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AN EVALUATION OF THE UNDERGRADUATE
PROFESSIONAL PREPARATION PROGRAM
IN PHYSICAL EDUCATION AT
AUSTIN PEAY STATE UNIVERSITY

By

George D. Fisher

A dissertation presented to the
Graduate Faculty of Middle Tennessee State University
in partial fulfillment of the requirements
for the degree Doctor of Arts


August 16, 1974

AN EVALUATION OF THE UNDERGRADUATE
PROFESSIONAL PREPARATION PROGRAM
IN PHYSICAL EDUCATION AT
AUSTIN PEAY STATE UNIVERSITY

APPROVED:


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Chairman of the Department of Health,
Physical Education, and Recreation


Dean of the Graduate School

ABSTRACT

AN EVALUATION OF THE UNDERGRADUATE PROFESSIONAL PREPARATION PROGRAM IN PHYSICAL EDUCATION AT AUSTIN PEAY STATE UNIVERSITY

by George D. Fisher

This study was designed to determine the perceived adequacy of preparation compared to importance of preparation for sequence teaching roles of graduates from Austin Peay State University, who graduated during the years 1960 to 1969.

A questionnaire, designed by Lucke of Lenoir Rhyne and later used by Wilder of Western Kentucky University, was the principal instrument for the study. Eighty-seven usable questionnaires were returned. The questionnaires involved graduates from 29 states and one foreign country. The 87 were acquired from an original list of 239 graduates, many of whom had left the teaching profession.

The Pearson product moment correlation was used to determine what relationship existed between adequacy of preparation and importance of preparation. Mean scores were determined for each question and cumulative mean scores were determined for each of five categories. These

categories were service programs, athletics, intramurals, principles and philosophy, and administration. Correlations were interpreted at the .05 level of confidence. Significant correlations between adequacy and importance of preparation existed in athletics, intramurals, and principles and philosophy.

A comparison of mean scores showed a perfect relationship between the categories as to adequacy and importance of preparation in the various categories. The rank order of adequacy and importance of preparation was: 1. Service program 2. Athletics 3. Principles and philosophy 4. Administration 5. Intramurals.

The results of the study indicated need for improvement in evaluation procedures, grading procedures, scheduling, and organization and practice schedules in athletic coaching courses. Graduates expressed a strong need for more teaching opportunities during their undergraduate preparation. Other observations included weaknesses in establishing a personal library, weakness in intramural planning procedures and a general weakness in teaching techniques related to individual differences in children.

ACKNOWLEDGEMENTS

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The writer expresses special gratitude to Dr. Guy Penny for his persistence and sustained interest in the study. He is grateful to Dr. Stanley Hall for his fatherly advice and "class." He is equally grateful to Dr. Aseltine for his consistent thoughtfulness and deep insight. He is grateful to Dr. Maples for his scholarly advice. Additional thanks should go to Dr. Porter and Dr. Aden for their contributions to the committee.

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CHAPTER I

INTRODUCTION

Physical education is facing a most critical period. For many and various reasons, the public as well as administrators, faculty, and students are asking questions about the quality of physical education programs in our nation's schools. The need for a more consistent and efficient program of physical education throughout the schools of the United States has been evident to all progressive thinkers for a number of years.¹

One way to improve the quality of physical education programs is through evaluation. Curriculum development and evaluation should be an on-going process. The aim and objectives should be under constant surveillance. An evaluative study of the graduates from a particular discipline and a given college or university should offer some insight as to the adequacy of the preparation within that discipline. Those practitioners should be able to evaluate the adequacy of their preparation for their job performances.²

¹William Ralph Laporte, The Physical Education Curriculum, (Los Angeles: College Bookstore, 1968), p. 7.

²Lois Johnson, "Optimistic Prospects in Elementary School Physical Education Professional Preparation," Journal of Health, Physical Education and Recreation, 43 (February, 1972), 29.

Tradition weighs heavily in determining what curricular practices prevail at certain institutions and in certain departments. The educational process is slow to change. Most curriculum developments have been the result of outgrowths from previous practices. Unfortunately, there is a good deal of disagreement among those interested in American education about what are the best ways to improve the quality of education in this country. There are some who feel that the real problem lies, in not what we teach or in what environment we teach, but in whom we commission to teach. If this assumption be true then the content of American education's professional preparation programs is one of the most significant factors in determining the quality of education in our nation's schools.³

Some fundamental facts make professional preparation high on any priority list of professional problems. We live in an era dominated by the quest for quality in all facets of the good life. We are challenged to demonstrate excellence in our lives as individuals, to transmit a desire for it to others, and to help make it evident in our work and our communities. Education especially is

³Neil Laughlin, "A Look at the Professional Preparation of Physical Educators," The Physical Educator, 28 (October, 1971), 150.

challenged and compelled to act in harmony with this general pursuit of excellence in America.⁴

Curriculum makers will have to face the fact that today's college student is a concerned student who wants to do something effective for society. It seems logical that one of the concomitant purposes of an educational institution is to prepare the student to carry out those duties and responsibilities which will be assigned to him after leaving the institution. If this is true, then it is necessary for those responsible for the educational program to be well aware of what those duties will be and to provide experiences which will prepare the student for them.⁵

There is a constant need for continuous study of programs to insure that the best possible preparation is being provided by colleges and universities. Frequent evaluations will determine the effectiveness of any changes made in the program and also indicate areas which need to be studied for change. The test of any preparation program is the extent to which it meets the needs of the students.

⁴Ben. F. Miller, "Priority in the Quest for Quality," Journal of Health, Physical Education, and Recreation, 35 (May, 1964), 31, 32.

⁵Hazel Walker, "The Road Ahead in Preparing Teachers of Physical Education," Journal of Health, Physical Education, and Recreation, 42 (February, 1971), 73.

To evaluate the program's effectiveness, appraisal by the graduates is needed.⁶

In recent years, those who teach teachers have been making an uneasy acquaintance with the concept of accountability. Educators everywhere are being forced to examine what they do in classes. Accountability depends upon the processes of evaluation, as does consequent action for the improvement of program quality. For the most part, evaluations of professional preparation programs in physical education have employed one of three strategies for inquiry: (1) analysis by checklist or scorecard, (2) analysis by assessing competencies of graduates, and (3) analysis by categorizing problems encountered by graduates in the performance of their duties. If the purpose of professional programs is to produce good teachers of physical education then evaluation of teachers must be, if not the most important criterion, at least one criterion for program evaluation. If programs are to be held responsible for demonstrating that they produce competent teachers, only evaluation of teacher competence can serve the purpose.⁷

⁶John Richards Adams, "A Study of the Effectiveness of a Professional Preparation Program in Physical Education," (Unpublished Doctoral Dissertation, University of Michigan, 1967), p. 34.

⁷R. S. Feingold, "The Evaluation of Teacher Education Programs in Physical Education," Quest, 18 (June, 1972), 33-37.

The need for improvement of teacher training programs in the field of physical education received special emphasis in 1948. In this year, the American Association of Health, Physical Education, and Recreation sponsored a conference to study the problems involved in undergraduate professional preparation in this field. The conference felt that institutions of higher education have a responsibility for preparing competent teachers and leaders in health education, physical education, and recreation.⁸

That departments of physical education should periodically evaluate their curriculums in light of their stated objectives is brought out by Beck in his statement, "after the curriculum has been established, continuing evaluations will be necessary to be sure that needs of the students are being met."⁹

In 1962, the American Association for Health, Physical Education and Recreation conducted a national conference concerning professional preparation. One of the major recommendations resulting from the conference was

⁸The National Conference on Undergraduate Professional Preparation in Health Education, Physical Education, and Recreation (Chicago, Illinois: The Athletic Institute, 1948), p. 35.

⁹Eugene Eldo Beck, "A Proposed Professional Curriculum for the Preparation of Men Physical Education Teachers at the University of Wisconsin," (Unpublished Doctoral Dissertation, Ohio State University, 1949), p. 200.

that training programs need to undergo periodic program evaluation in recognition of the ever changing conditions under which physical education graduates are expected to perform.¹⁰

This study investigated the perceived adequacy of preparation on 37 selected behaviors, and how important to their professional preparation, 87 graduates deemed these behaviors to be. The graduates completed their undergraduate preparation during the years 1960 to 1969.

STATEMENT OF THE PROBLEM

What is the perceived adequacy of preparation, for sequence teaching rolls, of selected graduates from Austin Peay State University, who majored in physical education and are currently teaching, on 37 selected behaviors related to professional preparation? How important do they deem these behaviors to be to their preparation? What is the statistical and numerical relationship between adequacy of preparation and importance of preparation on these selected behaviors, as perceived by these graduates, and as determined by scores given these behaviors on usable questionnaires?

¹⁰Professional Preparation in Health Education, Physical Education, and Recreation Education. Report of a National Conference (Washington, D. C.; American Association for Health, Physical Education, and Recreation, 1962), p. 5.

PURPOSE OF THE STUDY

The purpose of the study was to determine the adequacy of preparation, of Austin Peay State University physical education majors who graduated during the years 1960 to 1969, on 37 selected behaviors related to professional preparation. The second purpose was to see how important these behaviors were to their professional preparation. A third purpose was to see what relationship existed between numerical scores given these behaviors as to adequacy and importance of preparation.

LIMITATIONS OF THE STUDY

The study was limited to 87 physical education majors who graduated from Austin Peay State University during the years 1960 to 1969 who were certified physical education teachers and who returned the questionnaire.

NEED FOR THE STUDY

The need for a study of this nature can best be emphasized by taking a close look at the results of the National Teacher Examinations for the years 1969-1970 at Austin Peay State University. A sample of 543 students at Austin Peay State University during these two years indicates a need for improvement in most curricular areas

and especially in physical education. On the common examination of the National Teacher Examination, 43 percent of all students made scores in the lowest quarter. Sixty-three percent scored in the lowest and second lowest quarter, as compared to national norms.

Among majors in men's physical education, 75 percent of those tested scored in the lower quarter and 92 percent in the two lower quarters, while only 2 percent scored in the highest quarter as compared to national norms. Among majors in women's physical education, 80 percent scored in the lowest quarter, 90 percent in the lower two quarters, and 5 percent in the highest quarter. Majors in physical education, therefore, scored considerably lower than the national norm. They also scored lower in comparison to other disciplines at the University. These comparisons are shown in Table 1.

Table Number 2 shows a similar distribution in score ranges on the general education tests of the National Teacher Examination in comparison to national norms.

A third table shows the scores of the same group of students on the professional education section of the National Teacher Examination. These scores are shown in Table Number 3.

Table Number 4 shows the scores of the same students on the teachers area examination of the National Teacher Examination. All four tables show physical

TABLE 1

SUMMARY OF PERFORMANCE ON THE COMMON EXAMINATION
OF THE NATIONAL TEACHER EXAMINATIONS
DISTRIBUTED BY MAJOR FIELDS*

MAJOR FIELD	TOTAL N	PERCENTAGE OF TOTAL IN EACH QTR.			
		1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.
01. Education in the Elem. School	91	32	29	22	17
02. Early Childhood Education	15	27	20	33	20
03. Biology and General Science	25	20	16	31	28
04. English Language and Lit.	34	18	18	29	35
05. Industrial Arts Ed.	7	57	29	00	14
06. Mathematics	12	25	17	41	17
07. Chem., Physics, & Gen. Sci.	3	00	33	00	67
08. Social Studies	61	30	21	31	18
10. Business Education	33	46	24	21	09
11. Music Education	18	44	17	17	22
12. Home Economics	5	40	40	20	00
13. Art Education	18	61	17	05	17
14. Men's Physical Education	59	75	17	06	02
15. Women's Physical Education	20	80	10	05	05
16. Speech-Comm.-Theater	4	00	00	75	25
31. Media Specialist	3	00	67	00	33
32. Educ. of Mentally Retarded	2	00	00	50	50
NC. (Did not take area exam.)	116	50	16	19	15
TOTAL	526	43	20	21	16

#Note 1st Quarter = Lowest Quarter
2nd Quarter = Second Lowest Quarter
3rd Quarter = Third Lowest Quarter
4th Quarter = Highest Quarter

*Teacher Education at Austin Peay State University--
A report compiled by the Faculty for the National Council
for Accreditation of Teacher Education, (compiled and
edited by Tom K. Savage, Clarksville, Tennessee, December
1971), pp. 211-220.

TABLE 2

SUMMARY OF PERFORMANCE ON THE GENERAL EDUCATION TESTS
OF THE NATIONAL TEACHER EXAMINATIONS
DISTRIBUTED BY MAJOR FIELDS**

MAJOR FIELD	TOTAL N	PERCENTAGE OF TOTAL IN EACH QTR.			
		1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.
01. Education in Elem. School	91	36	26	23	15
02. Early Childhood Education	15	20	27	33	20
03. Biology and General Science	25	16	20	20	44
04. English Language and Lit.	34	20	18	27	35
05. Industrial Arts Education	7	14	57	00	29
06. Mathematics	12	9	33	33	25
07. Chem., Physics, and Gen. Sci.	3	00	33	00	67
08. Social Studies	61	19	28	25	28
10. Business Education	33	34	36	24	6
11. Music Education	18	28	22	17	33
12. Home Economics Education	5	40	40	20	00
13. Art Education	18	39	39	05	17
14. Men's Physical Education	59	68	19	10	03
15. Women's Physical Education	20	80	05	15	00
16. Speech-Comm.-Theater	4	00	00	50	00
31. Media Specialist-Library, etc.	3	00	33	00	67
32. Education of Mentally Retarded	2	00	00	00	1.00
NC. (Did not take area exam.)	116	47	20	17	16
TOTAL	526	37	24	20	19

#Note 1st Quarter = Lowest Quarter
2nd Quarter = Second Lowest Quarter
3rd Quarter = Third Lowest Quarter
4th Quarter = Highest Quarter

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TABLE 3

SUMMARY OF PERFORMANCE ON THE PROFESSIONAL EDUCATION TEST
OF THE NATIONAL TEACHER EXAMINATIONS
DISTRIBUTED BY MAJOR FIELDS***

MAJOR FIELD	TOTAL N	PERCENTAGE OF TOTAL IN EACH QTR.			
		1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.
01. Education in Elem. School	91	36	26	23	15
02. Early Childhood Education	15	20	27	33	20
03. Biology and General Science	25	16	20	20	44
04. English Language and Lit.	34	20	18	00	35
05. Industrial Arts Education	7	14	57	33	29
06. Mathematics	12	9	33	00	25
07. Chem., Physics, and Gen. Sci.	3	00	33	00	67
08. Social Studies	61	19	28	25	28
10. Business Education	33	34	36	24	6
11. Music Education	18	28	22	17	33
12. Home Economics Education	5	40	40	20	00
13. Art Education	18	39	39	05	17
14. Men's Physical Education	59	68	19	10	03
15. Women's Physical Education	20	80	05	15	00
16. Speech-Comm.-Theater	4	00	00	50	50
31. Media Specialist-Library, etc.	3	00	33	00	67
32. Education of Mentally Retarded	2	00	00	00	1.00
NC. (Did not take area exam.)	116	47	20	17	16
TOTAL	526	37	24	20	19

#Note 1st Quarter = Lowest Quarter
2nd Quarter = Second Lowest Quarter
3rd Quarter = Third Lowest Quarter
4th Quarter = Highest Quarter

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TABLE 4

TEACHERS AREA EXAMINATIONS OF
NATIONAL TEACHER EXAMINATIONS****

AREA EXAMINATION	TOTAL N	PERCENTAGE OF TOTAL IN EACH QTR.			
		1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.
01. Educ. in the Elem. School	91	22	26	29	23
02. Early Childhood Education	15	13	27	47	13
03. Biology and Gen. Science	25	38	29	25	08
04. English Language and Lit.	34	41	26	18	15
05. Industrial Arts Education	7	00	29	57	14
06. Mathematics	12	25	33	25	17
07. Chem., Physics, and Gen. Sci.	3	33	33	33	00
08. Social Studies	61	41	35	13	11
10. Business Education	33	12	33	33	21
11. Music Education	18	39	22	17	22
12. Home Economics Education	5	20	00	60	20
13. Art Education	18	55	33	06	06
14. Men's Physical Education	59	62	28	07	03
15. Women's Physical Education	20	60	25	15	00
TOTAL	401	36	28	22	14

#Note 1st Quarter = Lowest Quarter
 2nd Quarter = Second Lowest Quarter
 3rd Quarter = Third Lowest Quarter
 4th Quarter = Highest Quarter

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education majors scoring lower than other disciplines at the University and quite low when compared to national norms in their own discipline.¹¹

PHYSICAL EDUCATION AT AUSTIN PEAY STATE UNIVERSITY

In 1962 the department of Health and Physical Education at Austin Peay State University conducted a departmental self study and the following objectives were agreed upon: The objectives in physical education and recreation were outlined as follows:

- a. To help each student develop his body to a state of optimum physical fitness and to understand the methods and the desirability of maintaining this state of efficient body control and use.
- b. To develop in prospective teachers an understanding of the contributions of physical education to the total education program: to qualify students through knowledge, attitudes, and skills for effective teaching of physical education and effective athletic coaching in high schools.
- c. To help the students acquire recreational skills in various physical activities for his immediate enjoyment of college life as well as to enrich his leisure in the future.

The program in physical education is planned for two main groups: The program in general education for all students

¹¹Teacher Education at Austin Peay State University--
A report compiled by the Faculty for the National Council
for Accreditation of Teacher Education, (compiled and edited
by Tom K. Savage, Clarksville, Tennessee, December, 1971),
pp. 211-220.

and the specialized program for physical education majors. The program consists of course instruction, intramural competition in sports and recreational activities, and intercollegiate athletics. The course instruction in physical education activities included in the general education core is planned to help fulfill the objectives which this department has for all students. The specialized courses are designed to develop in prospective teachers and coaches the objectives listed for them.¹² The professional preparation courses for physical education majors during the years of this study are listed on the succeeding pages with the course description.

THE PROFESSIONAL PREPARATION COURSES
IN PHYSICAL EDUCATION AT AUSTIN PEAY
STATE UNIVERSITY

The professional preparation courses in physical education showed little variation during the period of the study. During the last three years several changes have occurred. The following are listed as requirements in the program of physical education. A course title and course description of those required courses is presented.

¹²Austin Peay State University Departmental Self Study, (Department of Health, Physical Education and Recreation, February, 1962), pp. 2, 3.

Anatomy and Kinesiology. Although this course is listed under the health education courses it is basic to the physical education curriculum. The course is a study of the structure, function, and organization of the systems of the human body. The emphasis is placed on learning the parts and functions of the human body. Muscular movement as employed by physical educators and the effect these movements have upon the body are given special attention.

Tumbling Theory and Method. This class encompasses all phases of tumbling, including ground tumbling, parallel bars, side and long horses, balance beams, and trampolining. Decided emphasis is placed on techniques and safety precautions.

Athletic Coaching Football--Men Only. This course is a football coaching theory class which touches all aspects of football coaching. It is taught by the varsity football staff using the team techniques of teaching with each coach relating to his own field of expertise. The class is a three class per week lecture course and a two day per week on the field demonstration course.

Athletic Coaching: Basketball. Separate classes for men and women. The same general principles apply to this course as the football theory course. Taught by the

varsity basketball staff using films of varsity games, scouting and other current techniques.

Athletic Coaching: Baseball, track and field.

Fits into the same framework of the previous two courses. Taught by the varsity coaches of the listed sports. The time is equally divided between the baseball and track coaches.

Gymnastics Theory and Methods: Women. This course is designed to foster attitudes, elicit participation, teach basic techniques in graded gymnastics.

Coaching Team Sports: Women. This course parallels the teaching methods of the football course for men. Attention is given to soccer, volleyball and other team games.

Athletic Coaching Basketball: Women. Parallel course to the men's basketball course.

Restricted and Corrective Physical Education.

Designed for teachers of atypical children. Instruction in special activities designed for children who do not take part in the regular physical education activity classes.

Administration of the Intramural Program. Gives training and experience in conducting high school intramural program. Lends importance to intramural organization.

Emphasizes programs of individual, dual and team activities. Teaches scheduling techniques, tournament play and officiating experiences.

Individual and Dual Sports. This course lends emphasis to the dual and individual sports and their place in the high school curriculum.

Methods and Materials in Physical Education for the Elementary School. A study of the needs and characteristics of elementary school children and the activities suitable for fulfilling these needs. A study of program planning, class organization and methods. Practical experiences in teaching the following activities: stunts and tumbling, self testing, rhythmic activities, story plays and mimetics, safety and recreative skills.

Aquatic Activities. Advanced course in water instruction techniques including diving, swimming, water safety, and water drills.

Principles and Philosophy of Health and Physical Education. Analysis of ideal programs in physical education. Trying to help the student develop a philosophy about teaching experiences. Provide teaching experiences which range from the ideal to the most difficult. Develop in the student an awareness of the entire scope of physical education.

Camping and Camp Leadership. The course is designed for those who have a special interest in camp counselling. Deals with historical concepts of camping and its emergence as a basic part of the physical education curriculum. The course includes practical experience in camping and camp leadership.

Dance-Theory and Technique. This course is designed to administer basic understandings of folk, square, modern and ballroom dancing. Laboratory experiences are provided in the actual teaching of rhythms and other related skills. Instruction is also given in selecting materials and progressive selections.

Teaching Health and Physical Education. Although this course is listed as an education course, it is basic to the professional preparation of the physical education major and is taught by the physical education faculty. It includes materials and methods for student teaching. Emphasis is given to developing unit plans, daily lesson plans, evaluation and organization of the teaching sequence. Practical teaching experience is also provided.

CHAPTER II

REVIEW OF RELATED LITERATURE

The literature related to this study is divided into these categories: (1) literature related to teacher preparation because the study included only teachers; (2) literature related to physical education professional preparation; (3) literature related to needs for studies of this nature which includes reasons why these studies are important to professional preparation; and (4) literature related to similar studies of other institutions which are preparing teachers in physical education.

TEACHER PREPARATION

Davis discussed four outstanding problems regarding teacher-education: (1) problems concerned with what constitutes good teaching, (2) problems concerned with the selection of professional students, (3) problems concerned with the need for improvement of the professional curriculum, and (4) problems concerned with placement and in-service follow-up.¹ This study relates to at least two of these problems.

¹E. C. Davis, "The Survey and Professional Preparation in Physical Education," Research Quarterly 3 (December, 1932), 28.

An important facet of the development of an effective curriculum for the preparation of teachers is that concerned with the evaluation of the progress of its product--the students. The planning of any educational program is incomplete without some provision for an assessment of its effectiveness. In a large measure the evidence of a program's effectiveness is necessarily to be found in the influence that the program has upon those who have been subjected to it.²

Barrett makes the observation that we need to overhaul our whole attitude of teacher preparation. He believes there is a need to expose students to teaching situations early in their college career so they can evaluate the teaching profession as a career.³

Unfortunately, there is a good deal of disagreement among those interested in American education about what are the best ways to improve the quality of education in this country. Some feel that the real solution to education's problems lies not in what we teach, or in what environment we teach, but in whom we commission to

²G. W. Denmark, Chairman and Editor, Criteria for Curriculum Decisions in Teacher Education, (Washington, D. C. Association for Supervision and Curriculum Development, 1963), p. 40.

³Robert J. Barrett, "Teaching Experience--Early, Often and Varied," Journal of Health, Physical Education, and Recreation, 43 (May, 1972), 70.

teach. Therefore, if this assumption be true, then the content of American education's professional preparation programs is one of the most significant factors in determining the quality of education in our schools.⁴

Oermann has said,

If we are truly concerned with the public image of the teaching profession, if we cherish equal status with our academic colleagues, if we are educators, then I would assume that those who aspire to be physical education teachers should be educated men and women. Teachers need to be articulate, possess aesthetic sensitivity, understand social problems, sharpen their capacity for critical thinking, be openminded, and develop an awareness of the impact of world history and science on the American way of life. Our profession cries for teachers with these capacities and insights.⁵

Klappholy has said that those engaged in teacher preparation can better prepare their students by knowing what's going on in public school physical education, by visiting schools often, and by meeting public school physical educators regularly, and by giving students a realistic picture of what they are apt to meet on the job. Students should know about facilities, equipment, and

⁴"A Look at the Professional Preparation of Physical Educators," The Physical Educator, 28 (October, 1971), 150-153.

⁵Karl C. H. Oermann, "Preparation in Physical Education," Journal of Health, Physical Education and Recreation, 35 (May, 1964), 35.

class size that they can generally expect to find in their area.⁶

Carter says for the most part we are not telling the story of teaching as it really is and we are not preparing the teachers to cope with and stay in step with the problems of today. So much of higher education takes the form of trite and frivolous book-type experiences which appear sound on paper, sound intellectual in a lecture hall, but are non-applicable in real life situations. Students are still being subjected to grey bearded philosophy postulated by narrow-minded autocrats who advocate and demand creativity and ingenuity within the limited realms of their own minds. Mind-expanding experiences are emphasized as long as they conform to, and do not exceed, the measure of the traditional yardstick three feet, no more and no less. Education is not a packaged deal. It is not a cure-all. Teacher preparation must be directed and planned for in terms of what needs to be and what can be. We must get our heads out of the "black bag" of the past and eliminate outdated theories and concepts that worked yesterday.⁷

⁶Lowell A. Klappholy, Physical Education Newsletter, 17 (April, 1973), 2.

⁷Jo Alice Carter, "Is Education Preparing Teachers for the Future, or Simply Perpetuating the Past?" The Physical Educator, 28 (May, 1971), 81-82.

Henschen feels that the education profession, in general, has initiated drastic revisions in out-dated approaches to teacher preparation. Physical education has been dragging its feet, but it must begin to act now and implement much-needed revisions in teacher preparation. He expresses the idea that physical education should scrap the obsolete traditional approach to teacher education and develop a more versatile model. The majority of the contemporary physical education curriculum offered by institutions of higher education consist of a great number of "required courses" supplemented by a small number of electives. The unacceptable truth of the matter is that the so-called "required courses" are long in number but short in importance to the future teacher.⁸

Barrett indicates that many students enter the college of their choice to prepare for the profession of teaching without a realistic idea of what teaching is really like; therefore, to help these students find out early in their educational careers whether they are suited to the teaching profession, multiple teaching experiences should be mandatory in their curriculum. Many have completed three and a half years of study, and then during

⁸Keith P. Henschen, "Needed Revisions in Professional Preparation Curriculums," Journal of Health, Physical Education and Recreation, 43 (May, 1972), 69.

their student teaching assignment find out they are totally unsuited to teach.⁹

Minneman notes that a major challenge facing those in teacher education is that of relevance; deciding what is worth knowing. Physical educators are faced with the task of making the professional preparation courses meaningful, which when looked at realistically should not be that hard to do. Professional preparation classes need to be kept up to date, be broad in scope, be relevant and practical. The professional preparation curriculum offers the best opportunity to advance the field of physical education. This proposal is to make the professional preparation program basically an inquiry method one. Let the students help develop the curriculum from their questions. Make as many classes as possible open ones with the opportunity for different educators and other undergraduates to come and participate.¹⁰

PROFESSIONAL PREPARATION

Triplett made this observation: "Many of the professional education programs have been developed apart from

⁹Robert J. Barrett, "Teaching Experience--Early, Often and Varied," Journal of Health, Physical Education and Recreation, 43 (May, 1972), 70.

¹⁰Marilyn Minneman, "A Student Proposal for an Inquiry Method Preparation Curriculum," Journal of Health, Physical Education and Recreation, 43 (May, 1972), 71.

the realities of teaching problems and responsibilities. As a result, there is a growing concern about the nature of the work being done."¹¹

Emphasizing the importance of improving our professional preparation programs, Miller stated, "Education must improve rapidly just to keep pace with current societal demands, and the quality of teachers is the single most important determinant of high quality education."¹²

Roundy in his evaluation of physical education teachers in secondary schools found that a considerable number are not considered very effective. Indeed their image does not compare favorably with that of educators in most other disciplines. He feels a physical educator must first be a professional educator; he must be intelligent, well read, skilled in the communicative processes, interested in the current problems of society, and have a general academic interest and manner above the average. He must be dedicated to the field of education and through his actions show an interest in projects, organizations,

¹¹M. E. Triplett, "A Survey of the Professional Qualifications, Responsibilities, Inadequacies, and Needs of Woman Physical Education Teachers in Kansas Secondary Schools with Implications for Teacher Education," (Unpublished Doctoral Dissertation, University of Oklahoma, Norman, 1958), p. 303.

¹²Ben F. Miller, "Priority in the Quest for Quality," Journal of Health, Physical Education and Recreation, 35 (May, 1964), 31.

and movements designed to improve the educational process.¹³

The American Association for Health, Physical Education and Recreation lists the following as objectives of professional preparation:

1. Professional preparation should assist students to see the relationship between their field of work and the philosophy of a free democratic society.
2. Professional preparation should have as one of its goals the development of broadly educated persons.
3. Professional preparation should be a responsibility of the college or university--not some subdivision of the institution.
4. Professional preparation is a responsibility of the profession, the preparing institution, and also those organizations that employ the trained specialists.
5. In the final analysis, the profession itself has the responsibility for training of its practitioners.
6. The preparing institution should be given increased authority in the process of certifying school personnel.
7. Professional-preparing institutions should have as one of its goals the maintenance and improvement of professional standards.
8. Professional-preparing programs should assist the teacher to become as effective as possible on the job.

¹³Elmo Roundy, "The Responsibility of College Faculties in Preparing Professional Educators of Substance," Journal of Health, Physical Education and Recreation, 38 (October, 1967), 125.

9. Five years of preparation are desirable in the training program.
10. Professional preparation is a continuous process and does not terminate when a student graduates and receives his degree.
11. Professional-preparing programs must be sensitive to societal changes.
12. Professional-preparing programs should be evaluated periodically.
13. Professional-preparing programs should instill in each student a personal philosophy that embraces a dedication to the service of mankind.¹⁴

Oberteuffer spoke of existing conditions of physical education programs on many college campuses he had visited. He offered five suggestions regarding these programs. They were: (1) an examination of the instructional programs for beneficial changes, (2) teach what we need to teach in a shorter period of time, (3) wider use of proficiency tests, (4) determine what courses should be offered in the college curriculum and delete those which are unnecessary, and (5) determine and illuminate the intellectual content of our field.¹⁵

Taylor suggested that there are serious gaps in the preparation of young people for teaching positions.

¹⁴Charles A. Bucher, Foundations of Physical Education, (St. Louis: C. V. Mosby Company, 1964), pp. 448-449.

¹⁵Delbert Oberteuffer, "Evaluating the College Physical Education Program," Proceedings of National College Physical Education Association for Men, (Dallas, 1964), p. 56.

He felt that physical educators should be concerned with the whole man rather than isolated skills.¹⁶

In discussion related to the progress and future challenge in the preparation of professional physical educators, Bucher reiterated the points made by other leaders concerning necessities for progress in the field. He says that to insure progress the professional preparation institutions must study the candidates they are accepting, the experiences they provide these trainees, the professional standards they have set, and the extent to which they aid their graduates.

Bucher also says that in many institutions of higher learning today the curriculum in physical education is designed to respond to challenges in contemporary higher education with ideas being generated within physical education itself. These new patterns of thought and the greater understanding we now have of teaching and learning have added new dimensions to curriculum planning. Furthermore, as physical education assumes these new dimensions in the next several years, our store of knowledge will increase in quantity and, at the same time, become more discrete and refined. The physical education

¹⁶Harvey L. Taylor, "Preparation for Prospective Teachers of Physical Education and Recreation," Journal of Health, Physical Education and Recreation, 37 (June, 1967), 18-20.

curriculum must attempt to accommodate anticipated changes and growth.¹⁷

Daughtery allowed that adequately prepared teachers have little difficulty doing an effective teaching job in their chosen field. However, too frequently, teachers enter the profession inadequately prepared to teach effectively. The teachers seem to be effective while teaching small groups but too many teachers are weak when it comes to teaching large groups. If the preceding is allowed to continue indefinitely, it creates disciplinary problems and leads to an impotent, ineffective type of instruction. The place to correct this and other similar deficiencies in the teacher is in the program of professional preparation.¹⁸

Bucher feels we are seeing increasingly the signs of discontent on the part of the students and the public who are indirectly, or directly, telling us that we are drowning in our own quicksand of aimlessness, lack of concern, and inertia, because we do not accept the challenges of our life and profession with courage and resolve.¹⁹

¹⁷Charles A. Bucher, "Where are we Heading in Professional Preparation?" The Physical Educator, 12 (December, 1955), 131-133.

¹⁸Greyson Daughtery, Methods in Physical Education and Health for Secondary Schools, (London: W. B. Sanders Company, 1973), pp. 22-23.

¹⁹Charles A. Bucher, "Physical Education an Emerging Profession," Journal of Health, Physical Education and Recreation, 39 (September, 1968), 7.

In 1969, Bookwalter reported on the standards, status and circumstances of undergraduate professional physical education using data based upon A Score Card for Evaluating Undergraduate Professional Programs in Physical Education. Eighty-six professional programs were evaluated over a five year period in terms of (1) general institutional and departmental practices, (2) staff standards, (3) curriculum policies and practices, (4) the teaching act, (5) service program and extended curriculum, (6) student services, (7) library and audio-visual aids, (8) supplies and equipment, (9) outdoor facilities, and (10) indoor facilities. Data gathered to date show that the total score average increases from schools with small enrollments to the largest group. Total score averages increased from liberal arts institutions, to teachers colleges, and to universities. The report was summarized by describing superior programs as existing most frequently in institutions having large enrollments located in the north and mid-west, being co-educational, and being non-segregated. The inferior schools tended to be small, private, liberal arts colleges located in the south, co-educational and essentially non-segregated.²⁰

²⁰Karl W. Bookwalter, "Undergraduate Professional Physical Education, Its Standards, Status and Circumstances," The Physical Educator, 16 (October, 1959), 102-103.

Berridge attempted to determine a pattern in course offerings by submitting a questionnaire to 150 colleges and universities offering professional preparation programs in physical education. His motive was to find some basis for the improvement of accreditation standards. After receiving and analyzing a 60 percent return, he found that there was no established pattern. Berridge also attempted to find a pattern by examining the curriculum content on returns from institutions selected by leaders in physical education. None was found. He concluded that "the offerings of the various institutions preparing physical education teachers over the United States were so widely diverse that there was no agreement as to the requirements in teacher education."²¹

Physical education as a profession was brought into perspective by Daniels when he said that "the future of physical education as an educational field will be determined by the quality of professional preparation." Other fields, such as medicine and engineering, have achieved their present status through carefully designed and rigidly controlled standards in professional preparation and practice. In order for physical education to achieve

²¹H. L. Berridge, "Standards for Institutional Accrediting," Proceedings of Fifty-First Annual Meeting of the College Physical Education Association (New York, 1948).

this status, he offered the suggestions that we must (1) define our role in American education and clearly indicate our special services to society, (2) show the relationship between physical education and its contributions to human welfare, (3) make it understood that these are indispensable experiences in human growth, development, and welfare, and (4) spell out the value and outcomes of carefully designed programs taught and conducted by competent teachers and leaders. In accomplishing these objectives, he suggested that professional preparation must be conceived from the perspective of teacher competence.²²

STUDIES CONFIRMING THE NEED FOR EVALUATING UNDERGRADUATE PHYSICAL EDUCATION PROGRAMS

The evaluation Standards and Guides format expresses these beliefs about evaluations. The organization that is effective in the continuous development and improvement of the total professional program will be typified by (1) a clear definition of objectives and criteria for program effectiveness, (2) a continuous evaluation of the

²²Arthur S. Daniels, "Growth and Development of a Profession," Journal of Health, Physical Education and Recreation, 34 (January, 1963), 22.

effectiveness of curriculum and procedures and (3) a consistent policy of development of new procedures.²³

The need for a continuous evaluation process for each professional preparation program in physical education was indicated by Esteva. She said that there is a necessity for self-evaluation by each teacher, but the success of a program depends upon the teacher's ability to assess the effectiveness of his part in view of the objectives of the whole program.²⁴

Bookwalter developed devices for the purpose of evaluating the undergraduate health and physical education programs, and there have been many outstanding statements and publications concerned with the pre-service educational programs.²⁵

Kerker stated, "Teacher-education schools should conduct follow-up studies of their graduates either through the use of questionnaires or by actual visitation."

²³Evaluation Standards and Guides in Health Education, Physical Education, Recreation Education, American Association for Health, Physical Education and Recreation. (Washington, D. C.; American Association for Health, Physical Education and Recreation, 1959), p. 10.

²⁴Rose V. Esteva, "Evaluating College Physical Education," Journal of Health, Physical Education and Recreation, 36 (May, 1965), 36-74.

²⁵Karl W. Bookwalter and Robert J. Dollgener, A Score Card for Evaluating Undergraduate Professional Programs in Physical Education (Third ed.; Bloomington, Indiana, 1967), p. 54.

Unfortunately, too few schools carry on any regular comprehensive follow-up programs. None of the institutions included in Kerker's study conducted planned follow-up studies of their graduates although they all felt it was desirable to do so.²⁶

The National Commission on Teacher Education and Professional Standards suggests that the final test of the success of a teacher education program is the subsequent performance of the graduate. A faculty should view its program in these terms as well as in such terms as credits amassed, length of programs and logic and ingenuity of program design. The task of evaluation where performance of the graduate is considered is enormously difficult but nevertheless worthy of sustained efforts.²⁷

The 1962 report of a National Conference on Professional Preparation, held in Washington, D. C., emphasized the need for evaluation by stating that the program of professional preparation should be evaluated frequently in terms of the basic concepts and purposes of

²⁶L. W. Kerker, "An Evaluation of the Effectiveness of the Preparation of Beginning Secondary Teachers in Physical Education Graduation from Five Selected Illinois Teacher Education Schools," (Unpublished Doctoral Dissertation, Indiana University, Bloomington, 1963), p. 169.

²⁷National Commission on Teacher Education and Professional Standards (NEA). "A Professional Position on Professional Standards," Journal of Health, Physical Education and Recreation, 35 (May, 1964), 40-41.

the profession. The evaluation of professional preparation is an appraisal of the degree to which stated objectives have been achieved. Such evaluation involves the determination of the effectiveness of learning experiences on the basis of acceptable scales of values. Evaluation is concerned with the processes of education and with the effectiveness of the professional personnel developed in the program.²⁸

The importance of including graduates in the evaluation of a professional preparation program was also indicated by Snyder and Scott, who stated:

The department should learn of the successes and failures of its graduates and whether or not they can meet the challenge of the position and the demand of the public. To evaluate the professional program, the department needs to ascertain how well its graduates are meeting their professional problems in the field. By this means, the institution maintains a continuous check on the effectiveness of its program.²⁹

Adams said there is a constant need for continuous study of programs to insure that the best possible preparation is being provided by colleges and universities. Frequent evaluations will determine the effectiveness of

²⁸Professional Preparation in Health Education, Physical Education, Recreation Education: Report of a National Conference (Washington, D. C.; American Association for Health, Physical Education, and Recreation, 1962), p. 24.

²⁹Raymond A. Snyder and Harry A. Scott, Professional Preparation in Health, Physical Education, and Recreation. (New York: McGraw-Hill Book Co., 1954), p. 329.

any changes made in the program and also indicate areas which need to be studied for change. The test of any preparation program is the extent to which it meets the needs of the students. To evaluate the program's effectiveness, appraisal by the graduates is needed.³⁰

Hall in his support of evaluation of professional programs said:

There are too many overlapping and repetitious courses which crowd the curriculum. Certain methods courses could easily be made an integral part of the skill and technique courses. Present curriculums in physical education schools make it almost impossible for any student to devote much effort and concentration outside his special field.³¹

A report of the National Professional Preparation Conference in 1962 indicated that:

The professional department of health education, physical education, and recreation should establish effective procedures for follow-up of graduates in, at least, the first professional position. It is desirable to obtain an evaluation of the competency of graduates in their professional positions.³²

The use of students and graduates in evaluating programs was believed by Zeigler to be of great importance

³⁰John Richard Adams, "A Study of the Effectiveness of a Professional Preparation Program in Physical Education." (Unpublished Dissertation, University of Michigan, 1967), p. 5.

³¹Werner Haas, "Determining Critical Requirements for Teachers," Journal of Health, Physical Education and Recreation, 30 (April, 1951), 79-86.

³²Professional Preparation in Health Education, . . . , p. 24.

when he said:

We are missing out on one of the best bets for improving various teacher education programs by not utilizing the student more as a critical evaluation of his own progress and of the worth of the various aspects of the curriculum. Who knows better from a number of different angles how good this or that part of the curriculum is? Who is in a better position to offer constructive criticism if properly elicited?³³

Koerner believes professional education suffers very greatly from a lack of congruence between the actual performance of its graduates and the training program through which they are put. There is what can only be called an appalling lack of evidence to support the wisdom of this or that kind of professional training for teachers. This does not mean that professional training has no value. It means that, until a reliable method is developed for connecting the training progress with the on-the-job performance of teachers, there should be much less rigidity in these programs and much more modest claims made for them. It also means that there should be many routes, not just one to the teaching license.³⁴

Laughlin says there is an alarming dearth of studies which attempt any kind of investigation of the

³³Earle Zeigler, "Undergraduate Preparation in Physical Education," The Physical Educator, 12 (March, 1955), 14-16.

³⁴James Koerner, The Miseducation of American Teachers, (Boston: Houghton Mifflin Co., 1963), pp. 16-17.

relationship between professional preparation courses in physical education and evaluations of physical educators' on-the-job performance. Moreover, there is a good deal of disagreement among physical educators over the content, scope, and the sequence of different types of courses in the professional preparation of physical education teachers.³⁵

Further support can be found for evaluation of graduates in the statements from the 1962 Conference on Professional Preparation. The evaluation program should be developed to help the faculty understand the ramifications of the total health education, physical education, and recreation education professional program and make judgements as to the aspects of the program needing improvement. A plan should be developed for maintaining contact with graduates. This plan might include the periodic collection of information regarding individual professional progress, suggestions for the improvement of the curriculum, and the recruitment of prospective students and job opportunities. The department should assist in the follow-up advisements and professional advancement of graduates, especially new teachers. This includes periodic evaluation of its graduates in their

³⁵Neil Laughlin, "A Look at the Professional Preparation of Educators," The Physical Educator, 28 (October, 1971), 5.

professional positions, planned visitations, institutions, workshops, refresher graduate program. Questionnaire follow-up studies of graduates make it possible for them to report their personal feelings of adequacy, or inadequacy, in terms of the program objectives or the realities of the position they now occupy.³⁶

STUDIES OF PROFESSIONAL PREPARATION

Adams' study of physical education major graduates at Eastern Michigan University attempted to (a) determine as accurately as possible the contemporary professional status of a sample of physical education major graduates; (b) appraise the competencies of the graduates as an indication of the practical effectiveness of the professional preparation program in physical education; and (c) determine the relationship between the graduates' perceptions of their preparation program and the employers' appraisals of their teaching effectiveness.³⁷

Covin studied the professional physical education courses at Stephen F. Austin State College by asking

³⁶Professional Preparation in Health Education, Physical Education and Recreation Education: Report of a National Conference. (Washington, D. C.; American Association for Health, Physical Education, and Recreation, 1962), pp. 24, 31, 36, 54, 107.

³⁷John Richard Adams, "A Study of the Effectiveness of a Professional Preparation Program in Physical Education." (Unpublished Doctoral Dissertation, University of Michigan, 1967), pp. 2-4.

physical education major graduates questions of a critical nature, arranging responses in appropriate categories, and drawing conclusions from the responses. He asserted that one of the major problems confronting teacher-training institutions today is the selection of materials to be included in professional courses in physical education. As a result of this study he concluded that graduates were adequate in these areas of instruction: planning activities, scheduling activities, practice teaching, first aid, prevention and care of injuries, coaching baseball, recreation; and officiating. As in need of strengthening, the study showed these areas of instruction: coaching of football, basketball, and track; purchase and care of equipment; public relations; health instruction; and calisthenics. In the coaching courses graduates indicated a definite need for heavier concentration on fundamentals in demonstration and practice. The graduates expressed a need for better training in the purchase and care of equipment as regards selectivity in buying.³⁸

Thomas's study of the effectiveness of the program in physical education at Northwestern State College as provided through training and experiences to the male

³⁸Larry Covin, "An Evaluation Study of Professional Physical Education Courses at Stephen F. Austin State College." (Unpublished Doctoral Dissertation, George Peabody College for Teachers, 1954), p. 5.

graduate employed in the professional field resulted in several recommendations for improving the professional preparation program. Among those were an evaluation of the supervision of practice teaching in physical education at the secondary level, and definite objectives should be decided in relation to this experience. He recommended that:

1. Practical experiences should be provided in the football coaching courses in relation to scouting and demonstrations of fundamentals.
2. Consideration should be given to offering more coaches courses in the major sports.
3. Tests and measurements should be required on the undergraduate level.
4. Introduction of public relations should be made into one of the courses now offered or a new course should be designed in public relations.
5. More detailed information should be included in certain courses concerning budgeting and financing an adequate program.
6. More detailed information should be supplied the prospective coach and teacher concerning purchasing equipment for the physical education program and the varsity program.³⁹

Johnson conducted an evaluation of the teacher education preparation in physical education at the University of Oregon. Using a checklist based on ten

³⁹Charles French Thomas, "A Follow Up Study of Northwestern State College Graduates in Physical Education Since 1960." (Unpublished Doctoral Dissertation, George Peabody College for Teachers, 1959), pp. 10, 11.

comprehensive lists of competencies, he interviewed graduates of the Oregon undergraduate program in order to determine attitudes, opinions, and judgements as to the quality of their undergraduate training. He felt that unless the educational product is taken into account, an institution cannot know in a real sense the measure of success of its program or how well it is accomplishing what it purports to accomplish. He also believed that

recent graduates should be in a position to provide candid and factual opinions in regard to strengths and weaknesses of their undergraduate preparation for the effective discharge of the responsibilities of such positions.⁴⁰

In a study of physical education majors who graduated from Wisconsin, men and women were highly complimentary in their estimates of undergraduate preparation in the general categories of history and philosophy of physical education, organization, and administration of physical education and athletics, techniques of coaching varsity sports, instruction in fundamental movement, and scientific foundations of activity. Notable among the areas of inadequate preparation were dance (folk, square,

⁴⁰William Johnson, "An Evaluation of the Teacher Education Preparation in Physical Education for Undergraduates at the University of Oregon." (Unpublished Doctoral Dissertation, University of Oregon, 1950), pp. 4-10.

modern), elementary school activities and adaptive corrective techniques.⁴¹

Ottinger used the personal interview technique in an attempt to evaluate the Auburn University Program of Professional Preparation in Physical Education, 1955-1961. He concluded that staff members perceived the program (1) to be more effective in providing opportunities for attainment of needed competencies than did graduates in the program, (2) the program was more effective in preparing graduates to teach team sports and individual sports than to teach gymnastics, aquatics, rhythms, or combatives, (3) the program was ineffective in providing opportunities for attainment of knowledge of how physical education and athletics contribute to the goals of education in public schools, and (4) the program was ineffective in preparing graduates to perform many technical tasks involved in administering school physical education and athletic programs.⁴²

Adams's study used two instruments to evaluate the graduates of Eastern Michigan University. A Graduate

⁴¹"Educational Characteristics of Physical Education Teachers in Wisconsin's Public Schools," Journal of Health, Physical Education and Recreation, 42 (May, 1971), 52.

⁴²Robert E. Ottinger, "An Evaluation of the Auburn University Program of Professional Preparation in Physical Education, 1955-1961" (Unpublished Doctoral Dissertation, Auburn University, 1963), p. 50.

Appraisal of the Professional Preparation Program in Physical Education was developed to evaluate the competencies of the sample of graduates as an indication of the practical effectiveness of their professional preparation. An Employer Appraisal Form was developed to determine if there was relationship between the graduates' perception of preparation and the employers' appraisal of their teaching effectiveness. The Adams study involved six areas of professional preparation. They were: (1) personal characteristics, (2) philosophy, (3) physical education instructional program, (4) intramural and extramural program, (5) sports supervision or athletic coaching, and (6) health education program.⁴³

The Adams study concluded that administrators viewed physical education major graduates of Eastern Michigan University as being above average in their professional preparation. Analysis of mean scores for the graduates' and the employers' appraisals by categories reveals that in all six categories the graduates tended to evaluate their preparation more critically than did their employers on the same categories. There is a consistent relationship as the graduates tend to rate

⁴³John Richard Adams, "A Study of the Effectiveness of a Professional Preparation Program in Physical Education." (Unpublished Doctoral Dissertation, University of Michigan, 1967), pp. 183-186.

themselves lower than do employers among the six categories. Relationship existed between the graduates' appraisal of the effectiveness of the professional preparation program in physical education and the employers' evaluation of employee effectiveness in four of the six categories. A further analysis by Adams showed that: (1) the professional preparation program effectively prepared graduates to organize and conduct programs in health and physical education from kindergarten through grade twelve; (2) the program had not varied significantly in the degree to which it developed professional competencies in graduates within the following categories: (a) personal characteristics, (b) philosophy, (c) physical education instructional program, (d) intramural and extramural program, (e) health education program, and (f) sports supervision or athletic coaching; (3) levels of competency varied significantly between graduation groups of years, male-female, and athlete-nonathlete. (4) Administrators viewed physical education major graduates of Eastern Michigan University as being above average in their professional preparation. (5) Significant relationships existed between the graduates' appraisal of the effectiveness of the professional preparation program in physical education and the employers' evaluation of employee effectiveness.⁴⁴

p. 186. ⁴⁴Adams, "A Study of the Effectiveness . . . ,"

Wilder conducted a study of the undergraduate physical education program at Western Kentucky State University, and as a result of this study, he made several recommendations. Some of these were: (1) include in its curriculum offerings such areas as Adapted Physical Education; the Care and Treatment of Athletic Injuries; Recreation; Tests and Measurements; Organization and (2) inventory its library resources to determine areas which should be improved and expanded through the addition of books and periodicals in the areas of health, physical education, and recreation. Students should be encouraged by the faculty members to become more familiar with these materials in order to make better use of this valuable resource as a teaching tool. (3) Introduce opportunities for major students to participate in developing and writing policies, schedules, and reports pertaining to the programs in which they will be participating after graduation. (4) Place more emphasis on maintaining a proper perspective for the entire physical education teacher-training program so that undue consideration will not be given to any single area, specifically to athletics. (5) Conduct another follow-up study, using the same questionnaire, within the next five years to determine if similar strengths and weaknesses prevail.⁴⁵

⁴⁵J. R. Wilder, "An Evaluation of the Male Undergraduate Program of Physical Education at Western Kentucky University." (Unpublished Doctoral Dissertation, George Peabody College for Teachers, 1967), pp. 122-124.

Lucke's study at Lenoir Rhyne concluded that the health and physical education major graduating from Lenoir Rhyne College is well prepared to direct the health and physical education service program and the athletic program; however, it was revealed that they were inadequately prepared in areas of health services and healthful school living, as well as in the areas of principles, philosophy, and foundations. As a result of this study a number of specific recommendations were made. Among these were:

- (1) evaluative devices should be given emphasis. This should be done by either adding a course in testing and measuring or giving attention to this subject in several courses. Either method should develop skill in administering fitness tests, skill tests, knowledge tests, and tests designed to measure various aspects of health status.
- (2) The interschool sports coaching classes should stress the relationship of interschool athletics to the total education of students.
- (3) A course in athletic training which includes the care and treatment of athletic injuries should be added to the present curriculum.
- (4) Emphasis should be given in the "Organization and Administration" course to the development, distribution, and use of the intramural handbook.
- (5) All professional preparation courses should stress the importance of controlling class

size for the improvement of the teaching of skills and understanding.⁴⁶

SUMMARY

The review of related literature for physical education professional preparation included information related to teacher preparation, professional preparation in physical education, literature supporting needs for studies of professional preparation, and finally studies of a similar nature made at other institutions who are preparing teachers of physical education.

Studies of teacher preparation indicate problems related to student selectivity, a dire need for curriculum improvement and a need for evaluation studies of the end product--the teacher. Some feel that students need to be exposed to the teaching process very early in their academic careers. Professional courses are too filled with hypothetical ultimates and do not really paint the picture as it really is, and that future teachers become disillusioned when they get into the actual teaching experience.

Professional preparation experts support the idea that selectivity is most important to improving the quality

⁴⁶Edward J. Lucke, "An Evaluation of the Professional Preparation Program in Health and Physical Education at Lenoir Rhyne College." (Unpublished Doctoral Dissertation, George Peabody College for Teachers, 1963), pp. 139-141.

of physical education professional preparation. The profession has been labeled as a "catch all" at many institutions. Physical educators must strive for more consistency in standards for professional preparation. No real pattern of course offerings has been accepted by institutions of our country.

Institutional studies are very important to professional preparation evaluation. Flexibility of teaching methods and materials can soon render teacher preparation programs obsolete. The performance of the graduate in his teaching environment is a most important test of professional preparation. Frequent evaluations should be made. Curricular changes should reflect results of evaluative studies.

Studies of a similar nature at other institutions contributed significantly to the study. Most of the studies used the questionnaire as the principal instrument for supplying data. Studies of Lucke at Lenoir Rhyne College, Wilder at Western Kentucky University, and Adams at Eastern Michigan were of special importance.

Finally the responsibility of professional preparation programs does not end when the degree is attained. The job success of the graduate is the most important criterion for program evaluation.

CHAPTER III

METHODS AND PROCEDURES

The selection of subjects, selection of the questionnaire, use of the instrument, and general procedures used in this study are the primary topics for this chapter.

A questionnaire to investigate the adequacy of preparation and the importance of preparation was mailed or delivered to 155 physical education graduates of Austin Peay State University who graduated during the years 1960-1969. One hundred eleven questionnaires were returned. Only 87 were usable for this study.

QUESTIONNAIRE SAMPLE

A total of 155 graduates received the questionnaire. A list of graduates for the years 1960 through 1969, who majored in physical education, and who were certified to teach was compiled. The original list had 239 graduates, an average of 23.9 graduates per year. Eighty-four were eliminated because they were not in the teaching profession.

The addresses of the subjects were obtained from the Alumni and Registrar's records. Twenty-seven questionnaires were hand delivered to graduates teaching

in the immediate area. The 128 remaining questionnaires were mailed on May 1, 1973.

Enclosed was a self addressed postage paid envelope. The envelope also contained a letter from the investigator and a letter from the President of Austin Peay State University, Dr. Joe Morgan, urging participation in the study. A copy of the questionnaire was also enclosed. Questionnaires were hand delivered at various times to those qualified individuals who were teaching in the immediate service area. The number delivered in person was 27.

Twenty-nine states and one foreign country were represented in the mailing list. The forms were mailed by first class mail to insure their delivery. A personal note in the form of a P. S. was included in most of the letters urging participation in the study.

The geographic distribution of the graduates, as indicated by addresses obtained in the school offices, is shown in Figure 1. Of the 128 questionnaires mailed, 82 were returned for a 64 percent return of mailed questionnaires. Of those 82 returned by mail, 60 were usable. The returned questionnaires which were not used in the study were omitted for the following reasons. Some were from graduates who were no longer teaching but returned the questionnaire. Two were from school principals who were

STATE	NUMBER OF GRADUATES	USABLE QUESTIONNAIRE
Tennessee	112	44
Kentucky	45	19
Georgia	15	4
Florida	10	5
Indiana	10	3
Alabama	10	2
Pennsylvania	5	3
New York	4	1
Ohio	2	2
Maryland	2	1
Illinois	2	1
California	2	1
Virginia	2	0
Arkansas	1	0
Mississippi	1	0
Kansas	1	0
Missouri	1	0
Maryland	1	0
Massachusetts	1	0
Oklahoma	1	0
Minnesota	1	0
New Jersey	1	0
Michigan	1	0
Delaware	1	0
Iowa	1	0
West Virginia	1	0
South Carolina	1	0
North Carolina	1	1
Colorado	1	0
Texas	1	0
Germany	1	0
TOTAL	239	87

Figure 1. Geographic Distribution of Graduates

not teaching physical education. Thirteen of the returned questionnaires had incomplete data. When these 60 were combined with those 27 which were hand delivered and recovered, a total of 87 questionnaires were usable.

THE QUESTIONNAIRE

The questionnaire was used as the principal instrument for gathering data for this study. The choice of a questionnaire for the study appeared to be the most expeditious manner to implement the study. The graduates during the ten year period had mailing addresses in twenty-nine states and one foreign country. The mailed questionnaire offered the best opportunity to reach those graduates who were not in the immediate service area.

Lucke in 1963 had used a questionnaire for a study of Lenoir Rhyne physical education majors that was chosen as a basis of this study. Written permission was obtained from Dr. Lucke for use of parts of his study. A modification of his questionnaire was the principal instrument used. Wilder had also used a modification of this instrument in 1967 to conduct a study at Western Kentucky State University.

Lucke developed a list of behaviors the health and physical educator will display in attaining maximum efficiency on the job. He arranged these behaviors within

categories, rendering them usable in a questionnaire. From the original list he chose 337 behaviors and submitted them to experts in the field.

In the development of his questionnaire he listed 452 behaviors thought to be important to the health and physical educator in attaining maximum efficiency on the job. He used several samples for compiling this list. Those sources include: (1) interviews with staff members on the health and physical education department at Lenoir Rhyne College, (2) questioning health and physical education major students at Lenoir Rhyne College, (3) the review of textbooks used in professional health and physical education courses, (4) consulting with secondary health and physical education teachers in the Hickory, North Carolina area, (5) reviewing professional preparation conference reports on health and physical education, and (6) examining research reports on professional preparation.

The plan finally adopted was termed a "traditional classification" and is founded on what seemed to be the most used and accepted plan for classifying activities of health and physical education. The categories or classes used in the plan were: (1) the physical education service program, (2) athletics, (3) intramurals, (4) health, (5) health instruction, (6) healthful school living,

- (7) principles, philosophy, and foundations, and
- (8) administration.

He then determined which of the 337 behaviors were most appropriate to his research. He accomplished this by subjecting the list of behaviors to a group of 75 experts in the field of physical education representing 39 accredited institutions of the Southern District of the American Association for Health, Physical Education, and Recreation. These judges or experts were requested to identify the 15 behaviors in each category that they thought were most important to the physical educator in the attainment of maximum efficiency on the job. By compiling and tabulating the results from 75 questionnaires returned by judges and experts, the 15 behaviors achieving the highest rank in each category were considered for the final selection. From this list of 120 behaviors, the experts selected 8 behaviors from each category, making a grand total of 64. These behaviors were not selected necessarily because they achieved the highest rank but because they represented more areas of under-graduate preparation.

This study was concerned with physical education only; so health services, health instruction, and healthful school living were omitted from the instrument. Three questions from the other five categories were omitted

leaving a total of 37 questions used in the questionnaire.

Prior to mailing the questionnaire, the investigator, while teaching a graduate class in physical education, used this class of 15 graduate students to evaluate the questionnaire. It was checked for clarity, simplicity, and understanding of instruction. The class felt that any graduate of Austin Peay should be able to answer the questions asked in an acceptable manner. The directions for completing the questionnaire included the following information:

DIRECTIONS

Adjacent to the behaviors in each category appears three numbers. You are requested to circle the number that most nearly relates to your success in accomplishing the job tasks. The rating scale is defined as follows:

1. You would consider yourself inadequate in performing the task. You have had no success at all in performing the task. You feel that the undergraduate program of physical education at Austin Peay State University did not prepare you at all to perform the task.

2. You consider yourself adequate in performing the task. You have experienced frequent problems in performing the task, but have managed to perform the task by consulting other sources for help. You feel that the

undergraduate program of physical education at Austin Peay State University could have prepared you better to perform the task.

3. You consider yourself excellently prepared for performing the job task. You have experienced little difficulty in performing the task. You feel that Austin Peay State University's undergraduate program of physical education has fully prepared you for the job tasks.

On the following pages are some job tasks. Please circle the one number adjacent to each task which best expresses your feelings of success in carrying out each task.

The second group of numbers under each question relates to your appraisal as to the importance of that particular question to your job performance. Please encircle that number which represents its importance:

1. Unimportant 2. Important 3. Very important

STATISTICAL ANALYSIS

The investigator chose to use a correlation between questionnaire scores on 37 selected behavior areas to professional preparation as to importance of preparation and adequacy of preparation as perceived by selected graduates.

After collecting the questionnaires, tabulation sheets were developed to record the responses of the

graduates. Separate tally sheets were constructed for each question. A box for the tabulation of the total response for each main category was also used.

The Pearson product moment correlation method was chosen as the statistical instrument. Raw scores were determined for each year, and for each item in each category. Cumulative raw scores were compiled for all data collected. The data were then analyzed by the Data Processing Center, Austin Peay State University, according to the aforementioned procedure. The correlation coefficient was found for each category and for the cumulative data for the ten year period. A total of 55 coefficients was established; one for each category for each year, and one for the cumulative totals for each category for the ten year period.

CHAPTER IV

ANALYSIS OF DATA

The Pearson product moment correlation was used to determine if a statistically significant relationship existed between questionnaire scores given to adequacy of preparation and importance of preparation of the professional physical education program at Austin Peay State University as perceived by 87 physical education teachers who graduated in the years 1960 to 1969. Information relating to the number of graduating physical education majors, the number eligible for the study, the number of graduates returning the questionnaire, and the percentage of graduates qualified for the study who returned the questionnaire is shown in Table 5.

Of the 155 graduates qualifying for the study, a very high percentage remained in the states of Tennessee and Kentucky. The geographic distribution of the graduates as determined by the mailing addresses was shown in Figure 1.

A 50 percent or better response was received for all years of the study except 1961 and 1967. Table 5 has information related to questionnaire responses.

After tabulating the responses from the questionnaire the data were used to establish correlations using

TABLE 5

TABLE SHOWING YEAR, NUMBER OF GRADUATES,
NUMBER ELIGIBLE FOR STUDY, NUMBER RESPONDING,
AND PERCENTAGE OF ELIGIBLE RESPONDENTS

Year	Number of Graduates	Number Eligible for the Study	Number Responding	Percentage of Eligible Respondents Returning Questionnaire
1960	20	10	5	50
1961	24	9	3	33
1962	17	10	8	80
1963	15	6	3	50
1964	23	19	11	58
1965	22	14	11	79
1966	22	19	11	58
1967	22	15	4	31
1968	34	22	13	59
1969	40	31	20	65
TOTALS	239	155	89	60

the Pearson product moment correlation formula. From this data, mean scores were determined for the cumulative scores for each category. Fifty-five correlations were determined. Correlations were determined for each year and for each category. Then composite correlations were determined for each category. The mean score ratings for the job tasks were determined by tabulating the composite scores for each year in each of the six categories and dividing that number by the number of items in that category. These means were developed for responses in both adequacy of preparation and importance of preparation.

Each behavior in each category was totaled for a composite rating. Correlations between adequacy of preparation and importance of preparation were determined for each year in each category. The composite correlation for each category was determined by using data from all ten years of the study. The tables in this chapter will present the composite ratings for each behavior, the composite ranking for each behavior, as compared to the other behaviors in that category, the composite score difference between adequacy and importance of preparation, and will list the correlations between adequacy and importance of preparation in each category. These correlations will be shown for each year as well as correlations for composite scores.

CATEGORY I

Physical Education Service Program

Category I includes those behaviors deemed most important to the physical educator in conducting the service program. Tables 6, 7 and 8 show information deemed important from this area of the questionnaire.

Behavior Number 1. Provide a program of activities appropriate to the developmental needs of students. The composite rating score for this behavior for adequacy of preparation in executing this part of the program was 183. The composite rating score for importance of preparation to job performance was 225. The difference between composite scores for adequacy of preparation and importance of preparation was 42. The respondents ranked themselves first in this category on adequacy of preparation. They also ranked this behavior first as to importance of preparation.

Behavior Number 2. Ability to demonstrate skills authentically and effectively. The composite rating score for this behavior as to adequacy of preparation was 183. The composite rating score for importance of this behavior to job performance was 211. The difference between composite score for job success and job importance was 28. The respondents rated this behavior first (tie) on job

success preparation and first in importance for this category on importance of preparation.

Behavior Number 3. Ability to employ measures of fitness. The composite rating score for this behavior as it relates to the graduates' job success was 173. The composite ranking score for importance of this behavior to job importance was 207. The difference between composite scores for job success and importance to job performance was 34.

Behavior Number 4. Ability to organize classes quickly and getting them to work without delay. The composite rating for this behavior as it relates to adequacy of preparation to job success was 182. The composite rating score for this behavior on importance of preparation as it relates to job performance was 204. The difference between the composite scores for job success and importance to job performance was 22. The respondents ranked this behavior fourth in order of importance to job success and sixth on importance of preparation to job performance.

Behavior Number 5. In planning and conducting classes with due consideration given to learning sequences in fundamental skills. The composite rating score for this behavior on adequacy of preparation as it relates to the graduates' job success was 183. The composite rating for

TABLE 6

COMPOSITE SCORE RATINGS AND RANKINGS RELATED TO CATEGORY I AS TO ADEQUACY
AND IMPORTANCE OF PREPARATION FOR EACH BEHAVIOR

BEHAVIOR NUMBER	<u>ADEQUACY</u>		<u>IMPORTANCE</u>	
	COMPOSITE RATING	COMPOSITE RANKING	COMPOSITE RATING	COMPOSITE RANKING
1. Appropriate Activities	183	1	225	1
2. Skills Demonstration	183	1	211	5
3. Measures of Fitness	173	6	207	6
4. Class Organization	182	4	204	7
5. Proper Learning Sequences	183	1	215	3
6. Keep all Pupils Active	179	5	224	2
7. Student Evaluation	164	8	202	8
8. Individual Differences	164	8	215	3

TABLE 7

RAW SCORE NUMERICAL DIFFERENCE BETWEEN ADEQUACY AND
IMPORTANCE OF PREPARATION FOR EACH
BEHAVIOR IN CATEGORY I

BEHAVIOR NUMBER	DIFFERENCE BETWEEN SCORES
1. Appropriate Activities	42
2. Skills Demonstration	28
3. Measures of Fitness	34
4. Class Organization	22
5. Proper Learning Sequences	32
6. Keep all Pupils Active	45
7. Student Evaluation	38
8. Individual Differences	51

importance of this behavior to job performance was 215. The difference numerically between the two scores was 32. The respondents ranked this behavior first (tie) in order of importance to job success and third on importance or preparation to job performance.

Behavior Number 6. Ability to keep all pupils active and avoiding inactivity with large sections of the class. The composite rating score for this behavior as it relates to job success for the graduates was 179. The composite rating by the graduates on this behavior as to importance of preparation to job performance was 224. The

difference numerically between the two scores was 45. This difference in scores represents the second greatest difference in the composite scores in this category. The respondents ranked the behavior fifth for this category on adequacy of preparation and ranked it second in importance of preparation to job performance. The difference in composite scores represents the second widest range in this category between job performance adequacy and job performance importance.

Behavior Number 7. Evaluating students in terms of objective sought. The composite score rating for this category on adequacy of preparation as it relates to the graduate job success was 164. The composite rating for importance of preparation to this behavior to job performance was 202. The difference between the composite scores was 38. This behavior ranked eighth on adequacy of preparation to job success and eighth in importance of preparation to job performance. Attention is directed to the fact that graduates deemed this the least important behavior to job success in Category I.

Behavior Number 8. Teaching to meet individual differences in children which are significant to the learning of physical education activities. The composite rating for this behavior on adequacy of preparation as it relates to the job success of the graduate is 164. The

composite rating for this behavior as it relates to the importance of preparation to job performance is 215. The difference between the rating scores is 51. This figure represents the greatest difference between the composite scores in Category I. They consistently rated themselves low on categories related to individual differences in children. The range between adequacy and importance of preparation on this job task would indicate needed improvement in the professional preparation courses related to individual differences.

Table 8 lists the correlations between adequacy of preparation and importance of preparation for Category I. The correlations were determined by the Pearson product moment correlation formula. The only significant correlation for this category at the .05 level of confidence was for the year 1962 and was determined from eight respondents to the questionnaire. The correlation for the composite compilation was .378 which was far below the .05 confidence level.

CATEGORY II

Athletics

This category includes the responses of the graduates as to adequacy of preparation and importance of preparation in the area of athletics. The accompanying Tables 9 and 10 will show the composite score ratings, the

TABLE 8
COEFFICIENT CORRELATIONS BETWEEN ADEQUACY
OF PREPARATION AND IMPORTANCE OF PREPARATION BY YEAR
AND COMPOSITE FOR CATEGORY I

YEAR	CORRELATION COEFFICIENT
1960	-.173
1961	.149
1962	.917
1963	.043
1964	.724
1965	.254
1966	.169
1967	-.745
1968	.007
1969	.343
Composite	.378

composite score rankings and the composite score difference. Table 11 at the end of this category will show the correlation between the adequacy of preparation and importance of preparation for each of the ten years as well as composite correlation for the ten year period.

Behavior Number 1. Ability to schedule practice schedules as to time, sequence, equipment, coaching personnel available, and immediate purpose in mind.

Behavior number one in this category received a composite score of 152 which was the lowest composite score in this category as to adequacy of preparation. This behavior received a composite score of 197 on importance of preparation which was also the lowest composite score for this category. The difference between the composite scores was 45 which was the largest difference in this category.

Behavior Number 2. Insisting on safety equipment for athletics and its use at all times. The graduates who responded to this question gave it a composite score of 178 on adequacy of preparation. This was a rank of second for this category. This behavior received a composite score of 220 on importance of preparation. The behavior ranked first with the respondents on importance of preparation in this category. The difference between the two scores was 42. This was the second largest difference in this category.

TABLE 9

COMPOSITE SCORE RATINGS AND RANKINGS RELATED TO CATEGORY II AS TO ADEQUACY
AND IMPORTANCE OF PREPARATION FOR EACH BEHAVIOR

BEHAVIOR NUMBER	<u>ADEQUACY</u>		<u>IMPORTANCE</u>	
	COMPOSITE RATING	COMPOSITE RANKING	COMPOSITE RATING	COMPOSITE RANKING
1. Scheduling Practices	152	6	197	6
2. Safety Equipment	178	2	220	1
3. Conditioning Athletes	169	4	204	4
4. Physical Condition	177	3	203	5
5. Ideals of Sportsmanship	194	1	219	2
6. Emphasizing Scholarship	167	5	206	3

TABLE 10

RAW SCORE NUMERICAL DIFFERENCE BETWEEN ADEQUACY AND
IMPORTANCE OF PREPARATION FOR EACH
BEHAVIOR IN CATEGORY II

BEHAVIOR NUMBER	DIFFERENCE BETWEEN SCORES
1. Scheduling Practices	45
2. Safety Equipment	42
3. Conditioning Athletes	35
4. Physical Condition	26
5. Ideals of Sportsmanship	25
6. Emphasizing Scholarship	39

Behavior Number 3. Ability to condition athletes extensively before asking them for game quality performance. This behavior received a composite score rating of 169 as to adequacy of preparation. The graduates gave this behavior a composite score of 204 on importance of preparation. The difference between the two scores was 35. The difference between these two scores represented the fourth largest difference in this category.

Behavior Number 4. Giving careful attention to the physical condition of players at the beginning of each contest. The scores for this behavior compare very favorably with the scores of behavior number 3. The questions are very closely related. The behavior received

a composite score rating of 177 on adequacy of preparation and 203 on importance of preparation. The difference between the two scores was 26 which ranked fifth in this category on difference between scores.

Behavior Number 5. Ability to emphasize the proper ideals of sportsmanship, ethical conduct, and fair play. The graduates rated themselves highest on this behavior for the entire study. The composite score rating as to adequacy of preparation was 194. The graduates gave this behavior a composite score of 219 on importance of preparation. The difference between the two scores was 25 which was the least difference for this category. The graduates felt well prepared in this category and also deemed preparation important on this behavior.

Behavior Number 6. Ability to make athletes fit into the general school program. The respondents ranked themselves second lowest on adequacy of preparation for this category. The composite score was 167. The composite score for importance of preparation was 206. The difference between the two scores was 39 which was the third greatest difference in this category.

The correlations for category 2 as shown in Table 11 shows significant correlations at the .05 level of confidence for the years 1960, 1962, 1964 and 1968. The composite correlation of .818 was also significant at the

.05 level of confidence. The correlation coefficient for this category is higher than any other composite correlation for the study.

TABLE 11

COEFFICIENT CORRELATIONS BETWEEN ADEQUACY
OF PREPARATION AND IMPORTANCE OF PREPARATION BY YEAR
AND COMPOSITE FOR CATEGORY II

YEAR	CORRELATION COEFFICIENT
1960	.899
1961	.632
1962	.789
1963	.633
1964	.923
1965	.711
1966	-.115
1967	.681
1968	.889
1969	.722
Composite	.818

CATEGORY III

Intramurals

The information in this category concerns the graduates' adequacy of preparation and how important they deem preparation to be in conducting the school intramural program. Data elicited from the respondents regarding the intramural program will be shown in Tables 12, 13, and 14.

Behavior Number 1. Ability to schedule tournament games, matches, or meets taking into consideration that free time of the participants. The participants in the study felt that adequacy of preparation was greatest on this behavior for this category. The behavior received a composite rating of 165. The composite rating for importance of preparation was 180. The difference between the two ratings was 15. This tied for the lowest difference between the two ratings in the entire study. The ranking of this behavior for this category was first in adequacy of preparation and fourth in importance of preparation.

Behavior Number 2. Ability to offer a wide variety of activities. This behavior received a composite rating as to adequacy of preparation of 160 which ranked second in this category. The behavior received a composite score of 189 on importance of preparation. The graduate

TABLE 12

COMPOSITE SCORE RATINGS AND RANKINGS RELATED TO CATEGORY III AS TO ADEQUACY
AND IMPORTANCE OF PREPARATION FOR EACH BEHAVIOR

BEHAVIOR NUMBER	<u>ADEQUACY</u>		<u>IMPORTANCE</u>	
	COMPOSITE RATING	COMPOSITE RANKING	COMPOSITE RATING	COMPOSITE RANKING
1. Scheduling	165	1	180	4
2. Variety of Activities	160	2	189	1
3. Summary Reporting	137	8	162	8
4. Written Policies	142	6	166	7
5. Replanning	140	7	171	5
6. Including all Students	154	5	185	3
7. Paralleling Service Program	155	4	170	6
8. Participation Over Winning	158	3	187	2

TABLE 13

RAW SCORE NUMERICAL DIFFERENCE BETWEEN ADEQUACY AND
IMPORTANCE OF PREPARATION FOR EACH
BEHAVIOR IN CATEGORY III

BEHAVIOR NUMBER	DIFFERENCE BETWEEN SCORES
1. Scheduling	15
2. Variety of Activities	29
3. Summary Reporting	25
4. Written Policies	24
5. Replanning	31
6. Including All Students	31
7. Paralleling Service Program	15
8. Participation Over Winning	29

ranked this behavior first on importance of preparation. The difference between the two scores was 29.

Behavior Number 3. Making a summary report for the years program, indicating accomplishments, extent of participation, evaluation of the program, and recommendations for the next year. The graduates rated themselves lowest as to adequacy of preparation for this behavior. They rated this behavior second lowest for the entire study. They also rated this lowest for the study on importance of preparation.

Behavior Number 4. Ability to establish and distribute to the students written policies that govern the program. The graduates gave this behavior a cumulative rating of 142 as to adequacy of preparation. On importance of preparation it received a cumulative score of 166. Both of these ratings were low in comparison to other behaviors in the study.

Behavior Number 5. Ability to evaluate the program, and plan for the next school year. This behavior received the third lowest rating for the entire study as to adequacy of preparation. The cumulative score was 140. The same behavior received a cumulative score of 171 on importance of preparation. The difference between the two scores was 31 which tied it for first in category three on rank difference between the two scores.

Behavior Number 6. Ability to plan a program that aims to include all students. This behavior ranked fourth in this category as to adequacy of preparation. It ranked third in this category as to importance of preparation. The difference between the two scores was 31 which tied for first in rank order of difference.

Behavior Number 7. Ability to maintain intramural activities that are an extension of the service program with equal opportunity for all. This behavior ranked fifth in this category as to adequacy of preparation and

fifth as to importance of preparation. There was a difference of 15 between the two scores which shows that the graduates were well prepared in this behavior in relationship to the perceived importance of this behavior.

Behavior Number 8. Ability to maintain a program that encourages participation more than winning contests.

This behavior received a cumulative score of 158 as to adequacy of preparation. This ranked third for this category. It received a cumulative score of 187 on importance of preparation. This ranked second for this category. The difference between the two scores was 29 which ranked third in this category.

The composite score correlation coefficient for category 3 was .796 which was significant at the .05 level of confidence. It is interesting to note that the graduates mean rating for this category was the lowest of all the categories. This was true not only for adequacy of preparation, but importance of preparation as well. The figures indicating they felt themselves less capably prepared overall in this category. They also felt that it was the least important. The complete correlations for this category are shown in Table 14.

TABLE 14

COEFFICIENT CORRELATIONS BETWEEN ADEQUACY
OF PREPARATION AND IMPORTANCE OF PREPARATION BY YEAR
AND COMPOSITE FOR CATEGORY III

YEAR	CORRELATION COEFFICIENT
1960	.258
1961	.000
1962	.360
1963	.187
1964	.742
1965	.872
1966	.871
1967	-.179
1968	.286
1969	.572
Composite	.796

CATEGORY IV

Principles, Philosophy, and Foundations

This category is concerned with the graduates' self perception of how adequately prepared they are in selected areas of principles, philosophy, and foundations. The graduates were also asked to respond, based on their teaching experiences, as to how important these behaviors were to their teaching performance. The complete picture

of this category will be shown in Tables 15, 16 and 17.

Behavior Number 1. Ability to progressively define and state beliefs and principles which serve as guides in teaching. This behavior ranked third in this category as to adequacy of preparation based on the cumulative scores. It was ranked second by the graduates as to importance of preparation. The respondents to the questionnaire showed a cumulative score difference of 32 on this behavior.

Behavior Number 2. Ability to plan and conduct class and extra class experiences in physical education with concern for boys and girls as individuals, and with their interactive relationships as the central reference. This behavior ranked sixth as to adequacy of preparation for this category. The graduates also ranked this behavior sixth as to importance of preparation. The difference in the mean score ratings was 42 which ranked second for this category on mean score difference.

Behavior Number 3. Ability to pursue aims and objectives which are in accord with those of education. The graduates ranked this behavior second in this category as to adequacy of preparation. They ranked it third in importance as to importance of preparation for job success.

TABLE 15

COMPOSITE SCORE RATINGS AND RANKINGS RELATED TO CATEGORY IV AS TO ADEQUACY
AND IMPORTANCE OF PREPARATION FOR EACH BEHAVIOR

BEHAVIOR NUMBER	<u>ADEQUACY</u>		<u>IMPORTANCE</u>	
	COMPOSITE RATING	COMPOSITE RANKING	COMPOSITE RATING	COMPOSITE RANKING
1. Defining Basic Beliefs	176	3	208	2
2. Individual Differences	149	6	191	6
3. Pursuing Educational Objectives	186	2	204	3
4. Accord with State, etc. Regulations	152	5	178	7
5. Maintaining Personal Library	142	7	197	5
6. Needs and Interests of Children	174	4	201	4
7. Professional Attitude	194	1	224	1

TABLE 16

RAW SCORE NUMERICAL DIFFERENCE BETWEEN ADEQUACY AND
IMPORTANCE OF PREPARATION FOR EACH
BEHAVIOR IN CATEGORY IV

BEHAVIOR NUMBER	DIFFERENCE BETWEEN SCORES
1. Defining Basic Beliefs	32
2. Individual Differences	42
3. Pursuing Educational Objectives	18
4. Accord with State, etc. Regulations	26
5. Maintaining Personal Library	55
6. Needs and Interests of Children	27
7. Professional Attitude	30

The cumulative score difference was 18 which was the lowest for this category in cumulative score difference.

Behavior Number 4. Ability to organize and manage intramural and interscholastic athletic programs in accordance with the regulations of local, state and national organizations. The graduates ranked this behavior fifth for this category as to adequacy of preparation. The graduates rated it seventh as to importance of preparation. The difference between the ratings was 26 which ranked second lowest in this category for cumulative score difference.

Behavior Number 5. Maintains a personal library which contains an adequate number of professional books, periodicals, and bulletins on health, physical education and recreation. This behavior ranked seventh in this category as to adequacy of preparation. The graduates ranked it fifth as to importance of preparation. The difference between the ratings was 55 which represented the second greatest difference for the entire study.

Behavior Number 6. Ability to establish and maintain objectives based on the needs and interests of boys and girls. The graduates were consistent as to the rank of this behavior. Its rank was fourth for this category both on adequacy of preparation and importance of preparation. The difference in the cumulative scores was 27 which ranked fifth for this category.

Behavior Number 7. Ability to maintain a professional attitude at all times. The graduates were again very consistent in ranking this behavior. They ranked it first in this category, both on adequacy of preparation and importance of preparation. This tied for first place in the entire study on both adequacy of preparation and importance of preparation. The cumulative score difference was 30 which ranked fourth in this category.

The correlation coefficient for Category IV was significant at the .05 level of confidence for the years

1961, 1966, 1968, and 1969. The correlation coefficient of .798 was also significant for the composite scores for this category. This data is shown in Table 17.

TABLE 17

COEFFICIENT CORRELATIONS BETWEEN ADEQUACY
OF PREPARATION AND IMPORTANCE OF PREPARATION BY YEAR
AND COMPOSITE FOR CATEGORY IV

YEAR	CORRELATION COEFFICIENT
1960	.449
1961	.936
1962	-.189
1963	.560
1964	.670
1965	.747
1966	.936
1967	.465
1968	.796
1969	.772
Composite	.798

CATEGORY V

Administration

This category contains behaviors important to the administration of the physical education program. It contains data related to the graduates' self perception of how adequately prepared they are in these areas and how important they deem these behaviors to be relative to their job success. The complete picture of this category will be reflected in Tables 18, 19, and 20.

Behavior Number 1. Ability to file written policies related to the health and physical education program. This behavior was ranked sixth in this category as to adequacy of preparation. It ranked seventh as to importance of preparation. The cumulative score difference was 35 which ranked fourth for this category.

Behavior Number 2. Ability to control class size in order to make more effective instruction possible. The graduates ranked themselves third on this behavior, as to adequacy of preparation. They ranked this behavior first, in this category, as to importance of preparation. The cumulative score difference between the two ratings was 44 which ranked second for this category.

TABLE 18

COMPOSITE SCORE RATINGS AND RANKINGS RELATED TO CATEGORY V AS TO ADEQUACY
AND IMPORTANCE OF PREPARATION FOR EACH BEHAVIOR

BEHAVIOR NUMBER	<u>ADEQUACY</u>		<u>IMPORTANCE</u>	
	COMPOSITE RATING	COMPOSITE RANKING	COMPOSITE RATING	COMPOSITE RANKING
1. Filing Written Policies	145	6	180	7
2. Controlling Class Size	164	3	208	1
3. Sound Budgeting	136	8	192	5
4. Providing Basic Program	183	1	207	2
5. Administrative Rapport	145	7	173	8
6. Formulating Policies	154	4	198	3
7. Perpetuating Program	167	2	197	4
8. Medical Examinations	154	5	183	6

TABLE 19

RAW SCORE NUMERICAL DIFFERENCE BETWEEN ADEQUACY AND
IMPORTANCE OF PREPARATION FOR EACH
BEHAVIOR IN CATEGORY V

BEHAVIOR NUMBER	DIFFERENCE BETWEEN SCORES
1. Filing Written Policies	35
2. Controlling Class Size	44
3. Sound Budgeting	56
4. Providing Basic Program	24
5. Administrative Rapport	28
6. Formulating Policies	44
7. Perpetuating Program	30
8. Medical Examinations	29

Behavior Number 3. Ability to operate on a sound financial basis. Have a budget and follow it. The graduates rated themselves lowest in this category, on this behavior, as to adequacy of preparation. They rated this behavior fifth as to importance of preparation. The numerical difference in the cumulative scores was 56 which ranked first in this category. The score difference represented the greatest difference in scores for the entire study.

Behavior Number 4. Ability to provide a basic program of instruction in general activities for all pupils. The graduates ranked themselves first, in this category, on this behavior, as to adequacy of preparation. They ranked this behavior second, in this category, on importance of preparation. The difference between the two scores was 24 which ranked last in this category.

Behavior Number 5. Ability to arrange with the administration schedules that will allow for after school participation by as many students as possible. On adequacy of preparation, the graduates ranked themselves seventh for this category. They ranked this behavior eighth on importance of preparation. The difference between the two scores was 28 which ranked seventh in this category.

Behavior Number 6. Ability to formulate and implement departmental policies and regulations in such matters as: personal relationships, budgets, the purchase and care of equipment and supplies, and the maintenance and interpretation of office records. The graduates gave themselves a rank of four for this behavior, in this category, as to adequacy of preparation. They ranked this behavior third on importance of preparation. The difference between the cumulative scores was 44 which ranked second in this category.

Behavior Number 7. Never assuming that the program is adequate; examining critically all that is done and revising the selection of activities, if necessary, so that all children, able to do so, can engage in vigorous activities. The graduates gave this behavior a cumulative score of 167 as to adequacy of preparation. This ranked second for this category. They ranked it fourth on importance of preparation. The difference in the cumulative scores was 30 which ranked fifth in this category.

Behavior Number 8. Requiring a medical examination for all participants in physical activities. The graduates gave this behavior a cumulative score of 154 which ranked fifth in this category, as to adequacy of preparation. The graduates gave this behavior a cumulative score of 183 on importance of preparation. The difference between the two scores was 29 which ranked sixth for this category.

The composite score correlation coefficient for this category between adequacy of preparation, and importance of preparation was .704 which was not significant at the .05 level of confidence. The correlation coefficient was shown to be significant in this category for the years 1961, 1963, 1964, 1965, and 1969. The composite score mean ratings for this category show that the graduates ranked themselves last as to adequacy of preparation. They also ranked this category fourth as to importance of

preparation. The correlation data for this category is shown in Table 20.

TABLE 20

COEFFICIENT CORRELATIONS BETWEEN ADEQUACY
OF PREPARATION AND IMPORTANCE OF PREPARATION BY YEAR
AND COMPOSITE FOR CATEGORY V

YEAR	CORRELATION COEFFICIENT
1960	-.241
1961	.958
1962	.514
1963	.840
1964	.853
1965	.819
1966	.322
1967	.548
1968	.305
1969	.725
Composite	.704

Table 21 shows the mean score relationship between adequacy and importance of preparation, by categories, as perceived by the 87 questionnaire respondents. Note the perfect relationship, as to rank, between adequacy and importance of preparation. The widest range between the mean scores came in Category I which also ranked first in adequacy and first in importance of preparation. Conversely, Category V showed the narrowest range in mean scores and also was ranked last by the graduates on adequacy and importance of preparation.

A final table (Table 22) shows a summary of coefficient correlations by year and by category.

TABLE 21

MEAN SCORE OF ADEQUACY OF PREPARATION AND MEAN SCORE OF
 IMPORTANCE OF PREPARATION AND DIFFERENCE BETWEEN
 MEAN SCORE COMPOSITE FOR 10 YEAR PERIOD

RANK OF ADEQUACY OF PREPARATION
 RANK OF IMPORTANCE OF PREPARATION
 RANK OF DIFFERENCE BETWEEN ADEQUACY AND IMPORTANCE

CATEGORY	ADEQUACY	RANK	IMPORTANCE	RANK	DIFFERENCE	RANK
1	176.38	1	212.88	1	36.50	1
2	172.83	2	208.17	2	35.34	3
3	151.38	5	176.25	5	24.87	5
4	167.57	3	200.43	3	32.86	4
5	156.00	4	192.25	4	36.25	2

TABLE 22

SUMMARY OF COEFFICIENT CORRELATIONS BY YEAR AND CATEGORY

	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	Composite
Category I Service Program	-.173	.149	.917	.043	.724	.254	.169	-.745	.007	.343	.378
Category II Athletics	.899	.632	.789	.633	.923	.711	-.115	.681	.889	.722	.818
Category III Intramurals	.258	.000	.360	.187	.742	.872	.871	-.179	.286	.572	.796
Category IV Philosophy	.449	.936	-.189	.560	.670	.747	.936	.465	.796	.772	.798
Category V Administra- tion	-.241	.958	.514	.840	.853	.819	.322	.548	.305	.725	.704

CHAPTER V

SUMMARY, FINDINGS, AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to determine if there was a significant relationship between the adequacy of preparation and importance of preparation as perceived by physical education graduates of Austin Peay State University who graduated during the years 1960 to 1969. A questionnaire, consisting of five categories: Physical Education Service Program, Athletics, Intramurals, Principles, Philosophy, and Foundations, and Administration was administered to 155 physical education graduates May 1, 1973. The recipients were directed to evaluate their adequacy of preparation and the importance of that preparation to their job responsibilities by marking 1. inadequate 2. adequate, and 3. excellently prepared for that part of the questionnaire concerning adequacy of preparation, and 1. unimportant, 2. important, and 3. very important for that part of the questionnaire related to the importance of that behavior to their preparation.

Eighty-seven respondents returned the questionnaire. Composite data for each category on adequacy of preparation and importance of preparation were tabulated and treated

to Pearson product moment correlation to determine if a relationship exists between adequacy of preparation and importance of that preparation for each year from 1960 to 1969 as determined by scores on the questionnaire.

The raw data compiled for the computation indicated a rather wide range between the graduates' self perception of adequacy of preparation, and importance of preparation on the 37 different behaviors in the questionnaire.

FINDINGS

CATEGORY I

Physical Education Program

The professional preparation program at Austin Peay State University in the service program shows no significant correlation between adequacy of preparation and importance of preparation. In this category the graduates felt least prepared in student evaluation, and in adjusting their teachings to meet the individual needs of students. They felt best prepared in the areas of providing appropriate activities, demonstrating skills and techniques, and to learning sequence of fundamental skills. Conversely they felt the most important behavior in this category was able to provide appropriate activities for the students.

A numerical difference of 52 is shown for the scores on behavior number eight in this category. This

behavior relating to individual differences in children ranked first in numerical difference for this category.

CATEGORY II

Athletics

In the area of athletics the graduates indicated a significant correlation between adequacy of preparation and importance of preparation on the six selected behaviors.

The graduates rated themselves least effective, in this category, on scheduling practice sessions and adequately fitting athletes into the regular school program. They rated themselves highest on emphasizing sportsmanship and fair play.

The most important item in this category, as rated by the graduates, is emphasizing fair play and sportsmanship. They, therefore, felt best prepared in the behavior they deemed most important. The behavior receiving the lowest score as to importance of preparation was behavior number 1, scheduling practice times. This category ranked second with the graduates both on adequacy of preparation and importance of preparation.

The widest range as the graduates rated these behaviors was on behavior number 1, dealing with scheduling practice sessions. The numerical difference for this category was 45 as opposed to a numerical difference

of 25 on behavior number 5, relating to ideals of sportsmanship and fair play.

CATEGORY III

Intramurals

The mean score for this category for preparation adequacy was 151.38, the lowest of all categories.

The graduates felt most inadequate in summary reporting. They also rated this behavior lowest as to importance. They also felt an inadequacy in re-planning the program.

The difference between the numerical scores for this category is greatest in behaviors 5 and 6. These behaviors relate to re-planning of the program and developing a program for all students. Behaviors 1 and 7 showed a numerical difference of 15 which was lowest for this category. These behaviors related to scheduling, and maintaining an intramural program that is an extension of the service program.

CATEGORY IV

Principles, Philosophy, and Foundations

The graduates rated themselves best prepared on item number 7, maintaining a professional attitude. They rated themselves second on aims and objectives in

accord with education. They felt less well prepared in maintaining a personal library. Their ability to plan classes to take care of individual differences rated next to last as to adequacy of preparation.

They felt the most important items in the category for the professional student were professional attitude, and basic beliefs and principles.

The greatest numerical difference between adequacy and importance came on item 5, maintaining a personal library. The item with the second largest difference between the two scores was item number 2, relating to individual differences.

CATEGORY V

Administration

The graduates ranked this category fourth from the top of the five categories, both on adequacy and importance of preparation. The graduates felt least competent on item number 3, operating on a sound financial basis, that is, having a budget and operating within the budget. They scored themselves low on the ability to file and report on written policies for the physical education program.

The most important item to them in this category was item number 2, controlling class size to insure good instruction. The next most important item was number 4, providing a basic program in general activities.

The greatest difference between adequacy and importance of preparation was on item 3, operating on a sound financial basis. The second greatest difference for this category was on item 2, controlling class size to implement class instruction.

CONCLUSIONS

There was a significant correlation between adequacy of preparation and importance of preparation for Category II, Athletics, III, Intramurals, and IV, Principles and Philosophy. There was no significant correlation for Category I, Service Program, and V, Administration, although Category V was very close to the significant level. The graduates felt themselves poorest prepared in Category III, Intramurals. Significantly they felt this was the least important category to their preparation. There was a perfect relationship between scores on adequacy of preparation and importance of preparation for the five categories. Category I, the Service Program, was rated most important and also received the highest ranking of the graduates on preparation adequacy. Category II, Athletics, ranked second, Category IV, Principles and Philosophy, ranked third, Category V, Administration, ranked fourth, and Category III, Intramurals, ranked fifth. These rankings held true for both adequacy of preparation and importance of preparation.

FINAL RECOMMENDATIONS

The following recommendations are made based on the results of this study and in the interest of improving the physical education program at Austin Peay State University.

1. Evaluation procedures should be carefully analyzed. Students should be made more aware of grading options. A course in tests and measurements would be desirable at the undergraduate level. The ability to administer fitness tests, skill tests and knowledge tests should be a criterion for student graduation.

2. Periodically evaluate the end product (the graduate). The investigator urges use of the questionnaire technique once each ten year period to evaluate job performance of the physical education major.

3. More emphasis should be given in the athletic coaching courses, to organizing and scheduling practice schedules. More laboratory experiences should be required including frequent attendance at varsity practice sessions.

4. Strengthen the intramural planning procedures and emphasize the desirability of including more students in the intramural program.

5. Emphasize in all professional courses the need for a personal library. Suggest to the students the importance of purchasing textbooks while at the University. (Books are rented at the University).

6. Establish syllabi in all coaching courses, in administration courses, and in the principal and philosophy course, that emphasize budget preparation, and budget implementation, thereby emphasizing their importance.

7. More opportunity should be given the student to learn how to teach. Repeated suggestions by the graduates indicated students should be "put on the firing line" early in their professional preparation years, even as early as the sophomore year. The reason for this suggestion is that many were past the "backout" stage before they see the teaching profession as it really is.

8. Administrators, students, and faculty should be made aware of the results of this study and appropriate action should be taken to strengthen the areas deemed weak by its graduates.

APPENDICES

APPENDIX A
THE QUESTIONNAIRE

APPENDIX A
 THE QUESTIONNAIRE*
 CATEGORY I
 PHYSICAL EDUCATION SERVICE PROGRAM

	Adequacy of preparation	Importance of preparation
	1=inadequate 2=adequate 3=excellently prepared	1=unimportant 2=important 3=very impor- tant
In providing a program of activities appropriate to the development needs of students, I feel that I have been	1 2 3	1 2 3
In demonstrating techniques and skills authentically and effectively, I feel that I have been	1 2 3	1 2 3
In employing measures of fitness, I feel that I have been	1 2 3	1 2 3
In organizing classes quickly and getting the pupils to work with a minimum of delay, I feel that I have been	1 2 3	1 2 3
In planning and conducting classes with due consideration given to learning sequences in fundamental skills, I feel that I have been	1 2 3	1 2 3
In keeping all pupils active, and avoiding permitting large portions of the class to sit out, I feel that I have been	1 2 3	1 2 3

APPENDIX A (continued)

	Adequacy of preparation			Importance of preparation		
	1	2	3	1	2	3
	1=inadequate 2=adequate 3=excellently prepared			1=unimportant 2=important 3=very important		
In evaluating students in terms of objectives sought, I feel that I have been	1	2	3	1	2	3
In adjusting the teaching to meet individual differences in children and youth which are especially significant to the learning of physical education activities, I feel that I have been	1	2	3	1	2	3

*Lucke, Edward James, "An Evaluation of the Professional Preparation Program in Health and Physical Education at Lenoir Rhyne College for Teachers, 1963.

CATEGORY II

ATHLETICS

	Adequacy of preparation			Importance of preparation		
	1=inadequate	2=adequate	3=excellently prepared	1=unimportant	2=important	3=very important
In scheduling practice sessions with time, sequence, equipment, coaching personnel available, and immediate purposes in mind, I feel that I have been	1	2	3	1	2	3
In insisting on proper safety equipment for athletics and its use at all times, I feel that I have been	1	2	3	1	2	3
In conditioning athletes extensively before asking them for game quality performance, I feel that I have been	1	2	3	1	2	3
In giving careful attention to the physical condition of players at the time of each contest, I feel that I have been	1	2	3	1	2	3
In emphasizing the proper ideals of sportsmanship, ethical conduct, and fair play, I feel that I have been	1	2	3	1	2	3
In making athletes fit into the general school program, I feel that I have been	1	2	3	1	2	3

CATEGORY III

INTRAMURALS

	Adequacy of preparation			Importance of preparation		
	1=inadequate	2=adequate	3=excellently prepared	1=unimportant	2=important	3=very important
In scheduling tournament games, matches, or meets taking into consideration that free time of the participants, I feel that I have been	1	2	3	1	2	3
In offering a wide variety of activities, I feel that I have been	1	2	3	1	2	3
In making a summary report for the year's program indicating accomplishments, extent of participation evaluation of the program, and recommendations for the coming year, I feel that I have been	1	2	3	1	2	3
In establishing and distributing to the students written policies that govern the program, I feel that I have been	1	2	3	1	2	3
In re-planning the program after evaluation is made, and before the next school year begins, I feel that I have been	1	2	3	1	2	3
In developing a program that aims to include all of the students, I feel that I have been	1	2	3	1	2	3

CATEGORY III (continued)

	Adequacy of preparation			Importance of preparation		
	1=inadequate 2=adequate 3=excellently prepared			1=unimportant 2=important 3=very important		
In maintaining intramural activities that are an extension of the service program with free opportunity for all, I feel that I have been	1	2	3	1	2	3
In maintaining a program that encourages participation more than winning contests, I feel that I have been	1	2	3	1	2	3

CATEGORY IV

PRINCIPLES, PHILOSOPHY, AND FOUNDATIONS

	Adequacy of preparation			Importance of preparation		
	1=inadequate	2=adequate	3=excellently prepared	1=unimportant	2=important	3=very important
In progressively defining and stating basic beliefs and principles which serve as guides in teaching, I feel that I have been	1	2	3	1	2	3
In planning and conducting class and extra-class experiences in physical education with concern for boys and girls as individuals, and with their interactive relationships as the central reference, I feel that I have been	1	2	3	1	2	3
In pursuing aims and objectives which are in accord with those of education, I feel that I have been	1	2	3	1	2	3
In organizing and managing intramural and inter-scholastic athletic programs in accordance with the regulations of local, state, and national organizations, I feel that I have been	1	2	3	1	2	3
In maintaining a personal library which contains an adequate number of professional books, periodicals, and bulletins on health, physical education, and recreation, I feel that I have been	1	2	3	1	2	3

CATEGORY IV (continued)

	Adequacy of preparation			Importance of preparation		
	1=inadequate	2=adequate	3=excellently prepared	1=unimportant	2=important	3=very important
In establishing and maintaining objectives based on the needs and interests of boys and girls, I feel that I have been	1	2	3	1	2	3
In maintaining a professional attitude at all times, I feel that I have been	1	2	3	1	2	3

CATEGORY V
ADMINISTRATION

	Adequacy of preparation	Importance of preparation
	1=inadequate 2=adequate 3=excellently prepared	1=unimportant 2=important 3=very impor- tant
In keeping on file written policies for the health and physical education program, I feel that I have been	1 2 3	1 2 3
In controlling class size in order to make effective instruction possible, I feel that I have been	1 2 3	1 2 3
In operating on a sound financial basis. Have a budget and follow it, I feel that I have been	1 2 3	1 2 3
In providing a basic program of instruction in general activities for all pupils, I feel that I have been	1 2 3	1 2 3
I arranging with the administration for schedules that will allow for after school participation by as many children as possible, I feel that I have been	1 2 3	1 2 3

CATEGORY V (continued)

	Adequacy of preparation			Importance of preparation		
	1=inadequate	2=adequate	3=excellently prepared	1=unimportant	2=important	3=very important
In formulating and implementing departmental policies and regulations in such matters as: personal relationships, budgets, the purchase and care of equipment and supplies and the maintenance and interpretation of office records, I feel that I have been	1	2	3	1	2	3
In never assuming that the program is adequate; examining critically all that is done and revising the selection of activities, if necessary, so that all children, able to do so, can engage in vigorous activities, I feel that I have been	1	2	3	1	2	3
In requiring a medical examination of all participants in physical activities, I feel that I have been	1	2	3	1	2	3

**Please feel free to list any concerns or recommendations relative to physical education preparation at Austin Peay State University.

APPENDIX B
LETTER FROM PRESIDENT JOE MORGAN



AUSTIN PEAY STATE UNIVERSITY
CLARKSVILLE, TENNESSEE 37040

Dear Graduate:

George Fisher, Athletic Director at Austin Peay State University, is currently engaged in a study of the Physical Education curriculum at Austin Peay.

We are always interested in evaluating and improving all instructional programs. Your response to the enclosed questionnaire could aid immeasurably in this curriculum evaluation. I urge you as one of our graduates to participate in this venture.

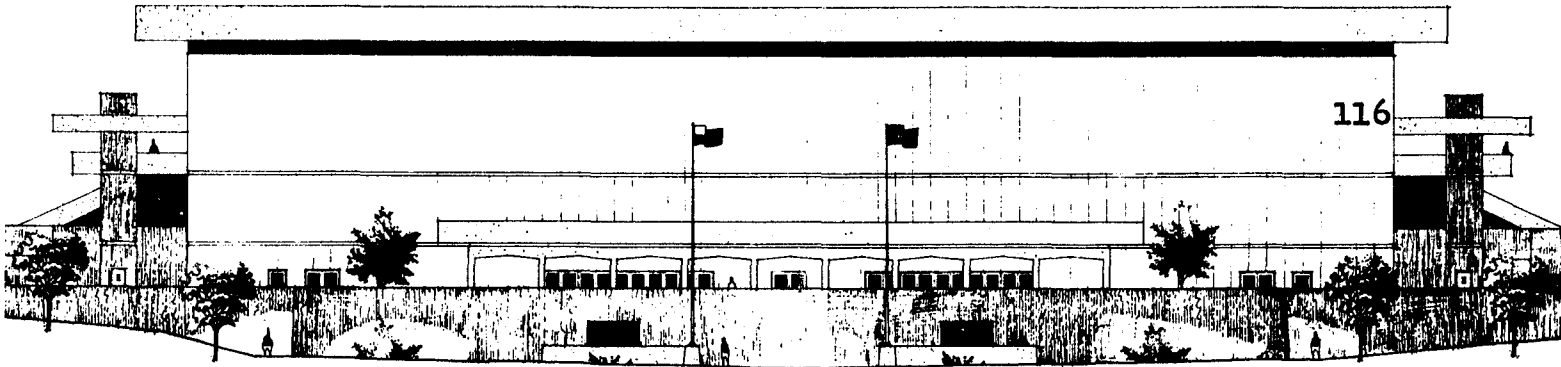
Sincerely yours,

Joe Morgan
President

JM:fo

Enclosure

APPENDIX C
LETTER FROM GEORGE D. FISHER



AUSTIN PEAY STATE UNIVERSITY • ATHLETIC OFFICE • CLARKSVILLE, TENNESSEE 37040

GOVERNORS

Dear Graduate:

I am presently conducting a ten year study of the physical education curriculum at A. P. S. U. All students who graduated with a major in physical education during the years 1960 to 1969 are being asked to participate.

Enclosed is a self evaluating questionnaire. Written instructions for filling out the questionnaire are enclosed. The information is essential to the study. All information will be treated confidentially.

You will also find enclosed a self addressed, postage paid envelope for your convenience.

A copy of the study will be placed in the A. P. S. U. library for your study.

Thank you for your kind cooperation.

Sincerely,

George D. Fisher
Athletic Director
Austin Peay State University

GDF/jwp

enclosures



GEORGE FISHER
ATHLETIC DIRECTOR
648-7724

MRS. JERRI PRUITTE
SECRETARY
648-7724



APPENDIX D
BRIEF HISTORY OF
AUSTIN PEAY STATE UNIVERSITY

BRIEF HISTORY OF AUSTIN PEAY STATE UNIVERSITY

Austin Peay State College was conceived in the minds of a small group of public spirited citizens of Clarksville who wished to mend a long collegiate tradition that was broken when Southwestern Presbyterian University moved from Clarksville to Memphis in 1925. The School was born on April 26, 1927, when Governor Austin Peay signed at 3:00 p.m. the bill which created and established the institution as a two-year normal school for the preparation of teachers for the rural elementary schools of the State. Shortly after the death of Governor Peay in October, 1927, the School was named for the great governor who had enrolled Tennessee in the parade of the progressive states of the nation. On September 23, 1929, the school was dedicated to the service of the State of Governor Henry Horton and State Commissioner of Education P. L. Harned.

During the first year of its infancy the School was nursed by President John S. Ziegler of Chattanooga, who died of cerebral hemorrhage May 9, 1930. The School was kept alive during the depression years and grew in stature and in purpose under the tutelage of Dr. P. P. Claxton, former U. S. Commissioner of Education, who as its second president served from November, 1930, until July, 1946, when he was retired by the State Board of Education as president emeritus, without portfolio. During President

Claxton's term of office the Legislature had authorized the School to become a four year college by the fall of 1941. In June, 1942, the Bachelor of Science degree was conferred on the first class graduating from the senior college. The following year, by legislative act, the name of the School was changed to Austin Peay State College.

Following World War II the institution began to move from youth to adulthood. Under the leadership of President Halbert Harvill, a member of the original faculty and long-time dean, who succeeded Claxton in 1946, the College received larger appropriations, expanded its plant, increased its faculty, broadened its administrative services, reconstructed its curriculum, and more than doubled its student body. In 1948, the College was accredited as a senior college by the Southern Association of Colleges and Secondary Schools, and in 1950 by the American Association of Colleges for Teacher Education. In 1951, the State Board of Education authorized the College to grant the Bachelor of Arts degree as well as the B. S. degree, and in 1952, the Master of Arts degree in Education.

When the Austin Peay Normal School opened its doors to receive the first students on September 24, 1929, it was the eighth educational institution which had occupied the campus during a hundred twenty-three years. Of the preceding seven, three had been academies: Rural Academy (1806-1810), Mt. Pleasant Academy (1811-1824), and

Clarksville Academy (1825-1848); four had been institutions of higher learning: Masonic College of Tennessee (1849-1850), Montgomery Masonic College (1851-1854), Stewart College (1855-1874), and Southwestern Presbyterian University (1875-1925). The records of all of them, though sometimes scanty in detail, reveal a common history of struggle and disappointment, of renewed prospects and effort, but eventual failure. The night oaks which studded the campus in 1929 had been dumb witnesses not only to the passing of the Indian; they had endured, as well, the parade of the schools of the paleface!

The record of the inception of the College is found in the files of the Clarksville Leaf Chronicle, in the legislative journal of the 65th General Assembly, and in the memory of those still living who took an active part in its inception. In early March, 1927, while the General Assembly was in recess and Governor Peay was recovering from illness in Florida, the Chamber, under the leadership of its President J. Moore Dickson, moved to secure an option on the property and to begin negotiations with the legislature and the University of Tennessee. Once initial steps were taken, progress, despite all set-backs, was amazingly rapid. The idea was conceived on March 7; the school was created April 26. From the thought to the deed was only seven weeks.

A local bill authorizing the city to sell \$25,000 worth of bonds to buy the SPU property was passed in mid April. On April 14, House Bill No. 1242 was introduced by Howard Savage to create a normal school in Clarksville. Sen. Willett introduced Senate Bill No. 836 with the same title and purpose. The Senate bill was rejected after its second reading on April 18. The bill in the House was amended by Rep. Charles H. Love of Springfield to read that the normal school should never be used for any purpose but the training of teachers for the rural elementary schools of the State, and thus amended passed 69-12 on April 22. The amended House Bill was received by the Senate and passed 21-5 on April 25. The following day Governor Peay signed the bill which created a Normal School in Clarksville for the purpose of training white teachers for the rural public schools of the State, and was to be used for no other purpose. The act stipulated that free tuition would be provided for those teachers in the State, over the age of sixteen, who desired to become teachers in the rural public schools. The course of study, for the new institution, would include subject matter and methods in elementary, high school, and junior college subjects and there credits were to be allowed for corresponding work in other State teacher training institutions. The legislature appropriated from the State Treasury a sum of seventy-five thousand (75,000) to be placed to the credit of the Normal School.

From the beginning the school was both a Normal school and a junior college, granting the diploma of graduation to both those who were preparing to teach and those who desired two years of liberal arts education. The first catalogue of the school, published in March 1930, accepted the primary function of preparing elementary teachers on the two-year level, but did not use the limiting word "rural." The 1931 catalogue acknowledged the restrictive function of the school, called it wise, and accepted it in good faith; yet retained the junior college curriculum in liberal arts. For a number of years after President Claxton came, the school emphasized the preparation of rural elementary teachers and became known in the State for its distinctive work. At one time there was talk of excluding all other students from admission. But the facts of life were that many young teachers did not wish to spend their lives in the country school of the 1930's; the distinctive function did not have a wide enough appeal to the whole state; teachers-in-service and prospective teachers preferred, because of the lower costs, to attend a school near home. The facts of life were that Austin Peay Normal School, in spite of what the law said, was a regional state junior college providing general education for all, but having the primary function of preparing teachers for the elementary schools within its natural service area.

The history--the establishment and development of function--of Austin Peay State College, the youngest of the State Colleges, has followed the pattern of the education of teachers on a two-year level. At their inception all of them had offered some high school work for teachers-in-service who had not earned a high school diploma. Gradually, as it was no longer needed, this auxiliary educational service was discontinued. Gradually, also, as the need for better prepared teachers was recognized, the preparation program was extended from two years to three and then to four years, and the Normal schools became teachers colleges authorized to confer the bachelor's degree. Along with this development, there was a growing recognition of the responsibility of the State colleges to the youth of college age living in their natural service areas who did not wish to prepare for teaching. Indeed, from the beginning, all had enrolled some students who sought general education without certification to teach. Since a large part of the education of teachers is non-professional and non-specialized, the institutions already had at hand faculty and facilities to provide general and pre-professional education for those who had interests other than teaching. In this fashion, the teachers colleges tended to become regional State colleges with the primary function of preparing teachers for the public schools of the State.

In 1967 the college gained university status and began to confer the Master of Arts and Master of Science degrees. During the past decade, Austin Peay State University has considered itself a regional state university with three basic functions: teaching, research, and public service. The University is organized as a College of Arts and Sciences, a College of Education, a School of Business and Economics, a Graduate School, and a Division of Applied Arts and Sciences. Degrees are conferred by the University and not by the colleges, schools, or divisions. On the undergraduate level, the University grants four degrees: Associate of Arts in Nursing, (A.A.), Bachelor of Arts, (B.A.), Bachelor of Science, (B.S.), and Bachelor of Science in Education, (B.S. in Ed.). At the graduate level it grants the Master of Arts, (M.A.), Master of Music Education, (M.M.E.), and the Master of Science, (M.S.) and Master of Science in Education, (M.S. in Ed.).

Instruction is offered in the following areas: agriculture, art, biology, business, chemistry, earth science, economics, education, English, environmental science, geography, geology, health and physical education, history, home economics, industrial arts, journalism, library science, mathematics, modern language, music, nurse education, philosophy, physics, political science, psychology, general science, sociology, speech and theatre.

The broad education program of the University gives the student an opportunity to prepare himself for a variety of careers. Moreover, since the philosophy of the University is that both general education and special competence are the marks of an educated person, the curricula have been designed to give each student broad general education courses during his first two years, before he begins the specialized studies of his third and fourth years.

Projections indicate Austin Peay State University may expect an enrollment of between 7,000 and 8,000 at the undergraduate level, and a graduate and professional enrollment of between 800 and 1,000 by 1980. The composition of the student body is expected to shift slightly as the result of junior college transfers and the increased emphasis on part-time adult students. In view of recent trends the above figures seem to be far too high and a more realistic projected enrollment by 1980 of 5,000 would seem to be in order.

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