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A follow-up study of the graduates in health, physical education, and recreation from the Boston University School of Education from 1950-1953 inclusively.

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BOSTON UNIVERSITY
SCHOOL OF EDUCATION

A FOLLOW-UP STUDY OF THE GRADUATES IN HEALTH, PHYSICAL
EDUCATION, AND RECREATION FROM THE BOSTON UNIVERSITY
SCHOOL OF EDUCATION FROM 1950-1953 INCLUSIVELY

A Thesis

Submitted by

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(B. S. in Education, Boston University, 1953)

1954

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

Boston University
School of Education
Library

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CHAPTER I
INTRODUCTION

Higher institutions engaged in the preparation of teachers should have a constant check on the progress of their graduates. A survey of the graduates can be of utmost importance in evaluating the training program of the institution. The results of the findings may be helpful as a guide for needed changes in the curriculum or in instructional techniques. A knowledge of the activities of the graduates may reveal information useful to future graduates.

Purpose of the Study: The purpose of this study is to show the professional or occupational status of those men who were graduated from the Boston University School of Education with a major in Health, Physical Education, and Recreation during the period from 1950 to 1953 inclusive; and to suggest methods by which undergraduates may better prepare themselves for their future profession.

Justification of Study: This survey has been conducted to aid present and future students enrolled in the Boston University School of Education. This study may give the students a clear picture of their own prospective job opportunities upon graduation.

Scope of Study: This survey was concerned with the collection and interpretation of data which would reveal facts regarding the following specific objectives:

1. To find the percentage of graduates majoring in Health, Physical Education, and Recreation at the Boston University School of Education who are still in the field of Education.

2. To reveal the location of the respondents.
3. To reveal the intent of the respondents to remain in their present position.
4. To indicate the number of graduates working toward advanced degrees.
5. To show the teaching load and the subjects being taught by the respondents.
6. To show the coaching load and the sports being coached by the respondents.
7. To show the initial and present salary range of the respondents in the field of Education.
8. To show the present salary range of all of the respondents.
9. To reveal the summer employment of the respondents in the field of Education.
10. To indicate the number of teaching positions held before obtaining present teaching position.
11. To show the initial contact of respondents to their teaching positions.
12. To indicate the number of graduates who are in the Armed Forces.
13. To show the occupations or professions other than teaching respondents have entered.
14. To investigate the reasons for leaving the teaching profession.
15. To indicate suggestions which have been offered to help present and future students.

Review of Previous Literature: Larkin¹ conducted a follow-up study of Boston University School of Education graduates. More active practice teaching under strong supervision for longer periods of time was suggested as a guide for future curriculum revision. The graduates also requested that more emphasis be placed on a strong academic minor for physical education teachers so that they may have a teaching field to enter when circumstances, age or physical impairment, prevent specialization in physical education.

Wilson², in his study, revealed that seventy-one and three tenths percent of the respondents were still in the field of education, and that eight out of ten respondents were located in New England. This study also showed that fifty-four and nine tenths percent of the respondents were studying for an advanced degree. The questionnaires returned indicated that the salary range of the teachers were lower in comparison to the other professions or occupations. Forty-three and six tenths percent of the non-teaching graduates left the teaching profession because of the low salaries. Improvement of the Boston University Placement Service was requested by the respondents. The

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1. Larkin, John Edward, "Follow-up Study of the 1935, 1936, and 1937 Graduating Classes of the Boston University School of Education", Unpublished Master's Thesis, 1950
 2. Wilson, William H., "A Follow-up Study of Graduates in Health, and Physical Education from Boston University", Unpublished Master's Thesis, 1949

replies showed little relationship between the Placement Service and the graduates in securing a teaching position. That the major sports, football, basketball, baseball, track, and hockey, play a more important part in the curriculum was suggested by Wilson in this study.

CHAPTER II

METHOD OF PROCEDURE

The following briefly outlines the steps taken in conducting this study:

1. Approval of the project was secured from Faculty Advisor.
2. Names and addresses were obtained from:
 - A. Boston University Yearbooks, 1950-1953
 - B. Boston University Placement Service
 - C. Boston University Alumni Office
 - D. Personal contacts
3. Related literature in the field of follow-up studies of college graduates was consulted.
4. A questionnaire was formulated and presented to the writer's seminar group for criticisms and suggestions.
5. The questionnaire was revised incorporating the suggestions presented by the seminar group.
6. The questionnaire was plannographed and accompanied by a letter of transmittal and a self-addressed envelope was mailed to two hundred and fifty-three graduates.
7. Follow-up letters were mailed to the graduates who had not responded within a three week period.
8. The data obtained from the return questionnaires was compiled and tabulated.

9. The summary, conclusions, and recommendations were written based upon the results of the study.

After obtaining permission from Faculty Advisor, the study was undertaken. Addresses were first obtained from Boston University Yearbooks. The addresses were checked at the Boston University Placement Service and re-checked at the Boston University Alumni Office. Some of the addresses were obtained through personal contacts.

Since a personal interview with each of the two hundred and fifty-three graduates was impractical, a questionnaire was developed to secure the necessary data. The questionnaire was presented to the writer's seminar group in Physical Education and Recreation for suggestions, corrections, and criticisms. With the aid of the seminar group, the questionnaire was made as brief as possible, but still contained adequate questions to obtain the required information from the graduates.

The questionnaire¹ was divided into three distinct parts. The first part was for general knowledge and to be filled out by all the graduates. The second part pertained only to those graduates who were not in the teaching profession, and the third part to be filled out only by those graduates still in the teaching profession. The three-part form of the questionnaire was devised to simplify the answering of the questionnaire by the graduates and to facilitate the compiling of the data by the writer.

The questionnaire, accompanied by a letter of transmittal and a stamped self-addressed envelope, was mailed to each graduate. Three

1. See appendix page 37

weeks after all questionnaires were mailed, one hundred and twenty-nine were returned.

A follow-up letter was mailed to one hundred and twenty-four graduates asking them to return the questionnaire. Thirty-nine of the group returned the questionnaire in reply to the follow-up letter.

Thus, of the two hundred and fifty-three questionnaires sent out, one hundred and sixty-nine were returned for a sixty-seven percent return.

CHAPTER III

ANALYSIS AND INTERPRETATION OF THE DATA

Returns: The response of the graduates was very gratifying. Out of the two hundred and fifty-three questionnaires mailed, one hundred and sixty-nine, or sixty seven percent, were returned. The distribution of the returns is shown in Table I.

TABLE I
NUMBER AND PERCENT OF RESPONSES

Class	Questionnaires Mailed	Number Returned	Percentage of Class
1950	85	52	61
1951	56	35	63
1952	53	30	57
1953	<u>59</u>	<u>52</u>	<u>88</u>
Totals	253	169	67

There were fifty-two respondents in both the class of 1950 and the class of 1953. However, the class of 1953 showed the highest percentage of returns with an eighty-eight percent response.

Intent to Remain in Present Occupation or Profession: Thirty-three of the one hundred and sixty-nine respondents are in the Armed Forces. Four have designated their intent to remain in the Armed Forces,

and three are undecided. These seven respondents are included in the tabulating of the responses. The remaining twenty-six will be subtracted from the total responses because they did not voluntarily leave the field of education and have shown interest in returning to the field of teaching.

Eighty-seven, or sixty-one percent, of the one hundred and forty-two respondents are in the field of education. Eighty-one, or ninety three percent, intend to remain in the educational profession; two do not intend to stay in the field and four are undecided as to their future vocational plans.

Of the remaining fifty-six, or thirty-nine percent who are in other professions and occupations, thirty-three or fifty-nine percent, indicated a desire to remain in their present employment; twelve do not intend to remain with their present employment, while nine are undecided as to their intentions. Two of the respondents did not answer this question.

Location of Respondents: Table II reveals that the respondents are located in thirteen states. Only one hundred and twentyfive responses are listed in Table II. The thirty-three that are in the Armed Forces and the eleven full time graduate students are omitted. One hundred and twelve, or eighty-nine and six-tenths percent, are located in New England, and eighty-seven or sixty-nine and six-tenths percent, are in Massachusetts; eight, or six and four-tenths percent are in the East; three or two and four-tenths percent, are in the Mid-West, and two or one and six-tenths percent, are in the Far West.

Table II indicates that approximately nine out of ten graduates remain in New England and seven out of ten stay in Massachusetts.

TABLE II
THE GEOGRAPHICAL DISTRIBUTION OF THE 125 RESPONDENTS

Region	State	Number	Percent
New England	Connecticut	7	5.6
	Maine	7	5.6
	Massachusetts	87	69.6
	New Hampshire	8	6.4
	Rhode Island	2	1.6
	Vermont	1	.8
	Total	112	89.6
East	New Jersey	1	.8
	New York	4	3.2
	Pennsylvania	3	2.4
	Total	8	6.4
Mid-West	Illinois	1	.8
	Michigan	1	.8
	Ohio	1	.8
	Total	3	2.4
Far West	California	2	1.6

Table III shows the location of the seventy-six respondents that are teaching. They are located in eight states. Seventy-two, or ninety-four and seven-tenths, of the respondents are located in New England and fifty-three, or sixty-nine and seven-tenths are in Massachusetts. The remaining four, or five and three-tenths are located in the East.

It is noteworthy to point out that the indications of Table II hold for Table III also. Table III indicates that nineteen out of twenty Health, Physical Education and Recreation Majors at the Boston University School of Education who remain in teaching teach in New England and seven out of ten remain in Massachusetts.

TABLE III
THE GEOGRAPHICAL DISTRIBUTION OF THE 76 RESPONDENTS WHO
ARE IN THE TEACHING FIELD

Region	State	Number	Percent
New England	Connecticut	6	7.9
	Maine	4	5.3
	Massachusetts	53	69.7
	New Hampshire	7	9.2
	Rhode Island	1	1.3
	Vermont	1	1.3
	Total	72	94.7
East	New York	3	4.0
	Pennsylvania	1	1.3
	Total	4	5.3

Salaries of Respondents: One of the most important areas of this study is to reveal the salaries of the respondents. Tables IV, V, and VI are devoted to this area.

Table IV pertains to one hundred and thirty-one respondents in all types of employment with the exception of the twenty-six graduates who are in the Armed Forces, and the eleven respondents who are full time students. One respondent did not answer this question. Thirty-four percent of the respondents receive a yearly salary of between

\$3000 and \$3500, and fifty percent of the respondents receive a yearly salary of over \$3500. Thirteen percent receive a salary of over \$5000 per year.

TABLE IV
PRESENT SALARY RANGE OF THE 131 RESPONDENTS IN
ALL PROFESSIONS AND OCCUPATIONS

Salary Range	Number of Respondents	Percentage
\$2000-2500	2	2
2500-3000	18	14
3000-3500	45	34
3500-4000	21	16
4000-4500	17	13
4500-5000	11	8
Above \$5000	<u>17</u>	13
	131	

The initial and present salary range of the respondents who are teaching is indicated in Table V. One respondent did not specify either present or initial salary while two respondents in the Class of 1950, and one respondent in each of the graduating classes of 1951 and 1952 did not specify initial salary but indicated present salary. In the class of 1950, twelve of the seventeen respondents indicated initial salary at the \$2500-3000 level. There was a regress in the starting salary of the 1951 class. Nine of the eighteen respondents reported initial salary in the \$2000-2500 range. The initial salary

returned to the \$2500-3000 range when eight out of the eighteen respondents of the class of 1952 fell within this area. The up climb or increase continued into the 1953 class. Nine out of the eighteen respondents indicated initial salary at the \$3000-3500 range.

While there were differences in the mode in the initial salary range of the four classes, the mode fell in the identical areas for all of the classes in the present salary range. The mode in all four classes fell in the \$3000-3500 range. Forty-five percent of the teachers have salaries in the \$3000-3500 range. Eighty-four percent of the respondents' salaries fall between \$2500-4000 while four percent earn over \$5000 per year.

TABLE V
INITIAL AND PRESENT SALARY OF THE 75
RESPONDENTS IN EDUCATION

Class	Salary	\$2000	\$2500	\$3000	\$3500	\$4000	\$4500	Above
		-2500	-3000	-3500	-4000	-4500	-5000	\$5000
1950	Initial	4	12		1			
	Present		1	7	3	4	2	2
1951	Initial	9	6	3				
	Present		1	10	6	1		1
1952	Initial	5	8	5				
	Present		6	8	4	1		
1953	Initial	1	7	9	1			
	Present	1	7	9	1			
Total	Present Salary	1	15	34	14	6	2	3
	Percentage	1	20	45	19	8	3	4

Table VI pertains to the fifty-six respondents who are not in the field of education. It is interesting to note that the mode of the fifty-six respondents fall in the highest salary bracket of above \$5000. Only four percent of the respondents in the field of education fall in this area as compared to the twenty-five percent in other professions or occupations. Ninety-three percent of the respondents in Table VI

earn a yearly salary of over \$3000 as compared to seventy-nine percent in Table V. While indications show a rise in teachers' salaries, other occupations and professions still have higher salaries in comparison to education. But, one must also remember that a teacher may supplement his salary by summer employment.

TABLE VI
SALARY OF THE 56 RESPONDENTS IN OTHER
OCCUPATIONS AND PROFESSIONS

Salary Range	Number	Percentage
\$2000-2500	1	2
2500-3000	3	5
3000-3500	11	20
3500-4000	7	12
4000-4500	11	20
4500-5000	9	16
Above \$5000	$\frac{14}{56}$	25

Title of Positions: As indicated in Table VII on Page 15, seventy-six of the respondents are teaching; eleven are full time graduate students (including five graduate assistants); and thirty-three are in the Armed Forces. Of the remaining forty-nine respondents, twenty are in occupations or professions closely related to the field of Health, Physical Education and Recreation. The remaining twenty-nine respondents have entered areas completely divorced from their course of study.

TABLE VII
POSITIONS HELD BY THE 169 RESPONDENTS

Position	Number
Teacher	76
Serviceman	33
Salesman	6
Full time Student	11
Corrective Exercise Therapist	6
Young Men's Christian Association Worker	5
Boys' Club Physical/Recreation Director	3
Catholic Youth Organization Director	1
Social Worker	2
Settlement House Director	1
Director of Recreation	1
Health Educator	1
Swimming Instructor	1
District Boy Scout Executive	1
Executive Director Boston Council Boy Scouts	1
Allowance List Technician	1
Technical Writer	1
Deputy Probation Officer	1
Tabulating Machines Mechanic	1
Underwriter	1
Pilot	1
Credit Adjuster	1
Paint Hardware Dealer	1
Warehouse Man	1
Rodman	1
Stock Merchandiser	1
Assistant Buyer	1
Assistant Manager, Parts Department	1
Assistant Plant Superintendent	1
Assistant Shipper	1
Assistant Zone Manager	1
Mailer	1
Senior Engineer Aid-Transit Man	1
Assistant Red Cross Field Director	1
	<u>169</u>

Reasons for Leaving the Teaching Profession: One of the most perplexing problems concerning educators is why, after four years of study in order to obtain a Bachelor's Degree in Education, some of the graduates forsake their college training to enter other professions or occupations. This study in Table VIII reveals the various reasons why fifty-one respondents left the field of education. Five respondents did not answer this question.

Twenty-two, or forty-three percent of the respondents left the field of education because of low salaries; six, or twelve percent, were unable to find suitable positions or positions in desired locations. Four of the respondents have entered into allied fields and two respondents have indicated that they are awaiting an opportunity to enter the teaching field. Seven of the thirty-three respondents who are in the Armed Forces have decided to remain in their respective military branch of service. All seven of these respondents are officers. The remaining nine respondents left for the various reasons listed in Table VIII on Page 17.

TABLE VIII

REASONS OF 51 RESPONDENTS FOR LEAVING THE TEACHING PROFESSION

Reason	Number
Low Salary	12
In Armed Forces	7
Poor Salary--Inability to secure position in desired location	3
Opportunities few--compensation low	3
Inability to find suitable position	3
No positions available around Boston	2
Haven't left--awaiting opportunity to enter	2
Better pay--greater personal interest	1
Larger salary--greater community service (YMCA)	1
Lucrative salary--more interest in rehabilitation work	1
Better future financially	1
Difficulty in breaking into the Boston School System	1
Unable to secure teaching position due to draft status	1
Entered allied field:	
Health Education	1
Recreation	1
Settlement House Work	1
Y.M.C.A.	1
Better fitted for scouting profession--opportunity for advancement and security	1
More satisfaction--challenge in working with juvenile delinquents	1
Present position offers world wide travel	1
Family difficulties--had to move closer to home	1
Loss of professional dignity--low salaries--Communist influence in teaching--professional politics	1
No job offered--looked for three years	1
Illness--lack of initiative	1
Felt inadequately trained--although among top five in class	1
Never entered it	1
	<u>51</u>

Subjects Being Taught: The subjects that are being taught by the seventy-six respondents in the teaching field are tabulated in Table IX on Page 19. Physical Education, ranking highest as expected, is being taught by fifty-three of the seventy-six teachers. General Science and Health are being taught by twenty and ten teachers respectively. It is interesting to note that thirteen of the respondents are teaching in the elementary grades. A wide variety of courses are being taught by the remaining respondents.

Teaching Load: The teaching load is distributed as follows: twenty-seven teachers have only one subject to teach; eighteen have two subjects; nine have three subjects; eight have four subjects; and one has five subjects to teach. As noted previously, thirteen of the teachers are teaching in the elementary grades.

The undergraduate should take into serious consideration the fact that when he is seeking employment, he will probably be requested to teach more than one subject. The undergraduate should, therefore, choose his minor wisely and concentrate on it as well as on his major field of study.

TABLE IX
 SUBJECTS TAUGHT BY 76 RESPONDENTS IN THE TEACHING FIELD

Subject	Number
Physical Education	53
General Science	20
Elementary Education	13
Health	10
History	6
Mathematics	5
Civics	4
United States History	3
Geography	3
Biology	2
Social Studies	2
Driver Education	2
Problems of American Democracy	2
World History	1
World Geography	1
Citizenship	1
First Aid	1
Hygiene	1
Recreation	1
Body Mechanics	1
Ethics	1
Junior Business	1
Consumer Economics	1
Consumer Education	1
Occupational Guidance	1
Guidance	1
English	1
Physical Science	1
Art	1
Spelling	1

Title of Teachers' Positions: Table X reveals the various titles of the seventy-six respondents in the teaching field. There are nineteen different titles for the seventy-six teachers. It is the writer's belief that several of the titles are synonymous and although the respondents perform the same duties, they have different titles due to the difference in locality.

TABLE X

TITLE OF POSITIONS OF 76 RESPONDENTS IN THE TEACHING FIELD

Title	Number
Physical Education Teacher and Coach	14
Physical Education Teacher	12
Teacher-Coach	11
Elementary Teacher	9
Teacher	6
Athletic Director	6
Physical Education Supervisor--elementary grades	4
Physical Education Director	3
Physical Education Director and Coach	1
Coach	1
Supervisor Physical Education	1
Recreation Director	1
Physical Education and Driver Education Director	1
Athletic Director and Teacher	1
Head, Science Department	1
Science Teacher	1
Regular Substitute	1
Resident Master	1
Principal	1

Number of Teaching Positions Held by Respondents: Of the seventy-six respondents in the field of education, thirty-one have held only one teaching position; twenty-five have held two positions, one has

held three positions, and one has held four different teaching positions. This figure includes fifty-eight teachers. The remaining eighteen teachers are from the Class of 1953 and, therefore, would be in their first teaching position.

TABLE XI

SPORTS BEING COACHED BY THE 76 RESPONDENTS IN EDUCATION

Sport	Respondents
Football	42
Basketball	41
Baseball	34
Track	11
Hockey	6
Soccer	4
Intramurals	2
Boxing	2
Wrestling	1
Swimming	1
Badminton	1
Tennis	1

Sports Being Coached: As was expected, the three major sports, football, basketball, and baseball, completely dominated the coaching scene with forty-two, forty-one, and thirty-four respondents coaching the respective sports. The undergraduate should, however, try to obtain a working knowledge of all the minor sports because he may be called upon to coach any one of them.

Coaching Load: Eleven of the teachers coach only one sport, twenty-two coach two sports, nineteen coach three sports, and four

are coaching four sports. The majority of the coaches have two or three sports to coach. The undergraduate should take this into consideration and take part in, or have a knowledge of as many sports as possible.

Summer Employment: In order that undergraduates might become familiar with the various summer occupations of teachers, a question was asked in the survey regarding this subject.

Eighteen of the eighty-seven respondents were either not sure of their summer employment, or did not answer this question. Thirty-seven, or fifty-seven percent of the sixty-nine respondents are associated with areas that are closely related to their major field. Four of the respondents plan to attend Summer Session and the remaining twenty-six are in areas completely divorced from their teaching profession. Table XII on page 23 indicates the summer employment of the sixty-seven respondents in the field of education.

TABLE XII
 SUMMER EMPLOYMENT OF THE 67 RESPONDENTS IN
 THE FIELD OF EDUCATION

Employment	Respondents
Camp work	16
Parks/Playgrounds	9
Lifeguard	5
Summer School	4
Construction Worker	4
Swimming Instructor	2
Iron Worker	2
Carpenter	2
Recreation Director	2
Director of Water Safety	1
Daniel Webster Home for Children	1
Massachusetts Humane Society Institute	1
Market Clerk and Tutoring	1
Carpenter's Helper	1
H. P. Hood Company	1
White Brothers Milk Company	1
International Order of Hod Carriers and Laborers	1
Laborer	1
Refreshment Stand Owner	1
Owner and Operator Three Drive-in Theatres	1
Measuring Farm Land for State	1
Copeland Bottling Company	1
Massachusetts Institute of Technology employee	1
Independent Nail	1
Bartender	1
American Bitumuls and Asphalt Company	1
Store work	1
Narragansett Brewing Company	1
Recreational Leader General	1
United States Post Office	1
Professional Baseball Player--manager	1

Educational Status of the 87 Respondents in the Field of Education:

Because more stress is now being placed upon obtaining a Master's Degree in Education, the questionnaire contained a question regarding this subject. Table XIII reveals the educational status of the eighty-seven respondents in the field of Education. Fourteen, or sixteen percent have received their Master's Degree in Education and two are working toward an advanced degree. Forty-seven, or fifty-four percent of the respondents are working toward a Master's Degree. Thus, seventy percent of the eighty-seven respondents have obtained, or are working toward an advanced degree.

TABLE XII

NUMBER AND PERCENTAGE OF THE 87 RESPONDENTS IN THE FIELD OF EDUCATION WHO ARE, OR ARE NOT, STUDYING FOR AN ADVANCED DEGREE

Educational Status	Number of Respondents	Percentage
B.S. in Education working toward an Advanced Degree	47	54
B.S. in Education not working toward an Advanced Degree	26	30
M.Ed. working toward an Advanced Degree	2	2
M.Ed. not working toward an Advanced Degree	12	14

Initial Contact to Employment: Table XIV on page 25 reveals the various initial contacts of seventy respondents in the teaching profession. Six respondents did not specify their initial contact to employ-

ment. The initial contact of forty-five, or sixty-four percent of the seventy respondents who answered this question fell into three categories. Twenty, or twenty-eight percent, indicated that their initial contact to employment was through the Boston University Placement Service. Following closely behind, sixteen or twenty-three percent stated that their initial contact was by personal contact. The initial contact of nine, or thirteen percent, of the respondents was through student teaching at the school. The seniors should take this into consideration. The respondents indicated twelve sources of initial contact to employment.

TABLE XIV

INITIAL CONTACT TO TEACHING EMPLOYMENT OF 70 RESPONDENTS

Source	Number of Respondents	Percent
Boston University Placement Service	20	28
Personal Contact	16	23
Student Teaching	9	13
Friends	5	7
Boston University Faculty Member	5	7
Teachers' Agency	4	6
Superintendent of Schools	3	4
Substitute Teaching	2	3
Interview	2	3
Physical Education Director of School	2	3
Member of School Committee	1	1
Civil Service Examination	1	1

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary: This study was conducted to show the professional or occupational status of the men who graduated from the Boston University School of Education with a major in Health, Physical Education, and Recreation during the period from 1950 to 1953 inclusive; and to suggest methods by which undergraduates may better prepare themselves for their future profession.

The following specific objectives were investigated: Intent to remain in present occupation or profession; Location of respondents; Salaries of respondents; Title of positions; Reasons for leaving teaching profession; Subjects being taught; Teaching load; Title of teachers' positions; Number of teaching positions held by respondents; Sports being coached; Coaching load; Summer employment of the respondents who are teaching; Educational status of the respondents in the field of Education; Initial contact to teaching employment.

Based on an analysis of the data presented in Chapter III, a summary of the major findings and conclusions is presented on the following pages.

1. Eighty-seven, or sixty-one percent of the respondents are still in the field of Education. Eighty-one, or ninety-three percent intend to remain in the educational field. Thirty-three, or fifty-nine percent of the respondents in other occupations and professions show a desire to remain there.

2. Thirty-three respondents are in the Armed Forces. Of this number, seven who are officers, plan to remain in military service.

3. One hundred and twelve, eighty-nine and six tenths percent, of the respondents in all professions and occupations, are located in New England. Eighty-seven, or sixty-nine and six tenths percent, of this group are located in Massachusetts.

Seventy-five, or ninety-four and seven tenths percent of the respondents in the field of Education are located in New England. Fifty-three, or sixty-nine and seven tenths percent of these respondents, are teaching in Massachusetts.

This survey indicates that nine out of every ten respondents are located in New England, and that seven out of the ten are located in Massachusetts.

4. The initial teaching salary of the respondents has increased from the \$2000-2500 bracket in 1951 to the \$3000-3500 bracket in 1953. The present salaries of forty-five percent of the respondents teaching are in the \$3000-3500 range; seventy-nine percent have salaries above \$3000. Four percent earn above \$5000.

The salaries of those in other professions or occupations reveal that twenty percent of the respondents earn between \$3000 and 3500; ninety-three percent have salaries above \$3000, and twenty-five percent earn over \$5000 per year.

While the salary ranges of the teachers is improving, the salaries still remain lower in comparison to other occupations and professions. However, it might be mentioned here, that the teacher can supplement his salary through summer employment.

5. Seventy-six of the one hundred and sixty-nine respondents are teaching; eleven are full time students (five of whom are graduate assistants); thirty three are in the Armed Forces, twenty are in fields closely allied to Health, Physical Education, and Recreation; and twenty-nine are in areas completely divorced from the teaching profession.

6. Of the various reasons given for leaving the teaching profession, low starting salaries lead the list with forty-three percent of the respondents giving this reason. Twelve percent were unable to find suitable positions or positions in desired locations, and fourteen percent decided to remain in the Armed Forces.

7. The subjects most frequently taught by the respondents were:

Physical Education, reported by fifty-three respondents; General Science, reported by twenty; Health, reported by ten; and elementary education, reported by thirteen.

8. The teaching load of the respondents is as follows: twenty-seven respondents are teaching one subject; eighteen are teaching two subjects; nine are teaching three subjects; eight are teaching four subjects; and one is teaching five subjects. As was previously noted, thirteen are elementary teachers.

9. Thirty-one of the seventy-six respondents in the teaching field are still employed in their first teaching position; twenty five are in the second teaching position; one is in his third teaching position, and one is in his fourth teaching position. The remaining eighteen teachers are members of the Class of 1953 and, therefore, would be in their first teaching position.

10. The sports most frequently coached by the respondents were: Football, reported by forty-two respondents; Basketball, reported by forty-one; Baseball, reported by thirty-four; track, reported by eleven; Hockey, reported by six; and soccer, reported by four.

11. The coaching load of the respondents is as follows: Eleven respondents are coaching one sport; twenty-two are coaching two sports; nineteen are coaching three sports, and four are coaching four sports.

12. Thirty-seven of the respondents who are teaching have summer employment closely related to the field of Health, Physical Education, and Recreation; four respondents plan to attend summer school; eighteen

of the respondents are not sure as to their summer positions, and the remaining twenty-six are in areas completely divorced from the field of education.

13. Seventy-percent of the respondents in the field of education are studying for, or have received, an advanced degree. Sixteen percent have received their Master's in Education and two percent of them are studying toward an advanced degree. Fifty-four percent of all those who have a Bachelor' of Science in Education Degree are studying toward an advanced degree.

14. There were twelve different methods by which the respondents obtained their teaching positions. For sixty-five percent of the respondents the contact was as follows: Twenty-nine percent through the Boston University Placement Service; twenty-three percent through personal contacts; and thirteen percent through student teaching.

Suggestions: The respondents offered many suggestions to help present and future students. Several of the suggestions pertained to the faculty and curriculum of the School of Education. The most frequently mentioned suggestion was more stress on the minor of the undergraduate. A few respondents indicated Elementary Education as a strong minor. The previous statement is substantiated in the findings of this survey. Table X on page 20 reveals that thirteen of the respondents are elementary teachers. One respondent suggested that seniors be allowed to teach in their minor area such as is done in the case of Physical Education majors with an elementary education minor.

The remaining suggestions offered by the respondents are listed

below in order of frequency:

FREQUENCY

More stress on minor area	10
More practical work	6
Start early to secure teaching position	6
Participate in Athletics, Functions, and Activities	6
Gain experience from Summer and part-time work while in school	6
Take More public speaking courses	4
Better your present degree	4
Make good contacts before graduation	3
Do not rely on organizations--do it yourself	3
Teach more course content--less theory	3
Do not take overload of classroom subjects if you are going to coach	2
Do your best when Student Teaching	2
Be prepared to teach any subject	2
Do honest work as undergraduate	2
Keep up your studies	2
Set a goal--have a belief in something	2
Improve apparatus program at School of Education	2
Introduce a teacher training course in Driver Education	2
Introduce more Practice teaching at all levels	1
Have all undergraduates do Student Teaching in Minor as well as Major field	1
Prepare students for small schools with little or no equip.	1
Eliminate "Teaching Fellows" not qualified to teach at the college level	1
Enlighten students on allied fields	1
Increase co-operation with Athletic Department	1
Prepare undergraduates to teach under realistic conditions--not in ideal situations	1
Plan your work	1
Develop strong disciplinary practices while student teaching	1
Obtain all you can from every course	1
Know the field of Physical Education--athletics a minor part	1
Study methods in Physical Education in all activities	1
Take more subject matter courses directly related to classroom teaching	1
Take as many Liberal Arts courses as possible	1
Consider all assignments important	1
Attend clinics and conventions	1
Take practice interviews with people in the field	1
Know requirements of state you desire to teach in	1
Secure State Certification in your Senior year	1
Be prepared to teach in a small town to start--gain experience	1
Do not be too particular about starting position--main thing to get started	1

Take Dr. Billett's Course "The Unit Method"	1
Know type of community where you are to teach	1
Become part of the community in which you teach	1
Be able to adjust yourself to school where you teach	1
Develop love for the profession and do plenty of hard work	1
Keep filing system for undergraduate work	1
Develop friendly and warm personality	1
Be prompt, courteous, and a hard worker	1
Do not be afraid to offer help in situations without pay	1
Co-operate with principals and Superintendent of Schools	1

Recommendations: On the basis of the aforementioned findings, the following recommendations are made:

1. Due to the number of respondents who are coaching the major sports, football, basketball, and baseball, the writer recommends that the course, "Methods in Major Sports" be changed from a classroom lecture course to a more practical course. That is, it is recommended that the course be taught at the site of participation of the sport, or in a gymnasium, rather than in a lecture hall. In a course of this nature, demonstrations to accompany the lectures are invaluable.

2. More assistance should be given to students in making employment contacts. Provision should be made to incorporate into a first semester senior course such factors as how to apply for a position, how to write a letter of application, how to act at an interview, and how to dress for an interview with a prospective employer.

3. It is further recommended that all seniors be allowed the opportunity to student teach in their minor area of study such as is given to seniors with a minor in elementary education.

4. It is recommended that there be more co-operation between the Boston University Placement Service staff and the

Physical Education Department. Along this line, it is suggested that some provision be made to continue the work started by Dr. Carl Ericson, and that the Physical Education Department handle the job opportunities in Physical Education.

5. It is recommended that more stress be placed on student teaching. The importance of student teaching can not be over-emphasized. The student should be taught to consider his practice teaching as his first teaching position and react accordingly.

6. It is recommended that more emphasis be placed on public speaking and that the public speaking courses which are offered in the Freshman year be taught in the Junior year when the knowledge gained in these courses can be more readily adapted to use in the classroom in developing proper rapport and so forth.

7. It is recommended that the apparatus program offered by the Physical Education Department be strengthened and that improvements be made in the physical education facilities.

8. It is suggested that a study be made to determine the advisability of offering a course in the Teaching of Driver Education.

9. It is recommended that a follow-up study be conducted every four years concerning the graduates of the School of Education to determine current trends.

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APPENDIX

stamped, self-addressed envelope

Mr. A. G. Schifino
90 St. Mary's Street
Boston, Massachusetts

BOSTON UNIVERSITY
SCHOOL OF EDUCATION
332 BAY STATE ROAD
BOSTON 15, MASSACHUSETTS

February 20, 1954

Dear Graduate:

I am making a follow-up study of the School of Education graduates in Health, Physical Education, and Recreation to determine how successful our graduates have been in securing positions for which they were trained and what activities are being performed by them.

The success of this survey depends upon the response I receive. Without your help this survey cannot be completed successfully. Will you take a few minutes of your time to fill out the enclosed questionnaire? I shall be grateful for your cooperation.

Do not hesitate to answer any of the questions on the form, as all information will be held confidential and will appear only in tabulated form. A stamped, self-addressed envelope is enclosed for your convenience.

I wish to thank you in advance for your participation and cooperation in this study. A prompt reply will be greatly appreciated.

Sincerely yours,

A. G. Schifino
Class of 1953

AGS:jh

Enclosures:

Questionnaire
Stamped, Self-addressed envelope

Mr. A. G. Schifino
90 St. Mary's Street
Boston, Massachusetts

FOLLOW-UP STUDY OF GRADUATES IN HEALTH, PHYSICAL EDUCATION, AND RECREATION FROM THE BOSTON UNIVERSITY SCHOOL OF EDUCATION FROM 1950-1953 INCLUSIVE

A. TO BE FILLED OUT BY EVERYONE

Name _____

Home Address _____

Name of Concern/Institution Where Employed _____

Title of Position _____

Business Address _____

If In Service: Dates: From _____ To _____ Rate/rank _____

Do You Intend To Stay in the Field of Work You Are Now In? Yes ____; No ____

What Was Your Initial Contact to Employment? _____

Present Salary:	\$2000-2500 _____	\$3500-4000 _____	Above \$5000 _____
	\$2500-3000 _____	\$4000-4500 _____	
	\$3000-3500 _____	\$4500-5000 _____	

B. TO BE FILLED OUT IF NOT IN THE TEACHING PROFESSION

Reasons for Leaving the Field _____

C. TO BE FILLED OUT IF STILL IN THE TEACHING PROFESSION

Subjects You Are Teaching _____

Sports You Are Coaching: Football ____; Basketball ____; Baseball ____; Track ____; Hockey ____; Tennis ____; Golf ____; Others _____

Degree Now Held _____

Are You Working Toward an Advanced Degree? Yes ____; No ____

Summer Employment _____

Location and Title of Positions Held Before Obtaining Present Position:

1. _____
2. _____
3. _____
4. _____

Salary on First Position	Date 195__	\$2000-2500
		\$2500-3000
		\$3000-3500
		\$3500-4000

Suggestions to Help Present and Future Students _____

BOSTON UNIVERSITY
SCHOOL OF EDUCATION
332 BAY STATE ROAD
BOSTON 15, MASSACHUSETTS

38

March 22, 1954

Dear Graduate:

Some time ago I mailed out a questionnaire to the last four graduating classes from the School of Education majoring in Health, Physical Education and Recreation.

To date I have received a 51 percent return. This is gratifying, but does not give me an adequate return to compile the necessary data.

As yet I have not received a completed questionnaire from you. I would appreciate your co-operation in completing the questionnaire and returning it to me. If the questionnaire has been misplaced, upon notification, I will send you another questionnaire.

Thank you.

Sincerely yours,

A. G. Schifino
Class of 1953

AGS:jh