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The training of the elementary school classroom teacher in the field of physical education

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**BOSTON UNIVERSITY
SCHOOL OF EDUCATION**

SERVICE PAPER

**THE TRAINING OF THE ELEMENTARY SCHOOL CLASSROOM
TEACHER IN THE FIELD OF PHYSICAL EDUCATION**

Submitted by

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(B.S. in Ed. Boston Teachers College 1936)

**In partial fulfillment of requirements for
the degree of Master of Education**

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CHAPTER I

INTRODUCTION

Purpose of the Study

The purpose of this study of the training of the elementary classroom teacher in the field of physical education is threefold: first, to discover the extent in which universities and teachers' colleges are offering theory¹ courses in physical education to prospective elementary school teachers; second, to determine the relative percentages of universities requiring the theory courses in comparison to the teachers' colleges; and third, to discover whether or not the trend is toward the establishment of theory courses rather than service² courses alone as a means to more adequate preparation of elementary school teachers in physical education.

Criticism of the physical fitness of youth is widespread and severe during a war period. Educators and laymen alike turn to re-examine the

1 The term "theory course" refers to the classroom instruction of objectives, materials and methods of teaching.

2 The term "service course" refers to the activity course required of college students.

physical education program in our schools to discover the causes of their failure to produce young men and women physically fit for the vigorous demands of war time service. This study deals with the physical education program at the elementary school level, not from the aspect of the content of the course or courses offered, but from the viewpoint of the teacher's preparation to organize and conduct physical education on a basis conducive to the optimum growth and development of the child.

In many teachers' colleges students preparing for teaching in the elementary school carry on this program in physical education classes two periods a week for four years. Any division of this time between service and theory classes seems to lie in the hands of the directors of physical education departments of the individual colleges. This raises a question as to how the work should be divided. What proportion of a student's time should be given to theory courses in comparison to service work in order to best prepare the teacher for her work with the elementary school program of physical education? Is the trend in universities and teachers' colleges

toward offering more theory courses in physical education? These questions led the writer, a physical education instructor at a teachers' college in a large city school system to study the problem and analyze the trend.

Questions Which Arise from the Problem

The student in a teacher-training program in a university or teachers' college finds her courses in pedagogy taking on reality when she applies this knowledge in the actual teaching situation. Her courses in the history of education have traced for her the development of the curriculum to its present status as well as to indicate the probable future trends. Scanning the program of physical education for the lower grades in the elementary school the student might naturally ask such questions as :

(1) What is the significance of the physical education program in the general scheme of education in a democracy? (2) What is the relative importance in the curriculum of physical education at the elementary school level? (3) What does physical education contribute to the development of the whole child? and finally, (4) Is a specific training course advisable or necessary for the prospective

teacher in order that she may meet the needs of the elementary school child in this phase of the curriculum?

Definite answers to these questions should be attempted in order to furnish the background for the scope of the present study.

The Need of Physical Education in a Democracy

Education takes place when the individual in a society develops physically, mentally, emotionally and socially. The type of society for which the individual is to be educated must be considered. Democracy is that kind of society in which free men fraternally minded, voluntarily and persistently strive for the elimination of inequalities and exclusions (political, social and economic) to the end that all men may share equitably in the rights, privileges and satisfactions that our life in common affords¹. The growth of individuals is witnessed in a democratic sense, in the school yard, playground and classroom with a program of purposeful activities. The elimination of inequalities in a social sense is shown when the athletic prowess

¹ Mahoney, J. F., For Us The Living, Harper and Brothers, New York and London, 1945. p. 73

of the economically poor boy is acclaimed by the group. The elimination of inequalities is noticed when the girl, lacking the intelligence for abstract thinking, yet gifted in social intelligence, is proclaimed a leader. Our country never needed leaders as much as it does today. The fundamental qualities of leadership, loyalty, courage, and honor are instilled into boys and girls as they play together in the schoolyard. When leadership and followship are tied together as non-separable parts, when the leader recognizes that his function is to help, guide, consider and discuss problems with the followers rather than to dictate, and when the followers appreciate that the leader is chosen by them to further their interests, then a cooperate enterprise may result. An essential of democracy is established and both leader and followers are experiencing democratic living. Physical education offers a fertile field of opportunities to guide and educate future generations in living in a democracy.

Innumerable statistics are gathered at the end of every war showing a high percentage of individuals who failed to qualify for military service due to

defective eyesight, hearing, diseased organs, etc. In the future scientific data might be gathered as to the number accepted who were later to prove misfits in society, unable to live with one another well, or unable to subordinate self for the good of the group. Physical educators are often challenged in their claim that they materially contribute to the development of good civic behavior in future citizens. The athlete may not loom conspicuously as the man who can always be depended upon to find time for community service, but with the development of qualities of leadership, the ideal of fair play, the necessity of cooperation as learned on the playground, he should be a better prospect for becoming a self-thinking and self-directed citizen in a democracy than the graduate of a school where no physical education program exists.

No one will deny that we can establish desirable attitudes and ideals in a game period. Attitudes represent what a person thinks and also how he feels about various subjects. Attitudes are both intellectual and emotional in nature. To promote constructive attitudes which might contribute to the child's ability to take responsibility in the

social group, it is necessary to provide opportunities for him to acquire and appreciate the practical expression of attitudes making for fair play, sportsmanship, cooperation and all the amenities of social intercourse¹. Much of the discipline for an individual is provided by other children. The standards, customs, morals and values of his group have a powerful influence. During the very earliest elementary school years the physical education program helps the child gain in his capacity for cooperation and teamwork.

Motor education is emphasized today, not as a frill to be added to the curriculum, but as something which goes to the very core of education. A school program which gives dignity and weight to motor education is more democratic in that it provides opportunity for successful achievement and enjoyable recognition to a large portion of the pupils. Too many times in the years past, the honors and awards were given to the few intellectually gifted youngsters.

Democracy does not mean freedom to do just as

¹ Jersild, A. T. & Associates, "Child Development and the Curriculum", Bureau of Publications Teachers College -- Columbia University, New York, 1946.
pp 117-118

one chooses. Democracy means controlled freedom. It means respect for the rights of others and a willingness to place the common good above a selfish interest. Good citizenship does not merely descend on one when twenty-one years of age is reached and the individual is able to vote; it comes only through a long slow process of education, of which physical education certainly may do its share in the needed preparation.

The Need of Physical Education in the Elementary Schools

The healthy child of elementary school age seems to possess boundless energy. At this age his motor interests are aroused and developed through a program of games, dances, rhythms and a variety of complex skills involving running, jumping, skipping and hopping. In this important developmental stage, the wholesome enjoyment of vigorous physical activities results in bodies strong and erect with muscles firm and well-toned, eyes alert and faces aglow with health. The sciences dealing with the nature of the child point out that plasticity is greater during¹ early childhood than at any other period of life .

¹ Danford, H. G., "The Elementary Teacher as a Physical Educator", Journal of Health, Physical Education and Recreation, January 1931, Volume II Number 1 p. 3-7

It has been estimated that children of elementary grades require for their proper biological development from four to five hours a day of big muscle activity.

Increased leisure time has been brought not only to the adult but to the child as well with the introduction of the machine into civilization. The child of today is released from many home duties by the numerous inventions of modern science. The term physical education has a broader meaning than the physical training phraseology of years past.

¹
Curtiss concludes that the lessons in cooperation, loyalty, courage, self-sacrifice and respect for others leave an indelible mark on the soul of the child. The values that physical education have for children will accrue only as the needs of the particular group of children are determined and are satisfied. The teacher must begin with the children as they are. Their needs at the time, their particular levels of maturity, their skills, their attitudes, their degree of understanding, their background must all be studied before their physi-

¹ Curtiss, M. L. and Curtiss, A. B., Physical Education for Elementary Schools, The Bruce Publishing Company, Milwaukee, 1945, p. VII

cal education program can be planned.

The American Association for Health Physical Education and Recreation in 1942 stated in its platform that since many children fail to grow properly, are weak and are unable to protect themselves adequately in emergencies and lack recreational skills, the program of activities should be such that all children should be taught motor skills which promote growth, development, safety and recreation suitable to age, sex, and condition of health. The program is inadequate which consists of weight lifting, strength stunts, calisthenics, marching or similar exercises. The Association also maintained that the activities children learn in school should function in their lives now and afterwards in civilian life. The program therefore should include rhythms, games, sports, athletics and body building activities -- the latter directed particularly to the arms and upper back. Competitive interschool athletics suitable for the individuals concerned should be adopted. The Association concludes that in order to satisfy the needs of the children in an effective program, adequate time in a daily program under qualified instructors throughout childhood and youth

should be provided.

The Need for Teacher Training in Physical Education

Many directors in schools of education feel that a year or two in the physical education service classes is sufficient to make the student a proficient teacher of physical education. Is the expert college tennis player necessarily proficient handling the eight year old child in rhythm work? Is the star of the girls' field hockey team well trained in teaching story plays so that she may hold the interest of the six year old child?

Other directors feel that due to the overcrowded four-year college curriculum in which considerable time is devoted to child study, direct preparation for the teaching of physical education for the elementary level may be omitted and that the supervisor specially trained in the field of physical education will be able to assist the teacher in administering the program. Supervision is exceedingly important and it has a place in the organizational set-up of the school. However, the primary importance of supervision is not to instruct teachers in methods or materials which should have been given to them in their basic training period.

In the elementary schools, the present tendency is for classroom teachers to direct the physical education activities of their pupils. To take charge of this work properly, the teachers must know child hygiene, understand the nature and function of play, be familiar with appropriate activities at the required age levels, and know the most effective methods of teaching physical education for optimum results in health, social and character development. With careful supervision, the classroom teacher's work is highly effective but supervision without some preparation in college is not the solution to better trained teachers and better programs at the elementary level.

The need of teacher-training for the prospective elementary school classroom teacher in the field of physical education is a subject on which there is a divergence of opinion which the writer in this study has attempted to investigate.

CHAPTER II

SCOPE OF THE STUDY

Method of Collection of Data

Information for this study was obtained from three sources: first, from a questionnaire; second, from college catalogues; and third, from bulletins issued by the various Departments of Education.

¹
A questionnaire was sent to 106 universities and teachers' colleges located in 20 states through-out the United States. Of the 106 questionnaires, 74 were sent to universities. In choosing the universities which were listed in the Educational Directory, published by the United States Office of Education ², the writer selected, in most cases, those universities which have schools of education. The teachers' colleges selected were located in the same states as the universities, with one exception. The State of California had no teachers' colleges listed. It was necessary to select a fairly large proportion of state teachers'

¹ Appendix, pp. 37-38

² Educational Directory, U. S. Office of Education 1945-46 Part III

colleges. However, a questionnaire was sent to only one state teachers' college in any one state, as the writer felt that replies from more than one state teachers' college in any one state would produce duplicate answers to the questions.

Information Requested

The questionnaire aimed to discover whether or not a course or courses in the theory of physical education for prospective elementary school teachers is a requirement of universities and teachers' colleges.

From those universities and teachers' colleges which require a theory course, the following additional information was requested:

1. How many semester hours in the theory of physical education are required?
2. Is college credit given for the theory courses?
3. Are textbooks or reference readings required?
4. Do students have an opportunity for practice teaching? If so, is this practice teaching done in a training school connected with the college? How many semester hours are devoted to practice

teaching?

From those universities and teachers' colleges which do not require a theory course in physical education, it seemed advisable to request the following data:

1. How many hours of physical education are required in service courses?
2. Is college credit given for service courses?
3. In the opinion of the director, would a course in methods or theory be desirable in order to improve the preparation of the prospective teacher?

As a corollary, the recipients of the questionnaire were asked to state the number of hours in health education required. The writer also requested a catalogue in which the physical education program was described.

Limitations of the Survey Procedure

In order to clarify the interpretation of the data which follow in the next chapter, it seems logical to state, at least in part, some of the limitations affecting the results of this survey.

Information gathered by means of a questionnaire

is, of necessity, limited. The varying practices of the many universities and teachers' colleges cause the questions to take on different meanings, and the resulting answers in some cases show inconsistencies. Answers which seemed to show misinterpretations or omissions were not included in the tabulations.

It was with deliberate intent that the writer made the questionnaire brief, in the hope that a greater number of responses would be elicited. Despite its brevity, the questionnaire produced the desired results: namely, data sufficient in quantity and broad enough in scope from which to draw reliable conclusions.

CHAPTER III

ANALYSIS AND INTERPRETATION OF DATA

From a total of 106 questionnaires mailed, 84 or 80% were returned. Fifty-two or 62% of those returned were from universities and 32 or 38% were from teachers' colleges.

Table 1 shows the number of universities and teachers' colleges which do and the number which do not require a course in the theory of physical education to prepare the prospective elementary classroom teacher in the field of physical education.

Of the 52 universities that replied to the questionnaire, 35 or 67% stated that they require a theory course, with 17 or 33% not requiring a course. Of the 32 teachers' colleges group, 23 or 72% require the course whereas 9 or 28% do not require it.

It is evident from Table 1 which follows that more than twice as many universities require a theory course as do not require it. Furthermore, 5% more of the teachers' colleges than the universities require a theory course and almost three times the number of teachers' colleges have the requirement as

compared with the number which do not.

Table 1. Universities and Teachers' Colleges
Requiring Theory Courses in Physical
Education

	<u>No.</u>	<u>No. Requiring Course</u>	<u>Per Cent</u>
Universities	52	35	67
Teachers' Colleges	32	23	72
	<u>No.</u>	<u>No. Not Requiring Course</u>	<u>Per Cent</u>
Universities	52	17	33
Teachers' Colleges	32	9	28

Table 2 shows the number of semester hours in theory of physical education required by universities and teachers' colleges. The largest percentage of both universities and teachers' colleges require two semester hours in theory. The median required in the groups is two semester hours. Thirteen or 56% of the teachers' colleges and thirteen or 39% of the universities require two semester hours. None of the teachers' colleges required over five semester hours whereas 23% of the universities required that number.

Table 2. Number of Semester Hours in Theory of Physical Education Required by Universities and Teachers' Colleges

<u>Semester Hrs.</u>	<u>Universities</u>		<u>Teachers' Colleges</u>	
	<u>No.</u>	<u>Per Cent</u>	<u>No.</u>	<u>Per Cent</u>
1	1	4	4	18
2	13	39	13	56
3	8	24	4	18
4	3	9	1	4
5	1	3	1	4
6	7	21	0	0

Table 3 shows the number and per cent of universities and teachers' colleges which give college credit for theory courses in physical education. All of the teachers' colleges and 96% of the universities give college credit for theory courses in physical education. They have practically unanimity of thought with regard to the credit given towards a degree for such courses.

Table 3. Number of Universities and Teachers' Colleges Giving College Credit for Theory Course in Physical Education

	<u>No. of Cases</u>	<u>Per Cent</u>
Universities	31	96
Teachers' Colleges	23	100

Table 4 shows the number of universities and teachers' colleges using various study materials. The largest percentage of both universities and teachers' colleges used reference reading material. Textbooks were used by 22 or 62% of the universities and by 7 or 33% of the teachers' colleges. Twenty-seven or 79% of the universities used reference reading material, whereas 14 or 66% of the teachers' colleges used reference readings. Twenty-one or 42% of the universities and one or 8% of the teachers' colleges used the combination of both textbook and reference reading material.

Table 4. Use of Study Materials by Universities and Teachers' Colleges

	<u>Universities</u>		<u>Teachers' Colleges</u>	
	<u>No.</u>	<u>Per Cent</u>	<u>No.</u>	<u>Per Cent</u>
Textbook Requirement	22	62	7	33
Reference Reading	27	79	14	66
Textbook and Reference Reading	21	42	1	8

Table 5 shows the number of universities and teachers' colleges which make use of practice

teaching to improve the preparation of the prospective teacher of physical education. Of the teachers' college group, 29 or 91% use such procedure, while 40 or 78% of the universities give their students the benefit of practice teaching. Also, the teachers' colleges in 100% of the cases have the benefit of a training school connected with the college whereas 24 or 47% of the universities have such an arrangement. A few of the universities stated that they were able to use the local schools for the students to do their practice teaching in physical education, although this information was not sought in the questionnaire.

Table 5. Comparison of the Number and Per Cent of Universities and Teachers' Colleges with Practice Teaching in Physical Education

	<u>Universities</u>		<u>Teachers' Colleges</u>	
	<u>No.</u>	<u>Per Cent</u>	<u>No.</u>	<u>Per Cent</u>
Practice Teaching	40	78	29	91
Training School	24	47	32	100
Local Schools	8	14		

Table 6 presents a study of the number of semester hours devoted to practice teaching in physical education. Over 70% of the universities devote an average of four semester hours to practice teaching. In reply to the same question many of the teachers' colleges stated their requirement in the phraseology of term hours. A few replied that the physical education practice teaching is included in the regular elementary education program of practice teaching. A student might give only one practice teaching lesson in physical education out of the entire elementary education program.

Table 6. Number of Semester Hours in Practice Teaching in the Universities

<u>Semester Hours</u>	<u>Number</u>	<u>Per Cent</u>
1	6	17
2	0	0
3	9	27
4	8	22
5	8	22
6	4	11

On the questionnaire, if the reply was negative to the question regarding the requirement of a theory course, some information was requested re-

garding service courses. The term "service course" refers to the activity course required of all college students.

Table 7 shows that 100% of the universities require Freshmen to take a service course. Ninety per cent of the Sophomores must do so. A very small per cent of universities require Juniors and Seniors to participate in such courses. Of the teachers' college group, 100% require both Freshmen and Sophomores to take a service course whereas one-third require Juniors and Seniors to do so.

It is assumed that the colleges offering service courses in place of theory, regard the activities offered in the service courses as suitable for the preparation of teachers in the area of physical education.

Table 7. Number and Per Cent of Service Courses Required of Elementary School Classroom Majors in Schools where no Theory Courses are Required.

	<u>Universities</u>		<u>Teachers' Colleges</u>	
	<u>No.</u>	<u>Per Cent</u>	<u>No.</u>	<u>Per Cent</u>
Freshmen	17	100	9	100
Sophomores	15	90	9	100
Juniors	1	3	3	33
Seniors	1	2	3	33

Table 8 shows that in the universities and teachers' colleges which require Freshmen to participate in a service course as a means of preparing them to administer the elementary school physical education program, 12 or 70% of the university students take two semester hours of work, whereas only 3 or 33% of the teachers' college students take a two semester hour program. Four or 20% of the university students as compared with 6 or 67% of the teachers' college Freshmen have a three semester hour program. Two or 10% of the university Freshmen are given a six semester hour program but none of the teachers' colleges require Freshmen to have a program of more than three semester hours.

Analysis of the Sophomore program in university and teachers' college service courses shows that 8 or 50% of the university students take two semester hours, and 4 or 20%, three semester hours. Three or 33% of the teachers' colleges require service courses two semester hours, and 6 or 67%, three semester hours. Six or 30% of the university Sophomores have time widely apportioned between three and six semester hours for service classes.

Table 8. Comparison of the Number of Semester Hours in Universities and Teachers' Colleges Service Courses

	<u>Semester Hours</u>	<u>Univer- sities</u>		<u>Teachers' Colleges</u>	
		<u>No.</u>	<u>Per Cent</u>	<u>No.</u>	<u>Per Cent</u>
Fresh- men	0	0	0	0	0
	1	0	0	0	0
	2	12	70	3	33
	3	4	20	6	67
	4	0	0	0	0
	5	0	0	0	0
Sopho- mores	6	2	10	0	0
	0	2	10	0	0
	1	2	10	0	0
	2	8	50	3	33
	3	4	20	6	67
	4	0	0	0	0
Juniors	5	0	0	0	0
	6	2	10	0	0
	0	12	70	6	67
Seniors	1	0	0	0	0
	2	6	30	3	33
	0	14	80	6	67
	1	0	0	0	0
	2	4	20	0	0
	3	0	0	3	33

In the program for Juniors there is a large falling off of service courses in both universities and teachers' colleges; about 6 or 33% offer a two semester hour program - 6 of the universities and 3 of the teachers' colleges.

In the Senior year, only 4 or 20% of the uni-

versity students participate in a two semester hour program. Three or 33% of the Senior teachers' college students are in a three semester hour program. The median of time spent in service courses is two semester hours.

In reply to the question regarding college credit given for service courses, about one third of the universities answered in the affirmative, whereas two fifths of the teachers' colleges grant credit for such courses.

Summary of Interpretation

1. The general trend is for the majority of the teachers' colleges and universities to require students (elementary course majors) to elect a theory course in physical education.

2. A larger percentage of teachers' colleges require a theory course as compared to the universities.

3. The largest number of teachers' colleges and universities require two semester hours in theory.

4. All teachers' colleges and practically all universities give college credit for theory courses.

5. A much larger percentage of universities

use textbooks as study material as compared with teachers' colleges. Reference reading is employed by both groups.

6. A greater percentage of the teachers' colleges than the universities have the advantage of practice teaching.

7. There are twice as many teachers' colleges as universities with training schools connected with the college.

8. It is significant to note that there was almost unanimity of thought in response to the question as to the value of a methods or theory course in physical education for the improvement of preparation of prospective teachers. Of the 84 persons replying, 91% stated definitely that in their opinion, a theory course should be a requirement.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The first conclusion to be drawn from this study is that there is widespread recognition of the need of teacher training courses in the theory of physical education. It is generally conceded that the most important field for physical education is in the elementary schools, in spite of the fact that the work as actually conducted is glaringly out of balance in favor of the high school and college. Improvement in physical education in the elementary schools requires no doubt, more and better supervisors, but the greater need is for grade school classroom teachers who can teach physical education just as well as arithmetic or reading. The first need in physical education teacher training then, is a thoroughly sound, well-organized, well-taught series of courses for every prospective grade school teacher in the country. The people responsible for teacher training cannot satisfy their obligation by designing courses and permitting people to enter indiscriminately; they

should see that the courses are taken by the students who are adequately qualified for the work.

Secondly, the survey leads one to conclude that out of the recognition of the need for teacher training courses has grown a definite trend towards their establishment. From a study of the bulletins issued by the various Departments of Education, many states have shown this trend in the standards that they have set up. In Bulletin No. 21 from the ¹ Florida Department of Education we find the following information.

FLORIDA

All teachers should have as a part of their undergraduate work in College at least a year's participation in Physical Education activities. This service course will ordinarily come at the freshmen level and should meet at least three hours per week for one week.

Furthermore, all teachers should have in their basic professional education courses, instruction adequate to enable them to understand the scope and content of the elementary school physical education program and its relationship to the goals of general education. In addition, elementary school teachers should have special assistance to prepare them for teaching physical education. This assistance should take the form of a special course (or its equivalent) dealing with methods and materials for teaching physical education in the elementary grades.

¹ "Source Materials for Physical Education in Elementary Schools", Bulletin No. 21, Revised Edition 1941, Florida Department of Education.

In the elementary school, the classroom teachers should be responsible for organizing and conducting the physical education program for his particular group of students. It is strongly urged that the principal appoint the teacher best qualified in physical education to serve as chairman of the faculty group and to help the various teachers in planning and carrying on their respective programs.

According to these bulletins, some states have a requirement for a theory course in physical education for Certification of Teachers as shown by statements issued by the Superintendent of Public Instruction in North Carolina¹ and Indiana².

NORTH CAROLINA

Elementary school classroom teachers should have a sufficient amount of training to conduct physical educational activities, and such training should be required for certification. Requirements for Certification of Teachers of Physical and Health Education - Elementary Teachers (effective July 1, 1942.)

1. Principles of Health and Physical Education 2 semesters
2. Practices and Procedures in Physical Education for Elementary Schools 2 semesters
3. Practices and Procedures in Health for Elementary Schools 2 semesters

In the majority of the elementary schools of North Carolina each classroom

¹ Physical and Health Education for Elementary and Secondary Schools, Issued by the State Superintendent of Public Instruction, Raleigh, North Carolina.

² Journal of Department of Education, October 1939.

teacher is responsible for the physical education program for her own particular grade. In order for this program to be worthwhile it must be planned, daily, weekly, monthly and yearly. The children should have a part in the program planning. Participation of this sort will make the physical education period more meaningful and more interesting for them. Girls and boys must be taught to build criteria that will enable them to discriminate between activities that enrich and enlarge their lives and those which degrade and dissipate. It is an excellent way for the teacher to discover the interests of her group, and through wise guidance and leadership she can steer the planning along the right channels and to the desired ends.

INDIANA

Elementary school classroom teachers should have a sufficient amount of training to conduct physical education activities and such training should be required for certification.

1

The state of Illinois has guaranteed teacher training courses in physical education theory by means of a state law.

ILLINOIS

SECTION 5 - The curriculum in all State Teachers' Colleges and Normal Universities shall contain courses in Methods and Materials of Physical Education and Training for Teachers. No student or elementary school teacher shall be graduated from such college or university after July 1, 1944, who has not had a minimum of one course in Methods and Materials in the teaching of Physical Education and Training.

1 Senate Bill 396, Illinois Health and Physical Education Law, Effective July 1, 1944.

Thirdly, a conclusion might well be drawn that the modern trend is toward placing the responsibility upon teacher training institutions and not upon supervision alone for the maintenance of an adequate physical education program in the elementary schools. From no source is one able to find the suggestion that the job of the supervisor is to prepare the classroom teacher in the objectives and methods stressed in the teacher training institution.

1

As stated by Briggs "Supervision means to coordinate, stimulate and direct the growth of teachers in the power to stimulate and direct the growth of every individual pupil through the exercise of his talents towards the richest and most intelligent participation in the civilization in which he lives."

A supervisor during her visit should act as a stimulation to the classroom teacher, bringing new concepts and techniques, information as to where ideal lessons are taught and giving an opportunity for visits to be made where successful methods and

1 Briggs, T. H., Improving Instruction, The Macmillan Company, New York, 1938, p. 2

devices are shown. Teachers should be directed toward new sources of information, be assisted by the supervisor in diagnosing pupils' needs and in learning to make own experiences more profitable. A good supervisor will make the grade teacher receptive to help, will bring the attention of the teacher to the communities background and needs, and will aid in promoting cultural growth.

Supervision is exceedingly important in the administration of a school program, but without the initial teacher training courses in the colleges, the work of the supervisor would be less effectual.

Recommendations

It is the writers' belief that from an analysis of the ideal program of physical education for the elementary school child, a prospective teacher in a teacher training institution should have included in her four year program, a minimum amount of two semester hours for four years with a minimum of two hours of service courses in the Freshmen and Sophomore years. These courses should stress developmental experiences through an activity program of exercises, games, seasonal sports and the dance. The work to be of greatest value to the individual

student should consider the varying backgrounds and needs of the students. It is undoubtedly true that all students entering as Freshmen in college do not have the same preparation. In the Junior year, one of the two semester hours should be devoted to participation in the activities included in the ideal elementary school program, with sample activities at the various age levels. The second hour should be in a classroom for a theory course dealing with the aims and objectives of physical education, plus methods and techniques of teaching dancing, story plays and games of low organization. In this class opportunity should be given to the student to do practice teaching in the college classroom. In the Senior year, with two semester hours devoted to the program, the students should be better prepared by practice teaching in a model or local school. In the second semester, when students at a teachers' college are out in the public schools doing full time practice teaching, the director of physical education at the college should act as a supervisor, and visit and suggest ways of improving instruction.

Such a program of studies as that outlined

above for the prospective teacher of physical education in the elementary school would fill the great need which this survey found generally recognized but as yet not completely met in all universities and teachers' colleges.

APPENDIX

Form Questionnaire Which Was Sent to Universities
and Teachers' Colleges

January 15, 1947.

To the Director of Physical Education:

Will you kindly check the following questions to assist in making a study of the comparison between Universities and Teachers' Colleges on the subject of Preparation of Elementary Course Majors in the field of Physical Education?

DO YOU REQUIRE A COURSE IN METHODS OR THEORY OF PHYSICAL EDUCATION FROM ALL ELEMENTARY COURSE MAJORS? Yes ___ No ___

IF THE ANSWER TO THE ABOVE IS YES CHECK THE FOLLOWING QUESTIONS.

1. How many semester hours (1,2,3,4,5,6)? ___ Hrs.
2. Is college credit given? Yes ___ No ___
3. Do you require (1) a Textbook.
(If so title _____) 1 ___
(2) Reference Reading 2 ___
4. Do students have the opportunity to do practice or directed teaching in Physical Education? Yes ___ No ___
 - (a) Is there a training school connected with your college in which practice teaching is done? Yes ___ No ___
 - (b) How many semester hours (1,2,3,4)? ___ Hrs.

IF THE ANSWER IS NO, CHECK THE FOLLOWING QUESTIONS.

1. How many semester hours of practical physical education are required (0,1,2,3,4,5)?

Freshmen	_____	Hrs.
Sophomores	_____	Hrs.
Juniors	_____	Hrs.
Seniors	_____	Hrs.

2. Is college credit given? Yes___No___

3. How much college credit is given? 2 Hrs.1 credit___3 Hrs.1 cr.____
 4 " 1 " ___5 " 1 " ___
 5 " 1 " ___Others_____

4. Do you think that a required course in Methods or Theory would improve the students' preparation? Yes___No___

How many semester hours in Health Education are required (0,1,2,3,4,5,6)? ___Hrs.

Please forward a catalog in which your program is listed.

Sincerely,

Department of Physical Education
 Boston Teachers College
 Boston 15, Massachusetts

Universities and Teachers' Colleges Replying to
the Questionnaire

UNIVERSITIES

TEACHERS' COLLEGES

California

College of the Pacific

Occidental College

San Diego State College

Stanford University

University of California

University of Redlands

Colorado

Colorado College

Adams State

Loretto Heights College

Colorado State College of
Education

University of Colorado

University of Denver

Connecticut

St. Joseph's College

Danbury State Teachers'
College

University of
Connecticut

Teachers' College of
Connecticut

Florida

Florida State College
for Women

Florida Normal and Indus-
trial Institute

University of Miami

UNIVERSITIESTEACHERS' COLLEGESIllinois

Illinois Wesleyan	Chicago Teachers' College
Northwestern University	Illinois State Normal University
University of Chicago	National College of Edu- cation
University of Illinois	

Indiana

Butler University	Ball State Teachers' College
De Pau University	Indiana State Teachers' College
Indiana University	
Manchester College	

Iowa

Central College	Iowa State Teachers ' College
Drake University	
State University	

Kansas

Friends University	Kansas State Teachers' College
Kansas Wesleyan	
Municipal University of Wichita	

UNIVERSITIESTEACHERS' COLLEGESKansas

University of Kansas

Maryland

Goucher College

Maryland State Teachers'
College

Hood College

University of Maryland

Massachusetts

Clark University

Fitchburg State Teachers'
College

Massachusetts State
College

Michigan

Kalamazoo College

Michigan State Normal
College

Michigan State

Western Michigan College

Wayne University

Minnesota

Carlton College

College of St. Catherine State Teachers' College

Hamline University

St. Paul Diocesan

University of Minnesota

UNIVERSITIESTEACHERS' COLLEGESNew York

Brooklyn College

Mt. St. Joseph's Teachers'
College

New York University

New York State College for
Teachers

University of Buffalo

North Carolina

Duke University

Appalachian State Teachers'
CollegeUniversity of North
CarolinaOhioBowling Green State
UniversitySisters College of
Cleveland

Ohio

University of
Cincinnati

University of Toledo

PennsylvaniaPennsylvania State
CollegeState Teachers' College
BloombergUniversity of
PennsylvaniaUniversity of
Pittsburgh

UNIVERSITIESTEACHERS' COLLEGESTennessee

Bob Jones College

University of
Tennessee

George Peabody

Memphis State

Texas

Baylor University

Our Lady of the Lake

Texas Christian
University

University of Texas

North Texas State

WashingtonState College of
WashingtonUniversity of
WashingtonCentral Washington College
of Education

Holy Name

Wisconsin

Beloit College

University of
Wisconsin

Alverno Teachers' College

State Teachers' College

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