibly make a difference in the value of each course, therefore having an effect on the data.
2. The extent of application by the individual during the time he took the courses.

Delimitations

The study was delimited to all male graduates that were granted a B. S. degree with a major in physical education from North Texas State University during the years from 1965 through 1973 who attended North Texas State University at least their last two years of college, have had actual teaching experience, and are presently living in Texas.

Sources of Data

Men graduates of North Texas State University from 1965 through 1973 who received a B. S. degree with a major in physical education that completed their last two years of undergraduate study at North Texas State University and have had actual teaching experience in the field of health,

and physical education were the sources of data. The list of male graduates was secured from the official university records.

This chapter presented the introduction to this particular study that was undertaken. Also included in this chapter was the statement of the problem, purpose of the study, definition of terms, limitations, delimitations, and the sources of data.

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CHAPTER II

REVIEW OF RELATED LITERATURE

In a search of the literature related to this study, it was found that two relationships existed between the related literature and the study undertaken. The reporting of this related literature is classified under one of the two relationships -- critical or allied to the problem.

Critical to the Problem

Piek (19), in 1934 conducted a study which surveyed the education of men teachers of physical education for public school service in selected colleges and universities. The areas of the study included were an inquiry concerning the general curriculum policies, content, and method of each course, reactions to sixty-three curriculum issues of teacher education, and the analysis of the permanent record cards of over sixteen hundred students in twenty-four major fields.

Piek's recommendations were as follows:

1. The prescription of a teacher minor in combination with physical education.
2. The requirement of an adequate amount of practice teaching.

3. More soberness in adherence to the implications and methods of physical education and health at all levels of the public school,

4. The provision of a general education that is suitable for all teachers, and

5. To relate the required courses to the requirements of the teacher's job.

In 1950 Sterner (27) directed a study to formulate a program for the professional preparation of beginning teachers to coach physical activities and sponsor others in the secondary schools of New Jersey. He used four groups of teachers who had less than two years of teaching experience. Two groups were men who sponsored or coached major sports and men who sponsored minor physical activities. The other two groups consisted of female sponsors of major and minor physical activities. Sterner found that for the most part, the beginning teachers that were surveyed sponsored one of three activities -- physical activities, English and music. Those beginning teachers that were certified in physical education also coached activities that were related to that subject field. About 50 per cent of the men that were certified in science, math or social studies were also coaches of football and/or boys' basketball. It was further noted that men more often sponsored football, basketball, baseball, and track than any other sport. Women sponsored basketball, cheerleaders, softball, hockey and modern dance more often than any other activity.

Milton (16) guided an evaluative study in 1961 of the professional curriculum in the men's physical education department at North Texas State University. He was interested in determining the qualities which a physical education teacher should possess in the way of general and professional knowledge and compiling data for standards by which a professional preparation program for physical education can be evaluated. He was also interested in using the data in the process of evaluating the present professional preparation programs of physical education at North Texas State University.

Milton found that the education in physical education should have and maintain standards in curriculum, staff, facilities, student personnel, administration and organization as high as in any other area of the teacher education program. The study also noted that the graduate of North Texas State University was strong in the areas of methods and materials used in presenting certain activities at designated levels of education at the expense of certain areas of instruction, mainly, the areas of history, principles and philosophy of physical education. Also, the lecture courses that were used as teaching method courses should be placed in the realm of activity rather than theory. Objection to the placing of the coaching theory courses and the omission of physical education altogether in the second year was found to exist.

Shook (26) in 1967 conducted a study which involved one hundred and eighty women graduates of North Texas State University from 1954 through 1966 with a major in health, physical education, and recreation who had teaching experience. She investigated the relationship between the professional preparation curriculum and the actual teaching experiences of the graduates. Shook ascertained a number of characteristics concerning the professional preparation program for women. They included

1. The indication of an adequate preparation for undergraduate curriculum and extra-curricular responsibilities by the women physical education graduates at North Texas State University.

2. The manifestation of a high degree of interest in continuance of a meaningful curriculum of future physical education majors by the women graduates.

3. The need for a periodic evaluation of the curriculum for health, physical education and recreation.

4. The discovery of an interesting and increasing demand for women physical education graduates to teach track and field, gymnastics and swimming by women graduates themselves.

5. The teaching of physical education at all levels of education by the women graduates.

6. Weaknesses in the tests and measurements program.

7. The inadequacy of the student training program;

however, it could be improved by having a member of the physical education staff supervise it.

Consequently, Shook made five recommendations:

1. Increase the participation of the women physical education graduates during their college training with a wider variety of extra-curricular activities.

2. Insure a more practical application in the tests and measurements program.

3. Improve the corrective and adaptive courses in order to meet the needs of the physical education teacher.

4. Advise the student during their student training. (This advice should come from physical education staff members.)

5. Further studies similar to this should be made.

In 1972 Hatlem (11) studied the professional preparation and experience of the coaches of the Wisconsin Interscholastic Athletic Association. He was interested in studying the areas of study necessary, the kind needed, the deficiencies in and the present criteria used in regard to the professional preparation of the head coaches of the Wisconsin Interscholastic Athletic Association. Also, an analysis was conducted of the opinions of head coaches, principals, athletic directors and members of the board of control and directors of physical education of the four year colleges in Wisconsin in regards to the aforementioned areas of professional preparation.

Hatlem recommended that the state of Wisconsin should work toward the certification of head athletic coaches with courses dealing with the care and prevention of athletic injuries, first aid, conditioning and coaching methods and additional work in anatomy, psychology, legal responsibilities and administration of athletics to be included in the requirements for certification. Further, it was recommended that screening should be conducted for all prospective coaches, membership in professional organizations should be encouraged, and universities should establish a curriculum to meet the needs of prospective teachers who desire to coach, but whose majors are in fields other than physical education.

Lindsay (14) conducted a study in 1973 with the intent to investigate and evaluate the undergraduate professional preparation programs of physical education in selected state supported institutions of higher learning in Texas. He concluded that the Bookwalter-Collgener Score Card reveals the strengths and weaknesses of the professional preparation programs in physical education when it is used to evaluate the programs and that these professional preparation programs ranged from below average to above average in attainment. All institutions need to encourage their physical education personnel to affiliate with the professional organizations within their fields. There was a lack of opportunity for the staff members to participate

in research and publication. Health services in general were good; however, due to the fact that institutions with less than 6,000 enrollment had financial difficulties, they were also in need of more fulltime physicians and nurses, adequately equipped health services and maintained facilities. In terms of semester hours, the areas of general education, foundation sciences and general professional education offerings were adequate. Although the institutions of enrollment of more than 15,000 had centralized storage of audio-visual aids, the institutions with enrollments of less than 15,000 did not have centralized storage of audio-visual materials.

In 1950 Riola (23) was concerned with the evaluation of the physical education program and facilities of the secondary schools in the district 10-AA of the Texas Interscholastic League. She conducted a study aimed at evaluating the physical education programs and facilities and found that most of the schools did not meet the standards, i.e., credit is to be given for physical education and that this credit is a requirement for graduation set forth by the State Department of Education. She also found that smaller schools offered limited programs with no credit and used a large number of parttime physical education teachers. It was also noted that exemption from physical education classes was too easily obtained.

Phillips (20) was also interested in the evaluation of physical education programs; however, he was interested in the college programs in New York State. In 1953, he conducted a study aimed at evaluating the physical education programs of the colleges in New York State and found that there was an overall variation in the programs of physical education ranging from excellent to poor. He found this to be true especially in the service programs with which he was mainly interested. In addition, he found that the percentage of institutions of higher learning in New York State that required physical education and that gave credit for physical education courses was much lower than had been previously found to exist.

Bearden (1) conducted a study aimed at evaluating the physical education program of Arlington State College in 1954 with the intent of proposing recommendations for future development. Bearden was interested in selecting evaluative criteria by which the physical education program, the administrative and organizational realms, the activities and the intramural and intercollegiate programs of Arlington State College could be evaluated.

Bearden recommended that at no time should the R.O.T.C. program be substituted for the physical education program and that the student's schedule reserve a place and time for physical education. He also recommended that expansion of the physical education facilities be made,

that all students participating in the physical education program need to have a physical examination, and that the physical education program be studied continually and changed from year to year in order to meet the needs and desires of the students.

In 1969 Dungan (8) conducted a study to determine if the department of physical education in colleges of thirteen southern states attempted to find or evaluate the physical education major's level of proficiency in physical education and activities, and, if so, what method was used. He also made the study to learn methods employed by the institutions included in the study to determine the skills which should be required of men physical education majors; and, to determine the provisions made in the curriculum for the major student to acquire these skills.

Dungan concluded that each department should have a skills and/or curriculum committee to determine what skills should be taught; that there should be a wider variety of activity skills with more skill classes required of men majors; evaluation of the skill proficiency of beginning men majors; and that all men majors should be introduced to a corrective physical education program. Also, Dungan concluded that men majors should be encouraged to participate in the intramural or intercollegiate sports and that those male majors who are athletes should be required to attend and participate in the activity classes during the season of their sport.

Williams (29) in 1955 guided a study of the status of the area of health, physical education and recreation in the colleges and universities of Texas for Negro students during the session of 1953-1954. He concluded that the staff in the area of health, physical education and recreation tended to be professionally qualified in terms of degrees and in their major field of work. He also concluded that there was a definite effort in the colleges and universities to offer a basic curriculum in the area of health, physical education and recreation; however, there was a tendency toward inadequacy in the curriculum of this area in regards to the provision for the development of motor skills needed by the physical education teacher. Finally, he concluded that the titles of the courses offered by the institutions of the study were in line with the trends in professional preparation curriculum in physical education, and that the extent of participation in intercollegiate athletics of the institutions of this study were reflected in the course offerings in the coaching of athletics.

Consequently, Williams recommended that more colleges and universities in Texas offer more degree programs in recreation or park administration; cities should use the recommendations of the National Recreation and Park Association; and that recreation directors in Texas should make an effort to meet the educational qualifications set by the National Recreation and Park Association.

Cordts' (5) study concerned the status of the physical education requirements and the instructional programs for four-year colleges and universities with emphasis on the area covered by the Washington Conference on Physical Education in 1958. He concluded that freshman and varsity sports could be substituted in place of the student's physical education requirements, and that all the necessary equipment for participation in the physical education program was provided. He also concluded that the same grading system that was used for other subjects was also used in a larger portion of the men's departments in the men's colleges than was in the state coeducational institutions. Also the women's departments in the state coeducational institutions provided special sections for students with individual problems more so than did the women's colleges.

In 1964 Kraft (13) studied the physical education program for college women in the Punjab of West Pakistan. She concluded that Western culture was responsible for molding the physical education activities, that there was a predominance of individual sports, that the students were well qualified academically, and that the instructors indicated an awareness of the importance of physical education for the development of the social qualities of the Pakistani girl.

Blair (3) in 1967 surveyed the physical education programs of the junior colleges in Texas with emphasis on

the activities offered to the male student. The findings of his study led him to recommend that colleges should strive to meet the recommendations of the Texas Association of Health, Physical Education, and Recreation in all areas; and there needs to be a standardized program between the junior and senior colleges.

Rozich (24) employed the Neilson-Comer-Griffin Score Card in a survey of the men's physical education program of North Texas State University for the Spring of 1969. His study suggested that the professional preparation (kind, extent and recency) of the instructors and the program of activities was fair, and that the status of the facilities, the program of organization, administration and professional assistance was considered to be excellent.

Rice (22) conducted a study aimed at making known the status of physical education in junior colleges of Texas in 1972. She recommended that studies involving the defining standards applicable for evaluation, the transfer programs for students interested in professional preparation, the grading practices in coeducational classes, physical education in junior colleges and a replication of this study on a regional and national basis five years hence be made.

Allied to the Problem

McAbee (15) studied the effectiveness of the training program of the Fort Worth Technical High School in 1954,

with respect to aiding the graduates in choosing a vocation and the acquisition of basic skills and attitudes that helped in obtaining a job and continuing as successful workers. His study covered a ten year span from 1942-1952. He found that the school's program met the purpose of the school but that the graduates needed a broader education including a variety of nontechnical courses. He cited three factors for this lack of broader education:

1. A number of graduates expressed a need for courses that were not included in the curriculum during their time in school;

2. All graduates, except those in homemaking, listed a need for more mathematics, English, drafting and chemistry; and,

3. There was an apparent lack of regard for the value of home economics.

Eller (9) conducted a study in 1957 involving the effectiveness of the training program of Arlington State College using the semi-professional engineering graduates. His purpose for the study was to ascertain the effectiveness of the training given by the colleges in assisting the graduates in choosing an occupation, development of skills and forming attitudes necessary in the procurement of an occupation. He recommended that certain steps be taken to aid the effectiveness of the training program. The steps suggested by the study of the curriculum include

expansion and/or improvement by the administrative and teaching staff of the semi-professional engineering program, the re-evaluation by the instructors of content and value of each course to the students, more counseling and guidance for the students, the establishment of an employment placement office for the semi-professional engineering graduates, and other periodic studies similar to this one.

A study of the qualifications of municipal recreation directors in the Southwest district and standards recommended by the National Recreation and Park Association was made by Birkhead (2) in 1968. Birkhead concluded that the majority of the certified recreation directors meet the requirement of experience but not the educational requirements of the National Recreation and Park Association. He also concluded that most of the certified municipal recreation directors realized the needs of their communities and had planned programs and activities to meet these needs. Also, the municipal recreation directors had experience in the organization, development and maintenance of a recreation program, along with being creative, persevering and had the initiative to try new programs. Birkhead recommended that municipalities should use the criteria of the National Recreation and Park Association in relationship to the employment of recreation directors and that recreation

directors should strive to meet these standards. Also, Birkhead recommended that more colleges and universities in the Southwest offer degrees in this area.

Johnson (12) conducted a survey and comparison of the educational and experiential qualifications of selected city recreation directors in Texas in 1970. From the data received, Johnson concluded that the criteria for hiring recreation directors in Texas apparently does not give consideration to educational qualifications recommended by the National Recreation and Park Association, that supervised field work programs are beginning to appear at the graduate level and that experience in supervisory or executive capacities is weighted heavily as a criterion for hiring recreation directors in Texas.

Another study was made by Neal (17), in 1973 in which the survey technique was used to compare the educational and experiential backgrounds of past and present professional recreation directors of the Dallas Park and Recreation Department. He was interested in the areas of specialized course work, inservice education, on-the-job training and personal philosophies of the individual recreators. He discovered that the Dallas Park and Recreation Department did not meet or abide by the National Recreation and Park Association's standards and therefore, he made two recommendations: first, the Dallas Park and Recreation Department should use the criteria of the

National Recreation and Park Association as guidelines in employment of professional recreators; secondly, the Park and Recreation Department should continue to study and evaluate their personnel, as well as the departmental philosophy, standards, procedures and programs.

Oglesby (18), in 1948 guided a comparative study of fifty undergraduate male physical education majors and fifty undergraduate male majors in other fields at North Texas State College in relationship to selected personal traits. He concluded that the undergraduate male physical education majors were characterized by a high degree of motor ability, average intelligence, and a high degree of leadership. They tended to be well-balanced emotionally, better than average in self-sufficiency, highly extroverted, very domineering, better than average in self-confidence and highly sociable. Their interests included daring, vigorous, exciting, competitive and outdoor work and play.

Oglesby found that the male undergraduates in the other fields were average for the most part in the areas where the physical education majors were superior. The interests of the nonphysical education majors were ascertained as being those of work and play activities that were of a safe, quiet, less vigorous and noncompetitive nature.

Servis (25) was interested in the qualities relating to success in women's physical education professional

programs. Therefore, in 1967 she conducted a study in this area. Servis concluded that there was a significant positive relationship between success in the professional preparation program of physical education and the active, vigorous, dominant and social temperament traits and also between mental ability and success in the program. Also, the study indicated a higher relationship between physical fitness and success in the program than with any other single variable. There was practically no relationship between the value and interest variables with success in the program. The physical fitness index, the active temperament trait score and the mental ability score were the best combination of variables for predicting student success in the women's physical education program of professional preparation.

An interest in the attitudes and interest of physical education by North Texas State University students was taken by Vinyard (28) in 1963. Vinyard used a questionnaire to ascertain the attitudes and interests of sophomore men and women in special service classes at North Texas State University. After reviewing his data, Vinyard concluded that the students possessed favorable attitudes toward physical education and were interested to a greater extent in individual and aquatic sports. The students enjoyed their physical education classes and recognized the importance of participation in physical activities

throughout life, but that participation was not necessarily a measurement of femininity. They also realized that physical education was as important as other courses and should be required of all students. Vinyard also concluded that there is a need for improvement of the facilities and that a lack of time is the main factor for a lack of participation in intramurals.

Cunningham (6) was also interested in comparing the attitudes toward physical education activities by male and female students in the required physical education program at North Texas State University. Therefore, she conducted a study toward this area in 1970. She found that the males felt stronger about the physical education activity requirement, physical education as being a social experience, and indicated that they use the activity as a challenging and competitive source more than did the females. Females thought more of the activities as a development of health and fitness and of an aesthetic nature than did the males. Both the males and females possessed a positive attitude toward physical activity, with the females scoring slightly higher.

Phillips (21) compared the practices and extra-curricular responsibilities of women high school physical education teachers from schools in every state in the United States. In 1957, when Phillips conducted this study, she found that more than one-half of the schools surveyed

provided no compensation for the extra-curricular activities and responsibilities of the women physical education teachers. She also found that the women physical education teachers received more pay for the interschool sports program than they did for any of the other extracurricular responsibilities. Also, the Girls Athletic Association is the most often extra-curricular responsibility of the women physical education teachers. They spend an average of six hours a week in the extra-curricular activities of which basketball is the most offered activity. However, the women high school physical education teachers may be called upon to supervise a variety of extra-curricular activities.

In 1958 Brownell (4) studied some reactions of experienced teachers to their professional training. A questionnaire was developed and sent to the faculty members of two high schools in a California school district. Brownell found that most teachers were for the requirement of student teaching in both their major and minor teaching fields. The teachers had taught mostly in their major fields and felt that their experiences had exhausted their subject matter preparation. They listed subject matter, liberal arts background and scholarship as the most frequent criteria for screening teachers.

Curtis (7) in 1960 conducted a study concerning the public high school education experiences of freshman girls

with recommendations in the service classes at North Texas State College. She found that the freshman girls had basically a similar background in physical education in high school, most of the girls had physical education scheduled as a subject, and that band was substituted for physical education in most cases. The corrective and adaptive programs were weak. Curtis also found that both the school and community facilities were used in the physical education classes, and that more team activities than individual activities or dance were offered. Most of the girls surveyed reported interscholastic competition for girls available for them at their respective schools. Also, there was a strong desire expressed by the freshman girls to experience individual activities that were both sport and rhythmic in nature.

Garrison (10) in 1961 was interested in developing a program of follow-up services for first year teachers. She proposed three hypotheses: first, a carefully planned and organized follow-up program can definitely provide assistance to the beginning teacher. Although no degree of assistance that each teacher received was determined, it was determined however, that the pilot study of the follow-up program did have merit and value for the beginning teacher. Secondly, the follow-up services for the beginning teacher strengthens the rapport between the teacher education institutions and the public schools

which employ its graduates. This hypothesis was found to be tentatively acceptable. Thirdly, the follow-up programs furnish an excellent means for evaluating the undergraduate curriculum in teacher education. However, this hypothesis was not tested in her study.

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CHAPTER III

PROCEDURES USED IN THE DEVELOPMENT OF THE STUDY

The problem of this study was to review the relationship between the professional preparation and the teaching experience of the male graduates of North Texas State University with a major in physical education during the college sessions from 1965 through 1973. This was done by employing an opinionated questionnaire.

Selection of Subjects

The subjects were 686 male graduates of the Department of Health, Physical Education and Recreation of North Texas State University. A minimum of 300 responses to be collected and analyzed was the goal; however, only 122 were collected and analyzed, for only these met the requirements placed upon each graduate involved in this study. The requirements placed upon each graduate included all male graduates who were granted a B. S. degree with a major in physical education from North Texas State University during the years 1965 through 1973. In addition, the subject must have attended North Texas State University for at least the last two years of college, had actual teaching experience in the field of physical education, and residence in Texas at the time of the investigation.

Questionnaire

Since the data for this particular study would come from the graduates that were scattered throughout the state of Texas, it was deemed unfeasible to use another method for gathering data separate from the questionnaire. Therefore, a questionnaire was developed and used for the purpose of gathering the data needed for this study (see Appendix A). Suggestions and gleanings from others (1, 2, 3, 4, 5, 6, 7, 8) were taken into consideration and used in the development of the questionnaire.

Description of the Questionnaire

The questionnaire used in this study was divided into three parts -- general information, North Texas State University course list for physical education majors, and extra-curricular assignments of the respondents in their present teaching situation.

The first area of the questionnaire dealt mainly with background of general information. Areas of concern included:

1. Personal information such as the subject's name and address
2. Whether or not the subject was presently teaching and if not, his reason for not teaching
3. The type and level of education in which the subject taught last

4. The number of physical education classes and the number of students taught by the subject per unit of time

5. The area of certification the subject qualified for upon graduation

6. Other courses taught by the subject and his certification in relationship to the other courses he taught

7. The number of years teaching experience in physical education and in other areas the subject had and the number of years the subject attended North Texas State University.

The second part of the questionnaire was composed of a course list for the physical education majors. The course list was repeated, once for the purpose of ascertaining which courses each graduate took while in the undergraduate training program and which of these courses he used in his teaching, and a second time for the purpose of ascertaining the degree of value to the graduate in terms of skills and knowledge gained in relationship to his teaching experiences.

Each subject was to check all the courses in the first list that he took in his undergraduate preparation while at North Texas State University. Next, he was to indicate by circling either "yes" or "no" whether or not he had used each course he checked in his teaching. In the second list the graduate again checked each course he took in his undergraduate preparation. This time, however, he determined how valuable each course he checked was in terms of knowledge and skills gained in relationship to his teaching

experiences by circling one of four numerals that preceded each course.

The third part of the questionnaire was designed to gather information concerning the extra-curricular assignments or responsibilities of each graduate. Inquiry into areas concerning the sponsorship of clubs, organizations, the safety program, athletics, intramural activities, and the lifetime activities offered in the intramural program was to be made along with the usefulness of the undergraduate preparation for each course. The subject was asked to judge whether the problems he had encountered in his teaching experience were due to weaknesses in the undergraduate professional preparation program in physical education at North Texas State University, or if these problems were caused by the situation in which the graduate was teaching. Finally, the subject was asked to respond by making any suggestions or comments that he deemed significant for the improvement of the undergraduate professional preparation program in physical education at North Texas State University.

Questionnaire Administration

A questionnaire and an accompanying letter was sent to each of the randomly selected male graduates. There were 686 questionnaires mailed. Each graduate was asked to complete the questionnaire and return it as soon as

possible. Three hundred questionnaires were mailed at first. Approximately one week later 186 more were mailed. Then each week for two consecutive weeks, 100 questionnaires were mailed. Each graduate who was mailed a questionnaire was given at least three weeks to respond. After some five weeks of collecting and receiving the questionnaires, the data was analyzed and recorded.

Treatment of the Data

The data compiled from the questionnaires received was analyzed and reported in percentages. Also, the data was used to ascertain the strengths and weaknesses of, and to recommend changes in, the undergraduate professional preparation curriculum in physical education at North Texas State University.

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CHAPTER IV

PRESENTATION OF DATA

This chapter presents the data compiled from 686 questionnaires sent to male graduates of North Texas State University with a major in physical education from 1965 through 1973. The questionnaire was composed of three parts: (1) the general background information of the participant; (2) the course list for health, physical education and recreation majors; and, (3) the extra-curricular responsibilities of the participants. The data is reported in tables with emphasis on the frequencies and percentages in reference to the participants involved in each case.

Background Information of the Participants

Table I examines the responses of the participants to the questionnaire. This examination concerns the number of questionnaires that were distributed, the number of questionnaires that were returned, and the number of questionnaires that were not returned. Furthermore, this examination pertains to the number of questionnaires that were used in this study and the number of questionnaires indicating that the participant had never taught physical education. Of the 686 questionnaires distributed, 89 came back because of incorrect addresses. Two hundred and

seventy four (24.90 per cent) of the questionnaires were completed and returned; 317 (54.10 per cent) of the questionnaires were not returned. Of the 274 questionnaires

TABLE I
RESPONSES BY THE PARTICIPANTS
TO THE QUESTIONNAIRES

Number Distributed*	Number Returned	Number Not Returned	Number Used in the Study	Number Returned Showing No Experience
597	274	317	122	77

*This number is different from the 686 questionnaires reported in the introduction to this chapter because it does not include the 89 questionnaires that were returned because of incorrect addresses.

returned, only 122, or 44.52 per cent, met the requirements set forth in the first chapter and were used in this study. Of the questionnaires that were returned, 77 (28.10 per cent) indicated that the participants had no teaching experience in physical education.

The number of the participants that were teaching at the time of this study was also ascertained. Ninety-two (74.41 per cent) were teaching and 29 (23.77 per cent) were not teaching. Only one participant failed to indicate his teaching status.

The types of schools with which the participants were associated at the time of this study were examined. One

hundred and five (86.07 per cent) were teaching or had last taught in the public schools. Thirteen (10.65 per cent) of the participants did not indicate the type of school with which they were associated.

Table II exhibits the levels of instruction of the participants at the time of this study. Most (68.02 per cent) participants were associated with the secondary

TABLE II
THE LEVELS OF INSTRUCTION WITH WHICH
THE PARTICIPANTS WERE ASSOCIATED

Levels	Number*	Per Cent**
Kindergarten	1	0.82
Elementary	16	13.12
Middle School	11	9.02
Junior High	35	28.68
Senior High	48	39.34
Junior College	4	3.28
Senior College	3	2.46
No Response	4	3.28

* Represents the total number of participants which were associated with the different levels of instruction.

** Based on the 122 responses used in this study.

level of instruction. More (39.34 per cent) taught in the senior high school level than in any other level. Only

four (3.28 per cent) of the participants did not indicate their level of instruction.

The number of physical education classes taught by the participants during a given unit of time is indicated in Table III. Sixty-nine (56.55 per cent) indicated that they taught from one to five classes of physical education.

TABLE III
NUMBER OF PHYSICAL EDUCATION CLASSES TAUGHT
BY THE PARTICIPANTS PER UNIT OF TIME

Number of Classes	Number*	Per Cent**
1-5	69	56.55
6-10	12	9.84
11-15	3	2.46
16 or more	3	2.46
No Response	35	28.68

*This represents the total number of participants that were teaching a certain number of classes.

**Based on the 122 responses used in this study.

The high number of physical education classes taught resulted from the participants teaching in the elementary schools where the physical education classes were probably 30 minutes in length. Thirty-five (28.68 per cent) of the participants failed to indicate the number of physical education classes they taught.

The number of students taught by the participants in the physical education classes during a given unit of time is presented in Table IV. More (45.89 per cent) participants taught from one to one-hundred and fifty students in their physical education classes than any other number. Four (3.28 per cent) of the participants

TABLE IV

THE NUMBER OF STUDENTS TAUGHT IN THE PHYSICAL EDUCATION CLASSES BY THE PARTICIPANTS PER UNIT OF TIME

Number of Students	Number*	Per Cent**
1- 50	19	15.57
51-100	18	14.75
101-150	19	15.57
151-200	10	8.20
201-300	9	7.38
301-400	4	3.28
400 or more	4	3.28
No Response	39	31.97

*This represents the total number of participants that taught a certain number of students.

**Based on the 122 responses used in this study.

reported teaching more than 400 students. These participants taught in the elementary school and middle schools. One

participant reported teaching 500 students; another reported teaching 630 students; one participant reported teaching 800 students, including four classes of each grade in the entire elementary school, two classes of kindergarten and three special education classes. One participant reported teaching more than 1000 students. This large number probably represented the number of students per week. Thirty-nine (31.97 per cent) participants did not report the number of students they taught in their physical education classes.

Table V depicts the type of certification received by the participants. Most (65.57 per cent) received a provisional secondary certificate. Only 3 (2.46 per cent)

TABLE V
THE TYPE OF CERTIFICATION RECEIVED BY THE
PARTICIPANTS UPON GRADUATION

Certification	Number*	Per Cent**
Provisional Secondary	80	65.57
All-Level	39	31.97
No Response	3	2.46

* This represents the total number of participants that received certification.

** Based on the 122 responses used in this study.

failed to indicate the type of certification which they received.

Table VI reveals the subjects, other than physical education, taught by the participants in their teaching experiences. More participants taught science than any other subject. The area of science most often taught

TABLE VI
SCHOOL SUBJECTS OTHER THAN PHYSICAL
EDUCATION TAUGHT BY THE PARTICIPANTS

Subject	Number*	Per Cent**
Science	51	41.80
History	23	18.85
Health	21	17.21
Driver Education	13	10.66
Math	8	6.56
Social Studies	7	5.74
Industrial Arts	6	4.92
English	5	4.10
Others	9	7.38
None	16	13.10
No Response	9	7.38

*This represents the total number of participants that taught a certain subject.

**Based on the 122 responses used in this study.

was biology since 17 (33.33 per cent) of the participants indicated that they taught this subject. Life science,

with 6 (11.76 per cent) participants; earth science, with 5 (9.80 per cent) participants; physical science, with 5 (9.80 per cent) participants; and physiology, with one (1.96 per cent) participant; were the other scientific areas taught by the respondents. Seventeen (33.33 per cent) gave no indication of the area of science which they taught.

History was the second most often taught subject with 23 (18.85 per cent) participants reporting that they taught history. American history was taught by six (4.92 per cent) of the participants; Texas history was taught by three (2.46 per cent); world history was taught by two (1.64 per cent) of the participants. Twelve (9.84 per cent) participants did not specify the area of history which they taught.

Health was taught by 21 (17.21 per cent) of the participants. Eight (6.56 per cent) taught math. The areas of math taught included algebra, business math and general math.

Woodworking and drafting were the areas of industrial arts taught by the participants. The "other" category included courses of government, journalism, civics, and language learning disabilities. The category labeled as "none" refers to those participants who indicated they did not teach any subjects other than physical education. Nine (7.38 per cent) participants failed to disclose the subjects they taught.

The certification of the respondents for teaching subjects other than physical education is presented in Table VII.

TABLE VII
THE CERTIFICATION OF THE PARTICIPANTS IN
REFERENCE TO THE TEACHING OF SUBJECTS
OTHER THAN PHYSICAL EDUCATION

Time of Certification	Number*	Per Cent**
Certified upon graduation	90	73.77
Not certified upon graduation	10	8.20
Gained minimum certification since graduation	15	12.30
No Response	7	5.73

*Represents the total number of graduates in reference to the time of their certification for other subjects which they taught.

**Based on the 122 responses used in this study.

The majority of the participants (73.77 per cent) were certified upon graduation to teach subjects other than physical education. Seven (5.73 per cent) did not report concerning their certification for teaching subjects other than physical education.

The number of years of teaching experience that the participants had in physical education is depicted in Table VIII. Eighty-nine (72.95 per cent) of the participants

indicated that they had from one to five years of teaching experience in the field of physical education. Only one

TABLE VIII

THE NUMBER OF YEARS TEACHING EXPERIENCE IN
PHYSICAL EDUCATION BY THE PARTICIPANTS

Number of Years	Number*	Per Cent**
1	21	17.21
2	16	13.11
3	16	13.11
4	20	6.40
5	16	13.11
6	6	4.92
7	11	9.02
8	8	6.56
9	4	3.28
10	1	0.82
11	2	1.64
No Reponse	1	0.82

*Represents the total number of participants that had a certain number of years teaching experience in physical education.

**Based on the 122 responses used in this study.

failed to indicate the number of years of teaching experience in physical education.

The number of years of teaching experience in subjects other than physical education by the participants is revealed in Table IX. Approximately 18 per cent

TABLE IX

THE NUMBER OF YEARS TEACHING EXPERIENCE IN SUBJECTS
OTHER THAN PHYSICAL EDUCATION BY THE PARTICIPANTS

Number of Years	Number*	Per Cent**
0	22	18.03
1	14	11.47
2	9	7.38
3	17	13.93
4	11	9.02
5	14	11.47
6	8	6.56
7	6	4.92
8	8	6.56
9	3	2.46
10	3	2.46
11	2	1.64
No Response	5	4.10

*Represents the total number of participants that had a certain number of years teaching experience outside of physical education.

**Based on the 122 responses used in the study.

indicated that they had no years of teaching experience outside of physical education. However, more than one half (63.11 per cent) of the participants indicated they had teaching experience from one to five years in areas other than physical education. Only five (4.10 per cent) failed to indicate whether or not they had teaching experience outside of physical education.

Table X shows the number of years the participants attended North Texas State University. Most (75.41 per cent) attended North Texas State University from two to

TABLE X
THE NUMBER OF YEARS THE PARTICIPANTS
ATTENDED NORTH TEXAS STATE UNIVERSITY

Number of Years	Number*	Per Cent**
2	31	25.41
3	21	17.21
4	40	32.79
5	19	15.57
6 or more	7	5.74
No Response	4	3.28

*Represents the total number of participants that attended North Texas State University for a certain number of years.

**Based on the 122 responses used in this study.

four years. More (32.79 per cent) attended for four years than for any other number of years. The seven participants

who attended North Texas State University for six or more years did not attend full time. Four (3.28 per cent) failed to indicate the number of years they attended.

Course List for Physical Education Majors

Part two of the questionnaire dealt with information concerning the use of the activity courses and the required courses for physical education majors in reference to their teaching experiences. The participants also were asked to evaluate the aforementioned courses for teaching expertise in terms of knowledge and skills gained.

Table XI indicates the use of the activity courses in the teaching experiences of the participants. All activity courses, with the exception of swimming which had 29.03 per cent, were used in the teaching experiences of the participants by more than 50 per cent of those participants taking them. There is no indoor swimming facility at North Texas State University, and these conditions might well explain the reason for the small number of participants that reported using swimming in their teaching experiences. Only 31 (25.42 per cent) indicated that they took track and field, yet 93.55 per cent used track and field in their teaching. Badminton was taken by the fewest number of participants; however, more than 60 per cent indicated that they used badminton in their teaching.

In Table XI the numbers in the last two columns do not equal the numbers in the first column since some of

TABLE XI
THE USE OF ACTIVITY COURSES IN THE TEACHING
EXPERIENCES OF THE PARTICIPANTS

Activity	Number of Participants Taking Course (%)	Number of Participants Using Course (%)	Number of Participants Not Using Course (%)
Basketball	70 (57.40)	61 (86.00)	6 (8.57)
Touch Football	63 (51.66)	52 (82.54)	9 (14.29)
Conditioning Activities	55 (45.08)	47 (85.45)	6 (10.91)
Softball	53 (43.46)	44 (83.12)	6 (11.32)
Weight Training	53 (43.46)	46 (86.79)	9 (7.38)
Gymnastics	48 (39.36)	33 (68.77)	14 (29.17)
Volleyball	44 (36.08)	40 (90.91)	7 (18.18)
Wrestling	42 (34.44)	28 (66.67)	20 (47.64)
Tennis	41 (33.62)	29 (70.73)	14 (34.15)
Track and Field	31 (25.42)	29 (93.55)	4 (12.90)
Swimming	31 (25.42)	9 (29.03)	24 (77.40)
Speedball	25 (20.50)	15 (60.00)	13 (52.00)
Badminton	23 (18.86)	14 (60.87)	10 (43.48)

the participants indicated taking the activity but failed to indicate if they used it in their teaching. Also, some participants indicated using or not using the activity in their teaching but failed to indicate if they took the activity in college.

The use of the required courses of instruction by the participants in reference to their teaching is represented in Table XII. Standard and Advanced First Aid and Safety

TABLE XII

THE USE OF THE REQUIRED COURSES IN THE TEACHING EXPERIENCES OF THE PARTICIPANTS

Course Number and Title	Number of Participants Taking Course (%)	Number of Participants Using Course (%)	Number of Participants Not Using Course (%)
132 Folk Dance	77 (63.11)	11 (14.29)	59 (76.62)
190 Foundations of Health	104 (85.25)	75 (72.11)	23 (22.12)
225 Coaching of Track and Field	68 (55.74)	55 (80.88)	13 (19.12)
235 Coaching of Football	110 (90.16)	85 (77.27)	21 (19.09)
245 Coaching of Basketball	94 (77.05)	74 (80.85)	16 (17.02)
257 Standard and Advanced First Aid and Safety Education	113 (92.62)	94 (83.19)	13 (11.50)
260 Health Education Programs-Secondary Schools	91 (74.59)	59 (64.84)	25 (27.47)
275 Play and Playgrounds	41 (33.61)	20 (48.78)	20 (48.78)
305 Kinesiology	110 (90.16)	78 (70.91)	24 (21.82)
326 Gymnastics in Public School Programs	88 (72.13)	55 (62.50)	25 (28.41)
395 Physical Education for Elementary Schools	53 (43.44)	28 (52.83)	25 (47.17)
432 Teaching Physical Education-Secondary Schools	100 (81.97)	68 (68.00)	20 (20.00)
433 Measurement in Health-Physical Education - Secondary Schools	95 (77.87)	58 (61.05)	30 (31.58)
435 Administration of Physical Education	105 (86.06)	67 (63.81)	25 (23.81)
480 Curriculum Construction in Health-Physical Education	98 (76.23)	62 (66.67)	23 (24.73)

Education was taken by more participants (92.62 per cent) than any other course. More than 83 per cent of the participants taking Standard and Advanced First Aid and Safety Education used it in their teaching experience. With the exception of Folk Dance and Play and Playgrounds, all of the required courses were used by more than 50 per cent of the participants in their teaching. Play and Playgrounds and Physical Education for Elementary Schools were taken by the fewest number, respectively. This was due to the fact that most of the participants received a provisional secondary certificate in which case Play and Playgrounds and Physical Education for Elementary Schools were not required.

In Table XII the numbers in the last two columns do not equal the numbers in the first column because some of the participants indicated taking the course but failed to indicate if they used the course in their teaching experience.

The value to the participants in relationship to their teaching of the activity courses in terms of knowledge and skills gained is reported in Table XIII. This table concerns the number of participants who took the activity courses. The value placed on the courses is indicated by: (1) no value, (2) some value, (3) valuable, and (4) most valuable.

Although some of the activity courses were more valuable to the participants in their teaching experiences

TABLE XIII

THE VALUE OF THE ACTIVITY COURSES IN THE TEACHING EXPERIENCES OF THE PARTICIPANTS

Activity	No Answers (%)	Answers (%)	No Value (%)	Some Value (%)	Valuable (%)	Most Valuable (%)
Touch Football	54 (44.26)	68 (55.74)	11 (16.18)	29 (42.65)	17 (25.00)	11 (16.26)
Softball	66 (54.10)	56 (45.90)	8 (14.29)	28 (50.00)	13 (23.21)	7 (12.50)
Conditioning Activities	67 (54.92)	55 (45.08)	1 (1.81)	11 (20.00)	18 (32.73)	25 (45.45)
Volleyball	73 (59.84)	49 (40.16)	5 (10.20)	15 (30.62)	23 (46.94)	6 (12.24)
Basketball	75 (61.48)	47 (38.52)	4 (8.51)	11 (23.40)	18 (38.30)	14 (29.79)
Wrestling	82 (67.21)	40 (32.79)	5 (10.20)	14 (35.00)	9 (22.50)	12 (30.00)
Weight Training	82 (67.21)	40 (32.79)	2 (4.50)	9 (22.50)	18 (45.00)	11 (27.50)
Gymnastics	82 (67.21)	40 (32.79)	6 (15.79)	9 (23.68)	7 (18.42)	16 (42.10)
Tennis	90 (73.77)	32 (26.23)	4 (12.50)	4 (12.50)	12 (37.50)	12 (37.50)
Swimming	0 (73.77)	32 (26.23)	7 (21.88)	11 (34.38)	9 (28.13)	5 (15.63)
Badminton	94 (77.05)	28 (22.95)	3 (10.71)	11 (39.29)	8 (28.57)	6 (21.43)
Track and Field	96 (78.69)	26 (21.31)	6 (23.08)	9 (34.67)	9 (34.62)	11 (42.31)
Speedball	99 (81.15)	23 (18.85)	4 (17.39)	13 (52.17)	6 (26.09)	1 (4.35)

than others, it can be deduced from Table XIII that all of the activity courses had some value for the participants in their teaching. Conditioning Activities (45.45 per cent), Track and Field (42.30 per cent) and Gymnastics (42.10 per cent) were the activity courses most often selected by the participants as being most valuable. Although Track and Field was only taken by 26 (21.31 per cent), 11 (42.31 per cent) indicated that this course was most valuable to them in their teaching. Speedball was taken by the fewest number of participants, 23 (18.85 per cent); yet it was of some value to 12 (52.17 per cent) of the participants in connection with their teaching. Based on percentage, with only 21.88 per cent, Swimming was the activity course most often reported by the participants as having no value to them in their teaching experiences.

The numbers in the columns of value do not equal to the numbers in the second column, for some of the participants rendered a value judgment for the course but failed to indicate that they took the course.

The value for teaching of the physical education course taken by the participants is found in Table XIV. Data in the first two columns indicates that Standard and Advanced First Aid and Safety Education was taken by more participants, 113 (92.62 per cent) than any other required course. Next to Standard and Advanced First Aid and Safety Education,

TABLE XIV

THE VALUE OF THE PHYSICAL EDUCATION COURSES
TAKEN BY THE PARTICIPANTS IN REFERENCE
TO THEIR TEACHING EXPERIENCES

Course Number and Title	Number of Participants Not Taking Course (%)	Number of Participants Taking Course (%)	Number of Participants Indicating Course No Value (%)	Number of Participants Indicating Course Some Value (%)	Number of Participants Indicating Course Valuable (%)	Number of Participants Indicating Course Most Valuable (%)
152 Folk Dance	43 (35.25)	79 (64.75)	52 (65.82)	17 (21.52)	5 (6.33)	5 (6.33)
190 Foundations of Health	20 (16.39)	102 (83.61)	17 (16.67)	29 (28.14)	36 (35.30)	20 (19.61)
225 Coaching of Track and Field	51 (41.80)	71 (58.20)	6 (8.45)	10 (14.08)	21 (29.58)	34 (47.80)
235 Coaching of Football	11 (9.02)	111 (90.98)	21 (18.92)	19 (17.12)	32 (28.83)	39 (35.14)
345 Coaching of Basketball	30 (24.59)	92 (75.41)	11 (11.96)	21 (22.85)	24 (26.09)	36 (39.20)
257 Standard and Advanced First Aid and Safety Education	38 (31.15)	84 (68.85)	13 (15.48)	34 (40.48)	25 (29.76)	12 (14.29)
260 Health Education Program - Secondary Schools	38 (31.15)	84 (68.85)	13 (15.48)	34 (40.48)	25 (29.76)	12 (14.29)
275 Play and Playgrounds	77 (63.11)	45 (36.89)	13 (28.89)	12 (26.67)	9 (20.00)	11 (24.44)

TABLE XIV -- Continued

THE VALUE OF THE PHYSICAL EDUCATION COURSES
TAKEN BY THE PARTICIPANTS IN REFERENCE
TO THEIR TEACHING EXPERIENCES

Course Number and Title	Number of Participants Not Taking Course (%)	Number of Participants Taking Course (%)	Number of Participants Indicating Course No Value (%)	Number of Participants Indicating Course Some Value (%)	Number of Participants Indicating Course Valuable (%)	Number of Participants Indicating Course Most Valuable (%)
305 Kinesiology	11 (9.02)	111 (90.98)	15 (13.51)	23 (20.72)	37 (33.34)	36 (32.43)
326 Gymnastics in Public Schools Program	32 (26.23)	90 (73.77)	14 (15.55)	23 (25.55)	27 (30.00)	26 (28.89)
395 Physical Education for Elementary Schools	69 (56.56)	53 (43.44)	15 (28.30)	11 (20.75)	18 (33.96)	9 (16.93)
432 Teaching Physical Edu- cation Secondary School	22 (18.03)	100 (81.97)	14 (14.00)	37 (37.00)	38 (38.00)	11 (11.00)
433 Measurement in Health- Physical Education -- Secondary Schools	26 (21.31)	96 (78.69)	18 (18.75)	33 (34.38)	31 (32.29)	14 (14.58)
435 Administration of Physical Education	16 (13.11)	106 (86.89)	21 (19.81)	37 (34.91)	29 (27.36)	19 (17.92)
480 Curriculum Construction in Health-Physical Education	32 (26.23)	90 (73.77)	18 (20.00)	31 (34.44)	29 (32.22)	12 (13.33)

Kinesiology and the Coaching of Football, with 111 (90.98 per cent) participants each, were taken by the largest number of participants. Play and Playgrounds and Physical Education for Elementary Schools, with 77 (63.11 per cent) and 69 (56.56 per cent), respectively, were the two required courses taken by the least number of participants. This was due to the fact that these two courses are not required for for the provisional secondary certificate, which most of the participants received.

Standard and Advanced First Aid and Safety Education, was reported by more participants, 54 or 49.78 per cent, as being most valuable in their teaching experiences. The Coaching of Track and Field was reported by 34 (47.89 per cent) as being most valuable in their teaching experiences. All other courses were reported by less than 40 per cent of the participants as being most valuable to them in their teaching experiences. Folk Dance was reported by the least number, 5 (6.33 per cent) as being the most valuable in their teaching experience.

With the exception of Folk Dance with 5 (6.33 per cent) participants, and Play and Playgrounds with 9 (20.00 per cent) participants, the courses were reported by at least 25.00 per cent of the participants as being valuable to them in their teaching experiences. Standard and Advanced First Aid and Safety Education, with 40 (35.40 per cent)

participants, and Foundations of Health, with 36 (35.30 per cent) participants, respectively, were most often reported to be valuable to the participants in their teaching experiences.

The Health Education Program for Secondary Schools was the most often indicated course as having some value to the participants in their teaching experiences, as 34 (40.48 per cent) indicated. The next course most often reported to have some value was Teaching Physical Education in Secondary Schools as 37 (37.00 per cent) of the participants suggested. The Administration of Physical Education, Measurement in Health-Physical Education for Secondary Schools, and the Curriculum Construction in Health-Physical Education, in that order, were the only other courses to be of some value by more than 30.00 per cent of the participants.

More of the participants indicated that Folk Dance was of no value to them in their teaching experiences than any other course, as 52 (65.82 per cent) indicated. Further study can be made to determine if the lack of value for Folk Dance was a result of the participants not teaching it or if it actually was of no value to them in their teaching experience. Play and Playgrounds, with 13 (28.89 per cent) participants, and Physical Education for Elementary Schools, with 15 (28.30 per cent) participants, were the next two required courses most often reported to have no value to

the participants in their teaching. This situation existed because most of the participants received the provisional secondary certificate, in which case Play and Playgrounds and Physical Education for Elementary Schools were not required.

Extra-Curricular Assignments of the Participants

Part III of the questionnaire dealt with the extra-curricular assignments of the participants. Included in this part was the sponsorship of clubs or organizations, the school safety program, sports and athletics, intramural program and the cause of the problems encountered by the participants in their teaching experiences.

The number of participants that were responsible for the sponsorship of clubs or organizations is shown in Table XV. Most participants, 67 (54.92 per cent) did not

TABLE XV
THE RESPONSIBILITIES OF THE PARTICIPANTS IN
REFERENCE TO THE SPONSORSHIP OF CLUBS

Sponsorship	Number*	Per Cent**
Yes	51	41.80
No	67	54.92
No Response	4	3.28

*Represents the total number of participants in reference to the sponsorship of clubs.

**Based on the 122 responses used in this study.

sponsor a club or organization. Only four (3.28 per cent) of the participants did not indicate if they sponsored any clubs or organizations.

The undergraduate preparation in the area of sponsorship of clubs was believed to be most valuable to 10 (8.20 per cent) participants, valuable to 10 (8.20 per cent) participants, and of some value to 13 (10.66 per cent) of the participants. Twenty-one (17.21 per cent) of the participants believed the undergraduate preparation to be of no value to them in their teaching experiences. Sixty eight (55.74 per cent) did not indicate the value of the undergraduate preparation to them in association with the sponsorship of clubs in their teaching experiences.

The clubs sponsored by the participants in their teaching experiences are listed in Table XVI. The Fellowship of Christian Athletes was the club sponsored most often by the participants. All other clubs that are not listed in Table XVI were sponsored by only two (or less) participants. The "others" category included such clubs as the Young Optimist Club, Health Club, Junior English Technical Society, Muenste Ecology Club, Numbersense, Physical Education Professional Club and Science.

The responsibilities of the participants in reference to the school safety program were also included in this

TABLE XVI

THE CLUBS THAT WERE SPONSORED BY THE PARTICIPANTS
IN THEIR TEACHING EXPERIENCES

Name of the Club	Number*	Per Cent**
Fellowship of Christian Athletes	7	5.74
Gymnastics Club	4	3.28
Junior Class	4	3.28
Safety Patrol	4	3.28
Student Council	4	3.28
Football	3	2.46
Key Club	3	2.46
Senior Class	3	2.46
Track	3	2.46
Others	26	21.31

*Represents the total number of participants that sponsored a particular club.

**Based on the 122 responses used in this study.

investigation. One-hundred and two (83.61 per cent) were not responsible for the school safety program. Only two (1.64 per cent) failed to report information that concerned their responsibilities in connection with the school safety program.

The value of the undergraduate preparation program in the area of the school safety program was indicated by 25

(20.49 per cent) of the participants. The preparation was most valuable to four (3.28 per cent), valuable to 7 (5.74 per cent), of some value to 8 (6.56 per cent), and of no value to 6 (4.92 per cent) of the participants. There were 97 (79.51 per cent) who did not respond.

The number of participants responsible, in some manner, for sports was also ascertained. Almost all the participants were connected with sports as 114 (93.44 per cent) indicated. Three (2.46 per cent) of the participants did not indicate whether or not they were connected with sports.

Table XVII lists the sports, along with their value, which the participants were responsible for teaching. Football, with 98 (80.33 per cent); basketball, with 73 (59.84 per cent); and track and field, with 64 (52.46 per cent) were the sports taught most often by the participants. With the exception of intramurals, soccer and baseball, the preparation of the participants was of value to them in teaching various sports.

Table XVIII is an analysis of the assignments given to the participants in their teaching experiences. Most of the participants were coaches as some 89 (72.95 per cent) indicated. In a few instances, these coaches were responsible for teaching girls' volleyball, basketball, track and field, baseball, and golf teams. Twenty (16.39 per cent) participants failed to indicate their assignments in reference to sports.

TABLE XVII

THE KIND OF SPORTS TAUGHT BY THE PARTICIPANTS AND THE VALUE OF THE PARTICIPANTS' PREPARATION IN REFERENCE TO THE SPORTS TAUGHT

Sport	Number Participants Teaching Sport (%)	Number of Participants Not Giving A Value (%)	Number of Participants Indicating Course No Value (%)	Number of Participants Indicating Course Some Value (%)	Number of Participants Indicating Course Valuable (%)	Number of Participants Indicating Course Most Valuable (%)
Football	98 (80.33)	1 (1.14)	14 (15.91)	25 (28.41)	31 (35.24)	27 (30.68)
Basketball	73 (59.184)	2 (2.74)	12 (16.43)	15 (20.55)	29 (39.73)	15 (20.55)
Track and Field	64 (52.46)	4 (6.25)	9 (14.06)	13 (20.31)	16 (25.00)	22 (34.38)
Baseball	15 (12.30)	2 (33.33)	6 (40.00)	2 (133.33)	4 (26.67)	1 (6.67)
Golf	12 (9.84)	--	1 (8.33)	5 (41.67)	2 (16.67)	4 (33.33)
Tennis	10 (8.20)	1 (10.00)	1 (10.00)	1 (10.00)	1 (10.00)	6 (60.00)
Soccer	4 (3.28)	--	2 (50.00)	1 (25.00)	1 (25.00)	--
Gymnastics	3 (2.46)	--	--	--	--	3(100.00)
Swimming	3 (2.46)	--	1 (33.33)	1 (33.33)	1 (33.33)	--
Volleyball	3 (2.46)	--	1 (33.33)	2 (66.67)	--	--
Softball	2 (1.64)	--	--	--	1 (50.00)	1 (50.00)
Weights	2 (1.64)	--	--	--	--	2(100.00)
Conditioning Activities	1 (0.82)	--	--	--	1(100.00)	--
Intramurals	1 (0.82)	--	1(100.00)	--	--	--
Judo	1 (0.82)	--	--	--	1(100.00)	--

TABLE XVIII
 ASSIGNMENTS GIVEN TO THE PARTICIPANTS
 IN ASSOCIATION TO SPORTS

Assignment	Number*	Per Cent**
Coach	89	72.95
Athletic Director	3	2.46
Intramural Director	2	1.64
Referee	2	1.64
Teacher	2	1.64
Others	4	3.28
No Response	20	16.39

*Represents the total number of participants

**Based on the 122 responses used in this study

The responsibilities of the participants in association with the intramural program were also a concern of this investigation. Eighty-five (69.67 per cent) of the participants did not have any responsibilities concerning the intramural program. However, 33 (27.05 per cent) did have responsibilities associated with the intramural program. Four (3.28 per cent) of the participants failed to respond with information concerning their responsibilities in connection with the intramural program.

The activities offered in the intramural programs of the participants are given in Table XIX. In the intramural programs offered by the participants, team sports

took precedent over the individual sports. The team sports of volleyball, basketball and football, respectively were offered more than any other sport. Other activities offered in the intramural programs included bowling, golf, archery, speedball, hockey, horse shoes, gymnastics, wrestling, b-b rifle, handball, kickball and relays.

TABLE XIX

THE ACTIVITIES OFFERED IN THE INTRAMURAL
PROGRAMS OF THE PARTICIPANTS

Activity	Number*	Per Cent**
Volleyball	20	16.39
Basketball	19	15.57
Football	17	13.93
Softball	11	9.02
Track and Field	11	9.02
Tennis	10	8.20
Badminton	6	4.92
Soccer	6	4.92
Table Tennis (Ping Pong)	6	4.92
Others	26	21.31
No Response	--	--

*Represents the total number of participants.

**Based on the 122 responses used in this study.

Of the 33 participants who indicated they were responsible for the intramural program, 11 (33.33 per cent) said their preparation was most valuable; 11 (33.33 per cent) said their preparation was valuable; six (18.18 per cent) judged their preparation to be of some value; and, six (18.18 per cent) believed their preparation was of no value to them in their teaching experiences.

The lifetime activities offered in the intramural programs and the value of the undergraduate preparation program to the participants in association to these activities are depicted in Table XX. Volleyball, tennis and golf were the lifetime activities offered by more participants in their intramural programs than any other activities. All of the lifetime activities offered in the intramural programs were of value to the participants in their teaching. Bowling was indicated by more participants (50 per cent) to be of no value to them in their teaching than any other activity.

The causes of the problems encountered by the participants in their teaching are depicted in Table XXI. Most, 72 (59.01 per cent), of the participants felt that their particular school situation with which they were associated was the major cause for the problems that they had encountered. However, 31 (25.49 per cent) participants felt the problems they had encountered during their teaching

TABLE XX

THE LIFETIME ACTIVITIES OFFERED IN THE INTRAMURAL PROGRAMS OF THE PARTICIPANTS
AND THE VALUE OF THE ACTIVITY COURSES TO THE PARTICIPANTS IN
ASSOCIATION WITH THEIR TEACHING EXPERIENCES

Activity	Number of Participants Offering Activity	Number of Participants Indicating Course No Value (%)	Number of Participants Indicating Course Some Value (%)	Number of Participants Indicating Course Valuable (%)	Number of Participants Indicating Course Most Valuable (%)
Volleyball	48 (29.34)	8 (16.67)	12 (25.00)	16 (33.33)	9 (18.75)
Tennis	38 (31.15)	7 (18.45)	6 (15.79)	12 (31.58)	11 (28.94)
Golf	34 (27.87)	9 (26.47)	7 (20.59)	6 (17.65)	10 (29.41)
Badminton	17 (13.93)	5 (28.24)	3 (17.65)	4 (23.53)	4 (23.53)
Swimming	15 (12.30)	3 (33.33)	2 (13.33)	4 (26.66)	3 (20.00)
Bowling	14 (11.48)	7 (50.00)	1 (7.14)	2 (14.28)	3 (21.45)
No Answer*	63 (51.64)	--	--	--	--

*Includes those participants that indicated no program and those who did not answer.

TABLE XXI

CAUSES OF THE PROBLEMS ENCOUNTERED BY THE PARTICIPANTS
IN THEIR TEACHING EXPERIENCES

Cause	Number*	Per Cent**
Undergraduate Preparation Program	31	25.49
School Situation	72	59.01
Both Situations	9	7.38
No Response	10	8.20

*Represents the total number of participants.

**Based on the 122 responses used in this study.

experiences were a result of weaknesses in the undergraduate preparation program. Ten (8.20 per cent) participants failed to give the cause of the problems they had encountered in their teaching experiences.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to review the appropriateness of the undergraduate professional preparation program in physical education in the Department of Health, Physical Education and Recreation at North Texas State University. Emphasis was placed upon the value of the activity courses and the required courses of instruction for the participant in his teaching experiences. The curriculum offerings in lifetime and leisure sports, intramural and extramural activities, and the school safety program also were examined.

The study involved 686 male physical education graduates of North Texas State University. Some graduates failed to respond and meet the requirements set forth in the first chapter. Therefore, only the data from 122 of the participants was used. To collect the data for this study, an opinionated questionnaire was developed and sent to each graduate. The questionnaire consisted of three parts: (1) the general background information of the participant; (2) the course list for health, physical education and recreation majors; and (3) the extracurricular

assignments of the participants. The data was reported in the forms of frequencies and percentages in tables.

Part I of the questionnaire concerned the general background of the participant and included inquiry into such areas as the name, address, present teaching status of the participant, and if the participant was not teaching, his reason for not teaching. Other areas of inquiry included the following: (1) the type of school in which the participant taught, (2) the level of instruction, (3) the number of physical education classes and the number of students taught, (4) the type of certification received, (5) subjects taught other than physical education, (6) the time at which the participant received his certification to teach subjects other than physical education, (7) the number of years teaching experience in physical education, (8) the number of years teaching experience in other fields, and (9) the number of years the participant attended North Texas State University.

Part II of the questionnaire listed in the courses for health, physical education and recreation majors. The participants were to indicate the courses they took at North Texas State University and then reveal if they used those courses in the teaching. The participants then were to check each course they took and render a value judgment for each course in terms of knowledge and skills gained in reference to their teaching experiences.

The values used were: 1 - no value, 2 - some value, 3 - valuable, 4 - most valuable.

Part III pertained to the extracurricular assignments of the participants. Inquiry was made into the following areas: (1) the sponsorship of clubs or organizations, (2) the responsibilities for the school safety program, (3) the assignments with respect to sports, (4) the responsibilities in connection with the intramural program, (5) the activities offered in the intramural program, and (6) the lifetime activities offered in the intramural programs of the participants. The participants rendered a value judgment of the undergraduate professional preparation program in their teaching experiences for each inquiry. The participants were provided a chance to give opinions in reference to the cause(s) of the problems encountered while teaching. Finally, the participants were given an opportunity to make any suggestions deemed necessary for improving the physical education program at North Texas State University.

In Part I of the questionnaire, approximately 75 per cent of the participants were teaching at the time this study was made; however, more than 28 per cent had never taught physical education. More than 90 per cent had taught or were teaching the senior high, junior high, elementary and middle school levels of instruction,

respectively. More than 50 per cent of the participants were teaching from one to five classes of physical education, approximately 46 per cent were teaching from one to one hundred and fifty students in physical education classes. The participants teaching more than 150 students taught in the elementary schools.

Almost two-thirds of the participants received a provisional secondary certificate while the other one-third received the all-level certificate. The subjects, other than physical education, taught by the participants were science, history, health, and driver education. Close to 75 per cent were certified upon graduation to teach outside of physical education. Most participants had from one to five years of teaching experience in physical education; however, more than one-half had from one to five years of teaching experience outside of physical education. Approximately one-third of the participants attended North Texas State University for four years, 17.21 per cent attended for three years and 25.41 attended for two years.

In Part II, it was found that more participants (57.40 per cent) took basketball than any other activity, and 86 per cent of these participants used it in their teaching. Touch football was taken by more than one-half (51.66 per cent) of the participants and used by more than

82 per cent in their teaching. A larger percentage of the participants who took track and field and volleyball, respectively, used these activities in their teaching experiences more than any of the other participants. Out of the participants who took swimming, 29.03 per cent used it in their teaching experiences. Fewer participants (18.86 per cent) took badminton than any other activity. However, more than 60 per cent used it in their teaching experience.

Included in Part II of the questionnaire was the use of the required courses for health, physical education and recreation majors in the teaching experiences of the participants. Standard and Advanced First Aid and Safety Education was taken by more (92.62 per cent) and used by more (83.19 per cent) of the participants than any other course. Play and Playgrounds was taken by the fewest number of participants (33.61 per cent) and was used by less than one-half of those participants in their teaching. Folk Dance and Play and Playgrounds were the only courses to be used by less than 50 per cent of the participants who took the courses, in their teaching.

In terms of knowledge and skills gained by the participants in association with their teaching experiences, the value of the required courses also was examined. Standard and Advanced First Aid and Safety Education (49.78 per cent), the Coaching of Track and Field (47.89 per cent), the Coaching of Basketball (39.20 per cent),

and the Coaching of Football (35.14 per cent), respectively, were the courses most often reported as being most valuable to the participants in their teaching.

The courses most often reported as being valuable to the participants in their teaching included the Teaching of Physical Education in the Secondary Schools (38.00 per cent), Standard and Advanced First Aid and Safety Education (35.40 per cent) and the Foundations of Health (35.30 per cent).

The Health Education Program in the Secondary Schools (40.48 per cent) and the Teaching of Physical Education in the Secondary Schools (37.00 per cent) were the two courses most often reported by the participants as being of some value to them in their teaching. Folk Dance was by far the course selected most often by the participants (65.82 per cent) as having no value to them in their teaching.

Part III of the questionnaire concerned the extracurricular assignments of the participants. Approximately 55 per cent of the participants did not sponsor clubs. However, the participants who did sponsor clubs were responsible most often for the Fellowship of Christian Athletes, the Gymnastics Club, Junior Class, Safety Patrol and the Student Council, respectively. In reference to the safety program, the majority of the participants (83.61 per cent) did not have any responsibility.

Most of the participants (93.44 per cent) were connected in some manner with sports. Approximately 73 per cent were coaches. Football (80.33 per cent), basketball (59.84 per cent) and track and field (52.46 per cent) were the sports coached most often by the participants.

Track and Field (34.38 per cent) and tennis (60.00 per cent) were the sports reported most often as being most valuable to the participants in their coaching, whereas basketball (39.17 per cent) and football (35.24 per cent) were the sports reported most often as being valuable to the participants in their coaching. Golf (41.67 per cent) was the only sport most often reported to be of some value to the participants in their coaching. The undergraduate preparation program was of no value to 40 per cent of the participants that coached basketball.

Thirty per cent of the participants who were responsible for the intramural program offered volleyball, basketball, football, softball, track and field and tennis, respectively, more than any other activities. The lifetime activities most often offered in the intramural program were volleyball, tennis and golf. The activities reported most often by the participants as being most valuable to them in their teaching experiences were golf (29.41 per cent) and tennis (28.94 per cent). Volleyball (33.33 per cent) and tennis (31.58 per cent) were the lifetime activities most often reported by the

participants as being valuable to them in their teaching. Volleyball (25.00 per cent) and golf (20.59 per cent) were the lifetime activities most often reported by the participants as being of some value to them in their teaching. More participants reported bowling (50 per cent) and swimming (33.33 per cent), respectively, as being of no value to them in their teaching than any other activity.

Associated with the major cause of the problems encountered by the participants while teaching were the school situation with which the participant was associated and the weaknesses of the undergraduate preparation program. Most (59.01 per cent) of the participants attributed the major cause of the problems they encountered while teaching to the school situation with which they were associated.

The last response by the participants dealt with their suggestions on improving the undergraduate preparation program at North Texas State University. Fifteen participants expressed the concern that the program should include more instruction on how to cope with the realistic situations, such as overcrowded classrooms and inadequate facilities and space that are needed to instruct the students. Also, a more practical application of the skills needs to be dealt with. There were 13 participants who suggested that more time for student teaching and

and better supervision of student teaching be provided. Twelve participants believed that separate activities and possibly programs should be set up for only the physical education majors and minors. An orientation period to help future educators to decide on teaching or coaching would be of benefit. Other suggestions for improving the undergraduate preparation program in physical education included the following: (1) instruction in how to teach certain skills or sports and techniques, (2) mandatory attendance for all athletes in all activity courses, (3) a therapeutics course, (4) substitution of more specialized courses in physical education for the education courses, and (5) that the instructors become more aware of the problems facing a new teacher.

Conclusions

Based upon the 122 participants used in this study, the findings would seem to justify the following conclusions:

1. Most of the participants were teaching physical education in the public schools as opposed to private schools.

2. Most participants taught school subjects other than physical education which included science, history, health, and driver education in addition to physical education.

3. More participants took basketball and touch football than any other activity.

4. The activities of track and field and volleyball were used most in the teaching experiences of the participants. Swimming was used the least.

5. Standard and Advanced First Aid and Safety Education and the Coaching of Football were more valuable to the participants in their teaching than any other course.

6. Folk Dance, Play and Playgrounds and Physical Education for the Elementary School were of little use in the teaching experiences of those participants associated with the secondary levels of instruction.

7. All activity courses were of value to the participants in their teaching.

8. All required courses were of value to the participants in their teaching; however, Folk Dance was of least value.

9. Most of the participants coached either football, basketball, or track and field.

10. Track and field, basketball, football and tennis, in terms of knowledge and skills gained, were the activities most valuable to the participants in their teaching.

11. Most of the participants were not responsible for the intramural program. Those participants that were responsible for the intramural program offered team sports more than individual sports.

12. The lifetime activities of volleyball, tennis and golf were offered more in the intramural program and were more valuable to the participants than were the other lifetime activities.

13. It seems to be that the specific school situation with which the participants were associated, and not weaknesses in the undergraduate professional preparation program, was the major cause of the problems encountered by the participants in their teaching.

Implications

The following statements include implications deduced from the findings of this study. Since most of the participants taught physical education in the public schools, it can be said that the majority of the future students will also teach in the public schools. Assuming that the purpose of the undergraduate professional preparation program in physical education at North Texas State University is to train students to adequately teach physical education in institutions of learning, it then can be said that there is justification for the continuance of the undergraduate professional preparation program in physical education at North Texas State University. It was found that most of the participants were responsible for teaching subjects other than, or in addition to, physical education. Therefore, the future physical education majors need to be certified to teach science, history, health, or driver

education. However, if they are not certified to teach one of the aforementioned subjects, they should at least be required to take more than the minimum number of courses now required in association with science, history, health or driver education.

As a result of the findings, it can be said that badminton, swimming and folk dance are of little value to the participants in their teaching. Since both badminton and swimming are elective courses, consideration should also be given to the fact that folk dance should be offered as an elective. Judging from the results of the study, it might be feasible to combine Play and Playgrounds and Physical Education for Elementary Schools into one course.

Since basketball, football, track and field and volleyball are the sports most likely to be used in the participants' teaching, it can be said that the coaching courses of football, basketball and track and field should be required of all physical education majors. Indications also might suggest that team sports take precedent over individual sports, both in the teaching of the participants and in the intramural programs. It can also be noted that the participants had a good chance of sponsoring a club or organization. Therefore, a course providing for instruction in dealing with the sponsorship of clubs or organizations should be included in the curriculum for physical

education majors. Since the major concern of the participants dealt with the fact that the curriculum should include more instruction with regard to the realistic situations that face the students in their teaching, it is deemed beneficial for the college instructors to be encouraged and allowed to participate, either in observation or actual teaching experience, in the public schools from time to time.

Recommendations for Further Study

As a result of this study the following recommendations are made:

1. Similar studies to this one need to be made periodically in all different divisions of Health, Physical Education and Recreation at North Texas State University.

2. A similar study to this needs to be made for the graduate programs in each area.

3. A study similar to this needs to be made periodically with revision of the questionnaire that was used. This study might be divided into three separate studies using Part II and Part III of the questionnaire in separate and different studies.

4. A study should be conducted to determine if the physical education major needs a course(s) to deal with handicapped students.

5. A study needs to be made to determine if a separate activity course program is feasible and profitable for the physical education major and minor.

APPENDIX

APPENDIX A

September, 1975

Dear Fellow Graduate:

I am conducting a study of the professional preparation in physical education at North Texas State University. This study is in partial fulfillment of a master's degree in physical education. My main thrust is to study the relationship between the professional preparation in physical education and the teaching experiences of fellow physical educators who graduated from North Texas State University during the years from 1965 through 1973.

I am convinced that as a physical educator you are concerned about and desire quality education. I believe that the knowledge and ideas of my fellow graduates are important and necessary in order to improve the quality of the professional preparation of physical educators. Therefore, you have been chosen to express your knowledge and ideas concerning the improved quality in the professional preparation program.

The success of this study depends upon your cooperation in filling out the attached questionnaire. Please fill out the questionnaire and send it to me in the self-addressed and stamped envelope as soon as possible. Your knowledge and ideas will be used to recommend improvements in the professional preparation program.

Thank you for your help.

Forrest D. Bomar, B. S.
Physical Education, 1970
North Texas State University

APPENDIX B

RELATIONSHIP BETWEEN PROFESSIONAL PREPARATION
AND TEACHING EXPERIENCES QUESTIONNAIRE

DIRECTIONS:

Please supply the necessary information requested in the questionnaire as adequately as possible. Read the directions carefully and follow them closely. Answer only the first two questions if you have never taught physical education and return the questionnaire.

PART I

General Information

Directions: Complete the following questions.

1. Name _____
2. Address _____
3. Are you teaching now? (Check one) ___Yes ___No
4. If you are not presently teaching, please state why.

5. Check the type of school you presently teach in:
___private ___public
6. Check the level you presently teach in or taught last:
___Kindergarten ___Middle School ___Senior High
___Elementary ___Junior High ___Junior College
___Senior College
7. Number of physical education classes you teach _____
8. Number of students in physical education you teach _____
9. Check the area of certification you qualified for at the time of your graduation:
___Provisional Secondary ___All-Level
10. What other subjects do you teach? _____

11. Check the appropriate blank(s) in relationship to your teaching of other subjects:

Certified upon graduation Not certified upon graduation Gained minimum requirements since graduation

12. Number of years teaching experience in physical education
-

13. Number of years teaching experience in other areas
-

14. Number of years attended N.T.S.U. _____

PART II

COURSE LIST FOR HEALTH, PHYSICAL EDUCATION AND RECREATION MAJORS

Directions: Check each course that you took, then circle either "yes" or "no" to indicate whether or not you use the course in your teaching.

Example: Yes No Kinesiology
 Yes No Folk Dance

1. PE 116 Activities:

- | | | | | | | | |
|--------------------------|--------------------------|-----|----------------|---|-----|----|-----------------|
| <input type="checkbox"/> | Yes | No | Badminton | <input type="checkbox"/> | Yes | No | Gymnastics |
| <input type="checkbox"/> | Yes | No | Conditioning | <input type="checkbox"/> | Yes | No | Speedball |
| <input type="checkbox"/> | Yes | No | Activities | <input type="checkbox"/> | Yes | No | Tennis |
| <input type="checkbox"/> | Yes | No | Softball | <input type="checkbox"/> | Yes | No | Track and Field |
| <input type="checkbox"/> | Yes | No | Basketball | <input type="checkbox"/> | Yes | No | Weight Training |
| <input type="checkbox"/> | Yes | No | Swimming | | | | |
| <input type="checkbox"/> | Yes | No | Touch Football | | | | |
| <input type="checkbox"/> | Yes | No | Volleyball | | | | |
| <input type="checkbox"/> | Yes | No | Wrestling | | | | |
| 2. | <input type="checkbox"/> | Yes | No | PE 132 Folk Dance | | | |
| 3. | <input type="checkbox"/> | Yes | No | PE 190 Foundations of Health | | | |
| 4. | <input type="checkbox"/> | Yes | No | PE 225 Coaching of Track and Field | | | |
| 5. | <input type="checkbox"/> | Yes | No | PE 235 Coaching of Football | | | |
| 6. | <input type="checkbox"/> | Yes | No | PE 245 Coaching of Basketball | | | |
| 7. | <input type="checkbox"/> | Yes | No | PE 257 Standard and Advanced First Aid and Safety Education | | | |

8. ___ Yes No PE 260 Health Education Program - Secondary Schools
9. ___ Yes No PE 275 Play and Playgrounds
10. ___ Yes No PE 305 Kinesiology
11. ___ Yes No PE 326 Gymnastics in Public School Programs
12. ___ Yes No PE 395 Physical Education for Elementary Schools
13. ___ Yes No PE 432 Teaching Physical Education - Secondary Schools
14. ___ Yes No PE 433 Measurement in Health-Physical Education - Secondary Schools
15. ___ Yes No PE 435 Administration of Physical Education
16. ___ Yes No PE 480 Curriculum Construction in Health-Physical Education

Directions: Before each course there is a blank and a series of numbers from one to four. Check the courses that you took, then circle the one best number that indicates the course's value to you in terms of knowledge and/or skills gained in relationship to your teaching. The following rating scale is to be used in your determining the course's value:

Rating Scale	1	2	3	4
	not	somewhat		most
	valuable	valuable	valuable	valuable

Example: ___ 1 2 3 4 PE 116 Tennis

1. PE 116 Activities:
- | | | | | | | | | | | | |
|-----|-----|---|---|---|-------------------------|---|---|---|---|---|-----------------|
| ___ | 1 | 2 | 3 | 4 | Badminton | ___ | 1 | 2 | 3 | 4 | Basketball |
| ___ | 1 | 2 | 3 | 4 | Conditioning Activities | ___ | 1 | 2 | 3 | 4 | Gymnastics |
| ___ | 1 | 2 | 3 | 4 | Softball | ___ | 1 | 2 | 3 | 4 | Speedball |
| ___ | 1 | 2 | 3 | 4 | Swimming | ___ | 1 | 2 | 3 | 4 | Tennis |
| ___ | 1 | 2 | 3 | 4 | Touch Football | ___ | 1 | 2 | 3 | 4 | Track and Field |
| ___ | 1 | 2 | 3 | 4 | Volleyball | ___ | 1 | 2 | 3 | 4 | Weight Training |
| ___ | 1 | 2 | 3 | 4 | Wrestling | | | | | | |
| 2. | ___ | 1 | 2 | 3 | 4 | PE 132 Folk Dance | | | | | |
| 3. | ___ | 1 | 2 | 3 | 4 | PE 190 Foundations of Health | | | | | |
| 4. | ___ | 1 | 2 | 3 | 4 | PE 225 Coaching of Track and Field | | | | | |
| 5. | ___ | 1 | 2 | 3 | 4 | PE 235 Coaching of Football | | | | | |
| 6. | ___ | 1 | 2 | 3 | 4 | PE 245 Coaching of Basketball | | | | | |
| 7. | ___ | 1 | 2 | 3 | 4 | PE 257 Standard and Advanced First Aid and Safety Education | | | | | |
| 8. | ___ | 1 | 2 | 3 | 4 | PE 305 Kinesiology | | | | | |
| 9. | ___ | 1 | 2 | 3 | 4 | PE 326 Gymnastics in Public School Programs | | | | | |
| 10. | ___ | 1 | 2 | 3 | 4 | PE 395 Physical Education for Elementary Schools | | | | | |
| 11. | ___ | 1 | 2 | 3 | 4 | PE 432 Teaching Physical Education - Secondary Schools | | | | | |
| 12. | ___ | 1 | 2 | 3 | 4 | PE 433 Measurement in Health and Physical Education - Secondary Schools | | | | | |
| 13. | ___ | 1 | 2 | 3 | 4 | PE 435 Administration of Physical Education | | | | | |
| 14. | ___ | 1 | 2 | 3 | 4 | PE 480 Curriculum Construction in Health-Physical Education | | | | | |

PART III

EXTRA-CURRICULAR ASSIGNMENTS

Directions: Each question has more than one part. Answer the first part of each question by circling either "yes" or "no". If the answer is "yes" complete the question and use the rating scale above. If the answer is "no", do not complete the question. Answer all other questions as desired.

1. Yes No Have you ever or do you now sponsor any club(s) or organizations?

List the clubs you sponsor _____

How useful was/is your undergraduate preparation in this area? 1 2 3 4

2. Yes No Have you ever been or are you now responsible for the school safety program?

How useful was/is your undergraduate preparation in this area? 1 2 3 4

3. Yes No Have you ever been or are you now connected with any sports or athletics?

Sport	Assignment	Usefulness of Preparation
-------	------------	---------------------------

_____	_____	1 2 3 4
-------	-------	---------

_____	_____	1 2 3 4
-------	-------	---------

_____	_____	1 2 3 4
-------	-------	---------

4. Yes No Have you ever been or are you now in charge of intramural activities?

If so, what activities are offered? _____

How useful was/is your undergraduate preparation in this area? 1 2 3 4

5. Check only the following lifetime activities offered in your after-school or intramural program and then rate the usefulness of your undergraduate preparation for each activity checked.

<input type="checkbox"/>	Tennis	1	2	3	4	<input type="checkbox"/>	Badminton	1	2	3	4
<input type="checkbox"/>	Volleyball	1	2	3	4	<input type="checkbox"/>	Swimming	1	2	3	4
<input type="checkbox"/>	Bowling	1	2	3	4	<input type="checkbox"/>	Golf	1	2	3	4

6. (Circle the best answer): The problems that you have encountered in your teaching are due largely to the fact that:
- there were weaknesses in the undergraduate preparation program.
 - the school situation with which you were associated dictates the problems.
7. Feel free to add any comments or suggestions that you deem necessary for the improvement of undergraduate professional preparation program in physical education at North Texas State University

APPENDIX C

COURSES OF INSTRUCTION USED
IN THIS STUDY

The following is a summary of the courses that were used in this study:

1. 116 Activities - badminton, basketball, conditioning activities, gymnastics, softball, speedball, swimming, tennis, touch football, track and field, volleyball, weight training and wrestling.

These courses provide instruction and participation three hours each week for the development of fitness, skills, knowledge, and appreciation of physical activity.

2. 132 Folk Dance

Selected folk dances requiring the development of progressive skills.

3. 190 Foundations of Health

Fundamentals of health, dealing with personal hygiene and healthful living.

4. 225 The Coaching of Track and Field

The theory and practice of track and field coaching.

5. 235 The Coaching of Football

The theory and practice of football coaching.

6. 245 The Coaching of Basketball

The theory and practice of basketball coaching.

7. 257 Standard and Advanced First Aid and Safety

Education

Theory and practice in the Standard and Advanced Courses of the American National Red Cross in First Aid and Home and Farm Safety.

8. 260 Health Education Program in the Secondary Schools

Principles of health education for the secondary school.

9. 275 Play and Playgrounds

The theory of play and the underlying principles of play activities in each division of the child's life. The direction and supervision of play activities on the playground.

10. 305 Kinesiology

The construction and function of the neuromuscular system and its relation to movement.

11. 326 Gymnastics in the Public School Program

The theory and practice of gymnastics in the public schools.

12. 395 Physical Education for the Elementary School

Presentation of the activities for the physical education program for the elementary school with emphasis on curriculum construction and a selection of materials for the different grade levels.

13. 432 The Teaching of Physical Education in the Secondary Schools

Presentation of accepted procedures in the conduct of the physical education program in public schools and colleges.

14. 433 Measurement in Health and Physical Education in Secondary Schools

A course designed to present the basic philosophy and current practices in the organization and administration of testing, measuring, evaluation, and grading in health and physical education.

15. 435 The Administration of Physical Education

The organization and administration of physical education in the public schools and colleges.

16. 480 Curriculum Construction in Health and Physical Education

Survey of modern school curricula with emphasis on the functioning of health and physical education in each.

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