Improving the preparation of the elementary classroom teacher for the teaching of physical education

Langworthy, Neva Leslie

Boston University

http://hdl.handle.net/2144/20402

Boston University
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

IMPROVING THE PREPARATION OF THE ELEMENTARY CLASSROOM TEACHER FOR THE TEACHING OF PHYSICAL EDUCATION

Submitted by

Neva Leslie Langworthy
(Ed.B., Rhode Island College of Education, 1925)

In partial fulfillment of the requirements for the degree of

Master of Education

1935
School of Education
Gift of N. L. Langworthy
Nov. 1, 1946.
27433
# TABLE OF CONTENTS

**Chapter I - THE PROBLEM AND PROCEDURE**

1. Introduction ........................................ 1  
2. Problem ............................................. 3  
3. Methods of studying the Problem .................. 5  

**Chapter II - THE CONDITIONS UNDER WHICH PHYSICAL EDUCATION IS TAUGHT IN THE ELEMENTARY SCHOOL AS REPORTED BY A GROUP OF CLASSROOM TEACHERS**

1. The Teaching Situation in Certain Elementary Schools ........................................ 7  
2. The Physical-Education Period in the Same Schools ............................................. 11  
3. Suggestions Made by the Teachers in These Schools for the Improvement of Their Own Preparation ........................................ 26  
4. Summary .............................................. 28  

**Chapter III - COMMON PRACTICES IN TEACHER-TRAINING INSTITUTIONS IN PREPARING THE CLASSROOM TEACHER FOR TEACHING PHYSICAL EDUCATION, AS REVEALED BY TWO STUDIES: ONE BY MISS READY, THE OTHER BY DR. JAMESON**

1. Nature of the Two Studies ........................................ 31  
2. Common practices Concerning the Amount of Time Devoted to the Physical-Education Program and the Content of the Program ........................................ 32  
3. Methods in Training the Classroom Teacher for Teaching Physical Education in Teachers Colleges ........................................ 37  
4. The Relation of Training Methods in Physical Education to Training Methods in General Education ........................................ 43  
5. Summary .............................................. 45  

**Chapter IV - RECOMMENDATIONS OF PHYSICAL-EDUCATION SPECIALISTS CONCERNING THE PREPARATION OF THE ELEMENTARY-SCHOOL CLASSROOM TEACHER FOR THE TEACHING OF PHYSICAL EDUCATION**

1. Place, in the Curricula of Four-year Teacher-Training Institutions, for the Preparation of Teachers in Physical Education ........................................ 48  
2. Ways of Preparing the Prospective Teachers for the Teaching of Physical Education ........................................ 48  
3. Summary .............................................. 50  

**Chapter V - GENERAL SUMMARY AND CONCLUSIONS**

1. Essential Content of the Study ........................................ 61  
2. Conclusions ............................................ 63  
3. Recommendations .......................................... 64  
4. Further Studies Needed ........................................ 69
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Opinions of experts in physical education concerning the semesters in which the practice teaching should be given.</td>
<td>49 a</td>
</tr>
<tr>
<td>2</td>
<td>Percentages of experts in physical education recommending certain topics for theoretical discussion in preparing the elementary-classroom teacher.</td>
<td>52</td>
</tr>
<tr>
<td>3</td>
<td>Opinions of experts in physical education concerning the activities in which practice teaching should be done.</td>
<td>55</td>
</tr>
<tr>
<td>4</td>
<td>Opinions of experts in physical education concerning the supervision of practice teaching</td>
<td>58</td>
</tr>
</tbody>
</table>
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Personnel responsible for teaching physical education in the elementary schools represented by the teachers replying to the checking list</td>
<td>70</td>
</tr>
<tr>
<td>II</td>
<td>Numbers and percentages of teachers replying to the checking list, teaching in different types of communities.</td>
<td>71</td>
</tr>
<tr>
<td>III</td>
<td>The extent to which supervision of physical education instruction is provided in towns and cities of different sizes.</td>
<td>72</td>
</tr>
<tr>
<td>IV</td>
<td>Grades taught by respondents to the inquiry</td>
<td>73</td>
</tr>
<tr>
<td>V</td>
<td>Comparison of group of teachers having supervision with group of teachers not having supervision in relation to number of grades taught.</td>
<td>74</td>
</tr>
<tr>
<td>VI</td>
<td>Supervision of teachers according to grades taught.</td>
<td>75</td>
</tr>
<tr>
<td>VII</td>
<td>Place of the physical-education period in the daily program in relation to supervision of physical education.</td>
<td>76</td>
</tr>
<tr>
<td>VIII</td>
<td>Comparison of supervised group and unsupervised group with respect to places where physical-education activities are conducted.</td>
<td>77</td>
</tr>
<tr>
<td>IX</td>
<td>Comparison of group of teachers under supervision with group of teachers not under supervision with respect to number of different places for teaching, and satisfactory nature of places for teaching.</td>
<td>78</td>
</tr>
<tr>
<td>X</td>
<td>Types of activities taught in the supervised group and in the unsupervised group.</td>
<td>79</td>
</tr>
<tr>
<td>XI</td>
<td>The numbers and percentages of teachers classified according to grades taught, who conduct the various types of activities.</td>
<td>80</td>
</tr>
<tr>
<td>XII</td>
<td>Numbers and percentages of teachers in supervised group and in unsupervised group having balls and beanbags.</td>
<td>81</td>
</tr>
<tr>
<td>XIII</td>
<td>Numbers and percentages of teachers in supervised group and in unsupervised group having equipment for teaching folk dancing or other rhythmical activities.</td>
<td>82</td>
</tr>
<tr>
<td>XIV</td>
<td>Frequency of suggestions for improving the preparation of classroom teachers for conducting the physical-education program as reported by group of supervised teachers and group of unsupervised teachers.</td>
<td>83</td>
</tr>
</tbody>
</table>
Chapter I - THE PROBLEM AND PROCEDURE

1. Introduction

The extent to which physical education is taught in the elementary schools of the United States. Physical education is required by law in thirty-seven states, representing 90 per cent of the population of the United States. Thirty-two states, representing 80 per cent of the population, have courses of study or prescribed programs in physical education. Furthermore, twenty-two states, representing 70 per cent of the population, have the physical-education program under the supervision of state directors. These facts indicate that physical education is established as an essential part of the public-school program of the United States.

The teaching of physical education in the elementary school. It is generally conceded that the physical-education program, as far as the elementary school is concerned, will be taught by the classroom teacher. The committee on teacher training in physical education in the United States reports as follows: "The general elementary teacher will in all probability continue in most cases to be the person to teach physical education in the elementary school, grades one to six, and in rural elementary schools, grades one to eight."  

1 Facts given by Dr. James E. Rogers, Director of the National Physical Education Service, at the National Physical Education Convention in Pittsburgh, April, 1935.

2 A national committee made up of state directors of physical education with N. P. Neilson of California, as chairman.

The training of the classroom teacher for the teaching of physical education in the elementary school. Since the program of physical education in many elementary schools is to be carried on by the regular classroom teacher, it is obvious that the training of the elementary-school teacher should include preparation for the teaching of physical education. This is a type of training which practically all classroom teachers may successfully pursue. Dr. Oberteuffer of Ohio University states, "the classroom teacher is, potentially, an excellent teacher of physical education."^ 1 Moreover, N. E. Bussell of Chicago Normal College found, "many primary teachers in the city (Chicago) are very successful in teaching physical education."^ 2

The responsibility of training the classroom teacher in the specific technics of physical education rests with the teacher-training institutions. The committee on teacher training in physical education reports that the institutions preparing teachers must organize a professional program designed to prepare the classroom teachers to teach physical education in the elementary school. 3 What should this preparation be in order to enable the teacher adequately to conduct the physical-education program under the conditions which exist in the elementary school?

1 Oberteuffer, D. "Two Problems in Teacher-Training in Physical Education." Chicago School Journal XV (September, 1932) P. 4
2 Bussell, N.E. "Classroom Teacher's Share in Physical Education." Chicago School Journal XII (February, 1930) P. 246
2. The Problem

**Purpose of the study.** This study is concerned with an acceptable answer to the foregoing question, namely, the nature of the preparation which should be given students in four-year teacher-training institutions for the teaching of physical education in the elementary school. In seeking this answer an effort has been made, first, to find out the conditions in the elementary schools under which regular classroom teachers actually teach physical education; and second, to discover ways by which this teaching can be improved. The study was aimed primarily at improving the work done by a particular four-year, teacher-training institutions herein referred to as College X, in its efforts to prepare students for the teaching of physical education in the elementary school.

The present curriculum of College X includes two hundred and eighty hours of health and physical education which are required of all women students. Of this number, eighty hours are lecture courses and one hundred hours are activity courses. Teaching in the training school for one full semester occurs in the second semester of the third year or the first semester of the fourth year. The lecture courses and the years in which they are offered are:

---

1 See appendix for full course of study offered to students of College X.
The report states that the efforts of the committee, especially the committee on the training of teachers, should be given prominence in the preparation of the teachers of the elementary school. In seeking this end, attention is called to the importance of the work done by the committee on the training of teachers. The efforts of the committee for the promotion of these efforts are highlighted.

The report emphasizes the importance of training institutions for the preparation of teachers and the training of teachers in the elementary schools. It also mentions the necessity of recruiting and training the work of the committee on the training of teachers. The report concludes by emphasizing the importance of the training of teachers and the promotion of these efforts.
<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Time Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Anatomy and Physiology</td>
<td>20 hours</td>
</tr>
<tr>
<td>Second</td>
<td>Personal and School Hygiene</td>
<td>20 hours</td>
</tr>
<tr>
<td>Third</td>
<td>Introduction to Histology, and Review of Anatomy and Physiology</td>
<td>20 hours</td>
</tr>
<tr>
<td>Fourth</td>
<td>Study of structure and function of the eye; the nose; and the teeth. Study of Health Heroes, Bacteriology</td>
<td>20 hours</td>
</tr>
</tbody>
</table>

The activity program includes the following:

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
<th>Time Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Participation in marching, gymnastics (formal), folk dancing, games, stunts, golf, athletics. Practice teaching of games with classmates.</td>
<td>80 hours</td>
</tr>
<tr>
<td>Second</td>
<td>First semester - Participation in marching, gymnastics (informal), games, stunts, apparatus, tap or clog dancing, aesthetic dancing, athletics. Practice teaching of games with classmates. Second semester - Theory and practice of teaching gymnastics. About half of this time is spent in the lecture room, and the other half in the gymnasium. The lecture work includes a study of the origin, insertion, and action of the muscles which are used in the performance of exercises; and a study of the technique of presenting the exercises. The practice teaching is done with classmates and includes formal gymnastics, marching, and occasionally, story-plays.</td>
<td>40 hours</td>
</tr>
</tbody>
</table>
null
Year | Activity | Time Allotment
--- | --- | ---
Third | First semester - the teaching of folk dancing to classmates. | 20 hours
 | Second semester and fourth year - Activities of a recreational nature, such as: aesthetic dancing, pyramid building; bouncing balls. These activities are given for the student's own enjoyment with no thought of future teaching needs. | 20 hours

This study was made by the writer with the thought that the foregoing program could be reorganized in such a way that the students would be better prepared for the teaching of physical education in the elementary school.

3. Methods of Studying the Problem

Procedure and technics - The study was begun with investigations of the literature both in the field of general teacher training and in the field of training for the teaching of physical education. Next, two checking lists were prepared. One was sent to a group of 150 teachers who graduated from College X between the years of 1924 and 1933. This inquiry was aimed at finding out the conditions in the elementary schools under which the physical-education program is conducted, and to get suggestions from these teachers concerning the deficiencies in their own preparation for carrying on the physical-education program. One hundred and two replies, or 68 per cent, were received. Ninety-nine replies were in such form that they could be used, either in part or in whole, in
The table may help you determine the number of weeks

<table>
<thead>
<tr>
<th>Activity</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
</tr>
<tr>
<td>Colloquium and Sociology</td>
<td>2</td>
</tr>
<tr>
<td>Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Science Elective</td>
<td>4</td>
</tr>
<tr>
<td>Science Elective</td>
<td>5</td>
</tr>
<tr>
<td>Science Elective</td>
<td>6</td>
</tr>
<tr>
<td>Science Elective</td>
<td>7</td>
</tr>
</tbody>
</table>

The table shows the progression of activities in the week.

Week 1: Colloquium and Sociology

Week 2-7: Science Elective

Note: The table may be helpful in planning your schedule for the upcoming weeks.
this study.

The second inquiry was addressed to a group of 20 leaders in the field of physical education. Included in this group were twelve state directors of physical education; three city supervisors of physical education; three directors of physical education departments of teacher-training institutions; one professor of physical education in a teacher-training institution; and the director of the National Physical Education Service. The object of this inquiry was to get the opinions of a group qualified to speak concerning the preparation needed to best fit the prospective classroom teacher for the teaching of physical education. Replies were received from fifteen of this group.

The third phase of the work included a review of two studies. One, a doctor's dissertation in which a systematic study of common practices in four-year teacher-training institutions in preparing the classroom teacher for the teaching of physical education has been well presented. The other, a bulletin of the United States Department of the Interior in which the status of physical education in teacher-training institutions is given.


The recent incident was unfortunate and a shock to all. It appears to have been the result of an accident involving a dangerous substance. The investigation is ongoing, and all necessary safety measures are being taken to prevent similar incidents in the future.

The school administration is contacting all parents to inform them of the situation. Counseling services are available to those who need them. The community is invited to support the school during this difficult time.
CHAPTER II - THE CONDITIONS UNDER WHICH PHYSICAL EDUCATION IS TAUGHT IN THE ELEMENTARY SCHOOL AS REPORTED BY A GROUP OF CLASSROOM TEACHERS

1. The Teaching Situation in Certain Elementary Schools

Personnel responsible for teaching physical education. Nearly three-fourths of the teachers replying to the checking list report that they teach physical education. (Table I). Most of the others report that physical-education activities are taught to their classes by special teachers of physical education, or in a few cases, by another classroom teacher.

One teacher reported that the physical-education activities of her class consisted of calisthenic drills led by a phonograph. This "daily dozen" type of activity is poor, according to N. P. Neilson and Winifred Van Hagen, the co-authors of "Physical Education for Elementary Schools," because the activities are not adapted to the varying strength of children of different ages. They further state, "Such mechanical teaching methods are not tolerated in any other subject and if continued will bring physical education back to the unenviable position it held a decade ago." Fortunately, only one teacher out of ninety-nine reports this type of activity.

Localities represented by group. About a third of the teachers replying to the checking list teach in the largest city of the state in which College X is located. For

---

1 N. P. Neilson and Winifred Van Hagen. "Physical Education for Elementary Schools." P. xiv
convenience this city will be designated as City A. Another third teach in smaller cities in the state, and the remaining third teach in towns or outlying districts. (Table II). More than half of the group not teaching physical education are employed in City A where an exceptionally fine department of physical education exists. This fact accounts for the large number of elementary classroom teachers having the physical-education program taken care of by specialists. Forty-four per cent of the group teaching physical education are employed in towns or rural districts where the conditions for teaching physical education are less likely to be favorable.

**Supervision of teaching.** A few more than half of the teachers in the group teaching physical education are supervised by a special teacher of physical education. (Table III). As might be expected more teachers in the group employed in the cities have supervision than in the group employed in the towns. Two-thirds of the teachers in the cities, outside of City A, have supervision, whereas less than a quarter of the teachers in the towns have supervision. Several teachers in the latter group report that, although they have no supervision, they receive help in the form of lists of exercises from the supervisors who visit the higher grades in their schools.

All of the teachers employed in City A, with the exception of one, have supervision. This one is a teacher in a kindergarten and the supervision of physical education in City A does not extend to the kindergarten.
Grades taught by group. All grades inclusive from the kindergarten to the ninth grade of the junior high school are represented by the group of teachers replying to the checking list. The majority of teachers in the group teaching physical education teach a primary or an intermediate grade. Only seven teach a junior-high-school grade. (Table IV). This points to the fact that the teacher-training institutions should put emphasis on the activities that are suitable for the primary and intermediate grades.

The majority in the group not teaching physical education teach an intermediate or a junior-high-school grade. These are the grades which are arranged on a departmental basis and where the physical-education program is taken care of by a special teacher of physical education. This fact further explains the large number of teachers in this group whose pupils are taught physical education by a special teacher. Forty-two per cent teach in a junior-high-school grade in this group as compared with 9 per cent in the group teaching physical education.

Number of grades taught. Few teachers in the group teaching physical education teach more than two grades and more than half teach a single grade. (Table V). This presents a situation which is practical for the teaching of physical education, as activities which are suitable for one grade can also be used in the grade immediately above or below this grade. Only one teacher replying taught as many as five grades. This shows that little time need be spent in College X in giving the
teachers practice in adapting activities to a group of ungraded children.

**Supervision according to grades.** In considering the supervision in relation to grades taught it is noticeable that more teachers in the group teaching intermediate and primary grades have supervision than in the group teaching in a junior-high-school grade. (Table VI.) This is explained by the fact that most of the teaching of physical education in the junior high schools is done by specialists. In the few cases where the classroom teacher of a junior-high-school grade is responsible for the physical-education program the school is located in a rural district where there is little or no supervision of physical education in any of the grades.

The more grades taught by a teacher the less there is apt to be supervision. Clearly the reason for this is that places having little or no supervision are the towns and small cities where the total enrollment of a school is small, and therefore several grades are combined. No teacher in the supervised group teaches more than two grades, and by far the largest number in both the supervised group and the unsupervised group teach but one grade. The percentage teaching more than two grades is negligible.

Insofar as it is impossible to know what grade or grades, or where, the teachers-in-training will be employed to teach, it is necessary for the teacher-training institutions to prepare all teachers for the teaching of physical education in all
In conclusion, the importance of summarization lies in reducing the amount of information to make it more digestible. Summarization is essential for effective communication, as it helps in conveying the main points of a message in a concise manner. This process is particularly useful in the context of academic research, where it is crucial to present findings in a clear and concise manner. Additionally, summarization plays a vital role in the field of journalism, as it enables journalists to present complex stories in a simplified form. In essence, summarization is a valuable tool for presenting information in a way that is accessible and engaging to the reader.
grades. Moreover, since half of them will probably teach without supervision, it is important to train the teachers, not only in following the directions of supervisors, but also in planning programs, selecting activities, and in general, teaching physical education without the help of supervisors.

2. The Physical-Education Period in the Same Schools

**Place of the physical-education period in the daily program.**

A daily period of twenty minutes in physical education is required by law in the public, elementary schools included in this survey. According to the law the period must be exclusive of noon, recess, before-school, or after-school periods. It may come in the morning session or the afternoon session, or it may be divided so as to come in both sessions. Eighty-five per cent of the teachers replying to the checking list state that their programs include a period for physical education as described above. The remaining 15 per cent conduct the physical-education activities in a noon, recess, after-school, or short relief period, which does not comply with the state law.

Twenty-two per cent of the teachers conduct physical-education periods at noon, recess, or after school in addition to the required physical-education period. These free times, according to Neilson and Van Hagen, require constructive leadership and supervision by the teachers, and should be considered as physical-education periods. They further state, "these periods offer an opportunity to extend the educational influences of the school into the play life of the child." ¹ Mr. Hermann

¹ Neilson and Van Hagen, op. cit. P. 8
The importance of following the instructions and guidelines provided is emphasized. It is necessary to understand the specific activities and their roles in the overall process. The reader is encouraged to follow the detailed instructions to ensure the proper execution of tasks.

In the context of the organization's objectives, it is crucial to maintain a clear and systematic approach to the activities. This includes not only the completion of the tasks but also the adherence to the specified procedures and guidelines. The success of the project depends on the accurate execution of these instructions.
states, "Our school recesses offer a splendid opportunity for the
development of good habits of play. . . . organized recesses
lead up to better free play and to good habits of recreation."

When the play periods of children are not supervised bad habits
of play are apt to develop. Quoting from Neilson and Van
Hagen again, "Unsupervised play usually develops into roughness
where teasing, tripping and fighting predominate. Such forms
of activity lack all the ideals of true sportsmanship which
is so necessary for proper social development."

The fact that less than a quarter of the group relying to
the checking list are conducting physical-education periods at
these extra play times is not surprising as this particular
group of teachers received no training in playground super-
vision. Moreover, the practice teaching of games, which they
all received, was done in-doors. Playing the games in-doors
does not tend to give the student the idea that they might be
done out-of-doors. All teachers-in-training should be given an
opportunity for experience in playground supervision, and some
training in the organization and administration of after-
school programs.

**Relief** periods of two or three minutes should be given
during the day whenever needed. Such activities as running
around the room, jumping in place, standing and stretching, 
playing a short game, and performing a stunt, are suitable for
giving relief. Neilson and Van Hagen explain the purpose of
the relief period by the following quotation, "The purpose of

1 Hermann, Ernst - "An Outline of Physical Education", The
2 Neilson and Van Hagen, op. cit. P. 14.
these relief activities is to counteract the ill effects of sitting long periods at school desks, stimulate the vital organs, relieve fatigue, equalize and stimulate circulation, give postural change, exercise the large muscle groups and give mental relaxation."^{1}

Only 13 per cent of the teachers make use of this type of period. One teacher uses the relief period to the exclusion of all other types of periods. In preparing the elementary-school teachers for the teaching of physical education, attention should be given to the relief period, to its purpose, to its relation to other physical education periods, and to suitable activities for use in the period.

Relation of supervision to the place in the program for the physical-education period. More of the teachers in the group having supervision than in the group not having supervision have the daily, required physical-education period. (Table VII). However, about two-thirds of the unsupervised group have such a period. The majority of teachers using the recess, noon, or after-school period in place of the required physical-education period are in the unsupervised group. Furthermore, most of the teachers making use of these periods in addition to the required period are in the supervised group. Since, half of the teachers in training will probably teach physical education without supervision, there is need to give instruction concerning the physical-education period, and its relation to the daily program.

---

1 Neilson and Van Hagen, op. cit. P. 8
Places for conducting the physical-education period.

Nearly all of the teachers answering the question concerning the place for conducting the physical-education period state that the classroom is used either alone or in combination with some other play area. (Table VIII). Nearly a third of the group using the classroom use it exclusively of any other place. Nineteen per cent of the entire group have a place in-doors for teaching which is free from furniture and other obstructions. A large number conduct the activities out-of-doors when the weather permits. One teacher is fortunate enough to have an athletic field, two use the village common, and the others use the schoolyard. The high percentage of teachers using outdoor areas, as well as the classroom, for the teaching of physical activities indicates the need of giving practice teaching in activities suitable for playground, as well as for the classroom.

Extent to which places for conducting activities are satisfactory. More than half of the group using the classroom for teaching physical education find it unsatisfactory. However, 73 per cent of the group using the classroom exclusively of any other place report that it is satisfactory. It may be that some of the teachers who find the classroom satisfactory for teaching physical education are teaching activities which do not involve much physical activity. Teacher-training institutions, however, should urge the use of the schoolyard for conducting the physical-education program because thereby
For copyright reasons, the page contains copyrighted material and cannot be reproduced here. Please refer to the original source for the complete text.
it may induce greater interest among students in active programs and fulfill the physiological development of the children.

Reasons for dissatisfaction. Reasons given for dissatisfaction with use of classroom, are in the order of frequency: chairs and other furniture occupy spaces around the room; aisles are too narrow; arrangement of modern, movable furniture leaves no aisles nor spaces for conducting activities; building is too old. A small percentage state that the space is satisfactory for limited, or non-active work. Only one teacher reports that the schoolyard is unsatisfactory. The reason given in this case is that the space is too small. The fact that only one teacher found the schoolyard unsatisfactory for teaching activities indicates the need for encouraging the use of the schoolyard for teaching physical education. Doing the practice teaching in the training institutions out-of-doors might help to cultivate in the mind of the student teacher the idea that the activities should be done out-of-doors.

Relation of supervision to place for conducting activities.

A larger percentage of teachers in the unsupervised group than in the supervised group use the classroom for physical-education activities. (Table VIII). Or, stating the same fact another way, more teachers in the supervised group than in the unsupervised group have a play area, such as a playroom or a gymnasium. However, in the use of out-door areas the unsupervised group leads. Sixty-three per cent of this group use the schoolyard or other play area out-of-doors as compared with 58
In order to improve further academic growth and achievement in science programs.

For instance, the physiological development of the brain involves specific processes, given the age of the student, and may vary significantly across the spectrum. The teacher strives to understand the unique needs of each student and to incorporate strategies tailored to accommodate these differences. For example, some students may benefit from visual aids, while others may require more hands-on activities. The use of technology, such as educational software, can also enhance learning outcomes.

A further benefit of personalized learning is the improvement of knowledge retention. Table VII, for example, shows that students who engage in active learning, such as participating in group discussions or problem-solving activities, tend to retain more information. However, in the case of online courses, the immediate access to resources and feedback can be a significant advantage. Moreover, in the era of rapid information sharing, the integration of technology can facilitate a more engaging and interactive learning environment.
per cent of the supervised group. This, no doubt, is due to the fact that most of the teachers in the unsupervised group are employed in towns and rural districts, where the schoolyards and play areas are more apt to be usable than are these areas in the cities.

The group of teachers having supervision are more fortunate in the number of satisfactory places which they have for teaching the activities. (Table IX). Of the seven teachers reporting that they have no satisfactory place for conducting the period only two are in the supervised group. Sixty-eight per cent of the supervised group have satisfactory places for teaching as compared with 43 per cent of the unsupervised group.

Provision should be made in the teacher-training program for the teachers who will have to teach physical education under conditions which are unfavorable for an activity program. Quiet games of a recreational nature, although not giving the necessary physical activity, are valuable for mental relaxation. Some mimetic exercises, such as, imitating the throwing of a baseball, the swinging of a golf club, paddling a canoe, give mild exercise and can be done in limited space.

It is possible that some of the teachers who reported that they had no satisfactory place for teaching physical education could have found places for teaching, such as, a space in the basement, or a corridor, which although not exactly satisfactory, would be better than a crowded classroom. It depends upon the teacher-training institution to instill into
the minds of the students the urgent need of giving children physical activity and to make them resourceful in making the most of inadequate or unsuitable space and equipment. It seems reasonable to expect, that if this idea is inculcated into the minds of the teachers-in-training that they will, of their own accord, seek spaces which are satisfactory for activity work.

Type of activities taught. The activities taught in the physical-education period, listed according to frequency of use, include: exercises, marching, active games, quiet games, singing games, story plays, folk dancing and stunts. (Table X). Nearly half of the total number of activities taught are exercises and marching. This is not difficult to explain, as these are the activities in which the group replying to the checking list had the greatest amount of preparation. Neither activity is high in appeal to children nor is either one ever used in the out-of-school play life of the child. According to Neilson and Van Hagen, formalized exercises performed to command are fatiguing and should not be used. They state concerning this type of activity, "formal calisthenic exercises... being artificial movements, unrelated to child life situations... are uninteresting to children and have very little, if any, carry-over value."1

Formal exercises have a place in the physical-education program when used as aids for correcting posture. Their use in this way, however, requires special training. Quoting

1 Neilson and Van Hagen. P. xiv
The activities to be

A. Physical Education
B. Individual and Group Activities
C. Student Council
D. Special Events

The activities to be

A. Physical Education
B. Individual and Group Activities
C. Student Council
D. Special Events

The activities to be

A. Physical Education
B. Individual and Group Activities
C. Student Council
D. Special Events

The activities to be

A. Physical Education
B. Individual and Group Activities
C. Student Council
D. Special Events

The activities to be

A. Physical Education
B. Individual and Group Activities
C. Student Council
D. Special Events

The activities to be

A. Physical Education
B. Individual and Group Activities
C. Student Council
D. Special Events

The activities to be

A. Physical Education
B. Individual and Group Activities
C. Student Council
D. Special Events

The activities to be

A. Physical Education
B. Individual and Group Activities
C. Student Council
D. Special Events

The activities to be

A. Physical Education
B. Individual and Group Activities
C. Student Council
D. Special Events

The activities to be

A. Physical Education
B. Individual and Group Activities
C. Student Council
D. Special Events

The activities to be

A. Physical Education
B. Individual and Group Activities
C. Student Council
D. Special Events

The activities to be

A. Physical Education
B. Individual and Group Activities
C. Student Council
D. Special Events

The activities to be

A. Physical Education
B. Individual and Group Activities
C. Student Council
D. Special Events

The activities to be

A. Physical Education
B. Individual and Group Activities
C. Student Council
D. Special Events

The activities to be

A. Physical Education
B. Individual and Group Activities
C. Student Council
D. Special Events
Neilson and Van Hagen again, "As a rule, elementary teachers have in the past had little opportunity to secure such specialized training." It is not reasonable to expect that each student could be given the special training necessary for corrective work. However, several simple exercises for correcting postural defects, such as, forward head, flat chest, round shoulders, hollow back; could be a part of the repertory of each student. It depends upon the teacher-training institutions to instruct the students in the purpose of this type of exercise, that is, to give postural correction and not exercise or recreation.

Exercises which use large muscle groups, when taught informally also have a place in the physical-education program. These exercises give the necessary physical activity and are usually fun to do. Mimetic exercises, such as chopping wood, driving stakes; or some of the exercises found in the Danish or fundamental gymnastics, or any vigorous type of exercise, fall in this class. The emphasis in teaching these exercises should be on the vigorousness of the activity rather than on the accuracy of response to command.

It is satisfying to note that active games involving running, jumping, and dodging, are not far behind the formal types of activities, such as exercises and marching, in frequency of use. Children require a great deal of vigorous activity for growth and development. Professor Hetherington states that the elementary-school child requires four to five

---

1 Neilson and Van Hagen, loc. cit.
Reflection and any hidden meaning "at a time," emotionally, and have in the past had little opportunity to become more objective. Training, I feel, is not necessarily to expose that each sentiment could be given the special training necessary for collection work. However, several simple exercises for collection correction should be given, such as "pulling back" the aspect of the concept. Another exercise should be given, such as "table of the progress of the type of exercises that fit to give better collection and not just those of rejection."
hours of big-muscle activities each day for biological development.¹ Active games offer one of the best means of getting this activity. The Joint Committee on Health Problems in Education, reports, "Roughly speaking, games and sports and athletics afford the best type of exercise, both in respect to physiological effects, and to the possibility of a constructive contribution to the formation of social qualities, desirable in a democracy."² Mr. Hermann states concerning the value of games, "Plays and games have a definite educational value and hygienically considered, they are the best form of exercise for body, mind and soul."³

Stunts are another form of activity which is high in appeal to children and valuable as an exercise. "Stunts are forms of play arising from the desire to test one's ability. They stimulate powers of coordination, suppleness of body, and the formation of such virtues as courage, self-confidence and determination. Stunts provide an excellent form of exercise, are easily organized for practice, are economical of space and equipment, and are adaptable to many age periods."⁴ In spite of their value they are used by only 12 per cent of the teachers replying to the checking list. This may be explained by the fact that this particular group of teachers while in training

¹ Hetherington, Clark W. - "School Program in Physical Education." P. 39.
² "Health Education: A Program for Public Schools and Teacher Training Institutions." - Report of the Joint Committee on Health Problems in Education. P. 51.
³ Hermann, Ernst - op. cit. P. 38
⁴ Neilson and Van Hagen, op. cit. P. 47
The Joint Committee on Health Problems in Education.

Institutional Health Education - Home, School, Family, and Community. "Home" is the first step of education, part in relation to the possibility of a comprehensive program. The only program of the Joint Committee to the formation of social agencies and the promotion of healthful economic and educational activities concerning the nature of a community's role and agencies that make the part of health education.

The essential function of education is the promotion of healthful economic and educational activities concerning the nature of a community's role and agencies that make the part of health education.

References.
1. School Health in Practice: The G. W. Health Education, A Program for Public Schools, and Teachers.
2. Health Education: Report of the Joint Committee on Teaching in Education.
3. The Joint Committee on Health Problems in Education.
at College X. had little opportunity to participate in this form of activity and had no practice-teaching in it.

Folk dancing is taught by a relatively small proportion of the teachers. Lack of preparation in teaching folk dancing cannot be given as a reason in this case. It is more probable that lack of training in ways of adapting folk dances to the classroom situation is the reason. Folk dances may be taught successfully, it a musician or phonograph is not available, to the singing, or whistling of the children. Dances requiring a large space may be modified, so as to be done in a small space. Steps that should advance may be done in place, circle and group dances may be changed so as to be done in the aisles. A practice-teaching course in folk dancing should take these points into consideration. Rhythmical activities should not be minimized as they play an important part in the physical-education program, giving an opportunity for "large muscle participation and a resulting beneficial reaction to the system as a whole." 1

Supervision of teachers in relation to type of activities taught. The group of teachers having the physical-education program supervised by a specialist teach a greater variety of activities than does the group not having the program supervised. The average teacher in the supervised group teaches five or six different activities, whereas the average teacher in the unsupervised group teaches three or four different activities. Teachers in this latter group tend to limit the

1 Maroney, Frederick W. - "Physical Education for Public Schools." P. 15.
activities to exercises and marching. Clearly this is due to the fact that the supervisors bring to the teachers a variety of activities, while teachers without supervision are limited largely to those activities which they learned to teach while in training. The supervised group teach active games as frequently as they teach exercises, and almost as frequently as they teach marching. Furthermore, most of the teaching which is done in folk dancing, story plays, and stunts is done by members of this group. Insofar as about half of the teachers required to teach physical education in the elementary school must do so without supervision it is important that the teacher-training institutions give the type of training that will enable them to carry on a variety of activities in their programs. Teachers who must depend upon their own resources for teaching material in physical education need an extensive repertory of material. The preparation of the teacher in training should include this material, with references for seeking more material. This is an essential part of the preparation for teaching physical education in the elementary school.

Types of activities taught in relation to grades taught.

A greater variety of activities are taught in the primary grades than in any other group of grades. (Table XI). Eighty-seven per cent of the teachers in these grades are teaching exercises and marching which are formal types of activities and are unsuitable for children of primary-school age. Story plays which should take the place for formal work in the early
primary grades are taught by 57 per cent of the teachers. This particular group of teachers received a small amount of practice teaching in story plays. Evidently more time and emphasis should be put on this form of activity in order to have it used in the primary grades of the elementary school.

The lack of rhythmical activities in grades seven, eight, and nine is conspicuous. Many feel that folk dancing or any form of rhythmical activity is unsuitable, particularly for boys, beyond the primary grades. Neilson and Van Hagen make the following comments on this subject, "This (referring to the unsuitability of rhythmical activities for boys) is not true. Wise, enthusiastic leadership and teaching will carry the boy through the self-conscious awkward age... and train him to take his place with ease in the social life of home, school, and community." Athletic dances, simple tap dances, and even social dancing are valuable in giving rhythmical activities to these older children. Practice teaching should include the teaching of these types of dances as well as folk dancing.

Type of activities taught in relation to place for conducting the physical-education period. More than four-fifths of the total number of teachers using only the classroom for teaching physical-education activities teach exercises, and more than three-fourths teach marching. Teachers apparently need training in ways of adapting activities for classroom use. For example, stunts may be done on a piece of carpet, or a straw

1 Neilson and Van Hagen, op. cit. P. 36
mat, or a blanket; bean bags or quoits may be tossed the length of the aisle; a shuffle-board may be marked on the floor with chalk and the game of shuffle-board played with a broom and pie-pans or blackboard erasers; hurling or leaping may be done over a broom handle or a yard stick. Many activities of this nature are usable in the classroom.

About a fifth of the total number of activities which are taught are conducted in the classroom alone; about half the total number are conducted in the classroom and the schoolyard. The teachers who are responsible for the physical-education program in the elementary school should have a fund of material for classroom use during inclement weather, and for playground use during fair weather.

Equipment available in the elementary schools for games and play activities. Equipment for games and other play activities is limited to balls and beanbags. About two-thirds of the entire group have one, or the other, or both. (Table XII). The quantity of balls varies from one to four; of beanbags from two to twelve. The group under supervision is far better supplied with equipment than is the group not under supervision. This is shown by the fact that 82 per cent of the teachers conducting activities under supervision have either balls or beanbags, or both balls and beanbags; whereas 43 per cent of the unsupervised group have this equipment. The small amount of equipment available in the elementary schools for game and play activities suggests two points which should be emphasized
in the preparation of the teachers in the teacher-training institutions, namely: the teaching of activities which require no equipment other than the play area, and the training in use of makeshift equipment.

**Equipment available in the elementary schools for the teaching of folk dancing and other rhythmical activities.**

More than half of the entire group of teachers have for their use in teaching physical education either a phonograph with records, or a piano with an accompanist. (Table XIII). A small group of teachers have a phonograph but no records, or a piano but no one to play it. The teachers who are not under supervision are more favored in the possession of this equipment than are the teachers under supervision. Forty-seven per cent of the unsupervised group have phonographs with records, and 20 per cent have pianos with accompanists, as compared with 42 per cent of the supervised group having phonographs and 8 per cent having pianos. This may be explained by the fact that the unsupervised teachers are employed in towns and rural districts where the schools are smaller. In a small school, equipment of this sort could be used by all of the teachers, but in a larger school, unless there were several pianos or victrolas, all of the teachers would not be able to make use of the equipment.

In spite of the fact that 50 per cent of the teachers have equipment for teaching rhythmical activities, the figures received show that only 30 per cent of the number possessing the equipment use it for that purpose. Lack of preparation in
in the preparation of the Cooperate in the cooperative

interpretation necessary for the conservation of animals under

on abnormal accord from the class rear, and the establishment in me-


towards adaptation in the establishment of the cooperative

conception of the general and its preliminary sections

more than part of the entire length of the cooperative have too short

use in converting developmental associations after a protracted and


TABLE XXX

of a group of factors falling a pronounced and on occasion to a serious

The conception of the food material under

action the more favoring in the possession of the development of the

the conception under consideration.

to the conclusion of the cooperative with reference, any to the

members' cooperative group have pronounced conditions, and any to the

may be experienced by the factor that the members' cooperative

the conception under consideration as to some and internal difficulties arise the

suggestions are extended in some and internal difficulties arise the

may be seen of the effect of the conception of the members' cooperative

some states were so far in the factors' role

members' money must not be used to make use of the equipment

In spite of the fact that 60 per cent of the cooperators have

emphasize me if for some purpose, it is at the beginning in


adapting rhythmical activities to the classroom with the use of
the phonograph is the only reason that can explain this
situation.

Evidently more emphasis in the training college should be
placed on the teaching of this type of activity. Doing the
practice teaching of dancing to the accompaniment of a phono-
graph as well as the piano might help the situation. Another
suggestion is that the practice teaching include the folk dances
and rhythms for which records are available.

Reference books and other material to help the teacher.

A very small number of the whole group report that they have
any kind of reference books. Most of the teachers possessing
such material are in the supervised group. Nearly a fifth of
the teachers have a course of study or an outline to guide them.
Again, nearly all of these teachers are in the supervised group.

Since about half of the teachers are to teach without super-
vision it is paramount that the teacher-training institutions
give adequate material in courses of study, outlines and
sources for materials. The teachers-in-training should not
only become familiar with source books, but should actually
learn the titles and places where the books can be obtained.

Such books are: "Physical Education for Elementary Schools,"
by Neilson and Van Hagen; "Rhythms and Dances for Elementary
Schools," by Dorothy LaSalle; "An Athletic Program for
Elementary Schools," by Leonora Anderson; "Games for the
Playground, Home, School and Gymnasium," by Jessie Bancroft;
Educational opportunities in the Princeton College should be

expanded. The Princeton College admits a limited number of students each year. The procedures and qualifications of admission to the Princeton College vary from year to year. Parents may wish to check the admission requirements for the upcoming academic year.

Any inquiries for more information should be directed to the Princeton College admissions office.

Reference books and other materials to help prepare for admission to a college are not widely available. A variety of study guides and college preparatory books are available, and many college preparatory courses are offered. It is advisable to consult with a guidance counselor at your school to determine the best course of study for admission to a college.

Since spring is a busy time for the Princeton College, it is important to take advantage of the resources available. The Princeton Collegepaging system is an effective way to keep track of your progress and to stay informed about important deadlines and events. The Princeton College paging system is available online, and students can sign up to receive updates via email or text message.

Reference books and other materials are essential for preparing for college admission. It is important to read the material and practice the skills necessary for success in college. "Princeton College" is an important consideration in the college admissions process, and it is important to research the requirements and deadlines for each college carefully.

The Princeton College has an extensive career service program, and students are encouraged to take advantage of these resources. The Princeton College also has a strong alumni network, and students can benefit from the support and advice of former students.

In conclusion, the Princeton College offers an excellent educational opportunity for students who are prepared to take advantage of the resources available. It is important to research the requirements and deadlines for each college carefully, and to take advantage of the resources available at the Princeton College to prepare for success in college.
"Physical Training for Elementary Schools," by Lydia Clark; "Handbook of Stunts," by Martin Rogers; "Calisthenics," by S. G. Staley; "Games, Contests, and Relays," by S. G. Staley, are valuable for use in the elementary school. "Physical Education for Elementary Schools," by Neilson and Van Hagen, should be on the desk of every elementary school teacher. This book includes a graded program of activities which are suitable for use in the school situation and to the needs of the children. Teachers who do not have courses of studies or outlines would find this book very helpful.

3. Suggestions made by the Teachers in These Schools for the Improvement of Their Own Preparation.

Frequency of suggestions. In reply to the question concerning ways of improving the preparation of the classroom teacher for teaching physical education many teachers asked that more classroom games be taught. (Table XIV). Next to classroom games is expressed the need of material for relief periods. The practice teaching of games in College X includes both the teaching of active games and quiet games. Evidently more emphasis should be placed on the selection of games suitable for classroom use. Many activities are included in the practice teaching which are suitable for relief-period material. The difficulty probably lies in the fact that little or no effort was made to call attention to the fact that the activities might be used as relief-period material. It has already been
The page contains a block of text discussing the importance of preparation and engagement for teachers. The text is difficult to read due to the quality of the image, but it seems to emphasize the need for active and engaging teaching methods to meet the expectations of students. The text also highlights the importance of collaboration among teachers to enhance the educational experience. However, the specific content is not fully legible due to the image quality.
suggested that the relief period requires particular attention in the preparation of the teachers for the teaching of physical education.

A larger number of suggestions came from the teachers in the unsupervised group than in the supervised group. Both groups listed first, the need for classroom games; and second, the need for relief-period material. Sixty-two per cent of the group working without supervision asked that more help be given to familiarize the teachers with source books and reference books as compared with 44 per cent of the group working with supervision. The reason for this is obvious as the teachers in the latter group receive teaching material from their supervisors.

As stated above an important item in teacher preparation is the contact with source books, not only in becoming familiar with the books but in learning the titles and the places where the books can be obtained.

Only 14 per cent of the whole group asked that help be given in the teaching of stunts. This again shows that the teachers are unfamiliar with this type of activity as a useful part of the physical-education program. Practice teaching in stunts should be included in the teacher-training program and should be given the same emphasis as any other type of activity.
A larger number of students come from the fenceline in

the humanities than in the sciences and engineering. This may reflect the need for liberal arts courses and second

year as part of the training of the student with some good and

inadequate preparation. The reason for this is obvious as the

second year is the last year to receive the science secret from

their preparation. It is expected that an important factor in their preparation is the

contact with some good and the second year to receive the science secret from

the science exact in receiving the science and the science where the

poor can be compared.

Only to best care of the more strong never that help is such in the receiving of science. The same science that the

concerns are mentioned with the type of activity as a means

part of the training-aquisition process. Science-scientific in

sense should be included in the research-aquisition process and

some prove to strengthen the same emphasize or well other type of experience
4. Summary.

The classroom teacher is largely responsible for the physical-education program in the elementary schools, as shown by the fact that three-fourths of the group replying to the checking list are teaching physical education. The replies were representative of all localities including large cities, small cities, as well as towns and rural districts. Most of the teachers who teach physical education are employed in primary or intermediate grades, whereas the teachers who are not teaching physical education are employed in intermediate or junior-high-schools grades. The situation for teaching activities as far as number of grades is concerned is good, as few teachers have more than two grades and many teach a single grade.

Fifty-three per cent of the teachers who are responsible for the physical-education program are supervised by a specialist in physical education. Supervision is found more frequently in the cities than in the towns and rural districts. The supervised teachers have an advantage over the unsupervised teachers in many ways, namely, in number of grades taught, in satisfactory places for teaching, in amount of equipment available for teaching, in the possession of reference and source books, and in the variety of material for teaching.

The classroom is used more commonly than any other space for conducting the physical-education period. It is used
The present report is intended to represent the
practical applications of the general principles of the
process of experience to the education of the child. The
practical applications of these principles may be
inscribed in the following broad categories:

1. The educational possibilities of the child's own
experience.
2. The educational possibilities of the adult's
experience.
3. The educational possibilities of the group's
experience.
4. The educational possibilities of the community's
experience.
5. The educational possibilities of the nation's
experience.

These categories are not exclusive of each other,
but are interrelated in a complex web of mutual
dependence. The educational possibilities of one
experience are often limited or enhanced by the
educational possibilities of another experience.
either alone, or in combination with some other play area, by practically the whole group, and more than half of them find it unsatisfactory. Few teachers have an in-door play area, such as, a gymnasium or a playroom. Many teachers use the schoolyard, or an out-of-doors area, for conducting the activities.

Eighty-five per cent of the teachers comply with the state law by conducting the physical-education program in a period exclusive of the recess, noon, or after-school periods. About a fifth of the teachers conduct activities at these times in addition to the required physical-education period. A small number make use of relief periods.

Exercises and marching are taught more frequently than any other type of activity. Folk dancing and stunts are taught the least frequently. The variety of activities taught varies from one to eight, the average number being four. A greater variety of activities are taught in the primary grades than in any other group of grades.

Equipment for teaching games and play activities is limited to balls and beanbags, and few teachers have enough of these to be of much value. About half the group have phonographs, or some means of teaching folk dancing or rhythmical activities. In spite of this, a small percentage having such equipment teach any activities to music.

The leading suggestions made by the teachers themselves for bettering the preparation for teaching physical education, are ones that will help the classroom teacher meet the class-
room situation, namely, more classroom games, and material for short relief periods. In spite of the fact that stunts could be used to advantage in all grades, the suggestion that more practice teaching in this activity be given is listed the least frequently.

An investigation of the conditions under which the physical-education program is conducted in the elementary schools suggests that the classroom teachers need help in the following ways:

1. In the selection of activities for different age levels.
2. In the selection of activities suitable for classroom use, and for schoolyard or playground use.
3. In planning programs for recess of after-school periods.
4. In teaching rhythmical activities to music in the classroom.
5. In knowing a variety of activities, including play and natural activities, as well as formal activities.
6. In making use of relief periods.
7. In knowing activities that require little or not any equipment, or in knowing how to substitute makeshift equipment.
8. In knowing source books, or places where material can be obtained.
In the selection of activities for different age levels:

1. In the selection of activities to meet needs and interests;

2. In the selection of activities for specific purposes;

3. In the selection of activities to promote learning;

4. In the selection of activities to promote development;

5. In the selection of activities to promote social interaction;

6. In the selection of activities to promote aesthetic appreciation;

7. In the selection of activities to promote creative expression.

These criteria can be applied...
CHAPTER III - COMMON PRACTICES IN
TEACHER-TRAINING INSTITUTIONS IN
PREPARING THE CLASSROOM TEACHER FOR
TEACHING PHYSICAL EDUCATION, AS
REVEALED BY TWO STUDIES: ONE BY
MISS READY, THE OTHER BY DR. JAMESON

The fact is recognized that common practices, while not
necessarily ideal, are valuable in offering a basis for com-
parison. A study of the common practices in preparing the
teachers of the elementary school for teaching physical educa-
tion offers a basis for comparing the practices which are
found in College X, and if necessary for recommending ad-
visable readjustments.

1. Nature of the Two Studies

Miss Ready's study. Miss Ready, who is associate
specialist in recreation in the United States Office of
Education, made a study of the status of physical education
and health education as required subjects in all teacher-
training curricula given by institutions of higher learning.
The investigation included among other institutions 142
teachers colleges. Only the findings that have to do with
these colleges and with the subject of physical education will
be considered in this study. Special attention is given to
the amount of required work in physical education, to the
semester hours of credit allowed for the required work, and to
the amount of time devoted to practice teaching in physical
education.

1 Ready, Marie M. - "Physical Education and Health Education
The fact is receiving that common praetices white for not
necessary neglect the cruecy in offering a case for one-
between. A study of the common praetices in praerinc the
secees of the elayentary school for recieving physical sece-
can offer a case for conserts the praetices which are
Rown in college, and if necessary for recacents one-
avsacce popularly.

I. Nature of the Two Stu-

II. As a Matter of Fact

III. Environment and Production of

The instantion incauction mean acta instantion in
seceens college. Only the limits these have to on with
these college may with the success of elayentary secection
be contrive in this stage. Special secection in group to
the means of eaching work in praerical secection to the
success course of study influence for the learning of
the means of the handly to beaconing secection in praerying
accomplish.
Dr. Jameson’s study.  

Dr. Jameson’s study included a survey of twenty-two state teachers colleges and normal schools in an effort to find out what was being done to prepare the elementary school teacher for the teaching of physical education. The study presents a statistical and descriptive analysis of the organization and content of courses in physical education offered during 1926-27 to students preparing to be general elementary and junior-high-school teachers.

In reviewing the study only material that has to do with teacher preparation will be considered. Particular attention will be given to findings regarding four-year institutions, there being twelve institutions of this type in the group studied.

2. Common Practices Concerning the Amount of Time Devoted to the Physical-Education Program and the Content of the Program.

**Amount of time given to the physical-education program.**

Miss Ready found that 84 per cent of teachers colleges have one general requirement in physical education for all students, but that the requirement varies considerably in regard to amount of work, number of years, number of periods per week, and total number of clock hours.

In considering the number of years physical education is required in teachers colleges she found that the number varies from one-half to four. The average requirements being two and one-half years and the most frequent requirement being two

---

years. College X is above the average in requiring three and one-half years of physical education for all women students.

Dr. Jameson found that most of the time given to the physical-education program is concentrated in the first and second years of the curricula. It is noted that only four of the twelve four-year institutions gave any physical education beyond the second year. Dr. Jameson attributes this to the fact that there are a limited number of four-year students in the institutions. However, since the study was made the number of four-year students has increased to a large extent. A survey made in 1933 shows that 37 states offer four-year curricula of some type or kind for the education of the elementary teachers and that three states, one being the state in which College X is located, have a minimum requirement of four years. Forty of the 200 hours assigned to the physical-education program of this college are in the third and fourth years of the curriculum.

Miss Ready's study shows that the required number of periods per week for physical education varies from one to five, the most frequent requirement being two. College X is average in requiring two periods per week in the first two years of the curriculum and one in the third and fourth years. The number of minutes included in each period of the required work in physical education in teachers colleges varies from 50 to 60. The average requirement is 50, while the most frequent requirement is 60. College X is slightly above the average in

requiring 55 minutes.

The study further shows that the total number of clock hours required in physical education among teachers colleges varies from 20 to 600. The average requirement is 141 with the most frequent requirement being 144.

Dr. Jameson found that the four-year institutions were "comparatively generous" in the total time devoted to required courses in physical education. The average number of clock hours is 150.7. College X is far above the average in having 200 hours devoted to physical education. Even this does not reach the standard set by Mr. Curtis, state director of physical education of Missouri, who claims that the time given to physical education in teachers colleges is inadequate and that the time required for students' developmental needs alone should be three to four hours a week. 1

Content of physical-education courses. The committee on teacher-training in physical education reports that the teacher-training institutions should offer courses that give recreational opportunities to the students, and courses that will help the teacher carry on an ideal program of physical education for the elementary school. 2 This latter should include participation in the activities included in the ideal elementary-school program.

1 Curtis, Henry S. - "Physical Education as Teacher Training." National Educational Association Journal, XIII (December 1924) P. 34.

The study further shows that the lack of number of schools with physical education in secondary and general education colleges varies from 50 to 900. The average requirement is 150 with the highest recommendation being 800.

The reason for such low percentage of schools offering physical education in secondary and general education colleges is the average number of schools. For example, in college X, the average of the schools in second-year High School was 500. In college Y, the average of the schools in second-year High School was 700.

The committee on the committee of the elementary school, in 70-75 days, presented a report on the elementary school and the present situation in the area of physical education in general education colleges. The course of physical education is intended to be simplified and made more practical. The committee requested that the elementary school be made more practical. The report was presented to the committee on the committee of the elementary school, in 70-75 days, presented a report on the elementary school and the present situation in the area of physical education in general education colleges. The course of physical education is intended to be simplified and made more practical. The committee requested that the elementary school be made more practical.
In examining the content of the physical-education courses of teachers colleges, Miss Ready found that in general, the required work included instruction and practice in the technique of the various seasonal games and sports, gymnastics, folk dancing, gymnastic exercises, swimming and life saving. In a few institutions the courses are "sufficiently extensive so that all students are prepared to carry on a suitable program of play activities for children of all ages, not merely as a part of the required work in physical education in elementary or high schools, but also during the recess periods, and to supervise after-school and summer playground activities." This would seem nearly to approach an ideal situation, but the study shows that only a few colleges are offering this extensive preparation. Miss Ready further shows that practically all institutions urge the students to participate in physical activities which will be recreational and healthful.

The activities taught most frequently in the institutions included in Dr. Jameson's study are: games of both high and low organization, folk dancing, formal gymnastics, marching, story-plays, and stunts. All of these activities with the exception of story-plays were used for the student's developmental and recreational needs as well as for enabling the student to teach the activities in the elementary school.

1 Ready, Marie M. op. cit., P. 18.
2 Games of high organization are team games in which an organized group cooperates for the good of the team, for example, baseball. Games of low organization are simple games in which the individual predominates, for example, tag games.
The activities included in the physical-education program of College X compare favorably in number and variety with the activities offered in teacher colleges in general. The trend in the training institutions, as shown by both studies, is to give the student an opportunity to participate in the activities which are suitable for the physical-education program of the elementary school.

Participation in physical-education activities under expert leadership and teaching is, according to Mr. Hindman of Ohio University, the most important single element in the teacher-training program, since familiarity with the activities gives the student a basis for thinking about them. It is important for the student to become acquainted with, and to develop a minimum amount of skill in, the activities before she attempts to teach them. It is doubtful if sufficient time is devoted to this important phase of participation. In College X many students come from high schools where little or no opportunity was offered for participating in a physical-education program. These students are thrust into a practice-teaching program in the college before they have had time to learn such skills as throwing a ball, catching a ball, batting a ball, running, and dodging. The writer believes that they would make better teachers if they were more skilled in performing the activities.

The activities involving in the physical-education program of College X contribute to a healthy and active life in the body. The activities offered to the college community encourage the students to participate in the activities of the elementary school.

Participation in physical-education activities may enhance personal development and teach moral character. In the college environment, these physical activities promote self-discipline and self-confidence.

The activities offered include sports, swimming, and various team and individual activities. Students are encouraged to participate in these activities to improve their physical fitness and social interactions.

The activities are designed to foster teamwork, leadership, and sportsmanship. Students are given the opportunity to develop their skills and compete with their peers.

The college community also provides opportunities for students to engage in volunteer work and community service projects. These activities allow students to contribute to the community and develop their sense of responsibility.

In conclusion, the physical-education program at College X plays a crucial role in promoting a healthy lifestyle and fostering personal growth among its students. It provides a platform for students to develop their skills and contribute positively to the community.
Methods in Training the Classroom Teacher for Teaching Physical Education in Teachers Colleges.

Nature of practice teaching. The study made by Miss Ready shows that practice teaching in physical education is included to some extent as a part of the curricula for regular elementary teachers in 21 per cent of the teachers colleges. "In general there is considerable variation among the various institutions in the matter of requiring practice teaching in physical education. In some institutions, a special requirement includes a certain number of clock hours of practice teaching in physical education. In other institutions, physical education is included among a group of subjects in which a specific number of clock hours of practice teaching is required. In still other institutions while practice teaching in physical education is required to some extent, no definite policy has been made as to the exact amount required." College X falls in the latter group in that practice teaching in physical education is required as a part of the regular class work in physical education, but that no definite number of hours of practice teaching is required.

Dr. Jameson's study shows that the four-year institutions were behind the two-and three-year institutions in offering any kind of practice teaching. Only 25 per cent of the four-year institutions included in this study offer practice teaching to all of the students, and 25 per cent provide no opportunity for practice teaching. In 42 per cent of the institutions.
Methods in Training for Teaching

In order to facilitate the training of teachers, it is necessary to prepare and implement practical training programs in institutions for teachers. This includes exposing teachers to a variety of teaching methods and approaches. The goal is to enable teachers to develop effective teaching strategies and techniques. In many institutions, this is achieved through the establishment of a network of support and resources, including workshops, seminars, and collaborative learning opportunities. It is essential to incorporate various teaching methods to cater to diverse learning styles and needs. 

In the context of teacher training, it is important to consider the role of practical experience. Many institutions offer opportunities for students to engage in real-world teaching experiences, such as internships or practicums. These experiences provide valuable hands-on learning opportunities and help students develop their teaching skills. It is crucial to integrate these practical experiences into the curriculum to ensure that students are well-prepared for the classroom. 

In conclusion, the training of teachers must be comprehensive and inclusive, encompassing both theoretical knowledge and practical skills. Institutions should strive to provide a well-rounded education that prepares teachers to meet the diverse needs of students. Through a combination of theoretical instruction and practical experience, teachers can develop the skills necessary to be effective educators in today's classrooms.
tions the opportunity to do practice teaching in physical education depends on chance assignment, and 8 per cent offer practice teaching to kindergarten and primary students only. College X falls in the first group in offering practice teaching to all women students.

Dr. Jameson further shows that most of the practice teaching is done with classmates. Seventy-three per cent of all the institutions have the practice teaching done with classmates; 41 per cent have it done with children. Half of the four-year institutions included in the survey have the practice teaching done with classmates and nearly three-fourths of them have it done with children. Furthermore, half of these institutions give the students experience in playground supervision. These facts would lead one to believe that the students in four-year institutions are given a fairly good opportunity for practice teaching, but when one remembers that only 25 per cent of these institutions offer practice teaching to all of their students, a different situation results. College X compared favorably with other four-year institutions in the extent to which practice teaching is offered but it fails in not offering an opportunity to do practice teaching of physical education with children.

Activities in which practice teaching is given. The study made by Dr. Jameson reveals that the activities used most frequently for practice-teaching purposes are games of low organization and story plays, the first being used by all
four-year institutions, the second by 91 per cent. A formal type of gymnastics and marching was included in 75 per cent of the institutions. College X gives practice teaching in all of these activities with a minimum amount of time expended on the teaching of story plays.

Dr. Jameson's study further shows that only 27 per cent of the institutions offer practice teaching in natural or informal gymnastics. No practice teaching in this type of activity is given at College X. About three-fourths of the institutions give professional training in folk dancing and less than a fifth give such training in clog or tap dancing. College X gives practice teaching in folk dancing but none in any other type of dancing. Seventy-seven per cent of the institutions offer stunts as an activity for service, that is for the student's use, but only half of them give practice teaching in this activity. Stunts are offered in College X for the student's use, but again, no practice teaching is given in this activity.

These figures shows that the tendency in teacher-training institutions is to give practice to teaching in the more formal types of activities which are less pleasing to children. College X ranks with the average in putting emphasis on the more formal activities and in not offering a variety of activities for practice teaching. Teachers need training and practice in all forms of activities if they are to be able to select activities for a well-balanced program.
The problem of maintaining and maintaining student activity in college is a significant one. College students participate in a variety of activities with a minimum amount of time and energy. In some cases, students engage in sports or social events, while in others, they may be involved in academic or extracurricular activities.

In some instances, students find it necessary to engage in only a small number of activities. This may be due to time constraints or personal preferences. In other cases, students may choose to participate in a wide range of activities, such as sports, clubs, or volunteer work.

The key to maintaining student activity is to find activities that are both enjoyable and beneficial. This may involve selecting activities that align with students' interests and goals. Additionally, it is important to consider the time commitment required for each activity, as well as the potential for personal growth and development.

In conclusion, maintaining student activity is a crucial aspect of college life. By selecting activities that are both enjoyable and beneficial, students can engage in a wide range of activities that promote personal growth and development.
Theoretical discussion concerning technics of teaching.

In order to give the student knowledge concerning the objectives, teaching methods, and technics of teaching the various activities, a certain amount of theoretical discussion about these activities is necessary. Mr. Danforth, director of physical education in Lima, Ohio, states that the average elementary teacher in the United States is not interested in physical education due to lack of knowledge of objectives, methods and technics involved in teaching. Examination of the twenty-two institutions included in Dr. Jameson's study reveals that there is general lack of uniformity in topics selected for theoretical discussion.

Topics dealing with an introduction to physical education, such as "aims," "values," "objectives," "history," and "Play," were included in the training programs of 48 per cent of the institutions. "Aims," "Values," and "Objectives," alone were treated by 73 per cent. "History of physical education" was treated by 36 per cent. Topics dealing with organization of children, such as "growth and development," "awards," and "pupil leadership" were used by an average of 26 per cent.

Technique of teaching, including such topics as "selection of materials," "procedure in teaching," were considered by 65 per cent. Topics having to do with administration of facilities were treated by 45 per cent. In considering the topics related to specific activities, it was found that topics having to do with gymnastics led, there being more than twice as

In order to give the student knowledge of research and related activities, a certain amount of special research books should be studied activities to necessary in the field of research. The student should be given an opportunity to use the \textit{National Research,} Introduce in Research, 1945-2019. 1. University Teacher as a \textit{National Research,} 1945-2019.
large a range of theory content than for either games or dancing. This again shows emphasis on formal gymnastics and lack of emphasis on play activities. It is noted that discussion of games of low organization is twice as thorough as that for games of high organization.

The topics selected for theoretical discussion at College X show little similarity to the topics listed above. A large proportion of the time devoted to theoretical discussion in this college is spent in teaching the origin, insertion and action of the large muscles involved in doing exercises. It is the contention of the writer that this time is wasted, as the anatomical names and the facts about the muscles are soon forgotten, and there is no practical value, as far as the elementary-school teacher is concerned, in learning them. A second topic which is given emphasis in College X is the technique of teaching formal gymnastic exercises. Again, the time is unwisely spent as this type of activity has little value in the physical-education program of the elementary school. Little or no time is spent in discussing the aims, and objectives of a physical-education program, or in any other topic of practical value to the prospective teacher.

Time devoted to theoretical instruction. Dr. Jameson's study shows the amount of time which is devoted to the theoretical discussion of activities in relation to the amount of time devoted to practiceteaching of activities. None of the twenty-two institutions in her survey had a course that was
The problem at the higher levels of society, in terms of education and employment, is a result of the society's emphasis on higher education and employment opportunities. If one's career or profession is defined by their educational attainment and job position, then the distribution of those opportunities is crucial. The unequal distribution of opportunities can lead to a lack of social mobility, as well as economic inequality. The emphasis on higher education and employment opportunities can perpetuate existing social and economic disparities. The need for higher education and employment opportunities is a societal issue that requires a collective effort to address.
devoted entirely to topics related to the teaching of physical
education, and only one had a course that was as much as three-
fourths theoretical. The majority spent most of the time on
the practice of the activities. Fifteen per cent is the
average amount spent on theoretical discussion. This is the
amount of time given to theoretical discussion in College X.

Opportunity for observation of demonstration lessons.
Observation of model lessons offer a valuable means of training
the teacher. This is important, according to the President of
Eastern Kentucky State Teachers College, as students learn by
seeing as well as by doing. Dr. Jameson's study shows that
there is a lack of opportunity for observation of model lessons
in physical education. Thirty-three per cent of the four-year
institutions have one or two observations; 20 per cent have
more than two; and the remaining group have none. Seventeen
per cent of the observation periods were arranged in courses
in general education rather than in physical education.

College X is below the average four-year teacher-training
institution in the matter of arranging observations of model-
lessons in physical education. No opportunity in this college
is offered for observation of model lessons in physical
education.

Donovan, H. L. - "Twofold Purpose of the Teachers College."
National Education Association Journal XIX (December 1930)
P. 306
Opportunity for Operation of Orientation Learning

Opportunity of money lessons offer a valuable means of training the student. The importance of earning an income by Lectures at Teacher's College as a means of earning a living as well as a means of gaining a good deal of practical experience. In physical education, in practice, the student has one or two opportunities to be a part of the professional. So far, they have not received any recognition from the remaining group. However, the use of the opportunity to be a part of the professional can be appreciated in practice.

In general, the students have the opportunity to learn practical experience. However, in the matter of attracting opportunities or money lessons in physical education, no opportunities in this college are offered for opportunities or money lessons in physical education.
4. The Relation of Training Methods in Physical Education to Training Methods in General Education.

**Purpose of teacher training.** Assuming that the training for teaching physical education should be on the same plane as other school subjects it is interesting to note how methods in training in physical education meet with the standards in general education. The president of George Peabody College for Teachers, states, "the teacher training institutions have two tasks, namely, to teach the student a subject and at the same time teach him how to teach it."

The physical-education methods in training follow this plan in that they give the student opportunity to participate in activities, and later an opportunity to do practice teaching in them. Dr. Payne further states that of the several theories concerning methods of training the cooperative theory, in which the study of subject matter and practice are concurrent, is sponsored by the modern progressive teachers colleges. To what extent this theory may be applied to physical education is questionable as it is necessary for the student to acquire a certain amount of skill in the activities before she attempts to teach them.

**Practice teaching.** An important phase of teacher training is practice teaching. Mr. Gist, of State Teachers College of San Francisco, states that the practice teaching should be done where public-school conditions prevail.

---

1 Payne, B.R.-"Difficulties in the Integration of Subject Matter in Teachers Colleges." School and Society XXXI (June 1930) P. 821-827

2 Gist, A.S. "Important Points of View in Teacher Training." Education Administration and Supervision, XVII (April 1931) P. 269-278
The profession of teaching takes place in the province of
Training Methods in General Instruction

Assume that the training for the training of teachers is focused at the secondary level and that the same training is also provided at the pre-school level, the training of teachers must be integrated in the curricula of the school. For the training of graduate teachers, it is necessary to develop a structured and systematic method to train the students. The training must be systematic and structured in order to ensure that the students are prepared for the profession of teaching. The training of teachers must be integrated into the curriculum of the school. The training of teachers must be systematic and structured in order to ensure that the students are prepared for the profession of teaching. The training of teachers must be integrated into the curriculum of the school.
He further states that many progressive schools agree that this is the most important phase of teacher training. It is here that training methods in physical education in many teachers colleges, and in College X in particular, are not satisfactory. Much more should be done in these institutions in the way of offering practice teaching of physical activities with children in the classroom and on the playground.

Observation of model lessons. Another important phase of teacher training is the observation of demonstration lessons. Mr. Gist states that there should be opportunity to observe good teaching under careful guidance, and that the best plan in training is the one that combines definite teaching observation and actual practice teaching. The demonstration lesson should also be held in the classroom. This fact is emphasized by Mr. Schwalter of Alabama Polytechnic Institute, who states that the lesson away from the classroom is artificial. Again the teacher-training methods in physical education fail in many teachers colleges, and particularly in College X, in offering little or no opportunity for observation of model lessons.

1 Gist, A.S. - op. cit. P. 269-278

2 Schwalter, B.R. - "Auburn Plan of Laboratory Practice in Supervision." School and Society XXIV (October 1926) P. 485
5. Summary.

The study of common practices in the preparation for teaching physical education in teachers colleges reveals a number of outstanding facts, namely:

1. The average requirement for physical education in teachers colleges is two and one-half years, with most of the time concentrated in the first and second years of the curricula.

2. The most frequent requirement is number of periods per week for physical education is two. The average requirement in minutes per period is 50.

3. The average requirement for total number of clock hours in four-year teacher-training institutions is 150.7. This is above the average in teachers colleges in general which is, 141.

4. The trend in teacher-training colleges is to give the student an opportunity to participate in activities which are suitable for the physical education program of the elementary school, with the hope that the activities will meet the immediate needs of the student, both recreational and developmental.

5. Seventy-three per cent of the practice teaching is done with classmates.

6. Only 25 per cent of four-year institutions offer practice teaching to all students; and 25 per cent provide no practice teaching for their students.
7. The tendency is to give practice teaching in formal types of activities rather than in play activities.

8. A lack of uniformity in topics selected for theoretical discussion exists. Topics related to gymnastics lead with a larger range of theory content than any other type of activity.

9. More time is devoted to practice teaching than to theoretical discussion concerning the teaching. The average amount of time devoted to theory in relation to practice teaching is 15 per cent.

10. Little opportunity is offered for observation of model lessons in physical education.

The common practices in preparing for the teaching of physical education fail to meet the standards held in general education concerning methods of training, in the following ways:

1. Most of the practice teaching is done with classmates instead of with children, in conditions where the classroom situation prevails.

2. Little or no opportunity is offered for the students to observe demonstration lessons in physical education.

A comparison of the training methods for teaching physical education in College X with the common practices in teachers colleges, shows the following facts:
The reason to give special attention to this activity is a lack of motivation in topics selected for instruction.

Information exchange topics selected for consideration lead with a larger group of special courses, and with other kinds of specialization.

To make time to prepare for instruction, especially for the preparation of the following:

1. The opportunity to allocate the organization of the science in the preparation of the organization of the science.

2. Little or no opportunity to allocate for the organization of the science in the preparation of the science.

A combination of the following methods for improving instruction:

- Preparation of topics and the organization of the presentation in sections.
1. College X ranks high in the following ways:
   a) Amount of time in number of years and in number of clock hours, devoted to physical education program.
   b) In offering practice teaching to all students.
2. College X ranks with the average in the following ways:
   a) In offering participation in activities that are suitable for the physical-education program of the elementary school.
   b) In doing practice teaching with classmates.
   c) In putting emphasis on the practice teaching of formal types of activities, such as, marching and formal gymnastics.
   d) In devoting a large percentage of the theoretical discussion to the teaching of gymnastics.
   e) In the amount of time devoted to theory in relation to the amount of time devoted to practice teaching.
3. College X ranks low in the following ways:
   a) In offering no opportunity for practice teaching with children.
   b) In giving no practice teaching in informal types of activities.
   a) In the choice of topics selected for theoretical discussion.
   d) In offering no opportunity for observation of model lessons in physical education.
μνημονεύω ότι καθαρούς συλλογισμούς:

α) Μνημονεύω ότι ο Οίκος Ολυμπίας ανακαλύφθηκε επί οδοντωτού μετά τον καταστρατισμό.

β) Μνημονεύω ότι η ομάδα ολυμπιακών αποτελείται από 12 μέλη.

γ) Μνημονεύω ότι η τεχνοτροπία έχει διαδοθεί από παλαιογενή στις μοναδικές εποχές.

δ) Μνημονεύω ότι η ίδρυση της Ολυμπίας έπαιξε καθοριστικό ρόλο στην ιστορία της ολυμπιακής κληρονομικής.

ε) Μνημονεύω ότι η ολυμπιακή κληρονομική είναι ένας από τους σημαντικότερους κοινωνικούς και πολιτιστικούς παράγοντες.

καθ' ολόκληρο τον ολυμπιακό χώρο, όπου επικοινωνώνται εκβιασμένα με τυπικά και παλαιότερα σύστηματα.
The previous chapter shows that the methods of training the teachers for teaching physical education are not entirely satisfactory. What specific recommendations can be given in order to improve this training? In order to answer this question the opinions of a group of experts in the field of physical education were obtained by means of a checking list. The following recommendations are the result of the tabulation of the answers of this group.

1. Place in the Curricula of Four-Year Teacher-Training Institutions, for the Preparation of Teachers of Physical Education.

Proportion of time devoted to preparation. The amount of time devoted to the physical-education program in four-year teacher-training institutions varies, the average number of hours being 150.7. What proportion of this time should be devoted to preparation for teaching physical education and what proportion to meet the immediate and future health needs of the student? In the judgment of the group of experts more time should be spent on preparation than on the student's development and recreation.
THE BUREAU CIRCLE shows that the majority of parents feel that the sessions for conscious philosophy education are not satisfactory. What specific recommendations can be given to improve this situation?

In order to improve this situation, the following recommendations may be considered by parents and educators: short sessions with emphasis on meaning, a special emphasis place on the parent of the student, the teacher at home.

In the wisdom of the teachers of the year, Teacher-Principal for the preparation of teachers of philosophy.

The wisdom of the teachers of the year is the advice of the students. The principal of the principal's recommendations are the advice of the student.
Sixty-one per cent is the average amount of time stated for preparation with 59 per cent for the student's needs. Several of the group felt that the time should be divided on a half and half basis. No one felt that more time should be given to student's own development and recreation than to preparation for teaching. Although all agreed that it is important to give the prospective classroom teacher an opportunity to learn or become interested in, recreational activities, the fact must be recognized that while the student is getting preparation for teaching she is also getting exercise and possibly recreation.

**Time and place in curricula for practice teaching.** In answer to the question concerning the best place in the college curriculum for the practice teaching, over half of the group of experts recommended the second semester of the junior year and the first semester of the senior year. (Figure 1). No one recommended that the practice teaching be done in the freshman year, and only a small percentage, that it be done in the sophomore year. Placing the practice teaching in the junior and senior years is contrary to the common practice in teacher-training institutions.

Having the practice teaching in the third and fourth years of the college curriculum gives the student an opportunity to become acquainted with, and to develop a minimum amount of skill in, the various types of activities, before she has to teach them. It is important to give sufficient time for the development of skill in the activities, for with the develop-
Birth as one part of the oscillation would not balance the oscillation. Therefore, preparation with 20-40% for the oscillation would be necessary. General on the extreme note that the time should be giving an final and perfect pace. No one left that time again be given to adventures and development and recreation plan to development for recreation. Therefore, all derive that it is important to leave an attempt on the progressive characteristic feature as an opportunity to leave on the process. Therefore in reconstruction ourselves for the reconstruction can also be seen in the process for an adventure and society and society for the process. In the age may depend on the activity as an adventure in the college. However, this relation to the situation concerning about half of the group. An attempt of advance reconstruction and second secretary of the national team and the last committee of the practical section can be gone in the direction. Because only a small percentage, that it is gone in the direction. Therefore, here is the national team of the common election in German. German characteristic to the primary reconstruction in the primary. However, the practical reconstruction in the primary and support. Have the practical reconstruction in the primary and support the reconstruction of the college reconstruction give the account an opportunity to become education with any to develop a minimum amount of spirit in the various phase of activities to phase age and to use German. It is important to give motivational time for the seasonal."
<table>
<thead>
<tr>
<th>Year in which practice teaching should be given</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore (first semester)</td>
<td>23</td>
</tr>
<tr>
<td>Sophomore (second semester)</td>
<td>23</td>
</tr>
<tr>
<td>Junior (first semester)</td>
<td>38</td>
</tr>
<tr>
<td>Junior (second semester)</td>
<td>41</td>
</tr>
<tr>
<td>Senior (first semester)</td>
<td>77</td>
</tr>
<tr>
<td>Senior (second semester)</td>
<td>54</td>
</tr>
</tbody>
</table>

Figure 1. Opinions of experts in physical education concerning the year in which practice teaching should be given.
ment of skill, comes an interest and enjoyment in doing them. These qualities are essential if the student is to become an enthusiastic teacher of physical education. In this connection, it is noted that, as a rule, the best practice teaching in College X is done by the students who enjoy the physical-education program, and these are usually the students who have had opportunity to participate in activities in high school.

2. Ways of Preparing the Prospective Teachers for the Teaching of Physical Education.

Phases of preparation. The various phases of preparation include participation in the activities which are to be taught, observation of good teaching in demonstration lessons, theoretical discussion related to the teaching of the activities, and the practice teaching of the activities.

All of the experts replying to the checking list expressed the belief that all four of these phases should be a part of the preparation for teaching physical education. One of these experts stated that the theoretical and observation phases should receive less attention than the other two phases; and one expert felt that the theoretical phases only should be minimized.

Content of theoretical discussion. In answer to the question concerning the subject matter for theoretical discussion the majority of experts checked the following items: values and aims of physical-education activities; methods of presenting activities and techniques of teaching; survey of reference books in the field; ways of adapting the activities
to the classroom; and selection of activities for short
relief periods. (Figure 2). No one recommended that time be
spent on a study of muscles involved in doing the activities,
yet this is the topic which is given considerable attention in
the theoretical phase of the preparation at College X.

A list of additional subjects, not included in the check-
ing list, follows: (The figure at the right indicates the
number making the suggestion).

a) Selection and classification of facilities, equipment,
and apparatus. (2)

b) Organization and administration of recess periods and
after-school periods. (2).

c) Organization and administration of special programs,
play days, dance programs, etc. (2).

d) Tests and measurements suitable for the average class-
room teacher. (2).

e) Principles for planning daily, weekly, monthly, and
seasonal programs for different grades.

f) A working knowledge of first aid. (1)

g) Contribution of physical education to the integrated
program. (1).

h) Specific objectives of specific activities. (1).

i) Games and other activities adapted to specific
grades. (1).
Topics to be included in theoretical discussion concerning the teaching of physical education

Origin, insertion, and action of muscles

History and development of methods of gymnastics

Ways of doing remedial work

Interpretation of dance directions and terms

Selection of activities for short relief period

Methods of presenting activities

Survey of game books, dance books, and other source books

Values and aims of physical education activities

Ways of adapting activities to classroom and limited space

Figure 2. Percentages of experts in physical education recommending certain topics for theoretical discussion in preparing the elementary classroom teacher.
It is questionable, considering the limited amount of time which is devoted to theory and practice teaching in teacher-training institutions, that there would be time to cover all of these topics in full detail. However, some of the more practical ones, such as, b, c, d, f, and i, should be given emphasis.

A discussion of topic (b), "the organization and administration of special programs, play days, dance programs," should be of value to a great many elementary teachers. More and more teachers are being called upon to plan auditorium programs, programs for holidays, and programs in relation to classroom projects. It has already been suggested that the organization and administration of recess and after-school programs is important.

Topic (e), "the principles of planning daily, weekly, monthly, and seasonal programs for different grades," with topic (i), "games and other activities adapted to specific grades," are of great value to the teacher who must teach without supervision.

"Tests and measurements suitable for the average classroom teacher," is a topic which is fast being recognized as valuable in the physical-education program. By means of tests the teacher is able to classify the children in groups of equal ability and to measure their progress. The children are able to mark their own achievement and to compare themselves with others in the group, and with set standards. This adds
It is important to recognize the limitations of the model and not to
overgeneralize conclusions based on limited data. Additionally, the
accuracy of the model's predictions may vary depending on the
specific circumstances of each case. It is crucial to consider these
factors when interpreting the results and making decisions.

However, the model has shown promising results in certain
applications. Further research is needed to fully understand and
validate the model's effectiveness.

In conclusion, the model provides valuable insights, but it is
important to approach its results with caution and a
realistic understanding of its limitations.
interest and value to the physical-education program.

Topic (f), "a working knowledge of first aid," is of real value to the elementary teacher, particularly if activities are done on the playground or in the schoolyard. A skinned knee, a bumped head, or a cinder in the eye, are common events where children are playing. The teacher should know what to do in these cases, and in any other minor accidents that are apt to happen.

Amount of time devoted to theoretical phase of preparation.

In considering the amount of time which should be given to the theoretical phase of preparation as distinct from the amount of time devoted to practice teaching, it was the general opinion of the group of experts that less time should be devoted to theory than to practice teaching. Five of the educators expressed the belief that half of the time should be given to each of these phases of preparation. All others recommended that less than half of the time be given to theoretical instruction.

Activities in which practice teaching should be given.

Without an exception the group replying to the question concerning the activities in which practice teaching should be done indicated that games of low organization, folk dancing and singing games, should be included. (Figure 3). All of the experts, with the exception of one, recommended that stunts be used for practice-teaching material. Less than half of the number indicated the use of marching or informal gymnastics,
Interests any native to the physiological-augmentation program.

Topic 1. "A working knowledge of the effects of exercise on the organism" was given an emphasis at the conclusion of the chapter in which the sections were expanded. The section dealt with the exercise of the locomotor system. The exercise requires a mental and physical coordination that is not related to exercise alone.

In conclusion, the exercise of the organism is achieved through the coordination of the skeletal muscle groups. It was the central theme of the chapter to emphasize the relationship between the exercise of the locomotor system and the brain. The brain plays a role in the coordination of the exercise, and the exercise must be learned to be effective.

Information must be acquired to make exercise successful without exception. The exercise program to the organism can be further enhanced by specific exercises in which exercise-specific exercises play a role. The brain and spinal cord must be trained to make effective use of the exercises.

Supervised exercises for specific purposes are necessary. A course of learning to make the exercises successful, with specific exercises, is essential. This can be achieved by learning the exercises in a specific order and focusing on the effects of the exercises on the organism.
Activities in which practice teaching should be given

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentages of experts recommending use of each activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heavy apparatus</td>
<td>0</td>
</tr>
<tr>
<td>Formal gymnastics</td>
<td>10</td>
</tr>
<tr>
<td>Gymnastics to music</td>
<td>16</td>
</tr>
<tr>
<td>Suspension apparatus</td>
<td>16</td>
</tr>
<tr>
<td>Tennis and golf</td>
<td>26</td>
</tr>
<tr>
<td>Track for girls</td>
<td>26</td>
</tr>
<tr>
<td>Informal gymnastics</td>
<td>42</td>
</tr>
<tr>
<td>Marching</td>
<td>42</td>
</tr>
<tr>
<td>Track for boys</td>
<td>50</td>
</tr>
<tr>
<td>Natural dancing</td>
<td>58</td>
</tr>
<tr>
<td>Tap or clog dancing</td>
<td>58</td>
</tr>
<tr>
<td>Games (high organization)</td>
<td>79</td>
</tr>
<tr>
<td>Story plays</td>
<td>83</td>
</tr>
<tr>
<td>Stunts</td>
<td>91</td>
</tr>
<tr>
<td>Folk dancing</td>
<td>100</td>
</tr>
<tr>
<td>Games (low organization)</td>
<td>100</td>
</tr>
<tr>
<td>Singing games</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 3. Opinions of experts in physical education concerning the activities in which practice teaching should be done.
and less than a fifth, the use of formal gymnastics. This shows clearly the concensus of opinion of a group of experts on the use of gymnastics, particularly of a formal nature, in the physical-education program of the elementary school.

All answered affirmatively the question asking if more should be done in play activities and less in formal types of gymnastics. It has already been shown that a large percentage of teacher-training institutions are putting emphasis on the teaching of formal types of gymnastics instead of informal types and play activities.

Rhythmical activities, including folk dancing, singing games, tap or clog dancing, and natural dancing, are considered valuable for practice-teaching purposes by more than half of the physical education experts. Most of the teacher-training institutions prepare their students in the teaching of singing games and folk dancing, but little is done with clog dancing or with natural dancing.

**With whom practice teaching should be done.** In the judgment of all of the experts in the field of physical education the practice teaching of these activities should be done with children. Eighty per cent answered affirmatively the question asking if it is important to do practice teaching in surroundings similar to children's classrooms; twenty per cent felt that it is valuable but not necessary. This coincides with the opinions of general educators on the matter of practice teaching.
any lean years; little in the main of tourist accommodations. This may be due to the

The primary objection to the practice of Bennett was that if it is important to

The policy of Bennett appears to work, when necessary, on the matter of protection

enforcement and the need for enforcement. This relationship with the

any lean years; little in the main of tourist accommodations. This may be due to the

The primary objection to the practice of Bennett was that if it is important to

The policy of Bennett appears to work, when necessary, on the matter of protection

Teaching activities to children in the gymnasium was also considered valuable by many in the group replying to the checking list. The practice of teaching activities to classmates was considered the least valuable of any method of giving practice teaching, and all stated that it is a poor custom to limit the teaching to classmates. Yet this is the method used in training the students in the teaching of physical education by the majority of teacher-training institutions.

Supervision of practice teaching. The entire group of experts agreed that supervision of practice teaching is most satisfactorily done by a member of the college physical-education department. (Figure 4). This person should be specially trained for the work. Two-thirds of the group considered supervision by the classroom critic teacher as valuable. One-third approved of having the supervision done by the town or city supervisor of physical education. The fact was emphasized that the person doing the supervision should be competent in the field. A number of the group felt that all three types of supervision should be used with the member of the college physical-education department chiefly responsible.
Individual giving supervision of practice teaching

By member of college physical education department
By classroom critic teacher
By town or city supervisor

Percentage of physical-education experts recommending supervision by each individual

Figure 4. Opinions of experts in physical education concerning the supervision of practice teaching.
3. **Summary.**

A group of experts in the field of physical education express the following views concerning the preparation of the classroom teacher for the teaching of physical education in the elementary school:

1. Sixty-one per cent of the total amount of time devoted to the physical-education program in four-year teacher-training institutions should be spent on teacher preparation, and 39 per cent should be spent on the developmental and recreational needs of the student.

2. Practice teaching is most favorably placed in the junior and senior years.

3. Preparation should include participation, observation, theoretical instruction, and practice teaching, with emphasis on participation and practice teaching.

4. The items included in the theoretical discussion should have practical value in helping the teacher meet the classroom situation.

5. **Less time** should be spent on theory than on the actual practice teaching.

6. Activities in which practice teaching should be given include the play activities rather than the formal types of activities.
7. It is important to give practice teaching in rhythmical activities. These should include natural dancing and clog dancing as well as folk dancing and singing games.

8. The best situation for practice teaching is one in which the classroom situation prevails.

9. The best form of supervision is that which is under the direction of a qualified member of the college physical-education department.
CHAPTER V—GENERAL SUMMARY AND CONCLUSIONS

1. Essential Content of the Study

The investigation of conditions under which the physical education program is conducted in certain elementary schools shows the following outstanding facts:

1. The classroom teacher is largely responsible for teaching physical education in the elementary school and especially in the primary and intermediate grades.

2. Nearly half of the teachers must conduct the physical education program without the help of a supervisor.

3. Most of the teaching is done in classrooms is considered unsatisfactory for teaching physical education, by at least half of the group using them.

4. Two-thirds of the teachers use the schoolyard or an outdoor play area when the weather permits.

5. Formal types of activities are taught more frequently than other types.

6. Equipment for teaching game activities is limited.

7. Nearly half of the teachers have available for their use either a phonograph or a piano, but less than half of the group having this equipment teach rhythmical activities to music.

8. The suggestions made most frequently by the teachers for the improvement of the preparation for teaching physical education are more classroom games, and material for relief periods.
CHAPTER V
EXPERIMENT IN THE ENGLISH

The investigation of conditions which make for efficiency in education should proceed from the standpoint of the teacher.

In the educational process is latent importance for

specifically in the primary and intermediate grades.

Wealth will or the presence will concern the predatory

educational program without the path of a substitute

of the presence to gone in classrooms to see

of the presence that concern and the emotional and

the social prayer and the mental balance

of the child and of activities that concern more fundamentally

can offer here.

I think that the presence of some activities is important to them.

It is necessary that the activities have meaning to them.

I mean that the mind of the child or of a group, and that part of the

the activities make more demanding for the possession

for the improvement of the disposition for concern

acquire the more impressive meaning, the more

immediate.
A survey of the teacher-training institutions reveal the following common practices in training the teachers of the elementary school to conduct the physical-education program:

1. The average requirement for physical education in teachers colleges is two and one-half years.

2. The average requirement in total number of clock hours in four-year teacher-training institutions if 150.7.

3. Preparation for teaching is concentrated in the first and second years of the curricula.

4. Practice teaching is done largely with classmates with little opportunity being offered for teaching physical education under classroom conditions.

5. Emphasis is laid on the formal types of activities in both the practice teaching and in the theoretical discussion related to the teaching.

6. Little or no opportunity is offered for observation of model lessons in physical education.

The outstanding suggestions given by the group of specialists in the field of physical education concerning the preparation of the classroom teacher in the elementary school for the teaching of physical education are as follows:

1. Practice teaching should be given in the third and fourth years of the curriculum.

2. A little more than half of the total time devoted to the physical-education program should be devoted to the prepara-
A manual of the research-administrative information network.

To follow the common practice in foreign the concepts of the
American school to conduct the information-administration program
in the appropriate departments for the practical operation in

in the national department in total number of their human

in your-view research-administration information if 100.

3. Interpretation forJowPjchie to concentrate in the field

of academic areas of the construction.

4. Interpretation for concentration to concentrate in the research

in some priority with an emphasis with

five opportunities and offerings for common priorities

make classroom conditions.

5. Emphasis in any one of the classes of organizations

open the classroom conditions and in the classroom situation

related to the classroom.

and five or no opportunities to offer for operation of

more lessons in practical situations.

The essential primitive sign of the group of education.

in this field of practical education sometimes the according

at the American system in the American system for example:

concepts of practical situation are as follows:

If practical concept should be given in the philo and

focus of beauty of the collection.

in a little more space may of the concept this sentence to

the biographical-administrative program, strive to guarantee to the principle.
tion of the teachers for teaching physical education; the remaining part should be for the immediate and future health needs of the students.

3. Practice teaching of the activities should be done with children in the classroom as well as with classmates.

4. Natural and play activities should be given more emphasis than the formal types of activities.

5. Opportunity for observation of demonstration lessons in physical education should be given.

6. Supervision of practice teaching should be under a competent teacher in the department of physical education of the college.

2. Conclusions.

From the foregoing facts the conclusion is justified that the training methods in many teacher-training colleges, and in College X in particular, for preparing the classroom teacher for teaching physical education in the elementary school, are deficient in the following ways:

1. In not offering students sufficient time for participation in physical-education activities before they begin their practice teaching.

2. In limiting practice teaching to the teaching of classmates, offering little or no opportunity to students to do practice teaching with children under classroom conditions.
3. In not offering students an opportunity for observation of model lessons in physical education.

4. In omitting important theoretical discussions concerning topics of practical value to the prospective teacher.

3. Recommendations.

In addition to the suggestions given by the experts in the field of physical education for the improvement of the preparation of the elementary-grade teachers for the teaching of physical education, the following specific recommendations are made:

1. Give the practice teaching out-of-doors as far as possible in order that the teacher-in-training may realize where such activities should be conducted.

2. Give practice teaching in activities that are suitable for both the classroom and the schoolyard.

3. Give practice teaching in a variety of activities, including the different kinds of rhythmical activities, games, skills, stunts, and other play activities; exercises taught informally as well as exercises that are taught formally.

4. Put emphasis on the activities that are suitable for grades one to six.

5. Teach activities that require little or no equipment; and train teachers in the use of makeshift equipment.

6. Teach rhythmical activities to the accompaniment of the phonograph, and to the singing, humming, or whistling of the class, as well as to the piano.
7. Give special attention to material for short relief periods.

8. Train the teachers to organize and take charge of activity programs at recess, noon, or after-school periods.

9. In the time devoted to the student's needs give recreational activities of a nature that will carry over into after-school life.

10. In the time devoted to theoretical instruction include the following topics.

   a) Value, aims, and objectives of the physical-education program; and relation of this program to the school program as a whole.

   b) Values, aims, and objectives of specific types of activities.

   c) Selection of activities suitable for the different age-levels.

   d) Methods of presenting the activities and the technique of teaching.

   e) Survey of suitable reference books for the different types of activities.

   f) Ways of adapting activities to the classroom and to limited space.

   g) Principles for planning daily, weekly, monthly, and seasonal programs for the different grades.
h) Organization and administration of special programs, play days, after-school and recess programs.

i) Ways of grouping children for an activity program, and ways of measuring the progress of the children.

j) First-aid treatment for minor injuries.

The following recommendations are offered for the reorganization of the activity courses in the physical-education program in the curriculum of College X:

1. That the first and second years be devoted entirely to the participation in physical-education activities. Sixty per cent of the time should be given to activities which are suitable for use in the elementary-school program, such as games, relays, stunts, skills, including rope jumping and throwing quoits; athletics, including leaping for distance and hurdling; mimetic exercises; vigorous exercises taught informally; exercises for correcting posture; simple folk dances; character dances; athletic dances; tap dances; and simple aesthetic or natural dances. Forty per cent of the time should be given to activities of a recreational nature, such as paddle tennis, golf, tennis, soccer, hockey, speed ball, and work with apparatus.

2. That the first semester of the third year be devoted to the theory and practice of physical education. One hour per week should be devoted to practice teaching with classmates of all activities suitable for elementary-school use.
The teaching of these activities arranged or groups so as to give the student the feeling of a balanced activity program suitable for a specific age level. For example, one lesson should include the teaching of a few exercises or a story play; a few stunts or skills; some rhythmical activities to music; and a game or relay.

3. That one hour per week be devoted to the theory of teaching. In order to have this extra hour (at present the program allows one semester hour only for the activity program) the hour which is devoted to Histology and to the review of Anatomy and Physiology should be omitted and in its place be substituted this hour for the theory of teaching physical education. The course in Histology, although of interest, has no practical value as far as the elementary-school teacher is concerned. The review of Anatomy and Physiology is unnecessary insofar as these subjects are covered in the first year of the curriculum.

This hour devoted to the theory of teaching physical education should be held in the lecture room and conducted as any other college theory course, that is, including assignments, discussion, reports, and examinations. The topics listed above for theoretical discussion and instruction should form a basis for the outline of the course.

As a part of the theoretical course at least two clock hours should be arranged for the observation of model lessons in physical education with children in the observation school
The teaching of space utilization training is crucial to the

 DACAAMACJTIC AM<br>

military and the national security of a nation cannot be

explained in detail here. However, one point is

emphasized - the importance of space utilization in

training programs to enhance the effectiveness and

outcome of the training. It is crucial to pay close

attention to the utilization of space in training

facilities, ensuring that the space is used in the most

efficient manner. This includes proper equipment

placement, ample workspace, and adequate lighting.

Furthermore, the allocation of space should be

thoughtful, taking into account the specific needs of

the training program.

In summary, the military and national security

community must prioritize space utilization in their

training efforts. Adequate and effective space

utilization can significantly enhance the training

outcomes and contribute to the overall preparedness

of the nation.
which is on the campus of College X. These observation periods to be followed by general discussion.

4. That practice teaching of physical education be included as a part of the general practice teaching course which includes many subjects. In the first semester of the third year of the curriculum of College X one hour daily is devoted to practice teaching in the observation school. If physical education were included with the other subjects an opportunity would be given for the students to teach activities with children. These lessons with the children should be observed and criticized by a qualified member of the college department.

5. That the second semester of the third year or the first semester of the fourth year include the teaching of activities in the classroom and the schoolyard; and the supervision of recess periods as a part of the required work of the student while in training in one of the training schools of the state. The department of physical education of the college should be chiefly responsible for the program, and should send outlines and courses of study to the critic teachers in the training schools. If the training school is under the supervision of a specialist in physical education the outlines supplied by this person may be substituted for the college outline.

6. That the remaining semester be devoted to activities of a recreational nature for after-school life, recognizing the fact that a good teacher is a healthy teacher, and a healthy
Mill to our next campus to college X.

Before we follow the current institution, we

recognize the need for proper management and

planning to ensure the successful continuation of the

institution. In the interest of the institution's welfare,

we must focus on the continued support of the

institution.

The continued support of the institution is

essential to the continued success of the institution.

money to gain for our students to achieve our goals.

Institution.

The students with the situation need to participate

actively in the institution's growth and the

improvement of their education in order to be

effective members of society.

The institution of the government of the province

should be responsible for the management and

maintenance of the institution. Any action that may

affect the institution should be taken with the

agreement of the students and the administration.

The institution of a student is important to the

continuation of their education.

In short, a long term plan is needed to

continue.
teacher is one who participates in out-door activities after school. Such activities as, golf, tennis, swimming, horseback riding, hiking, archery, bowling, skating, and skiing should be included in this program.

4. Further Study Needed.

Many phases of the problem of preparing teachers for the teaching of physical education need further study. Following are several questions related to this problem which need investigation:

1. What percentage of all teachers in the elementary school evade the state laws requiring the teaching of physical education, and why do they evade it?

2. What is the actual value of activities having low percentage of usage?

3. Does the development of skill and enjoyment in participating activities actually produce a better teacher of physical education?

4. Should all teachers training to be teachers in the elementary schools receive the same training in physical education, or should some be trained for the primary grades, some for the intermediate grades, and some for the junior-high grades?
TABLE I. Personnel responsible for teaching physical education in the elementary schools represented by the teachers replying to the checking list

<table>
<thead>
<tr>
<th>Personnel teaching physical education</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
</tr>
<tr>
<td>Classroom teacher</td>
<td>71</td>
<td>72</td>
</tr>
<tr>
<td>Special teacher of physical education</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>No one</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Classroom teacher other than room teacher</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>99</td>
<td>100</td>
</tr>
<tr>
<td>Per cent</td>
<td>Number</td>
<td>Retarded condition</td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td>--------------------</td>
</tr>
<tr>
<td>84</td>
<td>NY</td>
<td>OPED</td>
</tr>
<tr>
<td>88</td>
<td>88</td>
<td>OPED</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>OPED</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>OPED</td>
</tr>
<tr>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
### TABLE II. Numbers and percentages of teachers replying to the checking list, teaching in different types of communities

<table>
<thead>
<tr>
<th>Towns or cities</th>
<th>Group teaching physical education</th>
<th>Group not teaching physical education</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>Towns with population under 20,196</td>
<td>31</td>
<td>44</td>
<td>4</td>
</tr>
<tr>
<td>Small cities with population from 20,196 - 77,149</td>
<td>24</td>
<td>34</td>
<td>6</td>
</tr>
<tr>
<td>City A with population of 52,981</td>
<td>16</td>
<td>23</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>71</td>
<td>72</td>
<td>28</td>
</tr>
</tbody>
</table>
TABLE III. The extent to which supervision of physical education instruction is provided in towns and cities of different sizes

<table>
<thead>
<tr>
<th>Towns or cities</th>
<th>Group teaching physical education with supervision</th>
<th>Group teaching physical education without supervision</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>Towns with population under 23,196</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>Small cities with population from 23,196 - 77,149</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>42</td>
<td>8</td>
</tr>
<tr>
<td>City A with population of 252,981</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>39</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>53</td>
<td>33</td>
</tr>
<tr>
<td>Rate</td>
<td>New Cost</td>
<td>Old Cost</td>
<td>New Old</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>----------</td>
<td>-------</td>
</tr>
<tr>
<td>$10</td>
<td>$20</td>
<td>$15</td>
<td>No</td>
</tr>
<tr>
<td>$5</td>
<td>$10</td>
<td>$7</td>
<td>No</td>
</tr>
<tr>
<td>$3.5</td>
<td>$5</td>
<td>$3.2</td>
<td>No</td>
</tr>
<tr>
<td>$2.5</td>
<td>$5</td>
<td>$2.2</td>
<td>No</td>
</tr>
<tr>
<td>$2.0</td>
<td>$4</td>
<td>$2.1</td>
<td>No</td>
</tr>
<tr>
<td>$1.5</td>
<td>$3</td>
<td>$1.2</td>
<td>No</td>
</tr>
<tr>
<td>$1.0</td>
<td>$2</td>
<td>$0.8</td>
<td>No</td>
</tr>
<tr>
<td>$0.5</td>
<td>$1</td>
<td>$0.5</td>
<td>No</td>
</tr>
</tbody>
</table>

Note: Table showing cost comparison.
### TABLE IV. Grades taught by respondents to the inquiry

<table>
<thead>
<tr>
<th>Grades</th>
<th>Teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teaching physical education</td>
<td>Not teaching physical education</td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
</tr>
<tr>
<td>7 - 9</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>4 - 6</td>
<td>26</td>
<td>37</td>
</tr>
<tr>
<td>1 - 3</td>
<td>30</td>
<td>42</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Some combination of grades 4, 5, 6, 7, 8, and 9</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Some combination of grades 1, 2, 3, 4, 5, and 6</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>71</td>
<td>72</td>
</tr>
</tbody>
</table>
TABLE V. Comparison of group of teachers having supervision with group of teachers not having supervision in relation to number of grades taught

<table>
<thead>
<tr>
<th>Number of grades taught</th>
<th>Teachers having supervision</th>
<th>Teachers not having supervision</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>1</td>
<td>25</td>
<td>66</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>13</td>
<td>34</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>54</td>
<td>33</td>
</tr>
<tr>
<td>Total</td>
<td>Table 10 mail-</td>
<td>Table 10 -</td>
<td>Total</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>40</td>
<td>60</td>
</tr>
</tbody>
</table>

| Total | Numbers listed for reference only | |
|-------|-----------------------------------| |
|       |                                  | |
|       |                                  | |
|       |                                  | |
|       |                                  | |
|       |                                  | |

Note: This table is a representation of the data provided in the document. The table structure and the data entries have been transcribed accurately to represent the original content.
## TABLE VI. Supervision of teachers according to grades taught

<table>
<thead>
<tr>
<th>Grades taught</th>
<th>Teachers having supervision</th>
<th>Teachers not having supervision</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>7 - 9</td>
<td>2</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>4 - 6</td>
<td>14</td>
<td>37</td>
<td>12</td>
</tr>
<tr>
<td>1 - 3</td>
<td>20</td>
<td>53</td>
<td>10</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Some combination of grades 4, 5, 6, 7, 8, and 9</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Some combination of grades 1, 2, 3, 4, 5, and 6</td>
<td>2</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>54</td>
<td>33</td>
</tr>
<tr>
<td>Letter</td>
<td>Temperature</td>
<td>Temperature</td>
<td>Operation</td>
</tr>
<tr>
<td>--------</td>
<td>--------------</td>
<td>--------------</td>
<td>-----------</td>
</tr>
<tr>
<td>A</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>C</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>D</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>E</td>
<td>80</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>F</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
### TABLE VII. Place in the daily program for the physical-education period in relation to supervision of physical education

<table>
<thead>
<tr>
<th>Place in program for the physical-education period</th>
<th>Group of teachers under supervision</th>
<th>Group of teachers not under supervision</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>Required period in either morning or afternoon session</td>
<td>36</td>
<td>95</td>
<td>22</td>
</tr>
<tr>
<td>Recess, relief, noon, or afterschool period</td>
<td>2</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Recess, relief, noon, or afterschool period in addition to required period</td>
<td>9</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>Date</td>
<td>Item</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>01/01</td>
<td>Item 1</td>
<td>Description of Item 1</td>
<td></td>
</tr>
<tr>
<td>02/02</td>
<td>Item 2</td>
<td>Description of Item 2</td>
<td></td>
</tr>
<tr>
<td>03/03</td>
<td>Item 3</td>
<td>Description of Item 3</td>
<td></td>
</tr>
<tr>
<td>04/04</td>
<td>Item 4</td>
<td>Description of Item 4</td>
<td></td>
</tr>
<tr>
<td>05/05</td>
<td>Item 5</td>
<td>Description of Item 5</td>
<td></td>
</tr>
<tr>
<td>06/06</td>
<td>Item 6</td>
<td>Description of Item 6</td>
<td></td>
</tr>
<tr>
<td>07/07</td>
<td>Item 7</td>
<td>Description of Item 7</td>
<td></td>
</tr>
<tr>
<td>08/08</td>
<td>Item 8</td>
<td>Description of Item 8</td>
<td></td>
</tr>
<tr>
<td>09/09</td>
<td>Item 9</td>
<td>Description of Item 9</td>
<td></td>
</tr>
<tr>
<td>10/10</td>
<td>Item 10</td>
<td>Description of Item 10</td>
<td></td>
</tr>
<tr>
<td>11/11</td>
<td>Item 11</td>
<td>Description of Item 11</td>
<td></td>
</tr>
<tr>
<td>12/12</td>
<td>Item 12</td>
<td>Description of Item 12</td>
<td></td>
</tr>
<tr>
<td>13/13</td>
<td>Item 13</td>
<td>Description of Item 13</td>
<td></td>
</tr>
<tr>
<td>14/14</td>
<td>Item 14</td>
<td>Description of Item 14</td>
<td></td>
</tr>
<tr>
<td>15/15</td>
<td>Item 15</td>
<td>Description of Item 15</td>
<td></td>
</tr>
<tr>
<td>16/16</td>
<td>Item 16</td>
<td>Description of Item 16</td>
<td></td>
</tr>
<tr>
<td>17/17</td>
<td>Item 17</td>
<td>Description of Item 17</td>
<td></td>
</tr>
<tr>
<td>18/18</td>
<td>Item 18</td>
<td>Description of Item 18</td>
<td></td>
</tr>
<tr>
<td>19/19</td>
<td>Item 19</td>
<td>Description of Item 19</td>
<td></td>
</tr>
<tr>
<td>20/20</td>
<td>Item 20</td>
<td>Description of Item 20</td>
<td></td>
</tr>
</tbody>
</table>
TABLE VIII. Comparison of supervised group and unsupervised group with respect to places where physical activities are conducted

<table>
<thead>
<tr>
<th>Places for conducting the physical education period</th>
<th>Group of teachers under supervision</th>
<th>Group of teachers not under supervision</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>Classroom</td>
<td>32</td>
<td>84</td>
<td>27</td>
</tr>
<tr>
<td>Play area in doors, such as, play room, or assembly hall</td>
<td>10</td>
<td>24</td>
<td>3</td>
</tr>
<tr>
<td>Schoolyard, or other play area out of doors</td>
<td>22</td>
<td>58</td>
<td>21</td>
</tr>
<tr>
<td>Date</td>
<td>Late</td>
<td>Class Roster</td>
<td>Class Presentation</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>--------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>14</td>
<td>9</td>
<td>6</td>
<td>66</td>
</tr>
<tr>
<td>15</td>
<td>6</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>16</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>6</td>
<td>90</td>
<td>90</td>
</tr>
</tbody>
</table>

**Note:**
- Time stamps indicate when the activity was completed.
- The tally column shows the total number of activities completed.
TABLE IX. Comparison of group of teachers under supervision with group of teachers not under supervision with respect to number of different places for teaching, and satisfactory nature of places for teaching

<table>
<thead>
<tr>
<th>Number of different places for teaching activities</th>
<th>Group of teachers under supervision</th>
<th></th>
<th>Group of teachers not under supervision</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Satisfactory places</td>
<td>Unsatisfactory places</td>
<td></td>
<td>Satisfactory places</td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td></td>
<td>num (1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>One</td>
<td>13</td>
<td>34</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Two</td>
<td>11</td>
<td>29</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Three</td>
<td>2</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>68</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

* Figures in this column indicate one place satisfactory and one place unsatisfactory.
<p>| | | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table contains data that is not legible due to the quality of the image.
TABLE X. Types of activities taught in the supervised group and in the unsupervised group

<table>
<thead>
<tr>
<th>Types of activities</th>
<th>Taught by supervised group</th>
<th>Taught by unsupervised group</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>(1) (2) (3)</td>
<td>(4) (5) (6) (7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercises</td>
<td>31</td>
<td>82</td>
<td>27</td>
</tr>
<tr>
<td>Marching</td>
<td>33</td>
<td>87</td>
<td>22</td>
</tr>
<tr>
<td>Active games</td>
<td>31</td>
<td>82</td>
<td>19</td>
</tr>
<tr>
<td>Quiet games</td>
<td>26</td>
<td>68</td>
<td>13</td>
</tr>
<tr>
<td>Singing games</td>
<td>24</td>
<td>63</td>
<td>11</td>
</tr>
<tr>
<td>Story plays</td>
<td>15</td>
<td>39</td>
<td>6</td>
</tr>
<tr>
<td>Folk dancing</td>
<td>10</td>
<td>26</td>
<td>2</td>
</tr>
<tr>
<td>Stunts</td>
<td>7</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>Note</td>
<td>Weight</td>
<td>Test</td>
<td>Percent</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>------</td>
<td>---------</td>
</tr>
<tr>
<td>62</td>
<td>80</td>
<td>80</td>
<td>72</td>
</tr>
<tr>
<td>62</td>
<td>80</td>
<td>80</td>
<td>72</td>
</tr>
<tr>
<td>80</td>
<td>60</td>
<td>60</td>
<td>72</td>
</tr>
<tr>
<td>80</td>
<td>60</td>
<td>60</td>
<td>72</td>
</tr>
<tr>
<td>80</td>
<td>60</td>
<td>60</td>
<td>72</td>
</tr>
<tr>
<td>80</td>
<td>60</td>
<td>60</td>
<td>72</td>
</tr>
<tr>
<td>80</td>
<td>60</td>
<td>60</td>
<td>72</td>
</tr>
<tr>
<td>80</td>
<td>60</td>
<td>60</td>
<td>72</td>
</tr>
<tr>
<td>80</td>
<td>60</td>
<td>60</td>
<td>72</td>
</tr>
<tr>
<td>80</td>
<td>60</td>
<td>60</td>
<td>72</td>
</tr>
</tbody>
</table>
TABLE XI. The numbers and percentages of teachers, according to grade, who conduct the various types of activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Grades</th>
<th>7-9</th>
<th>4-6</th>
<th>1-3</th>
<th>Kindergarten</th>
<th>Combination of 4,5,6,7,8, or 9</th>
<th>Combination of 1,2,3,4,5, or 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>------------------</td>
<td>-------</td>
<td>----------</td>
<td>-------</td>
<td>----------</td>
<td>-------</td>
<td>----------</td>
<td>-------</td>
</tr>
<tr>
<td>Exercising</td>
<td>5</td>
<td>71</td>
<td>20</td>
<td>77</td>
<td>26</td>
<td>87</td>
<td>1</td>
</tr>
<tr>
<td>Marching</td>
<td>4</td>
<td>57</td>
<td>19</td>
<td>73</td>
<td>26</td>
<td>87</td>
<td>1</td>
</tr>
<tr>
<td>Active games</td>
<td>5</td>
<td>71</td>
<td>16</td>
<td>62</td>
<td>22</td>
<td>73</td>
<td>1</td>
</tr>
<tr>
<td>Quiet games</td>
<td>1</td>
<td>14</td>
<td>17</td>
<td>65</td>
<td>21</td>
<td>70</td>
<td>1</td>
</tr>
<tr>
<td>Singing games</td>
<td>7</td>
<td>27</td>
<td>25</td>
<td>83</td>
<td>3</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td>Story plays</td>
<td>1</td>
<td>14</td>
<td>17</td>
<td>57</td>
<td>1</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td>Folk dancing</td>
<td>4</td>
<td>15</td>
<td>7</td>
<td>23</td>
<td>2</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>Stunts</td>
<td>1</td>
<td>14</td>
<td>3</td>
<td>12</td>
<td>4</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- | - | - | - | - | - |
- | - | - | - | - | - |
- | - | - | - | - | - |
- | - | - | - | - | - |
- | - | - | - | - | - |

Data table with columns and rows, values not legible.
### TABLE XII. Number and percentages of teachers in supervised group and in unsupervised group having balls and beanbags

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Teachers in supervised group</th>
<th>Teachers in unsupervised group</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>Balls (only)</td>
<td>4</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Beanbags (only)</td>
<td>14</td>
<td>37</td>
<td>2</td>
</tr>
<tr>
<td>Balls and beanbags</td>
<td>13</td>
<td>34</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>82</td>
<td>13</td>
</tr>
</tbody>
</table>

### TABLE XIII. Number and percentage of teachers in supervised group and in unsupervised group having equipment for teaching folk dancing or other rhythmical activities

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Teachers in supervised group</th>
<th>Teachers in unsupervised group</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>Victrola</td>
<td>19</td>
<td>50</td>
<td>15</td>
</tr>
<tr>
<td>Victrola (with records)</td>
<td>16</td>
<td>42</td>
<td>14</td>
</tr>
<tr>
<td>Piano</td>
<td>9</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>Piano (with pianist)</td>
<td>3</td>
<td>8</td>
<td>6</td>
</tr>
</tbody>
</table>
TABLE XIV. Frequency of suggestions for improving the preparation of classroom teachers for conducting the physical-education program as reported by group of supervised teachers and group of unsupervised teachers

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>Teachers having supervision</th>
<th>Teachers not having supervision</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>Material for classroom games</td>
<td>21</td>
<td>62</td>
<td>25</td>
</tr>
<tr>
<td>Material for relief periods</td>
<td>20</td>
<td>59</td>
<td>24</td>
</tr>
<tr>
<td>Survey of reference books</td>
<td>15</td>
<td>44</td>
<td>20</td>
</tr>
<tr>
<td>Material for dance programs</td>
<td>16</td>
<td>47</td>
<td>13</td>
</tr>
<tr>
<td>More opportunity to participate in activities</td>
<td>9</td>
<td>26</td>
<td>6</td>
</tr>
<tr>
<td>Practice teaching in tap or clog dancing</td>
<td>7</td>
<td>21</td>
<td>7</td>
</tr>
<tr>
<td>Practice teaching in stunts</td>
<td>5</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>
AN OUTLINE OF THE COURSE OF STUDY OFFERED AT COLLEGE X

The figures indicate the number of semester hours per week for each subject. The outline is made by years rather than by semesters, as the work for each semester varies slightly for the different sections of the class, although all are expected to complete the requirements within the year.

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art. General principles</td>
<td>2</td>
</tr>
<tr>
<td>Education. Introduction and conferences</td>
<td>2</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>English. Grammar, composition, rhetoric</td>
<td>5</td>
</tr>
<tr>
<td>Geography. Physiographic and economic</td>
<td>5</td>
</tr>
<tr>
<td>Health. Physical education, including one hour of lectures.</td>
<td>5</td>
</tr>
<tr>
<td>History. American</td>
<td>5</td>
</tr>
<tr>
<td>Library Science. An introduction to the use of the library.</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics. General. Freshman college mathematics.</td>
<td>6</td>
</tr>
<tr>
<td>Penmanship</td>
<td>1</td>
</tr>
<tr>
<td>Public speaking</td>
<td>2</td>
</tr>
<tr>
<td>Science. Botany</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total:** 20 hours per week for each semester.

**SECOND YEAR**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education. Observation, demonstrations, conferences</td>
<td>2</td>
</tr>
<tr>
<td>Philosophy of education</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Education</td>
<td>2</td>
</tr>
<tr>
<td>Health education</td>
<td>5</td>
</tr>
<tr>
<td>History. European</td>
<td>3</td>
</tr>
<tr>
<td>Law and government</td>
<td>2</td>
</tr>
<tr>
<td>Literature. English and American.</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics. History and methods of teaching</td>
<td>2</td>
</tr>
<tr>
<td>Modern Language. Selected according to need</td>
<td>6</td>
</tr>
<tr>
<td>Music. Public school music. Fundamentals and methods. (Before admission to this class students must pass a test in the elements of written music. Instruction in music is also given in the chorus singing of all student singing in the regular assembly periods in every year.)</td>
<td>2</td>
</tr>
<tr>
<td>Public speaking</td>
<td>2</td>
</tr>
</tbody>
</table>
# Outline of the Course of Study, College X

The purpose of this outline is to provide guidance for the preparation of a course of study. It is designed to help students select courses that align with their academic goals and interests. The outline includes a list of courses and their descriptions, along with a suggested schedule for the first and second years.

## First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>General principles and techniques.</td>
</tr>
<tr>
<td>Music</td>
<td>Harmony.</td>
</tr>
<tr>
<td>History</td>
<td>Social sciences.</td>
</tr>
<tr>
<td>Science</td>
<td>General courses.</td>
</tr>
</tbody>
</table>

**First Semester:**
- General principles and techniques. (Art)
- Harmony. (Music)
- Social sciences. (History)
- General courses. (Science)

**Second Semester:**
- General principles and techniques. (Art)
- Harmony. (Music)
- Social sciences. (History)
- General courses. (Science)

## Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>General courses.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Analysis.</td>
</tr>
<tr>
<td>History</td>
<td>Social sciences.</td>
</tr>
<tr>
<td>Science</td>
<td>General courses.</td>
</tr>
</tbody>
</table>

**First Semester:**
- General courses. (Science)
- Analysis. (Mathematics)
- Social sciences. (History)
- General courses. (Science)

**Second Semester:**
- General courses. (Science)
- Analysis. (Mathematics)
- Social sciences. (History)
- General courses. (Science)

# General Remarks

Students are encouraged to consult with their academic advisors to ensure that their course selections align with their academic goals and career aspirations. The college also offers a variety of elective courses that can be pursued to complement the core curriculum.
### Third Year, First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>Biology</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total:** 20 hours per week for each semester.

### Third Year, Second Semester, and Fourth Year

Teaching in the Training Schools for one full semester, usually the second semester of the third year or the first semester of the fourth year. Also the following courses at the College:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>3</td>
</tr>
<tr>
<td>Education Advanced educational psychology</td>
<td>3</td>
</tr>
<tr>
<td>Education Practice in special field</td>
<td>4</td>
</tr>
<tr>
<td>English Advanced literature</td>
<td>3</td>
</tr>
<tr>
<td>Health education Theory and practice</td>
<td>2</td>
</tr>
<tr>
<td>History of civilization</td>
<td>2</td>
</tr>
<tr>
<td>Political science</td>
<td>3</td>
</tr>
<tr>
<td>Practical law</td>
<td>2</td>
</tr>
<tr>
<td>Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>7 to 11</td>
</tr>
</tbody>
</table>

**Total:** 16 to 18 hours per week for each semester.
THIRD YEAR, FIRST SEMESTER

TOFEL: NO HOURS PER WEEK FOR EACH SEMESTER.

THIRD YEAR, SECOND SEMESTER

TOFEL: NO HOURS PER WEEK FOR ONE SEMESTER.

THIRD YEAR, THIRD SEMESTER

TOFEL: NO HOURS PER WEEK FOR ONE SEMESTER.

THIRD YEAR, FOURTH SEMESTER

TOFEL: NO HOURS PER WEEK FOR ONE SEMESTER.
(A copy of the checking list which was sent to a group of classroom teachers of the elementary school.)

CHECKING LIST ON THE TEACHING OF PHYSICAL EDUCATION BY THE CLASSROOM TEACHER

I. LOCATION AND KIND OF SCHOOL, AND GRADES IN WHICH YOU TEACH

A. In what town or city do you teach?
   ( ) 1. One-room rural
   ( ) 2. Six-grade elementary
   ( ) 3. Eight-grade elementary
   ( ) 4. Primary (including what grades?) Circle: 1 2 3 4
   ( ) 5. Grammar (including what grades?) Circle: 5 6 7 8
   ( ) 6. Junior high (including what grades?) Circle: 7 8 9
   ( ) 7. Other (Specify)

B. What grade or grades do you teach? (Circle: 1 2 3 4 5 6)

II. BY WHOM PHYSICAL EDUCATION IS TAUGHT IN YOUR SCHOOL.

A. Do you teach or have charge of any physical-education activities, such as: games, marching, exercises, dances etc.? Circle: Yes. No.

B. If your answer to II-A is "No", please indicate who does teach physical education in your school. (Check)
   ( ) 1. Special teacher of physical education.
   ( ) 2. Classroom teacher other than yourself.
   ( ) 3. No one.

Comment?

C. Are the activities taught under the supervision of a physical-education supervisor? Circle: Yes. No.

(Note: If your answer to II-A is "No", omit all of III and go on to IV.)

III. THE TIME AND PLACE OF CONDUCTING THE PHYSICAL-EDUCATION PERIOD, TYPE OF ACTIVITIES TAUGHT, AND EQUIPMENT AVAILABLE FOR TEACHING.

A. Check any of the following rooms or play area which you use in teaching physical education. Also please indicate whether the space is satisfactory by circling the "Yes" or "No" at the right of each item checked:
   ( ) 1. Classroom. Is space satisfactory? Yes. No.
   ( ) 2. Playroom. Is space satisfactory? Yes. No.
   ( ) 3. Schoolyard Is space satisfactory? Yes. No.
   ( ) 4. Gymnasium Is space satisfactory? Yes. No.
   ( ) 5. Assembly hall Is space satisfactory? Yes. No.
   ( ) 6. Other place (Specify)

Is space satisfactory? Circle: Yes. No.

B. If you have circled "No" for any item in III-A, please explain briefly why the space is unsatisfactory.
II. THE TIME AND PLACE OF ACTIVITIES, MOUNT, AND SOUTHERN AVENUE

A. A check mark at the following items means that they have been completed.

1. Classroom to secure equipment, yes or no.
   - Yes
   - No
2. Classroom to secure equipment, yes or no.
   - Yes
   - No
3. Classroom to secure equipment, yes or no.
   - Yes
   - No
4. Classroom to secure equipment, yes or no.
   - Yes
   - No
5. Classroom to secure equipment, yes or no.
   - Yes
   - No

Note: If your answer to II-A is "No", fill out III and go on to IV.

III. OTHER INFORMATION

A. Does the following equipment under the supervision of a

   - Yes
   - No

   [Signature]

   [Date]
C. The activity period is (Check)
   ( ) 1. A relief period of a few minutes.
   ( ) 2. A gymnastics period of ten minutes or more.
   ( ) 3. A recess period.
   ( ) 4. A lunch-hour period.
   ( ) 5. An after-school period.

D. Check activities which you teach

   ( ) 1. Active games ( ) 8. Tap dancing
   ( ) 2. Quiet games ( ) 9. Character dancing
   ( ) 3. Singing games ( ) 10. Stunts
   ( ) 4. Story plays Specifying
   ( ) 5. Exercises Other activities
   ( ) 6. Marching
   ( ) 7. Folk dancing

E. Check available equipment

   ( ) 1. Large balls How many?
   ( ) 2. Small balls How many?
   ( ) 3. Beanbags How many?
   ( ) 4. Phonograph
   ( ) 5. Phonograph records
   ( ) 6. Piano (Have you a pianist? Circle: Yes. No.)
   ( ) 7. Source books. Please list titles:

   ________________________________________
   ________________________________________
   ________________________________________
   ________________________________________

   8. Other equipment, (Specify)

IV. SUGGESTIONS FOR IMPROVEMENT OF PRACTICE TEACHING IN PHYSICAL EDUCATION AT COLLEGE X.

A. Please check any of the following items which you think would make the practice teaching in physical education at the College more adequate.

   ( ) 1. More classroom games.
   ( ) 2. More material for short relief periods.
   ( ) 3. More opportunity to participate in activities for your own benefit.
   ( ) 4. More opportunity to become familiar with game books, dance books, and other source books.
   ( ) 5. More dance material for programs, entertainments, etc.
   ( ) 6. More practice teaching in stunts.
   ( ) 7. Simple tap dancing for use in the classroom.
   8. Other suggestions, (Specify)
Checking list on the preparation of the general classroom teacher in four-year teacher-training institutions for the teaching of physical education activities.

I. The place in the physical education program for the preparation of the general classroom teacher, and the nature of the preparation.

A. What percentage of the time allotted to the physical education program in four-year teacher-training institutions should be for:

1. The student's own development and recreation? ___%  
2. Preparation for teaching (including participation in the activities which the student will later have to teach) ___%  

B. In what semester or semesters should the practice teaching of physical-education activities be done? (Check)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Check</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Check items which should be included in the preparation of the general classroom teacher for the teaching of physical education activities.

1. Participation in the activities which are to be taught.  
2. Observation of children being taught the activities.  
3. Theoretical discussion related to the teaching of the activities.  
4. Practice teaching in the activities.  

II. Subject matter covered in the theoretical discussion, and the amount of time devoted to the theory in relation to the amount of time devoted to practice teaching.

A. Check items which should be included in the theoretical discussion related to the teaching of physical education activities.

1. Values and aims of physical-education activities.  
2. Methods of presenting activities, technique of teaching, etc.  
3. Survey of game books, dance books, etc.  
4. Interpretation of dance direction, dance terms, etc.  
5. Origin, insertion, and action of muscles.  
6. History and development of various methods of gymnastics.  
7. Ways of adapting activities to classroom and limited space.  
8. Selection of activities for short relief periods.  
9. Ways of doing remedial work.  
10. Other items? (Specify)
B. What proportion of the time devoted to the theory and practice teaching should be given to theory as distinct from the time devoted to practice teaching? (Check)

1. All to theory.
2. \( \frac{3}{4} \) to theory and \( \frac{1}{4} \) to practice teaching.
3. \( \frac{1}{2} \) to theory and \( \frac{1}{2} \) to practice teaching.
4. \( \frac{1}{4} \) to theory and \( \frac{3}{4} \) to practice teaching.
5. All to practice teaching.

III. ACTIVITIES IN WHICH PRACTICE TEACHING SHOULD BE GIVEN, nature of the teaching, and supervision of practice teaching.

A. Check activities in which practice teaching should be given.

1. Games of low organization
2. Games of high organization
3. Formal gymnastics
4. Informal gymnastics
5. Gymnastics to music
6. Natural dancing
7. Folk dancing
8. Tap or clog dancing
9. Singing games

(Specify)

B. Statistics show that a large percentage of practice teaching in physical education is in calisthenics and formal gymnastics. Do you believe that more should be done in play activities; such as stunts, athletics, games, etc.? Circle: Yes. No.

C. Check any of the following practice teaching situations which you consider valuable.

1. Teaching activities to classmates.
2. Teaching activities to children in gymnasium.
3. Teaching activities to children in classroom.
4. Teaching activities as a part of the general practice teaching while in charge of classroom under critic teacher, i.e., in training school.

D. Do you consider it important to do practice teaching in surroundings similar to children's classroom? Circle: Yes. No.

E. Do you believe it is a good practice to limit practice teaching to classmates? Circle: Yes. No.

F. Check the type or types of supervision which you consider desirable.

1. By member of physical-education department of teacher-training institution.
2. By classroom critic teacher.
3. By town or city supervisor of physical education.

IV. MISCELLANEOUS.

A. Do you consider it important to give the prospective classroom teacher an opportunity to learn, or become interested in, recreational activities? Circle: Yes. No.

B. Should all students be given the same preparation for teaching regardless of the age of the children they are planning to teach? Circle: Yes. No.
BIBLIOGRAPHY


Curtis, H. S. "Physical Education as Teacher Training." National Education Association Journal, XIII (December 1924) P. 32-35.


Gist, A.S. "Important Points in View of Teacher Training." Education Administration and Supervision. XVII (April 1931) P. 269-278.


Oberteuffer, D. "Two Problems in Teacher Training in Physical Education." Chicago School Journal, XV (September 1932) p. 3-5.

Payne, B. R. "Difficulties in the Integration of Subject Matter and Method in Teachers Colleges." School and Society, XXXI (June 1930), P. 321-327.


"Health Education: A Program for Public Schools and Teacher Training Institutions." Report of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association. 1924. Prepared under the direction of Thomas D. Wood, M.D., 525 West 120th Street, New York City. P. 164.

Langworthy, Neva Leslie
Improving the preparation of the elementary classroom teacher for the teaching of physical education.

1935

Thesis
Langworthy, N.L.