AN EVALUATIVE STUDY OF THE PROFESSIONAL CURRICULUM
IN THE MEN'S PHYSICAL EDUCATION PROGRAM
AT NORTH TEXAS STATE COLLEGE
WITH RECOMMENDATIONS FOR
CONTINUED IMPROVEMENT

THESIS

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By

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CHAPTER I

INTRODUCTION

The professional preparation program of any profession affects the very nature of that profession's growth and influence in society. The same holds true of physical education. The students and present staff members both want and need to know that their education and experiences will enable them to fulfill their needs as far as a preparation of this type is able to do.

No college can completely teach an individual to become a finished product in the area of teaching. This is not to be expected. All a college can do is furnish that individual with selected experiences that through past use have been shown more profitable than others. A college can only point the way and give the individual tools with which to work in later years. Only time can provide the teacher with the final stage in this development, that stage being the years of practical experience of his own.

Colleges across the land now offer important and meaningful opportunities in the area of teacher education. To a large degree that is the function of a large number of colleges today. Since the nation is facing a shortage of good teachers, this mass production of teachers by the teachers' colleges is,
to some, the only answer to the problem. To an extent this is
the position of North Texas State College in its relationship
with teacher education.

What does North Texas want to accomplish? What final
product does this institution have in mind when it starts
to prepare an individual professionally in the field of physi-
cal education? These are two questions which must be considered
carefully. Following are three points which can be used as a
guide:

1. This student is a future teacher, one who will some
day educate others with what he has learned.
2. This individual will represent physical education
to all those who come in contact with him.
3. This "product" has a very wide influence, either
good or bad, on all those he teaches.

From the above statements, the type of person that graduates
from North Texas is then an official representative of this
institution and also of the field of physical education.

The question raised regards the program, which is the
means to the end—the qualified teacher. In this thesis the
program will be evaluated to determine if it is meeting its
obligation to the schools and to the future teacher.

In the preparation of a teacher, several elements must
be present at the outset. One is the person who desires to be a
good teacher, and second is the program which enables this indi-
vidual to satisfy this desire. Of course, there are many more
elements, such as a highly trained staff, adequate facilities, and conducive environment. The point with which this study is mainly concerned is the program itself.

The reason for this study is that there is a definite need for better understanding of the problem which faces education with regard to teacher education, this problem being the need for a more definite picture of the extent and type of knowledge that the new teacher, and, specifically, the physical education teacher, should carry into his field.

To evaluate a program, a group of standards or their equivalent can be used very well. These standards are acquired from established and accepted principles stated by leaders and writers of the physical education field. After these standards are enumerated, the present program of the professional preparation physical education for men at North Texas will be evaluated accordingly, and recommendations for its continued improvement will be set out.

Statement of Study

This is an evaluative study of the professional preparation physical education program for men at North Texas State College.

Purposes of the Study

The purposes of the study are as follows:

1. To determine the qualities which a physical education teacher should possess in the way of general and professional knowledge.
2. To compile data for standards by which a professional preparation physical education program can be evaluated.

3. To use these data in the process of evaluating the present professional preparation physical education program for men at North Texas State College.

Definition of Terms

Proposed are the following definition of terms:

General Education--"General education at the college level represents those experiences which all students should have without reference to their specialized interests or vocational intentions" (1, p.5).

Professional Preparation--Professional preparation is that area of education which prepares the individual in the field which he has chosen for his vocation.

Limitations of the Study

The study will be limited to an evaluation of the professional preparation physical education program for men at North Texas State College.

Sources of Data

To make this study, both documentary evidence and personal interviews have been used. The documentary evidence includes books, pamphlets, articles, records, statistics, and bulletins. One reference that proved a valuable aid to this study was written by Harry A. Scott and Raymond A. Snyder. Both of
these men have proved their ability to promote the profession of physical education by their writing, teaching, and personal influence on the development of aims, objectives, and principles which the profession has followed.

Snyder is noted as one of the leaders on the education and certification of California teachers. On the West coast he is regarded as the most learned and respected of numerous scholars in physical education.

Scott has been a leader since the 1920's, and with his writing, teaching, and administrative ability has shown his acknowledged leadership.

Another source that proved to be most helpful was the report of the National Conference on Undergraduate Professional Preparation in Health Education, Physical Education and Recreation held at Jackson's Mill, Weston, West Virginia, in May of 1948. The purpose of this conference was not to construct standards or to suggest the machinery for accreditation of teacher education institutions, but rather to provide material that proves to be helpful in the development and evaluation or programs for the preparation of leaders and teachers.

Procedures in the Development of the Study

The following means are proposed for the development of the study:

1. Read, analyze and study critically all research literature pertaining to the area of men's professional preparation physical education programs.
2. Construct a group of criteria by which the program can be evaluated.

3. With these criteria, evaluate the present men's professional preparation physical education program at North Texas State College.

4. Evaluate data collected and draw a conclusion from them.

5. Set forth recommendations for improving the men's professional preparation physical education program at North Texas State College.

Organization of the Study

The study will be organized as follows:

Chapter I. Introduction.

Chapter II. Criteria for Evaluation. This chapter will consist of a discussion of standards which may be used to evaluate the program.

Chapter III. Outline of Professional Preparation Courses. This chapter will outline briefly the courses which an effective professional program in physical education should include.

Chapter IV. Evaluation of Professional Curriculum. In this chapter the present program of professional curriculum in physical education for men at North Texas State College will be evaluated.

Chapter V. Conclusions and Recommendations.
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CHAPTER II

CRITERIA FOR EVALUATION

Into the ears of educators the cry for more teachers rings loud and clear. Because of this ever-present echo, the teacher education colleges strive to produce a fully qualified individual in a given time of four years. Some say more time is needed, others say better selection is the answer, while still others complain that the program itself is at fault and must be corrected.

Each of these arguments has sufficient ground upon which to base its statements. Each has cause to feel that its answer is the way out of the confusion that the professional preparation programs are in today. They are all correct to a point, and if one were satisfied, the others would be affected in some way. But one thing that all have in common is the recognition of a need for improvement of the teacher education program and its effect upon the public schools.

One solution that many have advocated over the years is that of the construction of standards which can be used as guiding principles by colleges preparing teachers. There are numerous types of standards which are discussed, but the main ones are standards to be met by the faculty, facilities, curricula and student personnel. For example, the Texas Education Agency
has set out standards which are to be met by all college faculty connected with teacher education in Texas. These standards have control over the faculties, making them more productive and better prepared to complete a fully organized job. But these standards must be evaluated often in light of the goals and objectives that are sought by the program itself.

These standards must be set high and held there for the good of education. No one wishes to be connected with a group that has no foundation or basis to build upon. In any profession the standards that are used are the elements of the program by which society judges that profession. J. E. Rogers states,

The professional preparation of teachers may be improved in many ways, but it would be well to concentrate on one suggestion—the need for setting up standards for a teacher training institution (8, p. 123).

Why are standards the answer? They are not the answer, but rather a beginning. They are not only standards, but standards that will make an individual think twice and not "back into teaching."

Only the highest standards should be set for the teachers of tomorrow. The question rests essentially with the profession itself. Do you wish to belong to and support a profession which lowers standards as the easy make-shift and quick answer or do you wish to follow the longer, harder responsibility of continuing to raise standards? (9, p. 65).

The colleges themselves are in agreement with this, have been pushing forward on this problem, and have presented positive statements in this area of teacher education. The colleges
may agree that professional preparation of teachers is needing improvement, but not all are in complete agreement as to which part of the course of study should take precedence over the other. The two extremes of "nothing but subject matter" versus "methods and techniques" are out of date, and now the two must be brought together so that the individual is educated in both content and methods. "The real problem seems to be, how well can materials and methods be brought together in teacher preparation" (1, p. 111).

In the field of physical education this problem has become most acute because of the skill and knowledge needed and, at the same time, the necessity of having the methods at hand so that this material is presented in a better manner.

Here are what some leaders have said about what teacher preparation should include. Marguerite R. Juckem points out that

professional preparation of the teacher pertains to those areas of teacher education which embrace the experiences, techniques, professional attitude and philosophy necessary to enable a teacher to direct the growth of children toward becoming well-informed, capable citizens (5, p. 204).

C. L. Brownell states further, "The new teacher must be a versatile leader; he must understand the deeper meaning of education and go beyond subject matter material and course of study" (1, p. 112).

The dilemma that the programs are in now is not the question of the value of the professional preparation program, but
rather of the content of the program itself. What should be the content of the college years and how best can time be spent? Here again, standards come into the picture. The desired result and the ability that the individual develops in the college will affect the person forever. Arthur Weston relates these values of the physical education program when he writes,

> Watered-down courses for physical education majors must be eliminated wherever they exist. We must see that standards are set and not compromised, especially in the basic courses which physical education majors take towards the attainment of educational goals (15, pp. 75-76).

These goals are not attained by instruction in one field, but rather by touching upon many areas which gives the individual an idea of the world of which he is a part. This is the purpose of education in its totality. Professional education's part is defined as "all the experiences planned for and with the student in relation to his needs as a person, as a cultured citizen, and as a member of the profession of physical education" (10, p. 49).

According to the Jackson's Mill Conference, that is what the professional program of physical education wants to accomplish in light of the educational goals set up by the institutions themselves; that is,

> the patterns of living as well as patterns of learning will become important. Skill in cooperative action, give and take, and the ability to make wise decisions are quite as important to the citizen as is the mastery of any area of knowledge (6, p. 6).
It has been agreed upon that the cultured citizen is the desired end of education and, in particular, the professional preparation curricula in physical education. The discussion at this time is how much time of the student's years in college will be spent in each particular section of the individual's growth as to knowledge of vocational subject and development of the total person.

For North Texas this question has been partially answered by the state and its requirements for teacher education colleges. In the majority, the standards set forth in 1955 are in agreement with the leaders of physical education. Therefore, it is left up to the college to decide the time and place for general and professional education.

In the Journal of the American Association for Health, Physical Education and Recreation, Vernon S. Sprague wrote,

A successful program of physical education must have sound measurable objectives, a realistic curriculum to achieve these objectives, good teaching methodology to implement the curriculum, facilities and equipment with which to work, an evaluative program to measure achievements, and an interpretation program to inform the public (12, p. 77).

To accomplish this, Sprague advised further that general education should be broken down into two groups: one the foundation courses including English, psychology, speech, and literature, while the science foundation courses include biology, chemistry, physics or physical sciences, and bacteriology.

The Texas Education Agency had this to say about general education: "General education studies should provide a broad
understanding of our cultural heritage and our physical and social environment." It goes on to say further,

A minimum of forty-five (45) hours in the social sciences, humanities, sciences, aesthetics, and other general courses that contribute to the personal and social development of the individual is required of all applicants for teacher certificates (13, p. 15).

W. G. Rice is quoted as saying that the time spent on general education should be two fifths to one half of the undergraduate's program for a prospective teacher (7, p. 20). With all this time, the general education should contribute something to the total person. The California Study of General Education in the Junior College states that the aim is to help each student increase his competence in

- Exercising the privileges and responsibilities of democratic citizenship.
- Developing a set of sound moral and spiritual values by which he guides his life.
- Expressing his thoughts clearly in speaking and writing, and in reading and listening with understanding.
- Using the basic mathematical and mechanical skills necessary in everyday life.
- Using methods of critical thinking for the solution of problems and for the discrimination among values.
- Understanding his cultural heritage so that he may gain a perspective of his time and place in the world.
- Maintaining good mental and physical health for himself, his family, and his community.
- Understanding his interaction with his biological and physical environment so that he may adjust to and improve that environment.
- Developing a balanced personal and social adjustment.
- Sharing the development of a satisfactory home and family life.
- Achieving a satisfactory vocational adjustment.
- Taking part in some form of satisfying creative activity and in appreciating the creative activities of others (4, p. 2).
These are the goals set forth by leaders in education for the development of all prospective teachers. These standards should not be relaxed for the physical education major. Specifically, these are the standards for general education pertaining to the education of physical education teachers. After having general education, an individual should be appreciative of others' feelings, develop a knowledge of English, arts, the physical world, the history of societies, and language. With these courses completed, the person will have a deep sense of responsibility to himself and to the society of which he is a part. These standards can be met if the student has the opportunity to have two general courses of education for every one course taken in his particular field of study the first three years of the four-year course of study.

In summary, general and professional education are equal parts of the total individual. The teacher of physical education is a leader and must understand the basic fundamentals and needs of society so that he can better fit himself into this picture. This is the over-all picture of the place of general education in the individual's preparation for life.

If general education has its place in the development of the teacher with respect to citizenship, then professional education is considered as preparing him for a given vocation in education. This education is needed and has best results when the person is able to study the material and see the results as they are presented.
Professional education of all professions leads and points the way for its newest members. Its presence is due to the need for further development of that profession.

Professional preparation is at the very heart of a profession. It molds the leadership, and everything which happens in a profession stems from its leadership. In a very real sense everything good, bad, or indifferent within our areas can be traced back ultimately to our teacher education institutions (3, p. 20).

The answer is not one which will show results in a year, but rather one that is longer and more painstaking. This answer seems to be standards. These standards are more than what an institution should teach; they are also results that come from years of organized experiences that colleges have built upon a sound educational basis. These standards should be such as to set the style and tone for prospective teachers and for the profession in the eyes of the public. If physical education has high standards, society will look upon it as a worthwhile profession and not one that can be taken easily and passed with no real effort. An example of the manner in which high standards can result in a definite reputation for a profession is the medical school, with its selection methods and high standards which must be met by all its students.

Physical education must therefore set standards to reflect its true meaning and worth. If the profession of physical education is not accepted by society, the administration cannot give its full support and cooperation to the department. With
this support missing, physical education is having to split its forces and attention toward many groups of people who should not have to be constantly convinced of the quality of physical education.

When the attention of the physical education staff must be divided in this manner, then the three areas of professional preparation—pre-professional, professional physical education or specialized professional education, and the competence in skills and activities—do not receive the amount of time and effort that belongs rightfully to them.

In the area of physical education, this material must be covered so that an individual will be able to teach more effectively. The role of professional education is to aid students achieve the knowledge and skills that can be used in the demands of new problems that arise in physical education.

These skills and knowledge are arrived at through the courses in pre-professional and professional education. Each has a certain and precise element that must be completed so the future teacher can enter the field with confidence. Each area of this professional education has charged to its care the development of certain aspects of the teacher. According to the Texas Education Agency, pre-professional courses are designed to help

the student . . . gain an understanding of the growth and development of the individual; school organization, objectives, and operation; and the learning processes and how they may be guided (13, p. 18).
To complement this, the Kansas Conference urged that the physical education teacher's education program be the same as that of any teacher, that the "teacher education program in physical education require comparable general and professional education competences as required of all teachers" (2, p. 169). With this the physical education teacher will begin to be on the same ground level as other teachers. This education would take the form of personal qualifications considered essential to successful leadership in the area of education. This leadership is developed to provide the student with professional competence in the following areas:

- Appreciation of the place and contribution of our schools in society, including the school in relation to the community.
- Knowledge of the development and organization of our communities and our schools.
- An understanding of child nature and development.
- An understanding of the learning process and how to expedite it.
- Skill in the adjustment of learning experiences to the nature and needs of people.
- Knowledge and skill in the use of resource materials and of teaching and leadership aids.
- Skill in the use of appropriate teaching and leadership techniques.
- Proficiency in evaluating the outcomes of learning experiences.
- Skill in making school and community life an experience in democratic living.
- Mastery of basic and related materials involved in the area of leadership responsibility.
- Knowledge and skill necessary to share in meeting common needs of people, without reference to the nature of the teaching or leadership assignment; for example, health education, physical education and recreation needs, and guidance and counseling needs.
- Skill in relating learning materials to the total learning experience of the individual.
Effectiveness in working with others, including pupils, colleagues, parents, and community. A point of view in education and recreation which requires that practices be adjusted to all people and their welfare (6, p. 7).

Furthermore, minimum standards held as sufficient for professional education in a report by the Northwest Council on Teacher Education Standards included instruction in fundamentals of education, psychology of learning, child growth and development, student teaching, methods in education, and school laws (12, p. 22).

Each teacher has a definite need for a personal philosophy of education. In light of this philosophy, ways and means can be found which can result in better building on this foundation, with methods of teaching, curriculum planning, evaluation of program, student, and self.

If general education lays the groundwork for the cultured citizen, and general professional education equips the future teacher with an understanding and a workable attitude toward education, then professional physical education builds upon these two and enables the individual to specialize in his chosen field. Physical education professional preparation, then, must take charge of the professional growth of the student if the field of physical education is chosen as the vocation or career.

The department must prepare the student for the many problems that will arise in the daily task of a physical educator. These problems should be predicted or anticipated and
shown, by their presence in the course of study, to be matters of concern to the profession. Not only academic subjects of the department, but also methods and skills of activities are included. These subjects are in need of selection and placing in the program so that most of their usefulness will be achieved. This is done by their arrangement in a systematic pattern to insure progressive attitudes, learning and skills. A guide used in determining the use of subject is provided:

The basic criterion governing decisions as to the appropriateness of systematic study of a subject as part of the curriculum for a given learner is whether he is sufficiently sensitive to fundamental situations of living and has had enough guided experience in dealing with them to be able to recognize those parts of the organized body of subject matter which are pertinent to his needs and to reorganize the material functionally for his use . . . Whatever the concern may be that brings a learner to the study, this criterion must be met if the work is to be functional for him, and if time and energy are to be allocated to it on a sound basis (14, p. 362).

The undergraduate teacher-education curriculum should provide a variety of experiences for beginning teachers designed to produce facility in all the commonly practiced methods of organizing curriculums and teaching students (11, pp. 103-104).

The Texas Education Agency urges that thirty-four competencies be developed by the teacher-education colleges so that the new physical education teacher is better qualified to meet the standards of teachers in Texas. These competencies are:

1. An understanding of the fundamentals of general biological processes.
2. A detailed working knowledge of human anatomy and physiology.
3. An understanding of the physiological effects of exercise, together with the ability to apply this knowledge to the conduct of activities.

4. An understanding of kinesiological principles and the ability to follow these principles in the selection and conduct of activities.

5. An understanding of the role of physical education as an educative process and its contribution to life in a democratic society.

6. An understanding of the values of physical education experiences in developing sound physical and mental health.

7. An understanding of the nature and function of play.

8. An understanding of the historical development of physical education and its place in present-day culture.

9. An understanding of the techniques of curriculum construction and the ability to derive objectives and to plan a physical education program that has continuity and progression from year to year.

10. The acquisition of the fundamental skills and knowledge of rules and game strategy of a large variety of physical education activities.

11. The ability to select and use teaching materials, including audio-visual aids, appropriate to the activity and level.

12. The ability to utilize proper teaching methods appropriate to the activity and age level.

13. The ability to plan and administer under proper supervision a program of physical education for the handicapped, including corrective and adaptive activities.

14. The ability to organize and conduct a program of intramural sports.

15. The ability to plan and maintain adequate facilities and areas for physical education activities.

16. The ability to select and preserve proper equipment and supplies for the physical education program.

17. The ability to evaluate the outcomes of the physical education program and to make effective use of tests and measurements as teaching devices.

18. The ability to perform those auxiliary duties necessary for the proper conduct of the physical education program such as supervision of locker room and showers, providing towel and laundry service, marking playing areas, keeping records, and supervising janitorial attendants.

19. An understanding of the functions of the physical educator in the total school health program, particularly in school health services.
20. An understanding of the role of the health educator, health services, personnel, and community agencies in the school health program.
21. An understanding of the role of the physical educator as a member of the school health council.
22. An understanding of the scope and variety of health problems of secondary school youth.
23. The ability to detect possible pupil health problems through many forms of health appraisal.
24. The ability to control and prevent disease as related to physical education.
25. The ability to provide emergency care for the ill or injured pupil.
26. The ability to promote sound mental health practices during physical education activities.
27. The ability to use health appraisal information so that physical education activities can be modified to the pupil's capacities.
28. The ability to promote sanitation and safety in the physical education facilities.
29. An understanding of school nutrition as related to physical education.
30. A knowledge of the legal liabilities for physical education and an acceptance of one's moral responsibility for the prevention of injury.
31. The ability to select and use proper methods of conditioning participants in physical education, including diet, bandaging, rest, and relaxation.
32. An acceptance of a sound code of ethics as a guide for one's personal conduct in the school and community.
33. An appreciation for and evidence of assembling one's own professional library and teaching materials.
34. An understanding of the role of professional associations and evidence of attaining professional status by participating actively in appropriate organizations (13, p. 4).

To establish a separate course to fulfill each competence is out of the question and must be set aside as impractical. Rather, courses designed to handle those qualities deemed necessary and overlapping into the fields of several competencies should be joined together in one course so that the
student can and will see the relationships between the different areas of the profession.

In the courses listed below, each of which would consist of two semesters, the desired competencies could be developed:

- Introduction to Physical Education.
- History and Philosophy of Physical Education.
- Tests and Measurements in Physical Education.
- Physiology of Exercise, Kinesiology, and Human Anatomy.
- Administration and Organization of Physical Education.
- Curriculum and Facilities Planning in Physical Education.

These courses will be fully explained in the next chapter.

Just as important as scholarly studies to the physical educator are the teaching skills in the various games, sports, and activities. The reason is obvious to the educator: the ability of the teacher to demonstrate skills in the activity that is being taught makes the learning experience much more meaningful to both the future teacher and his students. Therefore, the development of such skills deemed necessary must be experienced by the physical education major with other students of the same major to insure optimum development.

The Texas Education Agency (13, p. 6) urges that skills or competencies in these activities be developed:

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<tr>
<th>Apparatus</th>
<th>Canoeing</th>
<th>Folk Dance</th>
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<tr>
<td>Archery</td>
<td>Casting</td>
<td>Golf</td>
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<tr>
<td>Badminton</td>
<td>Creative Dance</td>
<td>Gymnastics</td>
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<td>Basketball</td>
<td>Diving</td>
<td>Handball</td>
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<td>Bowling</td>
<td>Fencing</td>
<td>LeCrosse</td>
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<tr>
<td>Calisthenics</td>
<td>Field Hockey</td>
<td>Pyramid Building</td>
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Recreational Games  Square Dance  Trampoline
Skating  Swimming  Tumbling
Soccer  Tap Dance  Volleyball
Social Dance  Tennis  Water Safety
Softball  Track and Field  Wrestling
Speedball

R. A. Snyder and H. A. Scott suggest that meeting course requirements has no real significance. What is needed is the desire and chance to learn, develop, and practice the skills needed as judged by the leaders of the field. An example is teaching tennis to a group of students who know that they will pass the course but have not developed the desired competence in tennis so that they could teach it effectively.

The ability to teach tennis effectively, or any other activity or subject, for that matter, must be based upon considerable knowledge about the activity, ability to perform creditably in it, and a great deal of knowledge about teaching and learning (11, p. 77).

In this chapter the current thoughts and prevalent concepts concerning standards for professional preparation for teacher education have been shown, as well as the need for a sound general education which helps develop the citizen, a general professional education which forms the teacher's basic educational philosophy, and a pattern of professional physical education which gives the future teacher material with which to work.
CHAPTER BIBLIOGRAPHY


CHAPTER III

OUTLINE OF PROFESSIONAL PREPARATION COURSES

The foregoing chapter suggested a number of professional courses that a student needs in order to understand the meaning of physical education. The following is a brief outline of these professional preparation courses:

Introduction to Physical Education

This course would give the student an understanding of the importance and contributions of physical education to a life in a democratic society. The course would include sources of data and material, vocational opportunities in the field, the philosophy that guides the profession, the scope and beliefs of physical education, and a list of professional organizations and their contributions.

The History and Philosophy of Physical Education

This course would be aimed at giving the student knowledge and appreciation of the place of physical education in the history of civilization, particularly in Greece and Rome, Sweden, Denmark, Germany, France, England, and the United States. Emphasized would be the aims and objectives of each of these societies and their effect upon programs today in the United States.
Tests and Measurements in Physical Education

This course would be aimed at giving the student a workable knowledge of tests and measurements used in physical education, as well as sources of data and material from which this subject can be obtained and practical experience in application.

Physiology of Exercise, Kinesiology, and Human Anatomy

This course would be aimed at giving the student practical knowledge of body movement, mechanics and elements needed in daily living, with an emphasis on physical exercise. The course would include a survey of methods and materials used in corrective and physical therapy, the psychology of rehabilitation, and an overview of the care and treatment of the body with emphasis on the athletic events.

Administration and Organization of Physical Education

This course would give the student assistance in understanding office management, selecting personnel, stressing usage of time and material in the presentation of the program. The course would include a survey of public relations, improvement of staff (in-service), organizing public school physical education programs, planning and organizing the use of buildings and recreational areas, purchase and care of equipment, budgeting equipment and operating costs.
Curriculum and Facilities Planning in Physical Education

This course would acquaint the student with requirements presented by the State Board of Education concerned with physical education, planning a workable program based on these requirements, care and maintenance of existing facilities with future plans of expansion.

In addition to the courses listed above are the activity or laboratory courses that teach the skills and knowledge a physical educator needs to know. Teaching these classes are the proven professional members of the regular staff. These classes would be restricted to physical education majors so that the teaching would be directed at their specific needs. To fulfill their need for competencies in a great number of skills, the time should be one and one-half hours of actual class participation twice a week.

These classes would deal with rules, fundamentals, strategy, and playing court areas. With this background the graduate could, with some degree of efficiency, teach many different activities. Of course, this is not all there is to teaching. The individual must be willing to investigate new and improved ways of instruction in any given area. But as long as the student has some competency in an activity, he will be aided in teaching that skill later.

The activities courses would include each year a chosen number of team and individual activities, as well as swimming
and water safety, camp craft, dance, and first aid. These topics would be divided so that there would be an even distribution of activities in the four years of the course.
CHAPTER IV

EVALUATION OF PROFESSIONAL CURRICULUM

So far the reasons and necessity of a constructive look at the value of a program for the preparation of physical education teachers have been pointed up; this periodic stock-taking is important in insuring that the program will at all times be meeting the needs of the individuals concerned. In this chapter the present program at North Texas State College will be compared with what leaders in the field of physical education believe to be the best and most profitable experiences with which a physical educator should be equipped.

After much reading, it has been found that the curriculum has the most lasting effect upon the students, staff, facilities, and over-all environment of a department. "It is the interaction of all these factors that determines what experiences learners will have and, consequently, what they will learn" (1, p. 5). The reasons for this statement that the curriculum has the most lasting effect are based on the belief that the courses and their content can and will enable the student to have a better understanding of the problems that will be faced. Of course, the faculty, facilities, objectives, and organization are important, but they can supplement the curriculum only if the curriculum is strong and sound.
The faculty can teach only what is there for them to teach, in the facilities that can be used. With sound planning of the program, these facilities can be utilized to the utmost, giving sufficient experience if the objectives are known and practiced. So it is the curriculum that is the cog around which the complete department turns.

To complete the evaluation, the present program of professional preparation in physical education at North Texas State College is here written out in its complete form (2). Following this listing, each of these courses will be discussed to advise its continued use or its replacement with a course that will strengthen the curriculum.

Freshman Year

Selection from Physical Education 116, 117, 118, 119 (Activity)

Foundations of Health.
Fundamentals of Health, dealing with personal hygiene and teacher guidance of public school students in healthful living.

Standard and Advanced Course in 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.

Club Leadership for Men.
A study of the organization and administration of various clubs in extracurricular and out of school activities. Skills and practices developed for leadership in such activities as scouting, handicraft, outdoor life, camping, fire prevention, recreation, marksmanship, archery, and other hobbies. Two field trips required.

Introduction to Health, Physical Education, and Recreation.
A course designed to orient the student in the field of health, physical education, and recreation through presentation of the scope and organization of professional
activities, vocational opportunities offered in the field, and essential qualifications of members of the profession.

In the freshman year, Introduction to Health, Physical Education, and Recreation is needed by the first year student because the beginning student must know and understand the background, philosophy, and fundamentals of education on which physical education is based. Whereas this introductory course is needed for the foundation of physical education, Foundations of Health is needed as an introduction to health (individual and community health problems) and its basis. Snyder and Scott point out the following guide for the placement of course material in the first year:

Experiences designed to aid the student in understanding himself, his field of specialized interest and other closely allied fields, and the relationship to other broad areas of human knowledge and experience. Included here will be resource areas which will aid the student in planning his educational and vocational goals, such as the introduction to health education, physical education, and recreation, including the educational and vocational analyses and historical development of these fields (5, p. 94).

Club Leadership is not needed at all in a curriculum of physical education. If the purpose of a program is to train students how to lead, then it must be defined as such. Therefore, this course in group and club leadership could be replaced without loss to the program of study. It is realized that leadership is an important element in teachers, and this quality in an individual can be brought out—-but, in this case, at the expense of valuable information. The portion of the content
in the course entitled Club Leadership could be combined with First Aid into the laboratory or activity class. This problem and that of the activities will be discussed at length later in this chapter.

In the first year, therefore, there are only two courses which have fulfilled the following requirement: "The planning should be with reference to the general subject matter, the experiences, and the professional education needed to prepare for a specific position" (3, p. 19).

Sophomore Year

Selection from Physical Education 116, 117, 118, 119 (Activity)

Selection of two of the following:

The Coaching of Track and Field.
   The theory and practice of track and field coaching.

The Coaching of Football.
   The theory and practice of football coaching.

The Coaching of Basketball.
   The theory and practice of basketball coaching.

The second year of professional education seems to have forgotten about physical education and gone into the business of training for a coaching profession. The only theory courses offered in the sophomore year are courses in the coaching of specific sports. Again the curriculum swerves away from its primary job of physical education. This tangent is costly to the student; the time could be spent on real professional preparation.
The second year should be concerned with

Resource areas in the foundations of the specialized field, which will aid the student in understanding the growth and development of children, youth, and adults and the society in which they live and work. Included here would be such areas as human physiology, human anatomy, heredity and environment, nutrition, bacteriology, and personal and community health (5, pp. 94-95).

And, certainly, standards must be "set and not compromised, especially in the basic courses which physical education majors take towards the attainment of educational goals" (6, pp. 75-76).

The methods of coaching of athletic teams is a part of physical education programs and must be included in the professional program in colleges, but not to the extent of excluding physical education entirely from the student courses for a full year. Two of the standards which the Jackson Mill Report urged were

- Competence in defining a broad concept of the physical education area, its backgrounds and its relation to other areas of education.

- Competence in interpreting to others this broad concept and the unique contribution of physical education to the developing person (4, p. 20).

The question that is raised at this time is, "When does the professional physical education department intend to fulfill these goals?"

Junior Year

The Teaching of Physical Education in the Secondary School.

A course designed for students planning to teach physical education in the secondary school. Methods of presentation and sources of material dealing with the following
activities: tennis, golf, touch football, speedball, badminton, and table tennis. Lecture and laboratory.

The Teaching of Physical Education in the Secondary School.
A course designed for students planning to teach physical education in the secondary school. Methods of presentation and sources of material dealing with the following activities: tumbling, wrestling, softball, volleyball, and swimming. Lecture and laboratory.

Physical Education for the Elementary School.
A course designed for elementary school majors and for men who are majors in physical education. Presentation of the activities of a physical education program for the elementary school with emphasis on curriculum construction; progressive selection of materials for different grade levels; methods of presentation, and sources of materials.

Kinesiology.
A study in kinesiology as a basis for developing muscular coordination through physical activities.

or

The Theory and Practice of Corrective Physical Education.
The theory and practice of corrective physical education activities designed for individuals and for group units.

Curriculum Construction in Health and Physical Education.
Survey of modern school curricula with emphasis on the functioning of health and physical education in each. Study of the theories of curriculum development.

Of the six courses offered during the third year, only three are satisfactory, and all three of these should be taken. These courses are the last three listed above. The material included in the rest can be moved to the realm of activity courses; they could be gathered into a semester's work and not be spread into so many areas. They all cover essentially the same material but on different grade levels. All this duplication is unnecessary to a student.
The basic content of the third year should be

Methods and materials and other experiences basic to the analysis, selection, organization, and conduct of programs of education or recreation in the specialized area. Included here would be such areas as kinesiology, physiology of exercise, methods of evaluation and selection of materials appropriate for desired educational outcomes, and methods of teaching and conducting games, sports, and recreational activities (5, p. 95).

In place of the unnecessary courses named above, theory courses (which will be elaborated on in the last chapter) could be substituted.

Senior Year

Methods in Physical Education.
Presentation of accepted methods in the conduct of the physical education program in public schools and colleges and the theory underlying these methods.

School and Community Health Problems.
A study of school and community health problems, including vital and functional experiences in planning, carrying out, and evaluating health education programs. Opportunities given to engage in screening procedures, institutional programs, environmental control, and health service activities.

or

The Organization and Administration of Health Education.
The organization and administration of the school health education program with special emphasis on curriculum problems in health education, community and school councils, the health service program, and the relation of school health education to public health. A study of local, state, and national health agencies and their use and integration with a school and community health program.

The Administration of Physical Education.
The organization and administration of physical education in the public schools and colleges.
The majority of the theory courses are given in the senior year. The second and third senior courses named above, only one of which has to be taken, both deal with health. These two courses could be combined because if the student can be made to see the problems, he will be helped in later years in the organization of a health program.

Methods in Physical Education and The Administration of Physical Education are both accepted and needed by students as foundation subjects of great importance, but they alone are not enough to provide the type of program that is most desirable. The fourth year should round out the experiences of the other three and should include a further development of understanding and a deeper insight into the principles, scope and procedures used in the administration of the area of specialization in the total education picture. With this background, the future educator will be better able to formulate policies and work effectively; thus he will have continuous improvement of his program (5, p. 95).

To summarize, the curriculum at North Texas State College is devised for the education of elementary and secondary teachers in the public schools. Because of the fact that the physical education majors are, in the majority, planning to teach at these levels, the philosophy of the curriculum is to give them practical experiences in the materials and the methods of the application of physical education, meaning games and sports, thus sending the graduate into his profession without a knowledge
of the philosophy, history, and principles of his field. Is the graduate qualified to teach physical education to the entire student body or just to coach in the athletic field in the public schools? This point is brought up because of the number of courses devoted to the coaching of the major sports.

Also, it has been spoken of earlier that the activity courses could be revised. It has been shown that to participate in an activity is one of the best, if not the best, ways in which to acquire skills, knowledge and the basic fundamentals of an activity. Courses such as The Teaching of Physical Education in the Secondary School, which specify "methods of presentation" in certain activities, do give the student an opportunity to see these methods of instruction but should be thought of as activity courses rather than theory courses. Of course, each activity has its peculiarities as far as teaching at the different grade levels is concerned. The laboratory courses are needed and should not be minimized.

The four activity courses offered in the freshman and sophomore years, the first aid program offered in the freshman year, the coaching courses offered in the sophomore year, the techniques courses offered in the junior year are needed in the curriculum, but not in their present form. They should be offered to the student in such a way that he may gain a greater comprehension of the material in a more graduated sequence. Recommendations for the improvement of this series of courses will be made in the last chapter.
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CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter will consist of 1) the conclusions drawn from the evidence presented in the previous chapters, and 2) recommendations for the continued improvement of the men's physical education professional preparation program at North Texas State College.

Summary of the Study

This is an evaluative study of professional preparation in the men's Physical Education Department at North Texas State College, with particular interest in the curriculum used for this program of teacher education. The need for higher standards which the profession of education can use to improve its status among the population is recognized and is especially true in the area of physical education. Without these criteria, which are used as a guide line, the profession will soon disappear with others which were not willing and ready to make the needed sacrifices for their own improvement. This is the case of physical education and its teacher education procedures.

Great leadership is one of the goals of any profession. In education this leadership can come only from the men and women that strive to improve and broaden their knowledge and
ability to lead. Such is the duty of teacher education in all the areas of education, making available the material for knowledge and the environment in which to gain competence in leadership.

The following purposes of the study have been cited:

1. To determine the qualities which a physical education teacher should possess in the way of general and professional knowledge.

2. To compile data for standards by which a professional physical education program can be evaluated.

3. To use these data in the process of evaluating the present professional preparation physical education program for men at North Texas State College.

General and professional education were discussed as both giving a vital contribution to the education of the future teacher. It was pointed out that general education consists of those experiences and conditions which every student should have without specific reference to that individual's particular major or interest. It has been shown through years of practice and common knowledge that "book learning" is not all that is required in becoming an intelligent citizen. With this general background as a basis, teacher education takes on more meaning and new dimensions, for it brings into focus the ideas and rights which the future teacher will be expected to understand and practice in daily living.
Professional education was defined as preparation readying the individual for his chosen vocation. With this education an individual should learn the principles, philosophy, and history of his field so that there will be a visible and understood connection between the conditions which exist at present and how they came to be. In physical education this professional preparation is two-fold: adequacy in the academic courses, such as the history, philosophy, and principles of physical education; and competency in the physical activities which are expected to be taught in the chosen grade level. These two areas must be divided so that each will be covered in the allotted time in relation with the other area of the student's time and program. There must not be an over-emphasis on one area so that the other will suffer and therefore be considered a minor element in the field of study. This is not to say that both lecture courses and activity courses should be equal in time, but rather that each should be given the proper time, importance, and perspective in the future teacher's schedule.

With the above statements used as a basis, the physical education professional program at North Texas State College was evaluated. The findings of the study are listed below.

Summary of the Findings

It was found, after compiling a list of criteria which were written by leaders in physical education, that education
in physical education should have and maintain as high standards in terms of curriculum, staff, facilities, student personnel, administration, and organization as any other area of the teacher education program. It was urged many times that the colleges themselves make the standards so that each college can live by its standards.

It has been noted that the graduate of North Texas State College is strong in the areas of methods and materials used in presenting certain activities at designated levels of education. It has also been noted that this has been accomplished by sacrificing the needed areas that can give a teacher a sounder basis with which to educate. These neglected areas are the history of physical education, which is important in an understanding of the profession; the principles, which are used as guides; and the philosophy, which serves as a means with which to build an adequate program at any age level. Without these it is difficult to achieve the desired program. What is likely to happen is that a graduate will go into the field and take up the status quo; that is, if he is placed in a poor situation and has not the necessary background to enable him to see the faults of and to improve this situation, he will simply take up and continue whatever practices, poor or otherwise, happen to be in use.

Along this same line is the practice of having a number of lecture courses which should be in the activity program. The courses that are used now as teaching methods courses
at the two grade levels, secondary and elementary, would be satisfactory if placed in the realm of activity rather than theory courses, dealing as they do with skills rather than with textbook material.

Another objection to the present curriculum is the placing of coaching theory courses and the total omission of physical education altogether in the second year. This is not to say that the graduates will be coaches in the field, but rather that this plan puts emphasis on coaching as the primary objective of the curriculum and thus leaves the impression that physical education is secondary. These courses, three in number, could be combined and still would be adequate.

Conclusions

The following conclusions about the men's professional preparation physical education program at North Texas State College are drawn from the study:

1. The general education plan for the physical education major at North Texas is very good and prepares him to take his place as an enlightened, useful citizen.

2. The course in club leadership is not fully recognized as contributing to the student's need in developing knowledge in physical education.

3. There is a lack of the type of background material which would enable the graduate to gain a fundamental knowledge about his profession. This includes the philosophy
and principles, which help to give the teacher a broader outlook of his vocation.

4. The courses concerned with the coaching of the major sports are needed, but not at the expense of other aspects of physical education. This material is no doubt needed and vital to a future physical educator and coach; this point is not being questioned. What is being pointed up is the fact that these courses all deal with methods of coaching a given sport and that they place physical education in a position of minor importance. This idea is what is carried into the public schools of Texas.

5. The courses designed as presentation of methods and materials overlap very much and need to be moved into the area of activities or laboratory courses in the gaining of skills in both planning and teaching the activities developed at the given grade level.

The curriculum as a whole prepares the individual to go into the field and continue an existing program and not think of changing it. This is good as far as it goes. But is it not the aim of every school system to have the best physical education program that is possible? What can a graduate of North Texas use as a guide in building such a program if he is called upon to do so? Of course, the current literature is a beginning, but the theories, practices, and conditions that were known during college days form a more lasting impression on the mind's eye. This fact must not be overlooked.
There must be adequate preparation for the present condition, but more thought must be given to the hope and belief that one is always striving to improve the present so that the future will produce more.

Recommendations

The following are recommendations for the continued improvement of the men's professional preparation physical education program at North Texas State College:

1. All courses dealing with the general area of skills and sports, including coaching and the methods courses for elementary and secondary teaching of physical education, should be placed in a laboratory section of the curriculum. This laboratory should be limited to students majoring in physical education and at particular levels in their college careers. This laboratory will bring in all the skills that are being developed in the present activity courses, plus a unit on First Aid and club leadership. This course should be instructed by a regular member of the staff.

2. The history, principles, and philosophy of physical education should be required, giving the student a broad understanding of what has gone on before, with ideas of what further progress can be made.

The following suggestions for future study are presented:

1. A study of the participation of the athlete at North Texas State College in relation to the activity program
required of majors in physical education.

2. Continued study of the changing curriculum needs of physical education teachers.

3. Continued study of the North Texas State College program of physical education, dealing with facilities, student personnel, organization, administration, objectives, faculty, and curriculum.
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