

COLLEGE PHYSICAL EDUCATION REQUIREMENTS
FOR STUDENTS PREPARING TO TEACH

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CHAPTER I

INTRODUCTION

Investigations of the physical education requirements in the country at large have pointed up an alarming lack of concern with this vital area of physical education in the curriculum. Mention of the western region of the United States has been neglected in these studies. It was the plan of this investigation to make a survey of the various state departments of education and the colleges and universities represented by these departments in the western region to determine what physical education requirements were necessary for certification. It was also planned to test the hypothesis that, in spite of the tremendous importance of the physical education program to the people of this area, there are few requirements and these requirements are not stringently kept.

Problem

In the functional schools of today the curriculum is developed in part by the teachers.¹ The experience

¹Moehlman, Arthur B., School Administration (Boston: Houghton Mifflin Company, 1951), pp. 273-311.

these teachers have had in physical education is an important factor in determining the attitude with which they will approach curriculum development. This belief led to the selection of this study, namely, to answer the question, "What is the extent of professional experience in physical education of elementary and secondary school teachers?" The physical education experiences of teachers ^{are} is partially determined by the state certification policies and the required physical education programs in colleges and universities.

Procedure

An examination of literature in the field indicated four possible methods of approaches to the problem. Investigative restrictions precluded utilization of the first method, a survey of the teachers in the field to determine what physical education experiences they obtained in college. The second method revealed by a study of the literature was a possible survey of the registrars of the various colleges and universities to determine the specific physical education requirements. It was felt by the writer that this method and the third method, determination of the requirements by a study of the various college catalogs, would reveal similiar results. For that reason, only the college

catalogs were consulted in this study. The fourth method of research which was indicated by this examination of the literature was a study of the state certification requirements. This study has been confined to the limits of eleven western states (Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington and Wyoming.) In summation, the plan of this study is to investigate the physical education background of teachers by surveying the state departments of certification, studying the catalogs of the colleges and universities under the jurisdiction of these departments, and examining the other surveys that have been made in this field. In subsequent units of this study the writer will attempt to bring out in detail the findings and development of this procedure. In the next unit the writer attempted to justify the purpose of the study by bringing out the importance of the physical education program in the automation era.

CHAPTER II

THE NEED FOR A PHYSICAL EDUCATION PROGRAM

Modern man lives a more and more inactive life. The twentieth century has been described as the "automation era."¹ The constant development of labor saving devices brings more and more leisure hours to society. It is not conducive to a persons physical well-being to spend this time in inactive ways. If this country is to be strong, society has the responsibility of seeing that this leisure time is spent in a manner which will be conducive to personal well-being. The dangers of automation to the United States was clearly brought out by the Kraus-Weber test.² This test, which was given to groups of American and European children with comparable backgrounds, revealed the physical fitness inadequacies of the physical education programs in America.

In this test of six strength and flexibility movements 57.9 per cent of the American children taking the

¹Bucher, Charles A., Foundations of Physical Education (St. Louis: C. V. Mosby Company, 1956), p. 70.

²Kraus, Hans, and Hirschland, Ruth P., "Minimum Muscular Fitness Tests in School Children," Research Quarterly, Vol. 25 (May, 1954), pp. 178-187.

test failed while only 8.7 per cent of the European children taking the test failed.³ It was also reported that, "the poor American showing can be explained by our high degree of mechanization obviating much physical activity."⁴ Also, according to this reporter, the major difference between these two groups was the fact that the European children do not have the "benefit" of a highly mechanized society. They do not use cars, school-buses, elevators or other labor saving devices. Of great importance was the fact that their recreation is largely based upon physical activities. The article also brought out the inadequacies of the elementary school physical education curriculum in mentioning:

Furthermore, it appears that we are unable to alleviate this situation during the time the children are in elementary schools. They leave elementary schools in very much the same condition as when they entered it--if anything, a little worse.⁵

Physical education is not a panacea but it can be a contributing factor toward a better use of leisure time, and it can help to prevent America from following the path

³Ibid., p. 180.

⁴Ibid., p. 186.

⁵Ibid., p. 187.

of ancient Rome to ruin.⁶

The government of the United States showed its concern over the problem recently when President Eisenhower called representatives together for a Conference on the Fitness of American Youth which met at Annapolis, in June 1956.⁷ Participants in the conference included Vice-President Nixon and 149 delegates from local, State, and Federal governments; professional education, health, and medical organizations; recreation groups; child and youth serving agencies; civic groups; the motion picture agencies; wire services; amature and professional athletics and sports; representative newspaper and magazine editors and publishers.⁸ The following summation of the conference is quoted in full because of its pertinence to the problem. The conference concluded that:

1. Our scientific and technological advances of today, while bringing an ease to living, deprive us of needed physical activity.

2. The youth of our Nation are affected particularly by the existence of press-button gadgets and other devices tending toward habits of inactivity.

3. The effect of automation is found in rural as well as urban life.

⁶Bucher, op. cit., p. 71.

⁷Fitness of American Youth, A Report to the President of the United States on the Annapolis Conference (Washington: United States Government Printing Office, 1956), pp. 2-52.

⁸Ibid., p. 18.

4. The ill effects of soft living habits are not seen too readily by the generation so affected.

5. With more leisure time available to youth, profitable methods must be adopted as a pattern of current life to achieve physical fitness.

6. The strength of our nation tomorrow is the fitness of its youth today.

7. Too frequently, physical fitness programs in educational institutions are relegated to secondary positions in the curriculums or are nonexistent.

8. Stronger programs of physical education and recreation are needed in the schools and outside (home, family, public, and voluntary agencies.)⁹

The government also showed its concern over the physical education program in America in the National Defense Education Act of 1958 by providing grants for research and experimentation.¹⁰

One of the earliest reasons for governmental interest in this area of physical fitness was the part played by physical education in combating juvenile delinquency. According to J. Edgar Hoover of the Federal Bureau of Investigation, crime is on the increase in the United States and Americans spend more than four times as much

⁹"Report of the President's Conference on Fitness of American Youth--Annapolis, June, 1956; Highlights of Conference Findings and Recommendations, "Journal of Health Physical Education and Recreation, Vol. 28 (March, 1957), pp. 33-34.

¹⁰Derthick, Lawrence, "National Defense Education Act and You, "Journal of Health Physical Education and Recreation, Vol. 29 (December, 1958), p. 16.

money on crime as upon all forms of public and private education. He also mentioned that more than one-fifth of the persons arrested are under twenty-one years of age.¹¹ It is felt that physical education can alleviate this problem by providing something for youth to do. One of the main reasons for criminal action by minors is want of something to do, or of excitement. A properly developed physical education program, both in and out of school, can provide for the satisfaction of basic desires for action by youth. Physical education by itself cannot prevent crime, but it can be a factor in leading youth away from criminal action.

The preceding mentioned inadequacies are substantiated by the Voltmer's statement:

In most communities physical education practices are far behind the current physical education philosophy. The programs are inadequate and haphazard. There are a number of exceptions in the more progressive schools, but for the most part, the programs are not as soundly conceived and well organized as other courses of study within the school.¹²

One of the reasons for these haphazard and inadequate physical education programs is the lack of physical

¹¹Picariello, S. J., "Operation Human Salvage," The Physical Educator, Vol. XII (October, 1955), p. 93.

¹²Voltmer, Edward, and Esslinger, Arthur, The Organization and Administration of Physical Education (New York: Appleton-Century-Crofts, 1958), p. 54.

education experience of the teachers who are concerned with the curriculum. The provisions for the factors causing this lack of teacher adequacy in college programs will be presented in Chapter III.

CHAPTER III

PHYSICAL EDUCATION REQUIREMENTS IN COLLEGES AND UNIVERSITIES

State departments of public instruction and college catalogs were consulted in order to determine college physical education requirements in the various western states. In addition, the available surveys in the field were compared to obtain a picture of the physical education requirements in the nation at large and to compare the western states with other areas as to physical education requirements.

State Certification Requirements in Physical Education

The state departments of eleven western states were contacted by questionnaire to determine state requirements in physical education.¹ All eleven departments returned the questionnaire. An analysis of the questionnaires revealed several significant facts. Of most importance to the investigation was the fact that no state required

¹Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington and Wyoming.

physical education for certification as a secondary teacher and only one state required physical education for certification of elementary teachers. In terms of percentages this means that 90.9 per cent did not require any physical education while only 9.1 per cent did require physical education for elementary certification. This requirement was a minimum of four semester hours in health and physical education (see Table I). Further study of the questionnaires indicated that six states exercised control over physical education through the institutions of the state that trained teachers. These six states referred the writer to the college physical education requirements within the state. Five states answered questions 1 and 2 negatively concerning physical education requirements for teachers without further referral (see Appendix A). The nearly complete lack of physical education requirements for certification seemed to substantiate the writers hypothesis that there were very few requirements. Since over half (54.5 per cent) of the state departments referred to college and university requirements, a further study was made by examining college and university catalog physical education requirements within these eleven states.

College Catalog Requirements in Physical Education

The catalogs examined were the catalogs utilized by the institutions for the current year. A total of thirty-three institution catalogs, an average of three from each state, were explored in this portion of the study. An effort was made to include, within each state, the state university, the state college, and one teacher's college in the sample examined. In some instances, however, private colleges were substituted for state colleges, and one state had only one institution of higher education. In examining these catalogs, an attempt was made to answer the two questions:

1. What was the total number of quarter hours in physical education required of all graduating teachers?
2. What substitutions, if any, were allowed in place of physical education?

It was found that in terms of quarter hours required, the range was from 0 to 12 (see Table II). Of the thirty-three institutions examined, only one did not require any physical education and only one required 12 hours. Twelve schools required three hours, one required four hours, two required five hours, fifteen required six hours, and one required nine hours. The average quarter hours required by

TABLE I
QUESTIONNAIRE RESULTS ON CERTIFICATION
REQUIREMENTS IN PHYSICAL EDUCATION

	Question 1		Question 2		Referred to colleges and universities
	Yes	No	Yes	No	
Number	1*	10	0	11	6
Per cent	9.1	90.9	0	100	54.5

*A minimum of four semester hours in health and physical education.

these thirty-three schools was 4.85 quarter hours; the mode was six. (see Table II).

Of interest, also, was the fact that one school required physical education activity but did not allow college credit toward graduation for this activity.

In those colleges requiring physical education of teachers, the examination revealed that ten of the thirty-three allowed some form of substitute activity. There was a large variety of different substitutions allowed but the one most frequently found was Military Science. The military substitution was in the form of various reserve officer training corps programs. Other forms of substitute activity included: marching band; medical reasons; age; necessary work programs. It was impossible from a survey of the catalogs to ascertain the rigidity of the requirements or the ease of obtaining substitutions. Some catalogs mentioned that it was the responsibility of the student to insure that the physical education requirement was satisfied. The survey revealed that in order of their acceptance by the institutions, medical, age, work program and marching band, were accepted in that rank.

This survey indicated, also, that the physical education requirements of the area studied were similar to the physical education requirements in the nation at large.

TABLE II

REQUIRED QUARTER HOURS OF PHYSICAL EDUCATION

Number of quarter hours required	Number of universities and colleges	Per cent
0	1	3
1	0	0
2	0	0
3	12	36.4
4	1	3
5	2	6.1
6	15	45.5
7	0	0
8	0	0
9	1	3
10	0	0
11	0	0
12	1	3
Totals	33	100
Average	4.85*	

*Number of quarter hours per school.

The following is a comparison of similar surveys in physical education requirements.

A Comparison of Surveys of Physical Education
Requirements in Colleges and Universities

Three geographically organized surveys were consulted in order to compare the results of the writers investigation with the findings of other studies. These surveys were investigated in the same manner. In the western region 97 per cent of the colleges and universities required some physical education requirements for graduation. In the North Central Area, 94 per cent of the colleges and universities contacted required some physical education activity for graduation.² (see Appendix B) Ninety-six per cent of the Southern Area and Eastern Area colleges and universities contacted required some physical education activity for graduation.³ (see Appendix B)

It appeared that the Western Area was less lenient than the other sections of the country in allowing substitute

²Greene, Mack M., "Physical Education as a College Graduation Requirement" Journal of Health Physical Education and Recreation, Vol. 26 (December, 1955), P. 25. The complete survey is reproduced in Appendix B because of its similar results to the writers survey.

³Shaw, John H. and Rogers, Millard R., "The Status of Required Physical Education in Colleges and Universities of the United States," The Research Quarterly, Vol. 17 (March, 1946), pp. 2-9. The complete survey is reproduced in Appendix B because of its similar results to the writers survey.

activity to take the place of physical education requirement. It was also evident from an examination of the surveys that state supported schools required more physical education than the privately supported schools. The state supported schools, however, were more lenient in allowing physical education requirements to count toward graduation.

Several other surveys in the physical education field were examined in the course of this study.⁴ These studies

⁴These surveys included:

Shaw, John H., and Rogers, Millard R., "Postwar Trends in College and University Physical Education Requirements," Journal of Health and Physical Education, Vol. 18 (October, 1947), pp. 568-569;

Westkamper, Richard B., and Shannon, Charles H., "Required Physical Education in Southern Colleges," Journal of Health Physical Education and Recreation, Vol. 28 (March, 1957), pp. 19-20;

Jones, Lloyd M., "Recent Changes in the Requirement and Content of Required Health and Physical Education for Men in Land Grant Colleges and Universities," Research Quarterly, Vol. 13 (October, 1942), pp. 364-372;

Webster, Randolph, "A Survey of Physical Education Requirements for Graduation," Journal of Health and Physical Education, Vol. 16 (April, 1945), p. 174;

Greene, Margaret Duncan, "Survey of the Requirement and Credit in Physical Education in Colleges and Universities as of Fall Term, 1944," Research Quarterly, Vol. 16 (May, 1945), pp. 120-127;

Steinberg, S. S., "Physical Education as a Phase of the College Program of General Education," Research Quarterly, Vol. 27 (October, 1956), pp. 366-367;

Messersmith, L. L., "Substitution of R.O.T.C. for College Physical Education," Research Quarterly, Vol. 24 (October, 1953), pp. 325-326.

substantiated the results of the present investigation

Thirty per cent of the colleges covered in the Western Area survey allowed substitution for physical education, most of this being in the form of military science. This was in line with the percentage reported for the nation at large by Messersmith of thirty-six per cent.⁵ (see Appendix B).

In the matter of allowing military science to be substituted for the physical education requirement the writer is in perfect agreement with the idea that physical education and military science are different as stated by Oberteuffer:

It should be clear to all in college physical education and in colleges generally, that military science and physical education are not synonymous. They are two different programs employing different techniques, seeking different outcomes, and existing for different purposes. Leaders in both areas recognize these differences. One seeks preparation for defense through military skills and techniques, the other seeks adjustments to democratic ways through recreational skills taught to secure outcomes in total personal development. Confusion remains only in the minds of those who believe that physical fitness is the sole, or at least the principal outcome of both. Obviously, both military science and physical education (including athletics) have a place in 20th Century

⁵Messersmith, L. L., "Substitution of R.O.T.C. for College Physical Education," Research Quarterly, Vol. 24 (October, 1953), pp. 325-326. The complete survey is reproduced in Appendix B because of its similar results to the writers survey.

society. They are not, however, mutually inclusive.⁶

In this present study the writer has attempted to compare the different surveys in relation to college and university physical education requirements in order to gain an over-all view of physical education requirements in the United States. These requirements are given in the following summary.

⁶Oberteuffer, Delbert, "College Physical Education For Peace and War," The Journal Health and Physical Education, Vol. 22 (January, 1951), p. 54.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The investigation was based on the belief that the physical education requirements in colleges and universities training teachers did not provide the students with the desired experience in this area. It was also believed that physical education is of great importance in American society and that the lack of physical education requirements for graduating teachers is partially responsible for the inadequate physical education programs of today. Information for the study was gathered from the literature in the field, from surveys of physical education requirements in colleges and universities, by questionnaires sent to the state departments of certification, and by examination of college catalogs.

Conclusions

Some of the conclusions warranted by this study are:

1. Colleges and universities are interested in the study of required physical education.

2. State colleges require physical education more often than private schools and are more likely to allow physical education credit to count toward graduation.

3. There is a marked similiarity among the different areas of the United States concerning physical education requirements for teachers.

4. Approximately one-third of the colleges surveyed allowed some substitute activity to take the place of the physical education requirement.

5. Military Science was the most frequently mentioned substitution.

6. The most frequent physical education requirement mentioned was six quarter hours to be earned in a two year period.

7. In the area covered by the writer, the average quarter hours required was 4.85, while the range in quarter hours required was from 0 to 12.

8. Few states require physical education for certification of teachers.

9. Colleges and universities have a dominant role in determining physical education requirements for certification.

Recommendations

This study indicated the need of an investigation of the content and substance of the various courses and activities offered by the colleges and universities for satisfaction of the physical education requirement. Further study also was indicated to be necessary to discern why there is such a wide difference among colleges in their requirement of physical education for graduation.

In conclusion it is hoped that this survey will focus some attention upon the lack of concern with physical education requirements for certification of teachers and the important part played by colleges and universities in determining the physical education back-ground of teachers.

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APPENDIX A

Dillon, Montana
June 29, 1959

State Department of
Public Education

Attn: Certification

Dear Sirs:

I am making a study of the physical education requirements for elementary and secondary teachers in the Western States.¹ This study concerns the requirements for any teacher in the schools in your state except those in the field of physical education.

I would appreciate it very much if you would fill in the enclosed questionnaire and return it as soon as possible. I am enclosing a stamped self-addressed envelope for your convenience.

Thank you.

Sincerely,

George McCormick

¹This study is a partial fulfillment of requirements for my Masters Degree in Education at Montana State College.

For certification in your state is an elementary teacher required to have hours in physical education?

YES _____

NO _____

If yes, what are the requirements?

For certification in your state is a secondary teacher required to have hours in physical education?

YES _____

NO _____

If yes, what are the requirements?

APPENDIX B

SUBSTITUTION OF ROTC FOR COLLEGE PHYSICAL EDUCATION¹

During the summer of 1952, the writer sent questionnaires to 364 colleges and universities in the United States listed as having Reserve Officer Training Corps (ROTC) units in operation. Three hundred and twenty-five (89%) of the questionnaires were returned and the answers to the questions included on these questionnaires provided the material for the data presented in this study.

Purpose of the Study

The purpose of this study was to determine the extent to which ROTC was substituted for required physical education in the various schools. Other data pertaining to extent of credit granted, length of physical education requirement, etc., were also obtained.

Findings

Of the 325 schools replying to the questionnaire, 252 (78%) have a required physical education program ranging from one semester, or less, to four years. Fifty-one schools require physical education for one year or less, 180 for one year or less, 180 for two years, 12 for three years, and 16 for four years. Of the 252 schools having a required physical education program, 90 (36%) permit the substitution of ROTC for physical education.

A similar study conducted in 1950 indicated that 38 per cent of the schools having required physical education permitted substitution.²

¹Messersmith, L. L., "Substitution of ROTC for College Physical Education," Research Quarterly, Vol. 24 (October, 1953), pp. 325-326. List 1.

²Messersmith, Lloyd, "Physical Education and ROTC in American Colleges and Universities," Research Quarterly, 22:2 (May, 1951), pp. 168-170.

There were 215 reporting schools in the 1950 study. Neither study indicated any significant geographical pattern of schools making substitution as these institutions are distributed generally over the country. The present study does show that the practice of substituting ROTC for physical education is more widely practiced in private than in state schools.

One hundred eighty-four schools granted academic credit for physical education, usually one credit hour for each semester. The number of semester hours' credit granted for participation in the ROTC programs ranged from none to 44. A few schools allow enough credit for a major in ROTC, while 21 schools grant no credit. The average number of hours' credit granted for ROTC by the 325 schools was 17.

It is interesting to note that of the 108 private schools reporting on the questionnaire, 83 (77%) have a required physical education program, but only 46 schools (42%) grant academic credit for participation in this subject. Of the 217 reporting state schools, 176 (81%) have a required physical education program and 138 (78%) grant academic credit.

In the matter of granting credit for ROTC, the private schools are slightly more liberal than the state schools, since 93 per cent of these schools grant academic credit as against 91 per cent of the state schools. Of the 21 schools granting no credit for participation in the ROTC program, 6 are private and 15 are state.

One hundred eighty-one institutions maintain a compulsory ROTC program for all male students and 139 schools require both physical education and ROTC. Some large institutions continue to have a variable policy regarding physical education or ROTC, while others may not. For example, the College of Arts and Sciences may require physical education while another college within the institution may not require it. Present practices in regard to the administration of

physical education and ROTC programs within our colleges and universities indicate a need for greater uniformity in this aspect of the curriculum.

Summary

1. Of the 364 institutions surveyed in this study, 325 (89%) returned the questionnaire.
2. Two hundred fifty-two (77%) of the schools have a required physical education program extending from one semester or less to four years. One hundred eighty schools (69%) have a two-year requirement.
3. Ninety (36%) of the schools having a required physical education program permit the substitution of ROTC for physical education.
4. The granting of credit in physical education is more widespread in state than in private schools, the percentages being 78 and 42 respectively.
5. This study indicates a need for greater uniformity in the administration of physical education and ROTC programs in our colleges and universities.

PHYSICAL EDUCATION AS A COLLEGE GRADUATION REQUIREMENT¹

This article is concerned with a survey of the quantity and the estimated quality of physical education being offered among the colleges and universities holding membership in the North Central Association of Colleges and Secondary Schools. This sample was selected because the college at which the author is employed holds membership in this regional accrediting agency and is particularly interested in the current practices and policies of the North Central membership regarding physical education as a graduation requirement.

Background of Survey

Questionnaires were addressed (May 1954) to the Academic Deans and Registrars of all the North Central member institutions in this 19-state area, reaching from West Virginia on the east to Wyoming and Arizona on the west. Seventy-six per cent of the institutions contacted responded to the survey. Ninety-four per cent of these requested a summary of the findings, indicating a very wide interest.

Ten per cent of the respondents said they were either in the process of changing their standards or were making a survey covering some or all of the same questions. The individuals answering the questionnaires were the administrative officers of the North Central institutions of higher learning. The opinions of these persons with administrative backgrounds and responsibilities are held to be the prevailing institutional answers to the questions asked.

¹Greene, Mack, M., "Physical Education as a College Graduation Requirement," Journal of Health Physical Education and Recreation, Vol. 26 (December 1955), p. 25. List 2.

Physical Education as a Requirement

It was found that 238 of the 253 respondents (94.08%) require physical education for graduation for all students.

There were six Colleges of Liberal Arts and five institutions with both Colleges of Arts and Sciences and Education that are not requiring physical education for graduation. This 4.35 per cent of the sample stated five different reasons for so doing. Four have substituted a military requirement for the requirement in physical education, while three state it is offered on a voluntary basis only. It was interesting to note that one Dean stated that it is impossible to enforce the requirement.

Amount Required

In the matter of the quantitative requirement in physical education, a variety of responses were received. Forty-nine of the respondents, mainly in Liberal Arts colleges (19.7%) report they do not assign credit to the physical education requirement. This non-credit requirement ranged from 72 clock hours minimum spread over one year to 288 clock hours maximum spread over four years. The most frequent response (36 to 49 colleges) required 144 clock hours to be completed in two years.

Of the entire sample, 75.88 per cent of the colleges in the North Central area assign college credit to their service classes in physical education. The amount of credit ranges from one to eight semester hours. A little more than half (56.13%) of the respondents require four semester hours of physical education for graduation.

Among the colleges in which credit is granted for the service program in physical education, 10.5 per cent of the respondents reported a difference in the requirements for men and women.

The principal difference reported showed that women students are required to take from one to two years (2-4 semester hours) more of physical education than men. This was done to equate the women's load with the men's military requirement. In three instances, however, the women's requirement in physical education was reported to be less than the men's by one-half.

Seventeen per cent of all respondents indicated that credit for required physical education is listed in their catalogs in addition to the previously stated totals for graduation.

Quality Points

Of the colleges giving academic credit for the service class program in physical education, 173 answered the question directly regarding the ultimate application of quality points earned in this experience. Sixty-five and three-tenths per cent of these (65.3%) report that they do count the quality points earned in the service class program toward their students' possible graduation honors. The other 34.7 per cent of these colleges state they do not accept physical education grades in evaluating records for graduation honors.

The reasons given for not including physical education grade points in the averages of honor graduates reveal some interesting sidelights. The majority of the deans and registrars who state they do not use physical education grades in computing graduation honors report that "tradition" is the primary factor in their appraisal of the quality of this work. A few more than one-third of them state positively that they believe required physical education not to be equal to other courses in academic value. Eleven of the 60 colleges not accepting physical education quality points report that these grades are recorded as "satisfactory or unsatisfactory" and therefore cannot be translated into quality points.

Conclusions and Implications

1. Better than 94 per cent of the Colleges of Education and the Colleges of Arts and Sciences in the North Central Association of Colleges and Secondary Schools require physical education for graduation.

2. The substitution of a military requirement is the main reason for not requiring physical education for graduation among these colleges.

3. About one college in each ten in the North Central Area does not assign college credit to required physical education; among these institutions there is a wide range in the number of clock hours required for graduation. The most frequent response showed 144 clock hours in service classes over a two-year period as satisfying the requirement.

4. About eight colleges in each ten in the North Central Area require from one to eight semester hours of physical education for graduation, with the most frequent regulation being four semester hours credit to be earned in a two-year period.

5. Approximately seven out of each ten colleges in this study indicate they use the same type of grading system in required physical education as is used in all other areas.

6. Only two-thirds of these institutions (reported in No. 5 above) put the same ultimate valuation on required physical education grades as they do on other academic courses.

7. The other one-third of these colleges (23.7% of the total sample) report directly or indicate indirectly that, in the opinion of their Deans and Registrars, required physical education is below the "academic value" of the remainder of their course offerings, and is not important to their graduates' future. Some of these administrators seriously question whether or not the service class physical education programs in

their institutions fulfill the objectives of higher education.

8. Further study seems to be necessary to discover why there is such a wide difference among accredited colleges in their assignment of credit to required physical education.

9. Further investigation seems to be indicated to learn whether "tradition" is playing a justifiable role in the ultimate valuation of credit and quality points earned in required physical education.

10. The majority of college administrators in the North Central Area recognize the required physical education in their colleges as integral and constructive parts of their curriculums, which lead their students through a process of growth, the quantity and quality of which can be, and is, measured in the same units as academic subject matter.

THE STATUS OF REQUIRED PHYSICAL EDUCATION
IN THE COLLEGES AND UNIVERSITIES OF
THE UNITED STATES¹

The war has had a profound effect on the physical education programs of our colleges and universities. Studies by Jones,² Webster,³ Greene,⁴ and at Indiana University⁵ all reflect greater recognition of physical education as a regular part of the college program.

The selective service figures on the health of our men have been exceedingly discouraging. As a result, much has been written about the failure of health and physical education programs in the schools. The question might well be asked, "How can students be expected to consider the courses in these areas important if they are not given credit on an equal basis with other subjects?"

¹Shaw, John H. and Rogers, Millard R., "The Status of Required Physical Education in Colleges and Universities of the United States," Research Quarterly, Vol. 17 (March, 1946), pp. 2-9.

²Jones, Lloyd M., "Recent Changes in the Requirement and Content of Required Health and Physical Education for Men in Land Grant Colleges and Universities," Research Quarterly, 13:3 (October, 1942), pp. 364-72.

³Webster, Randolph, "A Survey of Physical Education Requirements for Graduation," Journal of Health and Physical Education, 16:4 (April, 1945) pp. 174, 214-18.

⁴Greene, Margaret D., "Survey of the Requirement and Credit in Physical Education in Colleges and Universities as of Fall Term, 1944," Research Quarterly 16:2 (May, 1945), pp. 120-127.

⁵Unpublished study by Indiana University Department of Physical Education for Men, June, 1945.

Even in colleges where increased credit and time allotments have been granted, physical education is still regarded in many cases as an extra credit course, and not as the equivalent of other college subjects carrying a similar amount of credit. This discrimination has been evidenced by offering plus credit (120+ physical education), by wholesale excuses from the requirement, or by failure to count physical education grades in figuring honors either by semesters or at graduation.

The following survey was undertaken to secure data on the present status of physical education in the colleges and universities of the country. Replies indicated that its status in the college program was under consideration in many of the cooperating schools.

Statement of Problem

The purpose of the inquiry were:

1. To determine the physical education requirement in the colleges and universities of the country.
2. To discover to what extent grades in physical education were counted in figuring honors by semesters and at graduation.
3. To discover present practices in excusing students from physical education requirements.

Although the studies listed above had in each case investigated the first purpose listed, it was felt necessary to include it in order to interpret other questions satisfactorily.

Summary and Conclusion

1. The findings in this study in regard to the number of schools requiring physical education (96%) agree with Greene's study.⁶ Approximately sixty

⁶Greene, op. cit.

percent of the schools had either a four- or eight-term requirement.

2. Sixty-nine percent of the schools grant full academic credit for each semester of required physical education; five percent give some credit; twenty-four percent give no credit.

3. Fifty percent of the schools count physical education grades when computing honors by semesters.

4. Forty-nine percent of the schools count physical education grades when figuring honors at graduation.

5. Private schools are much more conservative in granting credit and counting physical education grades toward honors both by semesters and at graduation than are state-controlled schools. This is probably due to state schools being more directly responsible to their constituencies. The same conclusion applies to men's and women's schools as compared to coeducational institutions.

6. Certain schools are inconsistent in their policies in regard to giving credit and honors for physical education.

7. There are no major differences between the groups of schools studied in regard to their practice of granting excuses from physical education.

A SURVEY OF PHYSICAL EDUCATION REQUIREMENTS FOR GRADUATION¹

Today college administrators are confronted with many problems which must be solved before the postwar period arrives. One of the most important and perhaps the most perplexing problem is the one in curriculum construction. It is realized that many improvements are needed in this area in regard to methods, visual and other educational aids, and in the enrichment of courses of study. It is a wise and a commendable motive to wish to enrich the curriculum, but in the final analysis, values of each subject must be studied in relation to the needs, interests, and desires of the students to be taught. There are not enough hours in the school day to teach all the subjects which could profitably enrich the school curriculum. Some selection, therefore, must be made.

One subject in the school curriculum which has received some attention in the past, but not as much as it should have received, or will receive in the future, is physical education. Since the results of the examinations of selectees for the armed forces of the United States show that 30 to 50 per cent, depending on the age of the selectee, of the men in the general population have one or more defects, it stands to reason that physical education has to be a "must" subject in all school curriculums: elementary, secondary, and university. The question arises here, however, of how much time can be allowed for physical education, relative to length and number of class periods, and how much credit should be given toward graduation and still keep this subject

¹Webster, Randolph, "A Survey of Physical Education Requirements for Graduation," Journal of Health and Physical Education, Vol. 16 (April, 1945), p. 174.

commensurate with the total value of the remainder of the curriculum. In order to obtain information which might throw some light on this question, the writer made a sampling survey of 20 outstanding eastern and midwestern colleges and universities. The following is a compilation of the data collected, together with summary and conclusions.

Summary

1. In Table I the greatest frequency tabulated is 10 colleges having 2 physical education periods per week before the war. There are also 8 colleges which have more than 2 periods per week.

2. In Table II the greatest frequency tabulated in 8 colleges having 3 physical education periods per week at the present time. There is a total of 14 colleges which have more than 2 periods per week.

TABLE I

PRE-WARTIME ALLOTMENT FOR PHYSICAL EDUCATION IN
TWENTY SELECTED COLLEGES AND UNIVERSITIES

Required Periods Per Week		No. of Colleges				
Years Required	1	2	3	4	5	
One		3	2	1	1	
Two		5	2		1	
Three						
Four		2	1			

One additional college had a 3-period-per-semester requirement for physically handicapped students, and for other students physical education was optional. Another college required one period per week in the freshman year and two periods per week in the sophomore year.

TABLE II
WARTIME ALLOTMENT FOR PHYSICAL EDUCATION IN
TWENTY SELECTED COLLEGES
AND UNIVERSITIES

Required Periods Per Week		No. of Colleges						
Years Required	1	2	3	4	4½	5	6	
One		1	1			1	1	
Two		4	6					
Three								
Four			1	1	1	1	1	
Five								

One additional college required one period per week in the freshman year and two periods per week in the sophomore year.

3. The data in Table III show that the number of periods will most likely be increased in 10 colleges in the postwar period, will remain the same in 5, where the periods are already relatively high, and will be modified or slightly lowered in 3, which are devoting 4½ and 6 periods per week. Two colleges were uncertain what their requirements would be.

TABLE III

ANTICIPATED TIME ALLOTMENT FOR PHYSICAL EDUCATION IN
THE POST WAR PERIOD BY TWENTY SELECTED COLLEGES
AND UNIVERSITIES

No. of Colleges	Present periods Per Week	Anticipated Post-War Status			
		Will Incr.	Remain Same	Slightly Lower	Uncer- tain
1	1	yes			
5	2	yes			
3	3	yes			
3	3		yes		
2	3				yes
1	4		yes		
1	4 $\frac{1}{2}$			yes	
1	5	yes			
1	5		yes		
2	6			yes	

4. In Table IV the greatest frequency tabulated is 11 colleges having 50-minute class periods. Eight colleges have more than 50-minute class periods.

5. Table V shows that 7 colleges require, 4 years of physical education for graduation, 7 require 2 years, and 6 require 1 year.

TABLE IV

LENGTH OF CLASS PERIODS IN PHYSICAL EDUCATION
DURING WARTIME INCLUDING
SHOWERING AND DRESSING

Length of Period in Minutes	Number of Colleges
40	1
50	11
60	6
90	1
110	1

TABLE V

TERMS OR SEMESTERS OF PHYSICAL EDUCATION
REQUIRED FOR GRADUATION

No. of Colleges	Terms(3 in 1 year)		Semesters(2 in 1 year)		
	3	12	2	4	8
1		x			
2			x		
3					
4	x				
5					
6					x
7				x	

6. Fifteen colleges give credit toward graduation, and 5 colleges require physical education for graduation but do not give credits as indicated in Table VI. The range in the

number of hours allowed for graduation is 1 to 8 semester hours, with the greatest frequency of 6 colleges allowing or requiring 8 hours. The average number of hours allowed for graduation by the 15 colleges is 5.1 hours.

TABLE VI
AMOUNT OF CREDIT GRANTED
FOR PHYSICAL EDUCATION
FOR GRADUATION

	Number of Colleges	Hours Allowed Term Hours	Semester Hours
No Credit Granted But Required for Graduation	1 2 2	6	2 8
Credit Granted for Graduation	1 1 2 1 2 3 1 4	3 6 12	1 2 4 6 8

7. Table VII shows that 16 colleges or 80 per cent have a restricted program and 14 colleges or 70 per cent have a corrective program; 17 colleges or 85 per cent permit students to substitute athletics for physical education requirements.

TABLE VII

COLLEGES CONDUCTING RESTRICTED AND CORRECTIVE
PROGRAMS, AND SUBSTITUTING ATHLETICS FOR
PHYSICAL EDUCATION

	Restricted Program	Corrective Program	Substitution of Athletics for Physical Educ. Requirements
Yes	16	14	17
No	2	3	3
No answer	2	3	0

Conclusions

1. The above data indicate that the number of class periods devoted to physical education for civilian students and hours required for graduation are greater now than before the war. The tendency seems to be that colleges whose requirement has been low will increase it, and that colleges whose requirement is already high will retain it or a slight modification of it. The trend is apparently toward a 2- to 4-year requirement with 3 to 5 one-hour periods per week.

2. Relative to the number of hours allowed for graduation, the tendency seems to be toward 4 to 8 hours. From notations written on questionnaires from the various colleges, many schools seem to be inclined favorably toward making a four-year requirement, allowing a 1-hour semester credit for each semester of the first 2 years with a total of 4 hours for required physical activities, and with an elective sport or physical activity program for the last 2 years without credit.

3. Most of the colleges studied have indicated that they already have restricted and corrective programs. There are, however, 10 per cent less

colleges having corrective programs than restricted. It would seem that there should be no hesitancy on the part of all colleges in constructing and conducting the best corrective and reconditioning program possible in view of the many returning men and women from the armed forces and those who return who will be injured or incapacitated in some way.