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PHYSICAL EDUCATION: THE PROFESSION
AN INTRODUCTORY COURSE

Janet Bliss Parks

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

December, 1977

PHYSICAL EDUCATION: THE PROFESSION
AN INTRODUCTORY COURSE

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ABSTRACT

PHYSICAL EDUCATION: THE PROFESSION AN INTRODUCTORY COURSE

by Janet Bliss Parks

"Physical Education: The Profession" is an undergraduate professional orientation course which introduces the student to six facets of the physical education profession: (1) Objectives of Physical Education; (2) Elementary School Physical Education; (3) Secondary School Physical Education; (4) Competitive Athletics; (5) Adapted Physical Education; and (6) Alternative Career Opportunities. The course is designed to involve the student in an examination of articles selected from those published in the Journal of Physical Education and Recreation and The Physical Educator between 1930 and 1977. The basic assumption is that, if the student reads an article written by an author in the field, he will tend to relate to the information presented more significantly than if he is simply told about positions held by particular authors.

In determining the articles to be included for study, the writer of "Physical Education: The Profession"

researched each issue of the aforementioned periodicals and selected those articles which she deemed appropriate to each topic. These articles then were read and evaluated by Dr. Glen P. Reeder, Dr. Ralph B. Ballou, and the writer. Final selection was based upon the results of this evaluation.

The primary objectives of "Physical Education: The Profession" are: (1) to provide an introduction to selected personalities and issues within the profession; and (2) to develop in the student a realization of the fact that numerous concepts currently being promulgated were introduced many years ago by early leaders in the profession.

The course is comprised of two divisions, an instructor's manual and a student's syllabus. The instructor's manual consists of lectures, annotations of selected articles, suggested assignments, and a written examination. The student's syllabus contains outlines of the lectures, reading lists, and suggested assignments.

"Physical Education: The Profession" is presented with the hope that this approach to professional orientation will enhance the student's understanding of physical education. Furthermore, it is hoped that, because of this understanding, he will participate with increased insight and awareness during subsequent courses and experiences in the professional preparation curriculum.

ACKNOWLEDGMENTS

The writer wishes to acknowledge the assistance and cooperation of those individuals whose contributions led to the successful completion of "Physical Education: The Profession." Appreciation is expressed to the following individuals:

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Appreciation is further extended to Dr. Reeder and Dr. Ballou for the many hours they spent evaluating the prodigious amount of professional literature under consideration for inclusion in this dissertation.

J. B. P.

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PREFACE

When young men and women select physical education as a major course of study in college, they frequently are unaware of the precise nature of the profession. They come to college with numerous conceptions and misconceptions concerning physical education and their roles as prospective physical educators.

As members of a professional preparation team, one of our obligations is to introduce these neophytes to physical education. Through effective orientation, the prospective physical educator will be afforded an opportunity to develop an understanding of the purposes of the profession and an appreciation of the contributions of physical education to society. The question is: How can this orientation best be accomplished?

Personal experience indicates that orientation to physical education has proven to be a source of great dissatisfaction and concern for many individuals involved with the professional preparation of undergraduate major students. Primarily, problems have arisen with respect to two factors: (1) the amount of information which the students will be able to understand and apply; and (2) the

appropriate level in the curriculum at which this material should be presented. "Physical Education: The Profession" represents an effort to resolve these problems.

First, the intent of the course is to introduce the student to physical education--not to overwhelm him with dates, facts, figures, lists, and information that has taken professionals many years to accumulate and absorb. Rather, the intent is to provide him with a "feel" for the profession, personalities in the profession, and professional issues that have existed historically. The issues selected are those that are revealed through articles published in the Journal of Physical Education and Recreation and The Physical Educator between 1930 and 1977. The limited amount of time available precludes the possibility of the student's becoming acquainted with all of the issues included; however, it is hoped that each instructor will select those issues most appropriate for the students under his guidance. Through an examination of the literature and subsequent class discussion of the topics, the student will be afforded an opportunity to become acquainted with the thoughts of prominent professional physical educators, both past and present, and with many of the trends and issues that have been discussed and debated throughout the years. Hopefully, the experience of reading

and analyzing the literature will serve to personalize physical education for the student and will stimulate his intellectual curiosity with respect to the profession. In addition, this approach may serve to demonstrate the fact that numerous concepts currently being promulgated were introduced many years ago by early leaders of the profession. This realization may prove to foster a greater appreciation for the contributions of physical educators of the past and a greater awareness of the current and future directions of the profession.

With respect to the selection of the appropriate level in the curriculum for the presentation of this course, it is recommended that "Physical Education: The Profession" be offered to lower-division physical education majors. The course would be appropriate at any time during the first two years of college with the exception of the first term of the student's freshman year. This suggestion is made because of the nature of the course work and the required group presentations. During the first term, the student is becoming oriented to all phases of college life, and efforts to introduce him to his profession may prove to be more beneficial at a later date. In addition, the group presentations require a great amount of interaction. In order for these presentations to be successful, the students

should feel relaxed and at ease with one another, and often this is not the case during their initial term in college.

"Physical Education: The Profession" is presented with the hope that this approach to the orientation of prospective physical educators will serve to enhance the student's understanding of physical education. If the course is conducted enthusiastically, and the students respond in like manner, the result may be individuals who will participate with increased insight and awareness during subsequent courses and experiences in the professional preparation curriculum.

INTRODUCTION

"Physical Education: The Profession" evolved from a desire to improve the quality of professional orientation for undergraduate students majoring in physical education. In view of the dissatisfaction existing with respect to traditional forms of orientation, a new approach to this vital component of professional preparation was conceived and developed. In order to clarify the intent and the format of the course, the following instructions are presented.

INSTRUCTIONS FOR USE OF THE MANUAL

Units of Study

The course consists of six topical units, namely: (1) Objectives of Physical Education; (2) Elementary School Physical Education; (3) Secondary School Physical Education; (4) Competitive Athletics; (5) Adapted Physical Education; and (6) Alternative Career Opportunities. These topics were selected on the basis of their relevance to the physical education profession and their predicted significance for prospective physical educators.

Lectures

With the exception of Chapter Six, each chapter opens with a lecture designed to introduce the student to that particular phase of the course. These lectures are intended to provoke the student's interest and curiosity rather than to saturate him with isolated facts. This concept is compatible with the introductory nature of the course. The lectures should be used as guidelines and may be adapted to each instructor's individual teaching style. Outlines of the lectures are located in the student's syllabus, and familiarity with these outlines may assist the instructor in presenting the information.

Reading Lists

The reading lists represent the true substance of the course. The basic premise is that, through an examination of the literature, the student will begin to develop a genuine awareness of the profession. The assumption is that, if the student reads an article written by an author in the field, he will tend to relate to the information presented more significantly than if he is simply told about positions taken by particular authors. In addition, the literature reveals the fact that many contemporary issues in physical education are not new. The

fact that they have existed for many years is of particular significance to the purposes of this course.

Sources. The articles selected for inclusion were obtained from the Journal of Physical Education and Recreation and The Physical Educator. These periodicals were chosen because they generally are considered to be the predominant publications of the profession, particularly with respect to professional preparation at the undergraduate level.

Article selection. In determining the articles to be included, the writer of "Physical Education: The Profession" researched each issue of the Journal of Physical Education and Recreation and The Physical Educator and selected those articles which she deemed appropriate to each topic. These articles then were submitted to a panel of physical educators and evaluated for possible inclusion. The panel was comprised of Dr. Glen P. Reeder, Dr. Ralph B. Ballou, and the researcher (Appendix A).

Organization. After the final selections were made, the articles were compiled under the appropriate topical headings. The annotation accompanying each article is intended to apprise the instructor of the point of view taken in the article and of the article's general content. Articles furnishing information on more than one topic

appear under the appropriate headings. In addition, the articles are arranged according to the decade in which each appeared in the literature. This arrangement may assist the instructor in making assignments which prove to underscore the fact that most current issues have their roots in the past.

Assignments

At the end of each chapter, suggestions for class activities and group presentations are indicated.

Class activities. The class activities are suggested as aids for the student in reaching an understanding of the various points of view represented in the literature. They are designed to be used as the basis for independent research and class discussion.

Group presentations. Each group assignment is accompanied by a list of articles which might be utilized in preparing the presentation. For these assignments, the students will not be required to report on any given article but will be expected to research the topic and present the essence of the information garnered through their reading. The group presentations are designed to involve the student in the issue under consideration and to afford him an opportunity to research the literature and to present the

information to the class. In order to encourage interaction and creativity, it is suggested that each student be involved in at least one group presentation during the term.

Recommended procedure. The following suggestions represent a method by which the group presentations could be managed: (1) select the group presentations most appropriate for the class; the instructor may wish to allow the students to indicate which assignments they prefer; (2) apprise the students of the assignments well in advance of the date of presentation; (3) thoroughly explain the assignments; (4) advise the students to submit written reports of the salient features of the information covered in the presentations; it would be helpful to distribute copies of these reports to the class members; and (5) produce videotapes of the presentations.

Examination

An examination is presented in Appendix B. This examination consists of items that might be used in the evaluation of the students' progress toward their objectives in the course. The examination questions are grouped according to unit topics so that the instructor may evaluate the students at the completion of any given unit of study. The examination is included merely as a guide for

evaluation and is not intended to represent an instrument of proven validity and reliability.

PART I

INSTRUCTOR'S MANUAL

Chapter 1

OBJECTIVES OF PHYSICAL EDUCATION

The results of a good physical education are not limited to the body alone, but they extend to the soul itself.

Aristotle (350 B.C.)¹

LECTURE

The single most important objective of this course is for you to learn more about the discipline that you have chosen to pursue as a career, physical education. No doubt, each of you has your own concept of physical education and your own reason or reasons for deciding to enter the physical education profession. You may not have given a lot of thought to the purposes and objectives of physical education but each of you must have had personal experiences that led you to believe that physical education was a worthwhile profession. Chances are that most of you enjoy physical activity and that you have some interest in influencing others to develop skills in, and appreciations for, physical activity. The time has come for you, as

¹Frederick Rand Rogers, "Selections from Great Educators Throughout the Ages," Journal of Health and Physical Education, 4:50, March, 1933.

future physical educators, to begin to develop an understanding of the objectives of education in general and of physical education in particular. What is physical education? What areas does it encompass? Why is it important to be physically educated? What are the objectives of physical education? These are questions to which there appears to be no single universal answer; however, they are questions that eventually you must be able to answer for yourself. When you go into the schools to teach your students about physical education, you must know not only what you want them to learn but also why you want them to learn. The objectives that you choose will influence both the subject matter that you choose to present and the techniques that you utilize in your presentations. You must remember that you will be teaching students--not subject matter--and you should be able to develop well-conceived and well-defined goals and objectives for those students.

Now, just what are the objectives of physical education? Is physical education just a gym class--or is it more than that? Is it a time for students to blow off steam--or are the objectives more far-reaching than a temporary outlet for excess energy? What were your objectives in your high school physical education classes? In what ways should your students be changed by virtue of having received instruction in physical education? For the

next few minutes, I want you to move into groups of three or four and discuss what you feel to be the primary objectives of physical education. One person should act as recorder and make a list of all the objectives that are mentioned. After you have listed all the objectives, select the three objectives that you feel are the most important. When you have finished, the recorders will be asked to report the decisions of the groups.

(Give the students a few minutes to complete the exercise. For purposes of discussion, the recorders may either stand and report or go to the board and list the objectives stated by their groups. They should indicate the three objectives that were considered most important. The discussion might center around the validity of each objective and different ways in which it might be achieved. Also, it might be interesting to identify those objectives that are listed most frequently and discuss the possible reasons for their popularity.)

It is obvious that there are many different viewpoints concerning the objectives of physical education. As you look into the literature, you will find that over the years this topic has been discussed, debated, and defined in many different ways. Particularly significant is the fact that many contemporary authors espouse philosophies quite similar to those of the early leaders. The modern writers who are continuing the controversy developed their points of

view from ideas and ideals passed down through the generations. Some of the objectives stated by both past and present authors include: physical development, mental development, social development, emotional development, moral development, development of physical and mental health, character development, development of leisure-time skills, development of cooperation, reduction of juvenile crime, enrichment of life, development of desirable social traits, personal adjustment, and development of the perfect man. You mentioned several of these, and all of them appear to be desirable. Can we be responsible for all of these objectives? Are these objectives our own private domain or are many of them shared by all educators? What is unique about physical education? Is there any one aspect that sets us apart from other disciplines? As physical educators, what kinds of people are we trying to develop through physical education?

The objective of this discussion has been to arouse your curiosity about our profession and to encourage you to begin searching for a purpose. The assignments for this unit are designed to assist you in that search.

READING LIST

1930-1939

1. Berry, Charles Scott. "A Broader Concept of Physical Education," Journal of Health and Physical Education, 3:3-4, September, 1932.
 - a. Author's Viewpoint. The chief aim of physical education is ". . . the development of the mind through the development of the body rather than merely the development of the body as an end in itself." (p. 3)
 - b. General Content. A brief history of physical education in ancient Greece, during the Middle Ages, the Renaissance, and the current scientific era; concomitant values of physical education: (1) development of good mental health; (2) development of desirable character traits; (3) provision of opportunities for emotional expression or interpretation; (4) maintenance or improvement of health; (5) development of the small muscles of expression; the concomitant values become the major objectives of physical education if an education-through-the-physical philosophy is accepted.

2. Brownell, Clifford L. "Educational Progress and Hard Times," Journal of Health and Physical Education, 4:10-11, 61, April, 1933.
 - a. Author's Viewpoint. The major functions of physical education are: (1) the improvement of physical and

mental health; (2) the development of neuromuscular skills for leisure-time pursuits; (3) the inculcation of desirable social traits.

- b. General Content. A discussion of societal conditions during the Depression and the attendant effects upon education; a statement of the need for a new education in view of the severe financial curtailments occurring; a plea for physical educators to unite in an effort to educate the American public with respect to the values of physical education.

3. Francis, R. J. "Toward a Philosophy of Physical Education," Journal of Health and Physical Education, 10:216-217, 258-259, April, 1939.

- a. Author's Viewpoint. Justification for physical education: (1) skill development; (2) enrichment of life; (3) consistency with democratic principles; (4) compensation for sedentary life; (5) a way of total education; (6) reduction of juvenile crime; (7) leisure-time activities; (8) individual adjustment; (9) cooperation.
- b. General Content. A discussion of the problems involved in developing an educational philosophy; presentation of societal conditions demanding physical education programs.

4. Kirk, H. H. "A Superintendent Looks at Physical Education," Journal of Health and Physical Education, 9:538-540, 585-586, November, 1938.
 - a. Author's Viewpoint. "Physical education must prove that it is not educating the physical so much as it is educating through the physical." (p. 540)
 - b. General Content. A discussion of the need for a philosophy of education; an explanation of vocational versus cultural education; brief history of physical education; problems existing in physical education; description of a program which may be justified in terms of social usefulness.

5. McCloy, C. H. "How About Some Muscle?", Journal of Health and Physical Education, 7:302-303, 355, May, 1936.
 - a. Author's Viewpoint. ". . . the basis of all physical education--developmental, educational, corrective, or any other aspect of our field--is the adequate training and development of the body itself--. . . ." (p. 303)
 - b. General Content. Presentation of three reasons that physical educators have forsaken the education-of-the-physical philosophy; five arguments supporting the objective of physical development; a suggestion that physical educators recover from their inferiority complexes and restore the concept of

physical development to its rightful place in the profession.

6. Neilson, N. P. "The Value of Physical Education and Health in the School Program," Journal of Health and Physical Education, 4:21, April, 1933.
 - a. Author's Viewpoint. Values of physical education: (1) development of good health; (2) development of good character; (3) preparation for leisure.
 - b. General Content. A discussion of societal conditions and the financial curtailments occurring in education; contention that music, art, health, physical education, and recreation should not be the first subjects to be abolished when budgetary cut-backs are necessary.

7. Tighe, B. C. "Physical Education in Its Functional Aspects," Journal of Health and Physical Education, 6:14-15, 51, December, 1935.
 - a. Author's Viewpoint. Functions of physical education: (1) development of an integrated personality; (2) improvement of general health; (3) provision for the happiness of the individual in a democratic society; (4) provision of neuromuscular skills with carry-over value; (5) development of desirable character traits; (6) provision of a program designed to meet leisure needs; (7) development of a normal life for a larger number of people.

and (2) to base the program upon sound scientific and educational principles.

- b. General Content. A revealing discussion of the Industrial Revolution and its attendant problems; a lengthy discourse relative to the importance of recognizing individual differences in students; a list of seventeen milestones which have marked the trend toward individualized instruction.

10. Williams, Jesse Feiring. "A Fundamental Point of View in Physical Education," Journal of Health and Physical Education, 1:10-11, 60, January, 1930.

- a. Author's Viewpoint. Physical education should contribute to the development of: (1) a complete, intensive, full life; (2) leisure-time activities; (3) proficiency in recreative activities.
- b. General Content. A brief history of physical education in Greece, Rome, Germany, and America; a discussion of the effects of an industrialized society upon the American way of life and the contributions that may be made by physical education.

1940-1949

11. Bookwalter, Karl W. "Why Physical Education?", The Physical Educator, 1:41-43, October, 1940.

- a. Author's Viewpoint. "Physical education aims to develop through natural total-body activity,

primarily on the play level, the physically, mentally, and socially integrated and effective individual." (p. 41)

- b. General Content. A detailed explanation of the author's opinion of the aim of physical education; a presentation of three of the Cardinal Principles of Secondary Education: health, worthy use of leisure time, and ethical character.

1950-1959

- 12. Dodson, Taylor. "The Fourth Dimension," The Physical Educator, 12:66-67, May, 1955.
 - a. Author's Viewpoint. Acceptance of Jay B. Nash's objectives of physical education: (1) organic development; (2) neuromuscular development; (3) interpretive-cortical development; (4) emotional-impulsive development.
 - b. General Content. Explanation of the four objectives with major emphasis on emotional-impulsive development as a primary responsibility of physical educators.

- 13. McCloy, C. H. "A Planned Physical Exercise Program? or 'What Would You Like To Do Today?'" The Physical Educator, 10:38-41, May, 1953.
 - a. Author's Viewpoint. Physical development is the unique contribution of physical education.

- b. General Content. A discussion of the advantages of the cultivation of the physical self, particularly for the aging population; criticism of the education-through-the-physical philosophy.

- 14. McCloy, C. H. "A Reply to Dr. Williams and to Dr. Oberteuffer," The Physical Educator, 10:101-103, December, 1953.
 - a. Author's Viewpoint. Dr. Williams and Dr. Oberteuffer fail to understand McCloy's education-of-the-physical philosophy.
 - b. General Content. A detailed explanation of the author's article appearing in The Physical Educator, May, 1953; the final publication of the Great Debate of 1953.

- 15. Oberteuffer, Delbert. "In Response to C. H. McCloy," The Physical Educator, 10:72, October, 1953.
 - a. Author's Viewpoint. Education is for the purpose of contributing to the development of the total man; is impossible to educate only the physical aspect.
 - b. General Content. A rebuttal of McCloy's article appearing in The Physical Educator, May, 1953; presentation of several alleged flaws in logic.

- 16. Streit, W. K., and Simon A. McNeely. "A Platform for Physical Education," The Journal of the American Association for Health, Physical Education, and Recreation, 21:136-137, 186-187, March, 1950.
 - a. Authors' Viewpoint. Values of physical education:
(1) development of maximum physical efficiency;

(2) development of useful skills; (3) development of socially acceptable behavior; (4) preparation for wholesome recreation.

- b. General Content. The article is a report of a joint committee of the American Association for Health, Physical Education, and Recreation and the Society of State Directors for Health, Physical Education, and Recreation; presentation of information concerning the need for physical activity, the meaning and purposes of physical education, and the conditions that should exist in modern physical education programs.

17. Ulrich, Celeste. "A Fairy Tale (which turned out to be a parable)," The Physical Educator, 15:100-101, October, 1958.

- a. Author's Viewpoint. The objectives of physical education are mental, social, and physical development; the profession is divided in its emphasis upon the three; the physical aspect should receive the highest priority.
- b. General Content. An allegorical treatment of the trends and tendencies existing in the physical education profession; a suggestion of a remedy for the situation.

18. Williams, Jesse Feiring. "A Reply to Dr. McCloy," The Physical Educator, 10:71, October, 1953.
- a. Author's Viewpoint. Contention that McCloy fails to understand the intent of the education-through-the-physical philosophy.
 - b. General Content. A discussion of several alleged flaws existing in McCloy's article appearing in The Physical Educator, May, 1953.

1960-1969

19. Duncan, Ray O. "Quo Vadis?", Journal of Health, Physical Education, and Recreation, 37:22, January, 1966.
- a. Author's Viewpoint. Physical education contributes to physical, sociological, and psychological development; physical activity is the unique component of physical education programs.
 - b. General Content. A description of the inferiority complex from which many physical educators appear to be suffering; presentation of a justification of physical education based on its own merits rather than upon the criteria of "academicians."
20. Wagner, Ann. "A Basic Concept of Physical Education," The Physical Educator, 21:169-170, December, 1964.
- a. Author's Viewpoint. The major contribution of physical education is in the realm of human movement.

- b. General Content. A brief history of the physical education profession in the United States; an analysis of the values of efficient, effective movement.
21. Zeigler, Earle F. "Philosophical Foundations and Educational Leadership," The Physical Educator, 20:15-18, March, 1963.
- a. Author's Viewpoint. Physical educators should possess a personal philosophy of physical education but most do not.
- b. General Content. A discussion of the stages of evolution of a personal philosophy; presentation of a professional checklist designed to clarify philosophical positions.

1970-1977

22. Annarino, Anthony A. "The Five Traditional Objectives of Physical Education," Journal of Health, Physical Education, and Recreation, 41:24-25, June, 1970.
- a. Author's Viewpoint. The five traditional objectives of physical education are still valid: organic, neuromuscular, interpretive, social, and emotional development.
- b. General Content. A discussion of the need for a philosophy of physical education; presentation of a chart describing the five objectives.

23. Triplett, M. Evelyn. "Physical Education's Principal Emphasis is upon Building a Fit America," Journal of Health, Physical Education, and Recreation, 41:30, 44, June, 1970.
- a. Author's Viewpoint. Physical education implies total fitness, including mental, emotional, social, and spiritual as well as physical.
 - b. General Content. A discussion of social trends and the need for physical education in an industrialized, highly-sedentary culture; presentation of a list of principles designed to guide physical educators in meeting the fitness needs of youth.
24. Varnes, Paul R. "Physical Education Should Help the Child to Enhance His 'Physical Me' Concept--It Should Prepare the High School Student for His Physical & Recreational Adult Life," Journal of Health, Physical Education, and Recreation, 41:26, June, 1970.
- a. Author's Viewpoint. The objectives of physical education vary according to the level of maturation of the individual.
 - b. General Content. A description of the specific objectives of physical education at the elementary, junior high, and senior high school levels.

SUGGESTED ASSIGNMENTS

Class Activities

1. Article #21.
 - a. Appropriate for use either as an introduction to the unit or as a culminating exercise.
 - b. Read the article, complete the checklist, and discuss the implications in class.

2. Article #17.
 - a. Read the article and submit a written report.
 - b. Read the article and discuss its implications in class.
 - c. The instructor may read the article to the class and initiate a discussion of its implications.

3. The Great Debate of 1953--Articles 13, 14, 15, 18.
 - a. Read the articles and submit a written report.
 - b. Read the articles and discuss the Great Debate of 1953 in class.

Group Presentations

1. Panel Discussion
 - a. Topic: Objectives and Contributions of Physical Education.
 - b. Participants: Physical educators representing various decades and various points of view.

- c. Functions: To present, explain, and defend the positions taken by selected authors.
- d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to clarify various points of view; (3) to entertain questions from the class relative to particular points of view; (4) to emphasize the continuing nature of the controversy which has existed with respect to the objectives of physical education.
- e. Appropriate articles: 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 22, 23, 24.

2. Drama

- a. Topic: Societal Trends and Their Relationship with Physical Education.
- b. Participants: Physical educators representing various time periods.
- c. Functions: To enact a meeting of past and present authors in which societal trends of each time period and their implications for physical education are discussed.
- d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to indicate relevant societal trends; (3) to indicate the contributions of physical education to an

industrialized society; (4) to emphasize the similarities between today's societal trends and the trends of earlier years.

e. Appropriate articles: 2, 3, 6, 7, 8, 9, 10, 23.

Chapter 2

ELEMENTARY SCHOOL PHYSICAL EDUCATION

Therefore as I said before, our children from their earliest years must take part in all the more lawful forms of play, for if they are not surrounded with such an atmosphere they can never grow up to be well conducted and virtuous citizens.

Socrates (420 B.C.)¹

LECTURE

The importance of elementary school physical education programs is generally recognized and supported by the physical education profession. Among physical educators, there appears to be no controversy concerning the desirability of such programs. This topic is one on which there is widespread agreement. However, the general public frequently is unaware or unconvinced of the necessity for regular, planned physical education programs at the elementary school level. How many of you received regular, planned physical education instruction when you were in elementary school? How many of you received regular, planned physical education instruction at the secondary

¹Frederick Rand Rogers, "Selections from Great Educators Throughout the Ages," Journal of Health and Physical Education, 4:50, March, 1933.

level? As you can see, the emphasis appears to remain on secondary physical education regardless of our conviction that physical education should be a vital component of the elementary school curriculum. Why does this situation exist? If we know that these programs are beneficial and worthwhile, why are they frequently inadequate or non-existent?

Could it be that physical educators are partially to blame for this apparent lack of understanding? Have we failed to convince the public of the values and benefits of elementary school physical education? Worse yet, have we failed to develop a philosophy of elementary school physical education? Do you, as prospective physical educators, believe that physical education should be included in the elementary school curriculum? More importantly, do you know why you believe as you do? If we can not articulate sound reasons for our belief in elementary school physical education, how can we expect to convince those individuals who possess the power to institute these programs in the schools of the need to do so? Who are these people? They are the taxpayers and the members of the boards of education. They decide whether we receive funds for the schools and into which programs those funds are to be allocated. Many of these individuals did not receive instruction in physical education at the elementary school level; therefore, their frames of reference might lead them

to believe that such programs are unnecessary. How are we to convince them that elementary school physical education is necessary and worthwhile?

The first line of attack is to develop sound arguments supporting our position. Why do we believe that elementary school physical education is important? On what information do we base our beliefs? We can not rely on emotional arguments and trite clichés. We must be able to present solid evidence that our convictions are based on fact, not fancy.

Rather than read you a list of what others believe to be the benefits of elementary school physical education, I want you to determine some of these values for yourselves. Your experience in the professional preparation curriculum should be sufficient to allow you to arrive at a few valid arguments supporting elementary school physical education. Please move into groups of three or four and discuss the reasons that you believe in the importance of these programs. One person should act as recorder and make a list of your arguments. After you have finished, the recorders will be asked to report the decisions of the groups.

(Give the students a few minutes to complete the exercise. For purposes of discussion, the recorders may either stand and report or go to the board and list the arguments suggested by their groups. A discussion of these arguments should follow.)

Apparently, there are some very strong arguments supporting elementary school physical education. Our function, as I see it, is threefold: (1) to study and learn as much as possible so that we can defend elementary school physical education on a scientifically- and philosophically-sound basis; (2) to convince the public of the need for elementary school physical education; and (3) to make certain that the elementary school physical education programs under our leadership are of sufficient quality that the children in our classes will recognize the importance of physical education when they become taxpayers and members of boards of education. Our most effective public relations work is accomplished at the grassroots level--with the students in our classes.

Professional literature reveals two additional controversies relative to elementary school physical education: (1) Should the classroom teacher or the physical education specialist be responsible for physical education instruction? and (2) Does movement education represent the most desirable approach to elementary school physical education?

First, the controversy concerning responsibility for instruction has raged for many years. This issue has never been resolved to the satisfaction of everyone. There are those physical educators who believe that the classroom teacher is best suited for this responsibility. Other

physical educators contend that elementary school physical education demands the knowledge and expertise of a physical education specialist. Why did this controversy develop and why is it being perpetuated? What are the advantages and disadvantages of placing the responsibility for physical education instruction in the hands of the classroom teacher? What are the advantages and disadvantages of giving the responsibility to the physical education specialist? Many of you are preparing to be physical education specialists in elementary schools. Can you support a need for a specialist or would the classroom teacher be equally effective in physical education instruction? Some of the factors to be considered are the time allocated for physical education, the professional preparation of the instructor, the integration and correlation of subject matter, and the needs and interests of the students.

(Discussion could center around the following questions: (1) How does the time allocation affect the physical education program? (2) Of what significance is professional preparation? (3) Who is better prepared to integrate and correlate subject matter? and (4) Which teacher has a better understanding of the needs and interests of the children?)

The second major controversy relative to elementary school physical education is concerned with the concept of movement education. Most of you have had course work in

educational dance or educational gymnastics and understand the basic idea of movement education. Who will give us a definition of movement education? You will find that there are several definitions of movement education, depending on which author you are reading or which teacher you are hearing. DeMaria offers us a definition which may or may not be acceptable to movement educators but it serves our purposes. He states,

Fundamentally, movement education is a problem-solving approach to developing efficient and effective motor development in children through their understanding of the basic principles of body motion.²

What are the techniques that are utilized in this approach to motor development? Tanner and Barrett mention three techniques: movement exploration, problem-solving, and guided discovery.³ What do these terms mean to you? Based on your experiences in educational dance and educational gymnastics, what are the benefits of the movement education approach to physical education? Are there any arguments in opposition to the movement education approach?

(Discussion may consist of their experiences in and reactions to the movement education approach.)

²Carol R. DeMaria, "Movement Education: An Overview," The Physical Educator, 29:73, May, 1972.

³Patricia Tanner and Kate Barrett, "Movement Education: What Does It Mean?", Journal of Physical Education and Recreation, 46:20, April, 1975.

This discussion should have provided you with additional insight into elementary school physical education. We could spend the remainder of the term exploring this topic but the time available for this unit is limited. Therefore, I have decided for you to investigate selected aspects of the subject, and those aspects are reflected in the assignments that I will explain at this time.

READING LIST

A. The Need for Elementary School Physical Education

1940-1949

1. Manley, Helen. "The Plight of Elementary School Physical Education," Journal of Health and Physical Education, 19:335, 376-377, May, 1948.
 - a. Author's Viewpoint. The elementary school age is most appropriate for physical education because:
 - (1) it is the best time for children to learn good body mechanics;
 - (2) it provides teachable moments for skills;
 - (3) children are less self-conscious and inhibited;
 - (4) children need activity for proper growth and development.
 - b. General Content. A brief discussion of the reasons that elementary physical education programs are inadequate; contention that a specialist should be

responsible for elementary school physical education instruction; suggestions for the improvement of elementary school physical education and a plea for physical educators to unite in an effort to affect such an improvement.

1950-1959

2. Champlin, Ellis H. "Let's Take First Things First," The Journal, 21:20, November, 1950.
 - a. Author's Viewpoint. The elementary school age is most appropriate for physical education because:
 - (1) small children are less fearful and self-conscious;
 - (2) they are willing and eager for activity;
 - (3) through activity, they may establish a basis for wholesome development;
 - (4) emotional problems, postural defects, bad social habits, and poor attitudes may be recognized early;
 - (5) the young child needs opportunities for the release of excess emotion;
 - (6) the young child may learn patience, group consciousness, courage, self-control.
 - b. General Content. A discussion of the need for a sound elementary school physical education program; contention that a specialist should be responsible for elementary school physical education instruction.

1970-1977

3. **Elementary School Physical Education Commission.**
"Essentials of a Quality Elementary School Physical Education Program: A Position Paper," Journal of Health, Physical Education, and Recreation, 42: 42-46, April, 1971.
- a. Authors' Viewpoint. The values of an elementary school physical education program include the following: (1) it contributes to the development of a favorable self-image, creative expression, motor skills, physical fitness, knowledge and understanding of human movement; (2) it may influence the degree of success the child experiences in his work and play; (3) it provides an important avenue for non-verbal communication; (4) it provides an opportunity for the child to develop into a fully functioning individual.
- b. General Content. The article is a position statement developed by the Elementary School Physical Education Commission of the Physical Education Division of the American Association for Health, Physical Education, and Recreation; presentation of statements of belief relative to the child, the teacher, teacher preparation, instructional program (including objectives), evaluation, time allotment, class size, teaching

load, dress, equipment and facilities, and school-related programs.

4. Trimble, Richard T. "Selected Research Findings with Implications for Elementary School Physical Education," The Physical Educator, 29:123-124, October, 1972.
 - a. Author's Viewpoint. "The importance of early motor learning experiences to optimize the potential for later learning has been reported rather extensively in the literature." (p. 123)
 - b. General Content. A report of research findings of Jean Piaget and G. N. Getman, Benjamin Bloom, and Paul Hunsicker; (1) Piaget and Getman--through sensorimotor experiences the child learns how to learn and how to relate socially to others; (2) Bloom--changes in mental capacity are greatest during periods of rapid growth; (3) Hunsicker--"Most children 10 years of age have the neuromuscular potential to master the skills required in practically any physical education course currently offered at the college level." (p. 123); a discussion of the implications of these research findings for elementary school physical education programs.

B. The Classroom Teacher Versus
the Special Teacher

1930-1939

5. Behrensmeyer, Marguerite. "Who Shall Teach Physical Education in the Elementary Schools? The Special Teacher," Journal of Health and Physical Education, 2:28, 59-60, May, 1931.
 - a. Author's Viewpoint. The special teacher should be responsible for elementary school physical education instruction.
 - b. General Content. Disadvantages of the classroom teacher: (1) physical education might receive less attention because of her crowded schedule; (2) she may direct greater emphasis toward those areas in which standardized measurement may be used; (3) she may not have had the appropriate professional preparation; (4) she needs intervals of relaxation away from the children.

6. Davis, Kathleen Skalley. "Who Shall Teach Physical Education in the Elementary Schools? The Classroom Teacher," Journal of Health and Physical Education, 2:29, 53-54, May, 1931.
 - a. Author's Viewpoint. The classroom teacher should be responsible for elementary school physical education instruction.
 - b. General Content. Discussions of the reasons for the controversy, trends in modern education, physical education as an integrated activity, and the

training of the elementary school teacher; advantages of the classroom teacher: (1) she can choose the most beneficial time period; (2) she understands the individual child's needs and interests; (3) she has more opportunities for generalization; (4) she can choose the units of work to be studied; (5) she can inter-articulate activities; (6) she is aware of the kinds of activities needed.

7. O'Keefe, Patric Ruth. "Classroom Teachers in Physical Education," Journal of Health and Physical Education, 10:530-532, 553, November, 1939.
 - a. Author's Viewpoint. "Vital contributions to the daily physical education program in elementary schools are being made by classroom teachers who have a thorough educational background as well as an understanding of principles, objectives, and techniques of physical education." (p. 530)
 - b. General Content. Brief mention of the reasons that physical education is considered an extracurricular activity; a discussion of the contributions of the classroom teacher: (1) encouragement of wholesome relationships among children, teachers, parents, and the school; (2) improvement in the health of the children; (3) improvement in school and playground organization; (4) improvement of the interpretation of democracy; (5) improvement of the

interrelationship between physical education and other subjects; (6) improvement in safety practices; suggestions relative to the professional preparation of the classroom teacher and ways in which she could become better prepared to teach physical education.

1940-1949

8. Curtiss, Mary Louise, and Adelaide B. Curtiss. "The Classroom Teacher's Dilemma," Journal of Health and Physical Education, 17:335, 381-382, June, 1946.
 - a. Authors' Viewpoint. Regardless of the current controversy, it is the classroom teacher who is responsible for elementary school physical education; there are advantages to this situation.
 - b. General Content. A discussion of the classroom teacher's reactions when she discovers that she is responsible for physical education instruction; advantages of the classroom teacher: (1) she is familiar with the individual physical, mental, and social differences of the students; (2) she can adjust the time allotment for physical education to her overall program; (3) she can correlate physical education with other subjects; presentation of suggestions for improving the classroom teacher's ability to teach physical education.

9. Manley, Helen. "The Plight of Elementary School Physical Education," Journal of Health and Physical Education, 19:335, 376-377, May, 1948.
- a. Author's Viewpoint. The special teacher should be responsible for elementary school physical education instruction.
 - b. General Content. A discussion of the need for elementary school physical education; characteristics the special teacher should possess: (1) skill in guiding the teaching of the elementary school child; (2) knowledge of the characteristics and interests of elementary school children; (3) understanding of children's total learnings through visits to the classroom; (4) knowledge of child growth and development; (5) a physical education major; suggestions for the improvement of elementary school physical education and a plea for physical educators to unite in an effort to affect such an improvement.

1950-1959

10. Champlin, Ellis H. "Let's Take First Things First," The Journal, 21:20, November, 1950.
- a. Author's Viewpoint. The special teacher should be responsible for elementary school physical education instruction.

- b. General Content. A discussion of the need for a sound elementary school physical education program; disadvantages of the classroom teacher: (1) she lacks sufficient training in physical education; (2) the demands upon her are already extremely heavy.
11. Donnelly, Alice. "Let's Ask the Classroom Teacher," Journal of Health, Physical Education, and Recreation, 29:43, 80, November, 1958.
- a. Author's Viewpoint. Physical educators appear to be assuming that classroom teachers provide programs inferior to those that could be provided by a physical education specialist.
- b. General Content. A report of the results of a survey conducted in an attempt to discover the feelings of classroom teachers toward certain aspects of elementary school physical education; general conclusions: (1) classroom teachers recognize the need for elementary school physical education; (2) they are dedicated to serving these needs; (3) they realize that they need assistance; suggestion that physical educators learn to work more cooperatively with the classroom teacher.

12. Saurborn, Jeanette. "Who Shall Teach Elementary School Physical Education?", The Journal of the American Association for Health, Physical Education, and Recreation, 21:76, 114, February, 1950.
- a. Author's Viewpoint. The classroom teacher and the special teacher should share the responsibility for elementary school physical education instruction.
 - b. General Content. A discussion of the disadvantages of the physical education teacher and the classroom teacher when either has the sole responsibility for physical education; advantages of shared responsibility: (1) provision of better total curriculum; (2) provision of better interpretation of physical education as a portion of the total curriculum; (3) more economical use of resources; (4) enhancement of the physical education teacher's status.

1960-1969

13. Humphrey, James H. "Teaching Physical Education in the Elementary School--Whose Responsibility?", The Physical Educator, 18:104-106, October, 1961.
- a. Author's Viewpoint. The specific manner in which the responsibility for physical education is designated depends upon the following factors:
". . . (1) the underlying philosophy of the local group; (2) interest, preparation, and experience of personnel; (3) time allotment and facilities; and

(4) funds available for implementation of the program." (p. 106)

- b. General Content. Discussions of five ways in which physical education responsibility might be designated; suggestion that energies should be expended in an effort to enhance cooperation between the classroom teacher and the special teacher as opposed to attempting to justify one plan as being superior to the other.

C. Movement Education

1960-1969

14. Howard, Shirley. "The Movement Education Approach to Teaching in English Elementary Schools," Journal of Health, Physical Education, and Recreation, 38:31-33, January, 1967.
- a. Author's Viewpoint. Since its inception twenty-five years ago, movement education has become a widely advocated approach to physical education in English elementary and secondary schools.
- b. General Content. The article is a report of the Second Anglo-American Workshop on Movement Education; a discussion of movement education with respect to current educational philosophy; an explanation of the basic concepts of movement education; a description of techniques used in England for educational gymnastics, educational

dance, ball handling and game skills activities, swimming skills, and programs for physically handicapped students; values of the movement education approach: (1) development of body management skills; (2) development of interest and involvement in movement; (3) provision of opportunities for success; (4) development of physical fitness; (5) elimination of discipline problems.

15. Locke, Lawrence F. "The Movement Movement," Journal of Health, Physical Education, and Recreation, 37:26-27, 73, January, 1966.

- a. Author's Viewpoint. Movement education has become extremely popular but several questions must be answered relative to the direction in which it is heading.
- b. General Content. A scholarly discourse concerning the future of movement education; the suggestion that movement education has three possible destinations: (1) Nowhere--if it is only a fad; (2) Somewhere--if it represents the emergence of a new, unifying viewpoint; (3) Several places--". . . the development of human movement as an academic discipline and the development of human movement as an educational process." (p. 27); presentation of the five stages involved in the evolution of a new

movement; the future of movement education depends upon: (1) crystallization of dissatisfaction with the present system; (2) development of behavioral objectives; (3) production of empirically derived techniques; (4) acquisition of access to the power that can cause change in the public school program; a discussion of the relationship between movement education and the academic discipline of human movement.

16. Ludwig, Elizabeth A. "Basic Movement Education in England," Journal of Health, Physical Education, and Recreation, 32:18-19, December, 1961.
- a. Author's Viewpoint. ". . . the aim of basic movement education is to help the child gain an awareness of the body in movement and an understanding of the part played by movement in one's daily life. . . ." (p. 19); this approach might serve to strengthen physical education in American schools.
 - b. General Content. A concise explanation of movement education and the techniques utilized by teachers in English elementary schools.
17. _____ . "Toward an Understanding of Basic Movement Education in the Elementary Schools," Journal of Health, Physical Education, and Recreation, 39:26-28, 77, March, 1968.
- a. Author's Viewpoint. During the last decade, there has been a concerted effort to develop better

elementary school physical education programs; basic movement experiences have been receiving greater emphasis.

- b. General Content. A discussion of the history of movement education; presentation of support for this approach from other areas of research; descriptions of the basic concepts of movement education and of some possible teaching techniques; the values of the movement education approach include: (1) provision of opportunities for success; (2) development of self-discipline and self-direction; (3) provision of opportunities for creativity and self-expression; (4) development of skills that can be adapted to game situations; (5) provision of opportunities for satisfaction and fun.

1970-1977

18. Baumgarten, Sam, and others. "In Defense of Movement Education," Journal of Physical Education and Recreation, 48:46-47, February, 1977.
- a. Authors' Viewpoint. Otto Ryser's article appearing in the Journal of Physical Education and Recreation, September, 1976, represents a misconception of the movement education approach to physical education.

- b. General Content. Three letters in which the authors attack Ryser's position and defend movement education.
19. Blankenbaker, H. Joe, and Myron W. Davis. "Some Thoughts for Movement Educators," The Physical Educator, 32:28-30, March, 1975.
- a. Authors' Viewpoint. Before using the movement education approach, teachers should acquire a thorough understanding of the objectives and methodologies involved.
 - b. General Content. A discussion of the popularity of movement education with respect to current educational philosophy; presentation of selected research findings which should be considered by movement educators; suggestion that educators should resist the bandwagon and should weigh the evidence and select the approach that is most appropriate for the students involved.
20. DeMaria, Carol R. "Movement Education: An Overview," The Physical Educator, 29:73-76, May, 1972.
- a. Author's Viewpoint. The article was written with the hope that the reader would pursue a more thorough knowledge of movement education.
 - b. General Content. Presentation of definitions of movement education terminology; a discussion of the need for movement education; objectives of this

approach include physical, mental, emotional, and social development; discussions of the basic components of movement education, factors in movement study, and movement education in elementary, secondary, and higher education; a discussion of the role of the teacher in movement education.

21. Jewett, Ann E. "'Would You Believe' Public Schools 1975: Physical Education for the Real World," Journal of Health, Physical Education, and Recreation, 42:41-44, March, 1971.
- a. Author's Viewpoint. The educational leaders of 1975 will ". . . believe that education at all levels should be value-oriented to increase the pupil's sensitivity and his receptivity to needed social programs, to improve his skills in group relations, and to enhance his creative use of leisure." (p. 42)
 - b. General Content. A prediction of physical education in the public schools of 1975; emphasis on facilities, objectives, content of program (basic movement experiences), and the roles of the physical educator; pages 41-42 contain information concerning the elementary schools.

22. **Ryser, Otto.** "Are We Guilty of Malpractice?", Journal of Physical Education and Recreation, 47:28-29, September, 1976.
- a. Author's Viewpoint. Physical educators should not dispose of traditional approaches and embrace movement education without careful analysis and consideration of the facts.
 - b. General Content. Objections to movement education:
(1) students have been exploring movement since before birth; they need to learn to execute skills correctly; (2) movement education can not guarantee the development of creativity; (3) experimentation may result in injury or in the development of bad habits; (4) movement education can not guarantee the development of self-direction; (5) movement education may encourage teachers to take the easy way out; (6) students may develop one-sided programs; (7) many teachers are ineffective with this approach; suggestion that a variety of methods is important.
23. **Tanner, Patricia, and Kate Barrett.** "Movement Education: What Does It Mean?", Journal of Physical Education and Recreation, 46:19-20, April, 1975.
- a. Authors' Viewpoint. The article was written with the hope that it would help clarify some of the confusing terms used in movement education and thus

contribute to a better understanding of the nature of physical education.

- b. General Content. The article is a report of the terminology committee established in 1970 by the Elementary School Physical Education Commission; a discussion of the confusion existing with respect to movement education terminology; discussions of movement education as: (1) a unit of the total program; (2) synonymous with physical education; (3) the development of total human movement potential; presentation of descriptive definitions of movement exploration, problem-solving, and guided discovery.

SUGGESTED ASSIGNMENTS

Class Activities

A. The Need for Elementary School Physical Education

1. Read articles 1-4 and submit a documented list of arguments supporting the need for elementary school physical education.
2. Read articles 1-4 and discuss in class the need for elementary school physical education.

**B. The Classroom Teacher Versus
the Special Teacher**

1. Read articles 5, 6, 13 and submit a paper explaining the three points of view relative to the "who shall teach" controversy.
2. Read articles 5, 6, 13 and discuss their implications in class.

C. Movement Education

1. Read articles 14, 17, 18, 19, 22 and submit a paper explaining the movement education controversy.
2. Read articles 14, 17, 18, 19, 22 and submit a paper supporting one point of view.

Group Presentations

1. **Drama**

a. **Topic:** **The Need for Elementary School Physical Education.**

b. **Participants:** Physical educators from various time periods; members of a contemporary board of education.

c. **Functions:** The physical educators are charged with presenting arguments which will convince the board members of the need for elementary school physical education; several of the board members are definitely opposed to such programs; others are undecided.

- d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to present documented evidence of the values of elementary school physical education; (3) to play the roles of devil's advocates who oppose elementary school physical education; (4) to emphasize the consistency of the positions held by physical educators through the years.
- e. Appropriate articles: 1-4.

2. Debate

- a. Topic: The Classroom Teacher Versus the Special Teacher.
- b. Participants: Two teams of three or four students each.
- c. Functions: To present arguments supporting the classroom teacher or the special teacher.
- d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to emphasize the fact that the controversy has raged for years; (3) to convince the class members of the validity of the arguments; the class members may vote at the conclusion of the debate.
- e. Appropriate articles: 5-12.

3. Panel Discussion

- a. Topic: Movement Education.
- b. Participants: Selected movement educators.
- c. Functions: To represent the positions held by various authors in the field.
- d. Objectives of presentation: (1) to identify specific authors and points of view; (2) to explain the concept of the movement education approach to physical education; (3) to entertain questions relative to the topic.
- e. Appropriate articles: 14-23.

4. Debate

- a. Topic: Movement Education.
- b. Participants: Two teams of three or four students each.
- c. Functions: To present arguments for and against the movement education approach to physical education.
- d. Objectives of presentation: (1) to identify specific authors and points of view; (2) to present arguments supporting both sides of the issue; (3) to convince the class members of the validity of the arguments; class members may vote at the conclusion of the debate.
- e. Appropriate articles: 14-23.

Chapter 3

SECONDARY SCHOOL PHYSICAL EDUCATION

Then, fresh and blooming, you will spend your time in the gymnasium, and not go about the public square mouthing monstrous jokes like the young men of today . . . but you will start a running match. . . . If you do things which I enjoin . . . you will always have a well developed chest, a clear complexion, broad shoulders, and a short tongue.

Aristophanes (400 B.C.)¹

LECTURE

Most of you are emphasizing secondary school physical education in your professional preparation, and you probably are interested in some of the trends and issues that have existed in this area for some time. If you stop and think about it, most of the issues discussed in this course affect secondary school physical education in some way. We have discussed the objectives of physical education. Do they not apply to secondary school physical education as well as to other levels of education? We have covered selected aspects of elementary school physical education. Certainly the topic of elementary school physical education is relevant to secondary school physical education. The secondary school

¹Frederick Rand Rogers, "Selections from Great Educators Throughout the Ages," Journal of Health and Physical Education, 4:50, March, 1933.

teacher does not function in a vacuum. He should be aware of the types of programs previously experienced by his students, and he should understand the implications of those experiences for his secondary school program. So, a knowledge of elementary school physical education is vital for the physical educator in the secondary school. Competitive athletics and adapted physical education, two of the topics we will cover later, most certainly are related to secondary school physical education. As secondary school teachers, you probably will be involved in athletic programs. Also, you are likely to be responsible for the instruction of handicapped students in physical education. So, you see, although we have not discussed secondary school physical education, per se, the majority of the information studied in this course can be applied to the secondary area.

The point is that, while secondary school physical education involves the majority of you and the majority of the programs across the country, there are very few issues that are specific to this particular level in the curriculum. There is, however, one controversy that will affect you directly, and that is the issue of coeducational physical education. When you are graduated and go into the secondary schools to teach, you will find that some changes have been made since you left high school. Are you familiar with Title IX of the Educational Amendments Act of 1972? According to this legislation, secondary school physical

education programs must be in compliance with Title IX no later than July 21, 1978.² What does Title IX require? It consists of numerous stipulations, the most significant of which is that secondary school physical education programs must be sex integrated, coeducational.

Is an interest in coeducational physical education a new development? Certainly not. The literature reveals that coeducational physical education has been discussed for many years. You will discover articles written as long ago as 1935 advocating this approach to secondary school physical education. Why has it taken so long for coeducational physical education to be accepted? Why was legislation required for coeducational physical education to become a reality?

How many of you experienced coeducational physical education classes in high school? What were your reactions and observations? What values can you see in coeducational classes? Are there any disadvantages? Should some classes remain on a segregated basis? Why?

What implications will coeducational physical education classes have for your programs? The most obvious factors to be considered are curricular design, necessary rules modifications, relationships between male and female

²Don E. Arnold, "Compliance with Title IX in Secondary School Physical Education," Journal of Physical Education and Recreation, 48:19, January, 1977.

physical educators, and the need for an understanding of the psychology of adolescents.

(Discussion might center around the following questions: (1) How will coeducational physical education affect the curriculum? (2) Must rules be modified in order to accommodate coeducational classes? (3) What is the situation with respect to the relationships between male and female physical educators? (4) Will we need to learn more about the psychology of adolescents? From a psychological viewpoint, is coeducational physical education different from coeducational math or English?)

Obviously, there are other factors to be considered relative to coeducational physical education, and you will discover many of them through your reading. The assignments are designed to help you gain an understanding of coeducational physical education, the problems that might be encountered, and procedures that might be utilized in overcoming those problems.

READING LIST

1930-1939

1. Duggan, Anne Schley. "Dance as a Coeducational Activity," Journal of Health and Physical Education, 10:457-459, 488-489, October, 1939.
 - a. Author's Viewpoint. The criteria to be utilized in selecting activities that are suitable for

coeducational physical education are skill, agility, freedom from combative bodily contact, and interest.

- b. General Content. A revealing discussion of the history of religious and educational discrimination against women; presentation of the psychological objectives of dance: (1) development of individuality; (2) development of a normal interest in the opposite sex; a detailed discussion of suggested approaches to coeducational classes in folk dance, ballroom dance, tap dance, and modern dance.
2. Van Hagen, Winifred. "What Are the Possibilities of Coeducational Physical Education in Secondary Schools?", Journal of Health and Physical Education, 6:14-15, 56-57, September, 1935.
 - a. Author's Viewpoint. Coeducational physical education classes afford boys and girls a unique opportunity to learn social amenities.
 - b. General Content. Presentation of values of coeducational physical education with an emphasis on the socialization aspects; examples of several physical education programs in which coeducational activities are conducted; a discussion of the benefits of physical education for students who are temporarily or permanently disabled; a list of activities suitable for coeducational groups; a plea

to include boys in the traditionally all-girl playdays.

1940-1949

3. Fait, Hollis F. "The Case for Corecreation," The Journal of the American Association for Health, Physical Education, and Recreation, 20:515, 555-557, October, 1949.
 - a. Author's Viewpoint. Corecreational activities provide significant opportunities for the development of satisfying and successful male-female relationships in adult life.
 - b. General Content. A discussion of the need for corecreational activities; brief mention of the reasons for the existence of segregated physical education classes; contributions of corecreational activities include the development of the physical, mental, and emotional capacities of the individual; acknowledgement of the need for both segregated and coeducational activities in the physical education program; presentation of several guidelines to be utilized in selecting suitable coeducational activities; a list of appropriate activities.

4. Overton, Frank M., and Mrs. Clara Follick Han. "Co-recreation at the University School," The Physical Educator, 1:69-71, December, 1940.
 - a. Authors' Viewpoint. The results of a coeducational physical education program justify the amount of time, space, and effort required.

- b. General Content. An explanation of the reasons the coeducational program was initiated; a discussion of several problems encountered and the methods utilized in solving them; a list of twelve principles that should be observed in conducting a successful coeducational recreation program; a list of appropriate activities accompanied by rules modifications necessary for adaptation to coeducational classes.

5. Smith, Kenyon. "Problems in Developing and Programming Coeducational Classes in Junior High Schools," The Physical Educator, 1:213-216, June, 1941.
 - a. Author's Viewpoint. Physical education classes provide the ideal place to enhance social relationships.
 - b. General Content. A discussion of the physical, psychological, and social needs of the average junior high school student; a report of a survey conducted in twenty-nine Los Angeles junior high schools; a list of suitable coeducational activities; a discussion of some of the problems encountered and suggestions for overcoming them.

1950-1959

6. McIntyre, John. "Coeducation--Key to Good Life Adjustment," Journal of Health, Physical Education, and Recreation, 28:31, December, 1957.
- a. Author's Viewpoint. ". . . coeducational activities are needed for a well-balanced physical education program, one which promotes good life adjustment."
(p. 31)
- b. General Content. A discussion of the opportunity to introduce coeducational physical education in a new school; suggestion of an approach to coeducational activities; desired outcomes of coeducational physical education: (1) opportunity for students to increase their feelings of belonging; (2) greater participation in extracurricular activities; (3) increased learning in the classroom; (4) greater success of school dances; (5) increased school spirit; (6) elimination of objectionable attention-getting behavior; (7) increased desire to perfect skills; (8) increased attention to proper social graces; (9) better development of the whole student.
7. Overbey, William S. "Coeducational Recreation in Our Schools," The Physical Educator, 16:10-11, March, 1959.
- a. Author's Viewpoint. Coeducational physical education can be beneficial for children and adolescents.

- b. General Content. A list of ten benefits of coeducational physical education; guidelines for a coeducational program: (1) it must be on a voluntary basis; (2) activities must be chosen very carefully; (3) boys and girls should be on the same team; (4) good leadership is essential--the most important factor.

1970-1977

8. Arnold, Don E. "Compliance with Title IX in Secondary School Physical Education," Journal of Physical Education and Recreation, 48:19-22, January, 1977.
- a. Author's Viewpoint. Secondary school physical education programs must be in compliance with Title IX no later than July 21, 1978.
- b. General Content. A detailed explanation of Title IX of the Educational Amendments Act of 1972; topics covered include general prohibitions, stipulations applicable to the instructional phase, stipulations applicable to intramurals and athletics, and cost of compliance.
9. Elliott, Patricia A. "The Beneficial Outcomes of Requiring Coeducational Programs," Journal of Health, Physical Education, and Recreation, 43:35-36, February, 1972.
- a. Author's Viewpoint. "There are no underlying bases for separate male and female programs." (p. 35)

- b. General Content. An indictment of separate men's and women's physical education programs at the college level; a discussion of the benefits of a unified program; predictions of the outcomes of required coeducational physical education: (1) women would improve in physical fitness levels and in their attitudes toward physical fitness; (2) males and females would make better life adjustments; (3) teachers would be better prepared; (4) athletic programs would benefit; (5) physical educators, male and female, would understand and respect each other to a greater extent; (6) coeducational programs would be popular with students.

SUGGESTED ASSIGNMENTS

Class Activities

1. Select one article from each decade represented in the reading list and write a paper comparing the various points of view toward coeducational physical education.
2. Select one article from each decade represented in the reading list and prepare a case for coeducational physical education in the secondary schools. Include problems that might be encountered and possible solutions to those problems.
3. Read Article #8 and discuss its implication in class.

Group Presentations

1. Drama

- a. Topic: Benefits of Coeducational Physical Education.
- b. Participants: Physical educators representing various decades.
- c. Functions: To enact a meeting in which the physical educators discuss the values of coeducational physical education at the secondary level, problems that might be encountered, and possible solutions to those problems.
- d. Objectives of presentation: (1) to identify specific physical educators and time periods; (2) to identify desirable outcomes of coeducational physical education; (3) to identify problems and solutions; (4) to illustrate similarities among opinions of earlier and contemporary physical educators.
- e. Appropriate articles: 1-9.

2. Panel Discussion

- a. Topic: Coeducational Physical Education Curriculum.
- b. Participants: Physical educators representing various decades; parents of secondary school students.

- c. Functions: To present a coeducational physical education curriculum at a meeting of a Parents and Teachers Association; some of the parents are opposed to coeducational physical education.
- d. Objectives of presentation: (1) to identify specific physical educators and time periods; (2) to present the rationale supporting coeducational physical education; (3) to present some of the arguments in opposition to such a program; (4) to present specific activities to be offered; (5) to illustrate the consistency of opinion among earlier and contemporary physical educators.
- e. Appropriate articles: 1-9.

Chapter 4

COMPETITIVE ATHLETICS

It is by no means, however, only the physical power that is fed and strengthened in these games; intellectual and moral power, too, is definitely and steadily gained and brought under control.

Friedrich Frobel (1830)¹

LECTURE

In all likelihood, many of the individuals in this room have experienced a degree of success in athletic endeavors. For many of us, it was this initial contact with the world of athletic competition that influenced us to choose physical education as a profession. Throughout your professional lives, you may be exposed to critics who believe that a love of sports and competition represents an inappropriate basis for the selection of physical education as a career. If so, please be assured that there are many in our ranks who, like you, developed an interest in teaching physical education because of enjoyable experiences in athletics. To be sure, physical education as a profession involves many areas other than competitive sports

¹Frederick Rand Rogers, "Selections from Great Educators Throughout the Ages," Journal of Health and Physical Education, 4:51, March, 1933.

but the literature reveals that sports remain a part of our heritage. The precise nature of the relationship between physical education and athletics has not been clearly established; but a relationship of some type does appear to exist. As you move into the professional realm and discover the multitude of other avenues that are open to you in physical education, try not to forget those moments of joy and of sorrow that you experienced in athletics--and remember them with pride. You may be discontent with certain qualities and characteristics of particular athletic programs or with the total concept of athletics as you find them administered in the schools today but there are few who would argue that athletics, per se, are inherently evil. As with most other areas of human endeavor, only people can make athletics evil. And the main idea for us to remember is that only people can make athletics good. You and I are fortunate to be in a position to affect the future of athletic programs and the benefits which may be derived from them. It is in our hands that the future of athletics will rest. In view of our responsibilities in this area, it appears that we are obligated to study, learn, and understand as much as possible about athletics. As a physical educator, you will be expected to have basic beliefs relative to competition, to stand by your beliefs, and perhaps to fight for your position. Regardless of what that position is, the decisions in which you participate

will affect the lives of thousands of young people. You will serve your students and your athletes well only if you have a sound base of knowledge from which to operate. Much of that knowledge will be acquired during your college years but a great deal of your learning is likely to occur through actual teaching and coaching experience. Doesn't it make sense, then, to learn as much as possible about athletics while you are in school? Armed with this knowledge, you will be prepared to continue your quest on-the-job, secure in the fact that you have availed yourselves of much of the information available and are capable of applying this knowledge to new situations as you learn and grow.

Observations of human beings throughout the centuries have revealed that we possess an inherently competitive nature. Our personal experiences demonstrate that competition among and between human beings is natural and is to be expected. As children, didn't all of us hold contests in which we attempted to determine who could run the fastest, climb the highest, spell the most words correctly, outstare the other, hold her breath the longest, and emerge victorious in many other forms of competition? We all relate to competition, either as children or as adults. There is value in competition, objectives worthy of pursuit; but controversy revolves around the precise nature of these objectives, the degree of emphasis which they

should receive, and the methods through which we seek to attain them.

What are the objectives of athletic competition-- particularly of interscholastic athletics? The responses to that question are as varied as are the opinions and experiences each of us has brought with us. Although the issue has been debated throughout the years, no clear-cut consensus has developed. Physical educators are deeply involved in the frequently painful process of determining the true values of interscholastic athletic competition. As future coaches, administrators, physical educators, and parents, how do you view the contributions of athletics to the lives of young people? Do athletics build character? If so, is this character desirable or undesirable? Is winning an objective of competition? Is it the only objective? Are sportsmanship and a sense of fair play developed through participation in athletics? Is this development guaranteed? What is the function of the coach in the quest for these objectives? What about emotional control, cooperation, good attitudes, and pride in excellence? Are these qualities encouraged through participation in athletics? Are good health and physical fitness realistic outcomes of an athletic program? What about the spectators? Must they be entertained? How much can we claim for athletics? Do they represent the panacea for all the ills of the world or are there

scientifically-sound and realistically-formulated objectives upon which we can base our beliefs when stating our convictions relative to interscholastic athletics? I do not pretend to know the answers to all of these questions. Even if I assumed this knowledge, I would hesitate to impose my opinion upon you. You must study the literature and arrive at your own conclusions. And you should be able to defend your position, regardless of what it may be. The day has come and gone when we could mouth meaningless clichés about the values of athletic competition. Today's students, parents, and taxpayers demand justification for the existence of interscholastic athletics. And we must be prepared to furnish the truth, as best we can determine it. As you read the literature and are exposed to varying points of view, try to keep an open mind and remember that each of us has had somewhat different experiences in athletics. Our opinions are closely tied with these experiences but we can not allow them to operate independently from rational thought and reasonable logic. Possibly you will not arrive at any one absolute conclusion. If not, it is not a condition of which you should be ashamed. Actually, most of us alter our opinions with time--it is a part of growth--but our underlying convictions, if based on sound evidence, should remain fairly stable. Hopefully, the messages of the writers in this area will furnish you with insight and information that will equip you to determine some of the

values which justifiably can be claimed for interscholastic athletics.

The second controversy in athletics involves the nature of the relationship between athletics and physical education. Should athletic programs be included as a part of the physical education program or should they be administered separately? Should physical education teachers be coaches, also, or should the coaches be selected from among the other teachers in the school? Are there similarities between the objectives of athletics and the objectives of physical education? Are athletics curricular or extracurricular? How will the answers to these questions affect the manner in which athletics are financed and administered? The literature reveals diverse opinions with respect to the relationship between athletics and physical education. Most likely, you will have little to say about the administration of athletics and physical education when you accept your first teaching position; however, as you grow and mature professionally, you may be called upon to provide knowledgeable leadership in this area. In order for you to provide such leadership, you should be aware of the advantages and the disadvantages of the various options available. Regardless of the type of administration you select, the athletic program will affect you, and you will affect the athletic program. Therefore, the most reasonable approach appears to be to determine which administrative

plan will produce the most desirable outcomes for the participants. The readings that you will do in this area will introduce you to the various methods of organization of physical education and athletics. Hopefully, you will supplement your present frame of reference with these new ideas and philosophies and begin to develop your own philosophy with respect to the most effective and beneficial plan for the organization and administration of athletics and physical education.

Another controversy existing in athletics revolves around the age level at which organized competition should begin. As you know, the opportunities for organized competition are becoming abundant for young children. Is this a new phenomenon? Certainly not. You will find through your study that the issue of competition for children of elementary school age--and younger--has been a vigorously debated topic for many years. The time will come, however, when you can no longer view the controversy as an interested bystander. You will have sons, daughters, nieces, nephews, and students who may express a desire to participate in this competition. As a physical educator, will you be able to offer advice or furnish scientific evidence supporting your position? You may be certain that you will be expected to have an opinion--an opinion based on fact. What are the facts? Who knows whether Little League is helpful or harmful? Upon what criteria should such a

determination be made? What factors are involved? Should athletic programs for children be sponsored by the schools or by other agencies? Who should provide the leadership for these programs? What qualifications should the coaches be expected to possess? We can not afford to rely on one or two personal experiences that support our points of view; we must be able to look at each situation and evaluate it objectively. The only way to be capable of a fair evaluation is to research the evidence and determine the best course of action. A good way to accomplish this goal is to study the philosophies of others and arrive at a personal concept of athletic competition for young children. The literature is replete with opinions on this topic--much of it contradictory. Hopefully, however, you will be able to sort it out and find some answers for yourselves.

The fourth issue revealed in the literature is that of athletic competition for girls and women. Opinions on this issue are so diverse as to defy description. It appears that the possibilities are endless. Should women participate in a full-blown, big-time athletic program or in no competition at all? Should we compromise and sponsor intramurals and maybe a few select extramural or varsity events? Maybe we should be content with playdays, an event with which most of you probably are unfamiliar. Why did programs for girls and programs for boys develop in such different ways? What were the attitudes toward women during

earlier years? What is happening in women's athletics today--and why? And, are these developments wholesome or detrimental? If athletics are good for boys, why wouldn't they be just as good for girls--or are they good for boys? You, as future physical educators, will be involved in one of the most controversial and emotional issues in our profession. In order to understand the events of today, you should understand the historical aspects of the issue. It may surprise you to learn that there was a time in our recent history that athletic programs for women were widespread and popular. What happened? Why did opinions and programs change? And why has the tide of opinion once again turned--or has it? The literature concerning athletics for women is fascinating and enlightening. There is no doubt that you will enjoy learning of your heritage, your strengths, your weaknesses, your potential, and your predicted future.

There you have them--the four major issues in athletics about which physical educators have been writing for many years. In the limited time available, it will not be possible for you to acquire all of the knowledge necessary in each area. However, you may gain a sense of the issues and develop a thirst for knowledge that will influence you to pursue these topics in more detail.

READING LIST

A. Objectives of Competitive Athletics1930-1939

1. Abernethy, R. R. "A Sane Athletic Program," Journal of Health and Physical Education, 7:133-135, 207, March, 1936.
 - a. Author's Viewpoint. ". . . many of the desired outcomes of modern athletics are identical with those of general education." (p. 133)
 - b. General Content. A brief history of athletics in education, including the development of some unwholesome practices; a discussion of desirable outcomes of athletics: (1) personal happiness and service; (2) leisure-time skills; (3) desirable social traits; a brief commentary relative to intramurals; presentation of suggestions related to numerous aspects of the administration of athletics.

2. Moench, F. J. "High School Athletics in a Modern Educational Program," Journal of Health and Physical Education, 4:30-31, 56-57, December, 1933.
 - a. Author's Viewpoint. Athletics are a part of the physical education program which is, in turn, a part of the general education program; athletics should be conducted in such a way that they can be defended in light of their educational significance.

- b. General Content. A brief discussion of the educational significance of athletics; references to the desirable outcomes of athletics; a list of four common unwholesome practices in athletics; presentation of a chart outlining positive and negative policies which developed between 1918 and 1933; presentation of twenty-two suggestions which might lead to the development of the ideal situation in high school athletics.

1950-1959

3. Alley, Louis E. "AEL'S Fables: Philosophical Fantasies for Physical Education," The Journal of the American Association for Health, Physical Education, and Recreation, 25:6, 45, June, 1954.
- a. Author's Viewpoint. The mere joy of participation should be the most significant aspect of physical activity; competition frequently creates a situation in which artificial goals are prized above personal enjoyment; the masses often are neglected in favor of the highly-skilled performers.
- b. General Content. An allegorical treatment of the development of increased emphasis upon competition in physical activities.
4. Calisch, Richard. "The Sportsmanship Myth," The Physical Educator, 10:9-11, March, 1953.
- a. Author's Viewpoint. "There can be no justification for any claim that competitiveness make better

emotional development; contention that athletics are not inherently beneficial; under proper direction, athletics may contribute to the development of a desirable personality and to maturity.

6. Forsythe, Charles E. "An Examination of Basic Concepts for Athletics in the Space Age," Journal of Health, Physical Education, and Recreation, 29:28-30, September, 1958.
 - a. Author's Viewpoint. Interscholastic athletics are beneficial for the participants; they can be adjusted to the changing requirements of the space age if the objectives can be stated clearly and evaluated fairly.
 - b. General Content. A discussion of the space age and Russia's leadership in scientific achievement and programs for physical development; contention that interscholastic athletic programs in the United States must be based on sound objectives and must furnish evidence that those objectives are being realized; comments relative to the following basic concepts in athletics: (1) competition; (2) whole school interest; (3) broad program; (4) major and minor sports; (5) safety; (6) care of injuries; (7) finances; (8) schedules; (9) girls' athletics; (10) junior high school athletics; (11) sportsmanship; (12) athletics as advanced classes; suggestion

that an evaluation of these twelve items represents an appropriate approach to the evaluation of interscholastic athletic programs.

7. Hughes, William L. "The Place of Athletics in the School Physical-Education Program," The Journal, 21:23-27, December, 1950.
 - a. Author's Viewpoint. Athletic competition should provide valuable opportunities for the development of the participant.
 - b. General Content. The objectives of athletics should be: (1) physiological development; (2) development of a play attitude and provision of carry-over interests; (3) development of skill and cultivation of appreciation for skilled performance; (4) cultivation of desirable citizenship traits; (5) provision of opportunities for emotional relief; (6) development of fitness, lifelong participation, and ethical qualities; additional topics discussed include the following: the biological basis of life; competition in athletics; leadership in athletics; athletic programs in elementary school, junior high school, and senior high school; health supervision of athletes; organization and administration of athletics; athletics for girls and women; athletics in universities; information

pertinent to the issue of objectives is found under the heading "The Objectives of Athletics." (p. 23)

8. Mikula, Thomas. "Winning Isn't All," The Journal of the American Association for Health, Physical Education, and Recreation, 24:17, 47, October, 1953.
 - a. Author's Viewpoint. "Enjoying the game should be stressed more than winning." (p. 17)
 - b. General Content. A discussion of the spirit of competition in the pioneer days and of the fact that societal trends dictated that it be replaced by a spirit of cooperation; the aims of physical education and athletics should become more compatible with the aims of education as a whole.

1960-1969

9. Bucher, Charles A. "Needed: A New Athletic Program," The Physical Educator, 23:99-102, October, 1966.
 - a. Author's Viewpoint. "Our mission, therefore, although not a popular one in many quarters, is to bring about a NEW ATHLETICS with the emphasis upon the educational values." (p. 99)
 - b. General Content. The article is an address presented to a conference of the National Association of Secondary School Principals; comments relative to the current status of interscholastic athletics and the need for educators to assume the leadership in the formulation of athletic programs

with educational objectives and outcomes; indictment of outside pressures placed upon school administrators; a discussion of the international interest in sport and the resulting downward projection of athletics from professional ranks to the elementary schools; brief mention of four problems existing in athletics: ". . . stress on the gifted player at the expense of the dub, emphasis on the spectator rather than the participant, priority given to boys at the expense of girls, and facilities being usurped by the varsity at the expense of intramurals." (p. 100); discussions of the developmental sequence, the grade level at which athletics should be initiated, the extent to which the public should be allowed to dictate policy, and the need for strong leadership; presentation of nine policies which should characterize the educational athletic programs of the future.

10. Division of Men's Athletics of the American Association for Health, Physical Education, and Recreation. "Athletics in Education," Journal of Health, Physical Education, and Recreation, 33:24-27, 59, September, 1962.
 - a. Authors' Viewpoint. Properly utilized, athletics can contribute to the physical, mental, emotional, social, and moral growth of the participants.

- b. General Content. An examination of the values of athletics relative to the following areas of consideration: (1) physical fitness; (2) skill in movement; (3) social development; (4) recreation; a detailed discussion of policies to which school and college athletic programs should adhere.
11. Genasci, James E., and Vasillis Klissouras. "The Delphic Spirit in Sports," Journal of Health, Physical Education, and Recreation, 37:43-45, February, 1966.
- a. Authors' Viewpoint. ". . . it is not the end of the climb that fills man's soul with joy, it is the way to the end--not the ecstasy of the athletic victory, but the joy of endeavor." (p. 43)
- b. General Content. "A provocative discussion of the inner urgencies that impel the athlete to strive for higher levels of performance. The spirit of the ancient Greeks is reborn each time the player comes to grips with himself in the struggle for perfection. Because of it, the athlete does not retreat from life but immerses himself completely--he experiences a revival of spirit, mind, and body that provides joy of self-discovery and reflects the integrated man. The Delphic spirit demands that the athlete dare to do the best he can and to endure in his efforts. It is not the best of the

contest that is sought, but the best of the men who play in the game of life." (p. 43)

12. Larson, Leonard A. "Why Sports Participation?", Journal of Health, Physical Education, and Recreation, 35:36-37, 42-43, January, 1964.
 - a. Author's Viewpoint. ". . . human qualities necessary to the democratic system are developed through the process of cooperation in competition, and the significance of this contribution should not be underestimated." (p. 36)
 - b. General Content. A scholarly discussion of the following aspects of sports: (1) psychological and physiological foundations; (2) educational potential; (3) basic values; (4) developmental forces; (5) pragmatic justification for the existence of sports; values include the development of: (1) individual health; (2) effective utilization of the organism; (3) knowledge, understanding, and appreciation of the human organism; (4), (5), and (6) individual and group interactions and reactions in the activity environment.

13. Morsink, Helen M. "The 'Extra' in Extra-Curricular Sports," The Physical Educator, 26:59-60, May, 1969.
 - a. Author's Viewpoint. Participation in sports provides many benefits that are unrelated to glory, recognition, or awards.

- b. General Content. Discussions of the following benefits of sports participation: (1) release from daily routine and pressure; (2) emotional therapy; (3) fundamental and vital learning; (4) sociological understandings; (5) fellowship; (6) travel; (7) empathy with other athletes; (8) character development.
14. Singer, Robert. "Status of Sports in Contemporary American Society," The Physical Educator, 23:147-149, December, 1966.
- a. Author's Viewpoint. Athletics provide many benefits but they also possess certain limitations, and it is the responsibility of the coach to return the potential contributions of sport to the participant.
- b. General Content. A brief discussion of the history of athletics from the ancient Greek culture to contemporary society; comments relative to the assets of sports: (1) provision of an opportunity for the athletically gifted person to develop his skills; (2) development of desirable character traits; (3) development of personal relationships; (4) cultivation of school spirit; (5) development of physical fitness; discussion of the liabilities of sports: (1) overemphasis on recruiting; (2) overemphasis on athletics; (3) unwholesome

glorification of the athlete; (4) neglect of academic pursuits; (5) development of a nation of spectators rather than participants.

1970-1977

15. Bosco, James S. "Winning at all Cost, Costs!", The Physical Educator, 34:35-37, March, 1977.
 - a. Author's Viewpoint. ". . . there is an inverse relationship between the extent to which the physical education profession embraces the win-at-all-cost philosophy and its ability to defend its existence, let alone its requirement, in an educational setting." (p. 36)
 - b. General Content. A discussion of the problems of drug-abuse among athletes and the effects of the win-at-all-cost philosophy upon the problem; suggestions of steps that could be taken to reverse some of the adverse criticism that has been leveled against the physical education profession; examples of ways in which the win-at-all-cost philosophy has damaged the physical education profession.

16. Shultz, Fredrick D. "Broadening the Athletic Experience," Journal of Health, Physical Education, and Recreation, 43:45-47, April, 1972.
 - a. Author's Viewpoint. High school and college athletes are questioning various aspects of the

athletic establishment; physical educators and coaches should consider these criticisms and seek to resolve some of the problems.

- b. General Content. Discussion of the major complaints voiced by athletes: (1) dehumanizing of athletes; (2) overemphasis on winning; (3) racial discrimination; (4) dominance of professionalism; suggested guidelines for coaches and physical educators: (1) attempt to broaden the educational experience; (2) attempt to relate to social concerns of the student; (3) consider the appropriate action in the immediate situation rather than adhering to absolute rules.

B. The Relationship Between Athletics and Physical Education

1930-1939

17. Abernethy, R. R. "A Sane Athletic Program," Journal of Health and Physical Education, 7:133-135, 207, March, 1936.
- a. Author's Viewpoint. Interscholastic athletics are a component part of the school curriculum and should be organized within the physical education program.
- b. General Content. Discussions of the history of athletics in education, unwholesome practices, desirable outcomes of interscholastics and

intramurals; suggestions relative to the following aspects of the administration of athletics: (1) financing of athletics; (2) functions of athletic associations; (3) interscholastic athletics in junior high schools; (4) qualifications of coaches; (5) coaches' salaries; (6) responsibility for athletic injuries; (7) administration of tournaments.

18. Brown, Robert. "Interscholastic Athletics in the School Curriculum," Journal of Health and Physical Education, 10:230-232, 256-257, April, 1939.
- a. Author's Viewpoint. Athletics can be justified on an educational basis and should be co-curricular rather than extracurricular in nature; coaches should have lightened teaching loads; a coach of an interscholastic team should not be a teacher of the classroom physical education work.
- b. General Content. Discussions of the place of athletics in the curriculum, teaching loads of coaches, administration of the physical education program, and administration of the athletic program; presentation of suggestions relative to eligibility requirements, the financing of athletics, length of schedules, academic credit for athletics; a discussion of the educational bases

upon which athletics may be justified in the school curriculum.

19. La Porte, William Ralph. "Is Our Athletic Philosophy Sound?", Journal of Health and Physical Education, 10:580-581, 604-605, December, 1939.
 - a. Author's Viewpoint. Under present conditions, the administration of the athletic program should be separate from that of the physical education program.
 - b. General Content. A discussion of the incompatibility of teaching physical education and coaching an interscholastic sport; suggestion that more members of the academic staff be encouraged to assume coaching duties; presentation of arguments contending that athletics should be financed through the school budget; two suggestions relative to the formulation of athletic policies.

1940-1949

20. Johnson, Ernest Y. "The Place of Athletics in the Physical Education Program," The Physical Educator, 2:35-36, October, 1941.
 - a. Author's Viewpoint. "Interscholastic athletics are and should be an integral part of the general physical education program." (p. 36)
 - b. General Content. A brief history of physical education in Germany, France, England, and the United States; a discussion of the objectives of

athletics and the importance of conducting athletics as an aspect of a complete physical education program.

21. Langton, Clair V. "The Relation of Athletics to Physical Education," The Physical Educator, 1:98-100, February, 1941.
- a. Author's Viewpoint. Physical education and athletics should be combined administratively.
 - b. General Content. Presentation of arguments supporting a combined administration of physical education and athletics; a discussion of several criticisms of athletic programs in higher education; suggestion that the personnel in physical education and in athletics should work together to provide the best possible experiences for the students.

1950-1959

22. Falgren, Lloyd H. "School Policies to Govern Administration of Interscholastic Athletics," The Physical Educator, 7:110-112, December, 1950.
- a. Author's Viewpoint. "The interscholastic athletic program should be organized as a part of the school physical education program, and the director of the physical education department should be responsible for the administration of the athletic program."
(p. 110)

- b. General Content. The presentation of suggested policies relative to the following aspects of athletics in the secondary school: (1) athletic advisory board; (2) finances; (3) facilities; (4) equipment; (5) health examinations; (6) care and prevention of injuries; (7) qualifications and duties of coaches; (8) athletics for girls; (9) eligibility requirements; (10) scheduling; (11) practice sessions; (12) tournaments; (13) travel; (14) publicity; (15) awards; (16) proselyting.
23. Hughes, William L. "The Place of Athletics in the School Physical-Education Program," The Journal, 21:23-27, December, 1950.
- a. Author's Viewpoint. Athletics should be organized within the physical education department and should be administered as a part of a broad program of physical education.
- b. General Content. See Article #7; information pertinent to the issue of the relationship between athletics and physical education is found under the headings "Leadership in Athletics" (p. 24) and "Organization and Administration of Athletics" (p. 26).

C. Childhood Athletics

1930-1939

24. Abernethy, R. R. "A Sane Athletic Program," Journal of Health and Physical Education, 7:133-135, 207, March, 1936.
- a. Author's Viewpoint. "With improved standards and opportunities for intramural sport, there is little necessity for interscholastic activity in junior high schools." (p. 134)
 - b. General Content. See Article #17; information pertinent to this issue is found under the heading "Interscholastic Athletics in Junior High Schools." (p. 134)
25. Hussey, Marguerite M. "Adaptation of Athletic Activity to the Elementary School," Journal of Health and Physical Education, 4:31, 60-61, February, 1933.
- a. Author's Viewpoint. Physical educators are becoming more concerned with the laws of growth and development and with the adaptation of selected activities to the maturation level of the elementary school child.
 - b. General Content. A discussion of the following developmental objectives of activity and their attendant implications: (1) organic; (2) neuro-muscular; (3) impulsive; (4) interpretive; discussion is limited to an evaluation of

basketball, football, and field hockey as related to the child's status and his capacity for development; implication that highly organized contests in these three sports are inappropriate for the achievement of the optimum development of the elementary school child.

1940-1949

26. Lowman, C. L. "A Consideration of Teen Age Athletics," Journal of Health and Physical Education, 12:398-399, September, 1941.
- a. Author's Viewpoint. Children of junior high and early high school should not be encouraged to participate in very strenuous or competitive athletics; coaches and teachers of athletics should not be permitted to exploit immature youth.
 - b. General Content. An explanation of the long-range effects of acute injuries; a discussion of physical development and the dangers of stress during periods of rapid growth; a list of suggestions designed to remedy the problem of interscholastic athletics for young children; a plea for suitable growth and health education for students, parents, and the general public.

27. Lowman, C. L. "The Vulnerable Age," Journal of Health and Physical Education, 18:635-636, November, 1947.
- a. Author's Viewpoint. "Strenuous athletics during the period of adolescence is a subject of concern for health educators and members of the medical profession who have observed the damaging effect of improperly supervised programs of physical education for this age group." (p. 635)
 - b. General Content. Presentation of a resolution passed in 1946 by the Society of State Directors for Health and Physical Education in opposition to interscholastic competition for pupils below the tenth grade; a detailed report of the findings of a survey conducted among leading orthopaedic surgeons relative to their opinions of the resolution; generally, the surgeons supported the resolution.
28. Werner, George I. "Interscholastic Athletics," Journal of Health and Physical Education, 19:466-467, 511-513, September, 1948.
- a. Author's Viewpoint. Interscholastic athletic competition is justified in grades six, seven, and eight if it is based on sound principles and evolves as a natural outgrowth of a full intramural program.
 - b. General Content. A phrase-by-phrase analysis of the 1947 "Resolution Relating to Interscholastic

Competition on the Elementary School Level," which opposed such competition; this resolution was passed by the Physical Education Division of the American Association for Health, Physical Education, and Recreation; contributions of interschool athletics to physical education: (1) enrichment for the gifted child; (2) stimulation for the intramural program; (3) provision of expanded knowledge of the community; (4) development of school loyalty; (5) provision of an opportunity for success for those who can achieve success in no other field; (6) provision of motivation for improved teaching; (7) satisfaction of the adventurous spirit present in all children--the greatest contribution; (8) provision of an opportunity to compete which may never again be afforded them; (9) development of a competitive spirit; an explanation of a manner in which a sound interscholastic program can be compatible with intramurals and physical education.

1950-1959

29. American Association for Health, Physical Education, and Recreation. "Desirable Athletics for Children," The Journal of the American Association for Health, Physical Education, and Recreation, 23:21-22, June, 1952.

- a. Authors' Viewpoint. Organized interschool competition for children below the ninth grade is definitely disapproved.
 - b. General Content. Recommendations include the following: (1) schools should offer a broad program of instruction; (2) informal recreation and intramural programs should be available; (3) activities emphasizing social participation should be encouraged (avoidance of high pressure elements); (4) interschool competition below the ninth grade should not be offered; statement of the need for further research in this area.
30. Hale, Creighton J. "What Research Says about Athletics for Pre-High School Age Children," Journal of Health, Physical Education, and Recreation, 30:19-21, 43, December, 1959.
- a. Author's Viewpoint. Interscholastic athletic competition is beneficial for pre-high school age children.
 - b. General Content. Author is director of research and vice-president of Little League Baseball, Incorporated; presentation of excerpts from thirty-eight separate research studies involving the physiological, sociological, and psychological effects of athletic competition on children; the

research reported furnishes support for such programs.

31. Hughes, William L. "The Place of Athletics in the School Physical-Education Program," The Journal, 21:23-27, December, 1950.
 - a. Author's Viewpoint. Interscholastic athletic programs are unnecessary in the elementary school; such programs should be conducted in the junior high school only under certain conditions.
 - b. General Content. A discussion of the nature of the elementary school child and of the objectives of physical activity for that age group; suggestions for adaptations of activities; presentation of conditions and policies desirable for junior high school athletic programs; information pertinent to this issue is found under the headings "Athletics in Elementary School" and "Athletics in Junior High School" (p. 25).

32. Knapp, Clyde, and Harry A. Combes. "Elementary Interscholastic Basketball--Does This Produce Superior High-School Players?", The Journal of the American Association for Health, Physical Education, and Recreation, 24:12-13, 37, November, 1953.
 - a. Authors' Viewpoint. ". . . superior high-school basketball players are likely to result from an elementary-school athletic and physical education

program which does not include interscholastic basketball." (p. 12)

- b. General Content. A discussion of the advantages and disadvantages of elementary interscholastic athletics; disadvantages: (1) inappropriate for physiological, sociological, and psychological level of maturation; (2) production of overstimulation and overexcitement; (3) involvement of a disproportionate amount of facilities, time, and teacher services for the select few; (4) danger of emulation of high school and college practices; (5) unnecessary if there are satisfactory time allotments for physical education, intramurals, and recreation programs; advantages: (1) stimulation of interest in intramural and class activities; (2) fulfillment of the needs of gifted boys; (3) improvement of school loyalty and morale; (4) development of ideals of competition and cooperation; a discussion of the reasons that interscholastics developed; presentation of evidence supporting the authors' disapproval of elementary school interscholastic basketball.

33. McNeely, Simon A. "Of 'Mouse' and Men," The Journal of the American Association for Health, Physical Education, and Recreation, 23:27-28, December, 1952.

- a. Author's Viewpoint. Boys in elementary school are not little men; they are little boys and should be treated as such.
- b. General Content. A discussion of the reasons that little boys should be dealt with as children; presentation of some of the harmful effects of forcing masculinity on youngsters.

1960-1969

34. Fait, Hollis F. "Should the Junior High School Sponsor Interscholastic Athletic Competition?", Journal of Health, Physical Education, and Recreation, 32:20-22, February, 1961.
 - a. Author's Viewpoint. A junior high school interscholastic athletic program can be justified only if the following conditions prevail: (1) the school and community desire such a program; (2) necessary controls are exercised to assure that the program is educational rather than of an entertainment nature; and (3) sufficient funds are available to support the program without jeopardizing other phases of instruction.
 - b. General Content. A brief discussion of organized competition for young children in ancient Greece and during modern times; presentation of research findings relative to physiological development and character development; a discussion of the

educational values of interscholastic competition under sound leadership and direction.

35. Frank, James. "Elementary School--Not Too Early for Interscholastic Sports," The Physical Educator, 22:9-11, March, 1965.
- a. Author's Viewpoint. Interscholastic athletic programs on the elementary and junior high levels are not objectionable if the element of winning is not emphasized to the point that questionable practices are condoned.
 - b. General Content. Presentation of research findings relative to the physiological, psychological, sociological, and educational benefits of such programs; a suggested framework within which interscholastic programs could operate; a statement of the need for more research in this area.

1970-1977

36. Bucher, Charles A. "Athletic Competition and the Developmental Growth Pattern," The Physical Educator, 28:3-4, March, 1971.
- a. Author's Viewpoint. Utilizing the developmental approach to athletics, varsity type competition should be delayed until the tenth grade in high school.
 - b. General Content. A discussion of the developmental growth pattern and its implications for athletic

competition; presentation of suggested guidelines for athletic programs.

37. Bula, Michael R. "Competition for Children: The Real Issue," Journal of Health, Physical Education, and Recreation, 42:40, September, 1971.
- a. Author's Viewpoint. The issue is not whether competition for children is harmful; athletic competition does exist and will continue; the issue is proper supervision and education.
 - b. General Content. A brief discussion of the traditional points of view relative to the controversy; emphasis upon education of the parents, the coaches, and the child with respect to athletic competition.
38. Burke, Edmund J., and Douglas Kleiber. "Psychological and Physical Implications of Highly Competitive Sports for Children," The Physical Educator, 33:63-70, May, 1976.
- a. Authors' Viewpoint. Childhood sports probably should be abolished but since they appear to be culturally ingrained, steps should be taken to minimize the amount of damage being done.
 - b. General Content. A discussion of the psychological and physical conditions of children between seven years and twelve years of age; a lengthy account of several arguments supporting highly competitive sports for children and analyses of these arguments

intended to refute their validity; presentation of suggested guidelines for children's athletic programs.

39. Dellastatious, J. W., and Walter Cooper. "The Physiological Aspects of Competitive Sports for Young Athletes," The Physical Educator, 27:3-5, March, 1970.
- a. Authors' Viewpoint. ". . . if you have qualified leadership and all other factors are equal then generally speaking competitive athletics for young athletes can be beneficial." (p. 3)
 - b. General Content. The presentation of research findings relative to the physiological effects of highly competitive athletics for young children; most of the research cited is supportive of athletic competition but the other side of the controversy is represented, also.
40. Dowell, Linus J. "Environmental Factors of Childhood Competitive Athletics," The Physical Educator, 28:17-20, March, 1971.
- a. Author's Viewpoint. The literature reveals that there is no consensus among educators, coaches, child specialists, and sports writers relative to the advantages and disadvantages of athletic competition for children.
 - b. General Content. Presentation of excerpts from sixteen research studies and periodicals; information is outlined in detail under the

headings "Factors Supporting Boys Under 15 Participating in Competitive Athletics" and "Factors Against Boys Under 15 Participating in Competitive Athletics"; presentation of suggested guidelines for children's athletic programs.

D. Athletics for Females

1930-1939

41. Case, Emily I. "Carry Over of School Athletics," Journal of Health and Physical Education, 8:550-551, 578-579, November, 1937.

- a. Author's Viewpoint. The school athletic program should be organized and conducted in such a manner that the young ladies will be eager participants in sports after their school days are over.
- b. General Content. A discussion of the modern working woman and reasons that she neglects to participate in physical activities; discussion of four requisites necessary to encourage carry-over of school athletics: "(1) the acquisition of a good repertoire of varied skills; (2) the practice of these skills in association with the resource of the community outside the school; (3) the developing of a tremendous drive toward physical activity; (4) inseparable from the third, the building up of organic reserves and a strong body through a systematic training process." (p. 551)

42. Daviess, Grace B. "In Answer to 'Why Cramp Competition?'" Journal of Health and Physical Education, 2:29, 63, March, 1931.
- a. Author's Viewpoint. Serious doubt exists with respect to the wisdom of reinstating inter-collegiate athletic programs for women.
 - b. General Content. The author takes issue with the position taken by Ina E. Gittings in the Journal of Health and Physical Education, January, 1931; presentation of three questions that should be answered before intercollegiate athletic programs for women are reestablished: (1) Would such a move represent inconsistency in standards? (2) Is the time right for such a change of policy? (3) Should other aspects of the problem be considered?
43. Gittings, Ina E. "Why Cramp Competition?" Journal of Health and Physical Education, 2:10-12, 54, January, 1931.
- a. Author's Viewpoint. "Why not graciously concede and be in on the inevitable--the return of inter-collegiate competition for women?" (p. 54)
 - b. General Content. A lengthy discourse relative to the values of athletic competition for college women; an examination of the opposing point of view and the fallacies inherent in the abolishment of competition; contention that women should learn by doing, and that athletics provide the most

appropriate avenue for this learning; suggestions for the organization and conduct of intercollegiate athletic competition for women.

44. Hodgkins, Anne F. "In Answer to 'Why Cramp Competition?'" Journal of Health and Physical Education, 2:29, 63, March, 1931.

- a. Author's Viewpoint. Varsity intercollegiate athletic competition for women is undesirable; playdays represent the most appropriate avenue for the provision of competitive experiences for the masses.
- b. General Content. The author takes issue with the position held by Ina E. Gittings in the Journal of Health and Physical Education, January, 1931; presentation of arguments opposing varsity teams and supporting playdays for college women.

45. Savage, Howard J. "Athletics for Women from a National Point of View," Journal of Health and Physical Education, 1:12-16, 42, June, 1930.

- a. Author's Viewpoint. The Women's Division of the National Amateur Athletic Federation, founded in 1923, has contributed significantly to the recognition of the benefits of athletic activity for women; however, problems remain relative to economical, social, and ethical considerations.
- b. General Content. A brief discussion of the decline of pioneer life, the increase in leisure time, and

the resulting influences on American society; a commentary relative to the purposes, procedures, and contributions of the Women's Division of the National Amateur Athletic Federation; a lengthy discourse concerning economical, social, and ethical conditions affecting the progress of women's athletics: (1) disparity between material facilities for men and for women; (2) the values of physical activity and competitive experiences for the homemaker; (3) commercialism in athletics; additional discussions of the emergence of physical education as a science, the function and future of health education, the differences between play and games, the significance of sportsmanship, the field of professional athletics, and the benefits of athletics that should be available to everyone.

46. Smith, Helen N. "Evils of Sports for Women," Journal of Health and Physical Education, 2:8-9, 50-51, January, 1931.
- a. Author's Viewpoint. The playday should replace interscholastic and intercollegiate athletic competition for women.
 - b. General Content. A detailed discussion of the evils inherent in athletic programs for women; emulation of men's programs is a major factor in the development of weaknesses in the women's

programs; presentation of several examples of excesses in women's athletics; an explanation of the playday and the reasons that it is preferable to interscholastic competition.

1940-1949

47. National Section on Women's Athletics of the American Association for Health, Physical Education, and Recreation. "Desirable Practices in Athletics for Girls and Women," Journal of Health and Physical Education, 12:422, 424, September, 1941.
- a. Authors' Viewpoint. The welfare of the participant is of paramount importance, and athletic programs for girls and women should adhere to certain guidelines.
 - b. General Content. A statement prepared by the Special Committee on Standards and the members of the Legislative Board of the National Section on Women's Athletics; presentation of suggested guidelines relative to the following aspects of athletic competition for girls and women: (1) standards; (2) leadership; (3) health; (4) sport seasons and practice periods; (5) types of competition; (6) general policies; (7) publicity; (8) education of spectators.

1950-1959

48. Hartman, Betty G. "On Intercollegiate Competition for Women," Journal of Health, Physical Education, and Recreation, 29:24, March, 1958.
- a. Author's Viewpoint. "Emancipation of women, but adaptation to a social role where woman is not man's equal, causes conflicts which result in educational and social problems." (p. 24)
 - b. General Content. A discussion of society's expectations of women and the obligations of physical educators to ". . . realize that intercollegiate competition for the majority is limited to the socially acceptable activities." (p. 24); America's ideal of womanhood should be considered in the organization and administration of intercollegiate programs.
49. Means, Clarence G. "Let the Girls Play, Too," Journal of Health, Physical Education, and Recreation, 29:22, May-June, 1958.
- a. Author's Viewpoint. If participation in competitive athletics is beneficial for boys, similar opportunities should be available for girls.
 - b. General Content. A description of a low-key athletic program for junior high school girls.

1960-1969

50. Clifton, Marguerite A. "The Future of Intercollegiate Sports for Women," The Physical Educator, 23:158-162, December, 1966.
- a. Author's Viewpoint. Intercollegiate athletic competition for women is desirable if the athletes are sufficiently competent and if the intercollegiate program is organized and administered as a component of the total campus recreation and sport program.
 - b. General Content. Comments relative to intercollegiate athletics as one of the offerings of a total campus sports program; an explanation of extramurals and the current status of extramural programs; detailed discussions of the major problems confronting women's intercollegiate athletics: (1) policy; (2) leadership; (3) funding; suggestions relative to additional problems involving ". . . publicity, scholarships, regional and national tournaments, and the fallout from high school interscholastics." (p. 161)
51. Coffey, Margaret A. "Then & Now: The Sportswoman," Journal of Health, Physical Education, and Recreation, 36:38-41, 50, February, 1965.
- a. Author's Viewpoint. The evolution of the American sportswoman has been a controversial phenomenon of

the twentieth century, and ". . . a review of her creation will closely parallel the history of our American culture." (p. 38)

- b. General Content. A history of the American sportswoman from 1890 to 1965; special attention is devoted to societal attitudes and influences; consideration of four periods of time: (1) Idealization (1890-1919); (2) Emancipation (1920-1929); (3) Socialization (1930-1943); (4) Participation (1944-1965).

52. Division for Girls and Women's Sports of the American Association for Health, Physical Education, and Recreation. "The Future of Interscholastic Sports for Girls," Journal of Health, Physical Education, and Recreation, 39:39-41, March, 1968.

- a. Authors' Viewpoint. "The future of interscholastic sports programs for girls will be determined by what women want to happen." (p. 39)
- b. General Content. Discussions of the crucial areas existing in girls' interscholastic sports programs: (1) leadership; (2) guidelines, principles, controls; (3) education of the administration; (4) implementation of an interscholastic sports program.

53. Division for Girls and Women's Sports of the American Association for Health, Physical Education, and Recreation. "Statement of Policies for Competition in Girls and Women's Sports," Journal of Health, Physical Education, and Recreation, 34:31-33, September, 1963.
- a. Authors' Viewpoint. "When favorable conditions are present, competitive experiences may be wholesome and beneficial and result in acceptable conduct and attitudes." (p. 31)
 - b. General Content. Presentation of policies approved by the Executive Council of the Division for Girls and Women's Sports and the Board of Directors of the American Association for Health, Physical Education, and Recreation: (1) definition of competition; (2) forms of competition; (3) adaptation of competitive sports for age-level groupings in school programs; (4) adaptations of competitive sports for age-level groupings in public and private agency programs.
54. Lambert, Charlotte. "Pros and Cons of Intercollegiate Competition for Women: A Middle of the Road Position Paper," Journal of Health, Physical Education, and Recreation, 40:75, 77-78, May, 1969.
- a. Author's Viewpoint. Regardless of the present controversy, intercollegiate competition for women is becoming a reality; physical educators should ". . . proceed cautiously, building and maintaining

sound policies which protect and preserve the good qualities of competition." (p. 75)

- b. General Content. A brief discussion of the options available in today's rapidly changing society; suggestions relative to desirable policies pertaining to financial support, athletic scholarships, medical examinations, academic eligibility, scheduling, and coaching-teaching assignments; presentation of a list of sixteen arguments supporting intercollegiate competition for girls and a list of fifteen arguments opposed to such competition.

55. Stanley, D. K., and Norma Leavitt, editors. "Basic Issues," Journal of Health, Physical Education, and Recreation, 33:6, 8, 10, May-June, 1962.

- a. Authors' Viewpoint. "The idea of interscholastic athletics for high school girls and college women has aroused intense feelings in favor of or opposed to this experience." (p. 6)
- b. General Content. The question posed in this column is: "Should interscholastic athletics be provided for high school girls and college women?" (p. 6); the article is comprised of thirteen varied responses from physical educators across the country; discussions of numerous advantages and disadvantages of such programs.

1970-1977

56. Arnold, Don E. "Compliance with Title IX in Secondary School Physical Education," Journal of Physical Education and Recreation, 48:19-22, January, 1977.
- a. Author's Viewpoint. "Clearly, Title IX legislation will have a profound impression upon athletic programs at all levels." (p. 21)
 - b. General Content. A discussion of the implications of Title IX of the Educational Amendments Act of 1972 for secondary school physical education and athletic programs; regulations specific to athletic and intramural programs for girls and women are presented on pages 21-22.
57. Corbitt, Richard W., and others. "Female Athletics: A Special Communication from the Committee on the Medical Aspects of Sports of the American Medical Association," Journal of Physical Education and Recreation, 46:45-46, January, 1975.
- a. Authors' Viewpoint. Physical activity and sports competition provide physiological and social benefits for girls and women.
 - b. General Content. Presentation of facts relative to gynecological aspects of physical activity; a discussion of separate and combined sports programs for boys and girls, including physiological and pragmatic aspects of each; presentation of research findings supporting the concept of contact sports for girls on girls' teams and opposing the concept

of contact sports competition between boys and girls.

58. Gerber, Ellen W. "The Changing Female Image: A Brief Commentary on Sport Competition for Women," Journal of Health, Physical Education, and Recreation, 42:59-61, October, 1971.
- a. Author's Viewpoint. With respect to participation in athletics, the concept of femininity has altered considerably since the middle of the nineteenth century; "However, the question of social cost to the woman choosing to engage in an 'out' or 'unfeminine' sport . . . has not recently been assessed." (p. 61)
 - b. General Content. A chronology of significant events occurring in women's sports between 1854 and 1971; special attention is devoted to cultural attitudes toward female athletes and the implications of prevailing social climates for the organization and conduct of athletic competition.
59. Hanson, John F., and Mary L. Green. "The Coming of the Second Plague," The Physical Educator, 32:64-66, May, 1975.
- a. Authors' Viewpoint. Women's athletic programs appear to be traveling the same dangerous roads as men's programs; if women continue to emulate men in athletics, the result will be the destruction of many physical education programs.

b. General Content. A brief history of the evolution of the emphasis on men's athletics in the schools; contention that women are ignoring the lessons of history and are committing many of the same errors; physical education will be the victim if this trend continues.

60. Harris, Dorothy. "Psychological Considerations," Journal of Physical Education and Recreation, 46:32-36, January, 1975.

a. Author's Viewpoint. Personality theorists should study human behavior rather than behavior that is classified as either masculine or feminine; because of research instruments which presuppose masculine and feminine characteristics, female athletes often are erroneously categorized as possessing masculine traits.

b. General Content. A brief discussion of the psychosocial demands of the competitive athletic experience; a revealing discourse relative to society's expectations of male and female behavior and the ways in which these biases are reflected in psychological testing instruments; suggestion that athletics should be regarded as human endeavors and that the benefits to be derived from competition are not sex-linked.

61. Hult, Joan. "Competitive Athletics for Girls--We Must Act," Journal of Health, Physical Education, and Recreation, 45:45-46, June, 1974.

- a. Author's Viewpoint. Today's women physical educators must ". . . accept the challenge and responsibility for determining the directional pathways for girls [sic] competitive athletics."
(p. 45)
- b. General Content. A discussion of the new opportunities becoming available to female athletes and of the fact that modern women physical educators must, unlike their counterparts of the 1920's, assume an active role in the sports arena; presentation of a suggested game plan through which sound athletic programs may evolve; presentation of arguments endorsing the concept of separate teams for girls and boys; a discussion of Title IX of the Educational Amendments Act of 1972 and additional legislation and the attendant implications for athletic programs for women.

62. _____. "Separate but Equal Athletics for Women," Journal of Health, Physical Education, and Recreation, 44:57-58, June, 1973.

- a. Author's Viewpoint. The concept of equality of men's and women's athletic programs can be realized only if the two programs are organized and administered on a separate basis.

- b. General Content. A concise explanation of physiological differences between males and females and the resulting lack of equal opportunity present when women are required to compete for positions on men's teams; presentation of the standard set by the Division for Girls and Women's Sports relative to competition for females; suggestion that equal opportunity may be achieved through women's programs that are supported and conducted on an equal basis with the men's athletic programs; plea for physical educators, male and female, to unite in an effort to offer equal opportunity for women within the framework of women's varsity sports.
63. Lumpkin, Angela. "Let's Set the Record Straight," Journal of Physical Education and Recreation, 48:40, 42, 44, March, 1977.
- a. Author's Viewpoint. Women physical educators traditionally have restricted the growth of inter-collegiate athletic competition for women.
- b. General Content. A history of the development of athletic competition for college women from the 1800's to 1977.
64. Moyer, Lou Jean. "Women's Athletics--What Is Our Future?", Journal of Physical Education and Recreation, 48:52, 54, January, 1977.
- a. Author's Viewpoint. Physical educators must participate in the struggle to restore sanity to

athletics through a reevaluation of principles and objectives.

- b. General Content. A discussion of the dictates and implications of Title IX with respect to women's intercollegiate and interscholastic athletic programs; contention that the future of women's athletic programs depends upon the determination of a philosophy that demands educational objectives and on the selection of qualified leadership; emphasis on the importance of the values to be derived from participation in competition; plea for physical educators to become significant factors in the fight for the retention of educational goals.

65. Ryan, Allan J. "Gynecological Considerations," Journal of Physical Education and Recreation, 46:40-44, January, 1975.

- a. Author's Viewpoint. Although research findings relative to gynecological considerations as applied to the woman athlete are often inconsistent and inconclusive, certain conclusions can be made with respect to participation in sports during the various phases of the menstrual cycle.
- b. General Content. Presentation of facts and research findings relative to the effects of menstruation upon physical performance; a brief

reference to injuries to genital organs during athletic participation.

66. Small, Cathy. "Requiem for an Issue," Journal of Health, Physical Education, and Recreation, 44:27-28, January, 1973.
- a. Author's Viewpoint. The question of femininity should not be an issue in women's athletics; "What a woman does is feminine." (p. 27)
 - b. General Content. An indictment of the attention granted the femininity issue by physical educators; presentation of arguments opposing the discussion of the concept of femininity relative to athletic endeavor; examples of unwholesome results that these discussions are yielding for female athletes; suggestion that the appropriate course of action on this subject is inaction.

SUGGESTED ASSIGNMENTS

Class Activities

A. Objectives of Competitive Athletics

1. Article #3.
 - a. Read the article and either submit a written report or discuss its implications in class.
 - b. The instructor may read the article in class and initiate a discussion of its implications.

2. Submit a paper in which the concept of the development of desirable social traits through competitive athletic experiences is explored.

Appropriate articles: 1, 4, 5, 6, 7, 12, 13, 14.

3. Submit a paper identifying and defending at least five objectives of competitive athletics.

Appropriate articles: 1, 2, 5, 6, 7, 8, 10, 11, 12, 13, 14.

B. Relationship Between Athletics and Physical Education

1. Read articles 17-23 and determine which administrative plan (combined or separate) is more desirable for athletic and physical education programs. Submit a paper defending that plan.
2. Read articles 17-23 and prepare a list of the advantages and disadvantages of both combined and separate administrative organization for athletic and physical education programs.

C. Childhood Athletics

1. Utilizing at least one article from each decade represented, prepare a list of pro's and con's of organized competitive athletic experiences during childhood.

2. Submit a paper examining the effects of program leadership upon the outcomes of organized competitive athletic experiences during childhood. Appropriate articles: 33, 34, 35, 37, 38, 39.

D. Athletics for Females

1. Read articles 51, 58, and 63 and submit a paper examining the evolution of societal attitudes toward the American sportswoman.
2. Read articles 42, 43, and 44 and submit a paper analyzing the competition-for-women controversy of 1931.
3. Submit a paper listing pro's and con's of competitive athletics for females. Appropriate articles: 41, 42, 43, 44, 45, 46, 48, 49, 54, 55, 57, 60, 64, 65, 66.
4. Read articles 56 and 65 and submit a paper examining physiological implications of athletics for girls and women.
5. Prepare and defend policies that should be followed in secondary school athletic programs for girls. Appropriate articles: 47, 50, 52, 53, 59, 62.

Group Presentations

1. Drama

- a. Topic: Justification of Interscholastic Competitive Athletics.
- b. Participants: Physical educators and coaches representing various time periods; members of a contemporary board of education.
- c. Functions: To enact a meeting in which the physical educators and coaches attempt to convince the school board that an interscholastic athletic program should be initiated in the local high school; some of the board members are opposed to such a program.
- d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to present arguments supporting an interscholastic athletic program; (3) to present arguments opposing such a program; (4) to illustrate the consistency of opinions throughout the years.
- e. Appropriate articles: 1, 2, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 16.

2. Drama

- a. Topic: The Importance of Winning.
- b. Participants: Physical educators representing various time periods; the Athletic Director of a local high school.

- c. Functions: To enact a meeting in which the Athletic Director is releasing the head football coach because he has a poor won/lost record; the physical educators attempt to convince the Athletic Director that competitive athletics involve values and benefits more important than victory or defeat; the Athletic Director attempts to defend the proposition that a respectable won/lost record is the basis for the coach's employment.
- d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to present arguments identifying desirable outcomes of athletic competition; (3) to present the Athletic Director's viewpoint that winning is the most important factor; (4) to illustrate the consistency of arguments throughout the years.
- e. Appropriate articles: 1, 2, 8, 9, 11, 14, 15, 16.

3. Drama

- a. Topic: Administrative Organization for an Athletic Program.
- b. Participants: Physical educators from various time periods.
- c. Functions: To enact a meeting in which a plan of administrative organization for an athletic program is to be determined.

- d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to present advantages and disadvantages of combined and separate athletic and physical education programs; (3) to determine which administrative plan is more suitable; (4) to illustrate the consistency of arguments throughout the years.
- e. Appropriate articles: 17-23.

4. Debate

- a. Topic: Administrative Organization for an Athletic Program.
- b. Participants: Two teams of three or four students each.
- c. Functions: To represent physical educators from various time periods.
- d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to present advantages and disadvantages of combined and separate athletic and physical education programs; (3) to illustrate the consistency of arguments throughout the years; (4) to convince the class members of the validity of the arguments; class members may vote at the conclusion of the presentation.
- e. Appropriate articles: 17-23.

5. Debate

- a. Topic: Pro's and Con's of Childhood Competitive Athletics.
- b. Participants: Two teams of three or four students each.
- c. Functions: To represent physical educators from various time periods.
- d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to present arguments supporting organized competitive athletics during childhood; (3) to present arguments opposing organized competitive athletics during childhood; (4) to illustrate the continuing nature of the controversy throughout the years; (5) to convince the class members of the validity of the arguments; class members may vote at the conclusion of the presentation.
- e. Appropriate articles: 24-40.

6. Drama

- a. Topic: Organization and Administration of Childhood Athletic Programs.
- b. Participants: Physical educators representing various time periods.

- c. Functions: To enact a meeting in which an elementary school athletic program is planned and organized.
- d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to present desirable outcomes of the program; (3) to discuss alternatives relative to sports to be included, types of events to be conducted, leadership roles, qualifications of coaches, and other pertinent aspects of the program; (4) to present problems that might be encountered; (5) to illustrate the continuing nature of the arguments throughout the years.
- e. Appropriate articles: 24-40.

7. Debate

- a. Topic: Pro's and Con's of Athletic Programs for Females.
- b. Participants: Two teams of three or four students each.
- c. Functions: To represent physical educators from various time periods.
- d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to present arguments supporting athletic programs for females; (3) to present arguments opposing such programs;

(4) to illustrate the consistency of arguments throughout the years; (5) to convince the class members of the validity of the arguments; class members may vote at the conclusion of the presentation.

- e. Appropriate articles: 41, 42, 43, 44, 45, 46, 48, 49, 54, 55, 57, 60, 64, 65, 66.

8. Drama

- a. Topic: Secondary School Competitive Athletics for Girls.
- b. Participants: Physical educators representing various time periods.
- c. Functions: To enact a meeting in which a secondary school athletic program for girls is planned and organized.
- d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to present values of athletic experiences for girls; (3) to present problems that might be encountered; (4) to indicate the roles that women physical educators have played traditionally in this controversy; (5) to formulate policies by which the program should be governed; (6) to illustrate the consistency of the arguments throughout the years.
- e. Appropriate articles: 41-66.

9. Panel Discussion

- a. Topic: History of Athletics for Females.
- b. Participants: Physical educators representing various time periods.
- c. Functions: To present information relative to women's sports programs during each time period represented.
- d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to discuss various aspects of women's sports programs, including societal attitudes, sports in which participation was allowed, policies and regulations governing competition, types of events conducted, problems encountered, and other pertinent aspects; (3) to entertain questions from class members.
- e. Appropriate articles: 41-66 (specifically 51, 58, 63).

10. Panel Discussion

- a. Topic: Implications of Title IX of the Educational Amendments Act of 1972.
- b. Participants: Contemporary physical educators and coaches.
- c. Functions: To present information relative to the implications of Title IX for athletic programs for girls and women.

- d. Objectives of presentation: (1) to identify Title IX; (2) to explain the stipulations of Title IX with respect to intramural and athletic programs in the secondary schools; (3) to entertain questions from class members.
- e. Appropriate article: #56.

Chapter 5

ADAPTED PHYSICAL EDUCATION

. . . Exercises may be devised for every age and for every degree of bodily strength, however reduced. . . .

Pestalozzi (1820)¹

LECTURE

During recent years, physically and mentally handicapped individuals in our society have been receiving increased attention. This emphasis on our handicapped citizens has affected many aspects of our lives. Attitudes toward the capabilities of the handicapped have grown more and more positive, and efforts to assist them in reaching realistic goals have opened doors to numerous avenues of achievement which were closed to them for many years. How has this new day for the handicapped evolved? How have disabled individuals been viewed and treated throughout the years? A knowledge of the history of attitudes toward the handicapped should assist you in your understanding of the

¹Frederick Rand Rogers, "Selections from Great Educators Throughout the Ages," Journal of Health and Physical Education, 4:51, March, 1933.

inequities with which they have struggled, and through this deeper understanding you may develop a greater appreciation of their problems and of their capabilities. In addition, familiarity with legislation designed to protect the rights of the handicapped and an understanding of the numerous contributions of physical education to the lives of these individuals may guide you in developing programs to meet the needs of the handicapped students who will be in your classes.

The history² of the treatment of the handicapped reveals a great deal about the problems with which these individuals have contended for centuries. In primitive cultures, deformed children were considered liabilities to the welfare of the tribe. Since they were viewed as social burdens who could not contribute to the security of the tribe, they usually either died of neglect or were destroyed.

As civilization developed, attitudes toward the handicapped remained fairly stable. They were considered to be unfit and were eliminated for several reasons. First, the people of these early societies believed that the quality of society would be improved through the destruction

²Arthur S. Daniels and Evelyn A. Davies, Adapted Physical Education, ed. Delbert Oberteuffer, Harper's Series in School and Public Health Education, Physical Education, and Recreation (New York: Harper and Row, 1975), pp. 23-29; see, also, Hollis F. Fait, Adapted Physical Education (Philadelphia: W. B. Saunders, 1960), pp. 4-7.

of those who were considered abnormal. Second, the elimination of the handicapped resulted in a reduction of the social and economical burdens which they represented. In addition, they often were regarded as works of Satan, an attitude which prevailed for centuries. The people of these early societies devised many methods by which they eliminated the impaired. In India, they were thrown into rivers. The Spartans took deformed children to Mt. Taygetus and left them on the slopes to die. Athenians, more kindly in their dispositions, merely allowed them to die of neglect. In Rome, the fathers of handicapped children legally were permitted to kill them shortly after birth.

The Middle Ages brought some relief for the handicapped in that they were allowed to live. Their function was to amuse, and they often became court jesters or clowns. Although they did serve a purpose, they still were regarded with superstition and fear because of the prevailing belief that they had been touched by Satan.

Toward the end of the Renaissance, some progress toward humanitarianism was made but the ancient concept of Satan's touch was perpetuated.

The Industrial Revolution of the eighteenth and nineteenth centuries was accompanied by a tremendous emphasis on economic gain. People were so busy manufacturing products and amassing wealth that they had little time for the unfortunates among them. Some progress

was made, however, and in 1903 the first school for crippled children was opened in England.

In the United States, World War I is considered as the turning point for the disabled. The soldiers who returned injured and maimed from battle awakened the American consciousness. As rehabilitation programs developed for these impaired veterans, attention gradually spread to serving the needs of civilians in similar conditions.

Today, the situation has improved markedly, and a national spirit of humanitarianism appears to have evolved. The handicapped no longer are considered to be useless creatures, and programs designed to help them become happy, contributing members of society are flourishing. Special education is one of the few areas in education in which jobs are plentiful, and the contributions of physical education to the handicapped are gaining widespread acceptance and recognition.

In November, 1975, President Ford signed the Education for all Handicapped Children Act--also known as Public Law 94-142. This legislation is regarded as a landmark in the development of equal rights for handicapped children. Although the provisions of the law are extensive, the primary provision is that all handicapped children are

entitled to ". . . a free, appropriate public education, at no cost to parents or guardian."³ The law dictates that the day has passed when handicapped children could be hidden away in private schools or institutions. They now are entitled to attend public schools and to participate in the activities provided by the schools.

The concept of placing handicapped children in the public school setting is commonly referred to as mainstreaming--placing them into the mainstream of life. This term frequently is misunderstood and has aroused a great deal of controversy and discussion within the physical education profession. According to Julian Stein, a prominent professional in the area of adapted physical education, "Mainstreaming means developing programs to meet individual needs, not cramming children into programs that don't fit."⁴ In other words, handicapped children will be in the public schools, and educators must develop programs which will meet their needs.

³White House Conference on Handicapped Individuals, Educational Concerns: State White House Conference Workbook (Washington: U.S. Department of Health, Education, and Welfare, Office of Human Development, [n.d.]), p. 18.

⁴Julian Stein, "Sense and Nonsense about Mainstreaming," Journal of Physical Education and Recreation, 47:43, January, 1976.

What are the ramifications of Public Law 94-142 for physical education programs? How can we best prepare ourselves to work with handicapped students? The first step that we can take is to learn more about adapted physical education and the contributions that it can make to the lives of disabled students.

Adapted physical education is a diversified program of developmental activities, games, sports, and rhythms, suited to the interests, capacities and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program.⁵

What types of disabilities will you encounter in your students? How will you provide programs to meet their needs? Hopefully, you will take advantage of the adapted physical education course in your professional preparation curriculum so that you will begin to become qualified to develop and to conduct meaningful, productive programs for these students.

When you research the literature, you will discover information concerning attitudes toward the handicapped, objectives of adapted physical education, principles

⁵American Association for Health, Physical Education, and Recreation, "Guiding Principles for Adapted Physical Education," The Journal of the American Association for Health, Physical Education, and Recreation, 23:15, April, 1952.

relative to the development of adapted physical education programs, and terminology applicable to educational programs for the handicapped. Although we will not be able to cover each aspect in depth, you should begin to develop a basic understanding of adapted physical education which you will be able to apply to the experiences you will have in the adapted physical education course in your curriculum.

READING LIST

1930-1939

1. Lommen, Olga. "School Programs for the Handicapped," Journal of Health and Physical Education, 9:350-352, 390, June, 1938.
 - a. Author's Viewpoint. Public education fails to meet the needs of vast numbers of handicapped children; segregation of these children into special schools and classes has been and remains the more common procedure for providing for their education.
 - b. General Content. Presentation of statistics relative to the numbers of American children with different types of handicaps; a discussion of the needs of these children and measures being taken by various states to provide for their education; a commentary relative to the advantages and disadvantages of segregation and integration; a lengthy discourse concerned with special schools and

procedures involved with the education of the victims of crippling conditions, visual impairment, lowered vitality, hearing impairment; presentation of provisions that might be made for the child who is unable to adjust to the regular school program; discussion of special schools for children with varying handicaps; brief mention of the Ann J. Kellogg School, which houses normal and handicapped children; emphasis on education for personality development.

2. **White House Conference on Child Health and Protection.**
"The Children's Charter," Journal of Health and Physical Education, 2:23, March, 1931.
 - a. **Authors' Viewpoint.** The rights of the child should be recognized as the first rights of citizenship; except where it can be privately met, the public should bear the expense for diagnosis, care and treatment, and training of the physically and mentally handicapped children of America.
 - b. **General Content.** A list of twelve aims developed by President Hoover's White House Conference on Child Health and Protection; authors of subsequent articles refer to this document as the basis for the belief that handicapped children are entitled to a free, public education.

1940-1949

3. Richardson, Jean. "Physical Education for All Students," Journal of Health and Physical Education, 13:587, 616-618, December, 1942.
- a. Author's Viewpoint. When separate physical education classes for handicapped students can not be scheduled, dual programs can be conducted within the regular classes.
- b. General Content. A discussion of the problems involved with the inclusion of handicapped students in regular physical education classes: (1) space; (2) equipment; (3) leadership; (4) teaching time; suggestions relative to the conduct of the program; benefits of the dual program: (1) provision of a psychological advantage for the students in that they adjust to the normal way of living; (2) elimination of the problem of rescheduling temporarily disabled students; (3) elimination of the need for students to interchange from one class to the other; (4) provision of an opportunity to appreciate the values of both programs.

1950-1959

4. American Association for Health, Physical Education, and Recreation. "Guiding Principles for Adapted Physical Education," The Journal of the American Association for Health, Physical Education, and Recreation, 23:15, 28, April, 1952.
 - a. Authors' Viewpoint. "It is the responsibility of the school to contribute to the fullest possible development of the potentialities of each individual entrusted to its care." (p. 15)
 - b. General Content. A concise discussion of adapted physical education in the public schools; topics examined include: (1) a definition of adapted physical education; (2) justification for adapted physical education programs in regular schools; (3) contributions of adapted physical education; (4) direct and related services that should be available; (5) medical guidance; (6) professional and ethical characteristics of teachers of adapted physical education; (7) contributions of adapted physical education at all school levels.

5. Sellwood, J. J. "The Relationship of Physical Education and Recreation to Basic Needs of the Handicapped," The Physical Educator, 12:19, March, 1955.
 - a. Author's Viewpoint. The physical educator and recreational leader are in a position to contribute to the satisfaction of the basic needs of the handicapped.

- b. General Content. A concise discussion of physical, emotional, and social needs of the handicapped and examples of ways in which physical educators and recreational leaders can help to meet these needs.
6. Stafford, George T. "Should Your Handicapped Child Participate in Physical Education?", The Physical Educator, 12:60-62, May, 1955.
- a. Author's Viewpoint. "Only when a child with a handicap has the opportunity to participate in physical activities . . . can we say that education is giving him what he wants and needs." (p. 60)
 - b. General Content. A discussion of current trends relative to the education of handicapped children; presentation of a list of rights of the handicapped child; results of a survey conducted to determine the status of physical education programs for handicapped children; suggestion that special, adapted physical education programs should be provided by the schools; presentation of psychological and sociological values of physical education; discussion of the difficulties encountered in recess and free play; discussion of values of special classes; suggestions for activities suitable for the victims of specific disabling conditions; discussion of the need for

normalization of the handicapped; suggestions for developing special programs in schools.

1960-1969

7. "Adapted Physical Education," Journal of Health, Physical Education, and Recreation, 40:45-46, May, 1969.
 - a. Author's Viewpoint. When planning adapted physical education programs, physical educators must consider several pertinent factors relative to the nature of such a program; in addition, the formulation of appropriate objectives is essential.
 - b. General Content. Discussion of factors to be considered in planning an adapted physical education program: (1) clientele of the program; (2) grade levels involved; (3) adaptation of the program to meet individual needs; (4) flexibility relative to regular physical education classes; (5) expansion of the program; (6) integration with the total educational program; (7) types of disabilities; presentation of suggested objectives: (1) development of an understanding of personal limitations; (2) physical development; (3) social development; (4) development of recreational skills; (5) increased personal security; (6) adjustment; (7) improvement of function; (8) development of personal

pride; (9) development of an appreciation of individual differences.

8. Gart, Wally. "An Adapted Physical Education Program in a New Senior High School," Journal of Health, Physical Education, and Recreation, 40:49-51, May, 1969.
 - a. Author's Viewpoint. "Recent research has revealed that 7 to 10 percent of the students in our schools have physical, mental, and emotional conditions to such a degree that some special programming is indicated." (p. 49)
 - b. General Content. A detailed description of a high school adapted physical education program; topics discussed include: (1) philosophy; (2) objectives; (3) referral procedures; (4) responsibilities of the instructor; (5) scheduling and class procedure; (6) evaluation and records.

9. Nugent, Timothy J. "What the Professional Needs to Consider Before Embarking on Programs of Research and Demonstration Needs for the Physically Handicapped," Journal of Health, Physical Education, and Recreation, 40:47-48, May, 1969.
 - a. Author's Viewpoint. Physical activity is beneficial for physically handicapped individuals, and professional physical educators should consider certain factors before embarking on programs of research and demonstration needs for these persons.

- b. General Content. A list of social and psychological contributions of physical activity: (1) realization of self-identification; (2) elimination of self-consciousness; (3) development of self-confidence; (4) provision of an opportunity for emotional expression; (5) provision of an opportunity to experience success and failure; (6) development of self-concept; (7) provision of opportunities for self-evaluation and self-satisfaction; discussion of factors to be considered in formulating programs of research and demonstration needs in physical education and recreation for the physically handicapped: (1) need for increased involvement of disabled individuals in on-going programs; (2) need for increased involvement of professionals; (3) necessity for increased interdisciplinary studies; (4) need for greater emphasis on demonstration of abilities of handicapped individuals; (5) necessity of eliminating categorical consideration of handicapped individuals; (6) need to design programs and facilities for the functioning of the individual; (7) need to normalize the environment of the studies; (8) need to be aware of the programs currently in existence; a list of competitive events available on a national basis for handicapped individuals.

10. Schoon, John R. "Some Psychological Factors in Motivating Handicapped Students in Adapted Physical Education," The Physical Educator, 19:138-140, December, 1962.
 - a. Author's Viewpoint. Motivation of the handicapped student is often difficult because the program usually yields intermediate satisfactions rather than immediate rewards.
 - b. General Content. A discussion of the importance of motivation for the handicapped student; comments relative to the psychological advantages of group activities; discussion of methods whereby the adapted physical education instructor might motivate the student toward physical, social, and psychological development.

11. Welch, Paula, and Roy Pangle. "Physical Education and the EMR: Separate vs Regular Classes," The Physical Educator, 24:102-104, October, 1967.
 - a. Authors' Viewpoint. There is no consensus relative to the problem of separate versus regular physical education classes for the educable mentally retarded child.
 - b. General Content. Presentation of six arguments favoring regular classes and six arguments favoring separate classes; presentation of guidelines which local schools may utilize in determining which plan is more desirable for the students in the community.

1970-1977

12. "Clarification of Terms," Journal of Health, Physical Education, and Recreation, 42:63-66, 68, September, 1971.
 - a. Author's Viewpoint. "In these days of turbulence, accountability, and relevance, each of us must have the courage of his convictions, willingness to break the bonds of convention and tradition, and boldness, imagination, and creativity in meeting the needs of those we serve." (p. 63)
 - b. General Content. Definitions of and discussions of the following terms: (1) handicapped (impaired, disabled, handicapped); (2) adapted physical education (corrective, developmental, therapeutic, adapted); (3) therapeutic recreation; (4) differentiated characteristics of physical education and therapeutic recreation services (special, halfway, regular); (5) non-categorical approach for physical education and recreational activities.

13. Gorelick, Molly C. "What's in a Label?", Journal of Health, Physical Education, and Recreation, 45:71-72, September, 1974.
 - a. Author's Viewpoint. Educators should strive to ". . . help eliminate the segregation and minority status of many children with handicaps and return them to the mainstream of childhood." (p. 72)

- b. General Content. A brief discussion of the history of the practice of labeling and the attendant problems created for teachers and students; discussion of the need for mainstreaming; suggestions aimed toward assisting the regular teacher in learning to work with handicapped children.
14. Moseley, M. Louise, and Suzzane E. Wills. "Eliminate the Exclusion Principle," Journal of Health, Physical Education, and Recreation, 41:28, September, 1970.
- a. Authors' Viewpoint. Physically or sensory handicapped persons can make valuable contributions to physical education and should not be excluded from the profession.
 - b. General Content. A philosophical examination of the exclusion principle and the reasons that it should be eliminated.
15. Soulek, Mariann. "A Look at Stigmas and the Roles of Recreators and Physical Educators," Journal of Physical Education and Recreation, 46:28-29, May, 1975.
- a. Author's Viewpoint. "The goals of recreators and physical educators should be set toward integrating the physically impaired into community life."
(p. 28)
 - b. General Content. A discussion of psychological factors and sociological considerations affecting

the behavioral pattern of a physically impaired person; comments relative to the "stigma, prejudice, discrimination cycle" (p. 29) that has resulted from segregated curricula; suggestion that physical educators can help to alleviate these problems by teaching physical skills and by providing community resources and opportunities for continued participation.

16. Stein, Julian. "Sense and Nonsense about Mainstreaming," Journal of Physical Education and Recreation, 47:43, January, 1976.
- a. Author's Viewpoint. "Mainstreaming means developing programs to meet individual needs, not cramming children into programs that don't fit." (p. 43)
 - b. General Content. A discussion of a misconception of the meaning of mainstreaming; explanation of the three program levels of physical education services: (1) regular programs; (2) halfway house or intermediate type programs; (3) special programs (corrective, adapted, or developmental); presentation of various approaches to mainstreaming; discussion of factors to be considered in the implementation of the total mainstreaming process.

SUGGESTED ASSIGNMENTS

Class Activities

1. Submit a list of the contributions of physical education to the handicapped individual.

Appropriate articles: 4, 5, 6, 7, 9, 10, 15.

2. Submit a paper explaining the concept of mainstreaming and indicate advantages and disadvantages of integrating handicapped students into regular physical education classes.

Appropriate articles: 1, 2, 3, 4, 5, 6, 11, 12, 13, 15, 16.

Group Presentations

1. Drama

- a. Topic: Initiation of an Adapted Physical Education Program in a Senior High School.

- b. Participants: Adapted physical educators representing various time periods.

- c. Functions: To enact a meeting in which an adapted physical education program is planned and organized.

- d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to identify objectives of the adapted program; (3) to identify problems that might be encountered in organizing and

conducting the program; (4) to suggest solutions to the problems; (5) to illustrate the similarities among the attitudes, objectives, and problems of earlier years and those of modern times.

e. Appropriate articles: 1-16.

2. Debate

a. Topic: Mainstreaming.

b. Participants: Two teams of three or four students each.

c. Functions: To represent physical educators from various time periods.

d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to present arguments supporting the concept of mainstreaming; (3) to present arguments supporting the segregation of handicapped students; (4) to illustrate the consistency of arguments throughout the years; (5) to convince the class members of the validity of the arguments; class members may vote at the conclusion of the presentation.

e. Appropriate articles: 1, 2, 3, 4, 6, 11, 12, 13, 15, 16.

3. Panel Discussion

- a. Topic: Terminology Utilized in Adapted Physical Education.
- b. Participants: Physical educators representing various time periods.
- c. Functions: To present and explain terminology relative to adapted physical education (excluding specific disabling conditions).
- d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to define and explain selected terminology; (3) to entertain questions from class members.
- e. Appropriate articles: 4, 12, 16.

Chapter 6

ALTERNATIVE CAREER OPPORTUNITIES

In nothing do men more nearly approach the gods than in giving health to men.

Cicero (70 B.C.)¹

INTRODUCTION

By virtue of his professional preparation experiences, the graduate in physical education should be equipped to make significant contributions in areas other than the traditional school teaching situation. In view of the prevailing situation relative to the prospects of employment in schools and colleges, it is essential for students of physical education to be aware of existing alternative career opportunities.

Career education is becoming an important component of the professional preparation curriculum. Information relative to this topic is extensive and subject to rapid change. Rather than presenting a lecture, it is suggested that the instructor of this course take advantage of the expertise of trained and knowledgeable persons in the

¹Frederick Rand Rogers, "Selections from Great Educators Throughout the Ages," Journal of Health and Physical Education, 4:50, March, 1933.

university or in the community who would be willing to share current, meaningful information with the students. In presenting this section of the course, the instructor might choose between the presentations suggested below or he might conceive of other plans which would accomplish the purpose of informing the students of alternative career opportunities. Regardless of the method of presentation selected, certain information should be included: (1) specific agencies, organizations, or areas in which employment opportunities exist; (2) the nature of these agencies, organizations, or areas with respect to clientele, purposes, religious affiliations, and other pertinent aspects; (3) the specific positions for which physical educators would be prepared and the functions of these positions; (4) the current and projected outlook for employment and advancement opportunities in these agencies, organizations, or areas.

GUEST PRESENTATIONS

Guest Speaker

The guest speaker could be the Director of the University Placement Center or other similar agency.

Guest Panel

This could include representatives from organizations such as Young Men's Christian Association, Young Women's Christian Association, scouts, nursing homes, camps, travel agencies, health spas, and others.

READING LIST

1930-1939

1. Noyes, Elizabeth. "What To Do When Unemployed," Journal of Health and Physical Education, 5:11, 63, March, 1934.
 - a. Author's Viewpoint. A woman who has had professional preparation in physical education is well equipped to make many valuable contributions outside the school setting.
 - b. General Content. An optimistic discussion of several areas in which an unemployed physical educator might find usefulness and satisfaction; examples--engaging in many forms of physical exercise, volunteering to teach in settlement houses and recreation programs, forming private classes in dance or exercise, working with Girl Scout troops, volunteering for social work, learning new skills, or pursuing graduate study.

1950-1959

2. Harnett, Arthur L., Jr. "Career Information for High Schools," Journal of Health, Physical Education, and Recreation, 28:25-26, December, 1957.
 - a. Author's Viewpoint. The need for teachers of health, physical education, and recreation is increasing; high school teachers should encourage students to enter this profession.

- b. General Content. Lists of career opportunities in health, physical education, and recreation; a list of organizations from which additional information may be secured.

1960-1969

- 3. Hartman, Betty G. "Training Women to Coach," Journal of Health, Physical Education, and Recreation, 39:25, 76, January, 1968.
 - a. Author's Viewpoint. Physical education professional preparation programs are not preparing women to select coaching as a career; there is an urgent need for women coaches, and educational institutions should recognize this need and attempt to meet it.
 - b. General Content. The presentation of two remedies for the situation: (1) revision of professional preparation programs (addition of coaching courses, athletic administration courses, and proficiency testing); (2) recognition of coaching and skill teaching as being as important as conducting research and publishing; qualified women must be furnished with incentives to enter the coaching field.

4. "Programs for Handicapped," Journal of Health, Physical Education, and Recreation, 39:83-84, 86, October, 1968.

- a. Author's Viewpoint. This new column is designed to help meet the demands and needs of professionals who work with handicapped individuals.
- b. General Content. A discussion of six questions concerning various aspects of health, physical education, and recreation programs for the handicapped; lists of qualities that instructors of the handicapped must possess (specific to mental retardation but applicable to most handicapping conditions): (1) personal qualities--patience, empathy, acceptance, understanding, commitment to health, physical education, and recreation, an open mind, a sense of humor, analytical ability, ingenuity; (2) professional considerations--strong background in the profession and sufficient knowledge of the disability and the disabled person.

1970-1977

5. Barry, Pat, Emily Edwards, and Ruth Koenigsberg. "HPER Career Preparation for High School Students," Journal of Physical Education and Recreation, 46:45-46, April, 1975.
- a. Authors' Viewpoint. "High school physical educators, like teachers in other disciplines, should help

inform students of jobs and careers available in their field." (p. 45.)

- b. General Content. A discussion of the responsibilities of high school physical educators with respect to informing students of alternatives to the four-year college program with a major in physical education; explanations of several courses that are offered in three Maryland high schools: (1) Recreational Leadership; (2) Officiating of Girls Sports; (3) Athletic Training--Treatment and Prevention of Athletic Injuries; (4) Practicum in Physical Education; (5) Introduction to Careers in Health, Physical Education, and Recreation.
6. Bryant, James E. "Some Possibilities for Employment in Physical Education's Allied Fields," The Physical Educator, 31:193-195, December, 1974.
- a. Author's Viewpoint. Teaching positions for physical education graduates are limited in scope; students should be made aware of alternative opportunities.
- b. General Content. Suggestions for career opportunities include: (1) public school teaching; (2) physical therapy field; (3) recreation field; (4) specialist field--tennis, golf, aquatics, bowling, skiing, ice skating; (5) college teaching or college athletics; (6) professional sports; (7) media field; (8) private physical education related

organizations--Young Men's Christian Association, Young Women's Christian Association, agencies for the martial arts; (9) sporting goods field; (10) miscellaneous fields.

7. Bullaro, John J. "Career Potential in Commercial Recreation," Journal of Physical Education and Recreation, 46:36-37, November-December, 1975.
 - a. Author's Viewpoint. Commercial recreation makes important contributions to the American public.
 - b. General Content. A discussion of the contributions of commercial recreation: (1) provision of a monitoring system which determines recreational needs; (2) provision of an economic force in a society characterized by large amounts of leisure time; (3) provision of a large job market; presentation of information relative to future trends and employment potential, educational preparation for commercial recreation, reasons for the growing popularity of commercial recreation, and problems that might be encountered by the recreation major seeking employment in commercial recreation.

8. Crase, Darrell. "Educated and Unwanted: Dilemma of the Seventies," Journal of Physical Education and Recreation, 47:41-42, May, 1976.
 - a. Author's Viewpoint. "Too many newly prepared teachers are chasing too few jobs. Their college teachers seem unconcerned as long as their classes

fill. We must level with students at the outset--give them proper guidance as to academic expectations, career options, and economic forecasts for teachers." (p. 42)

- b. General Content. Discussions of dilemmas which lead to college degrees of questionable value: (1) relaxation of academic requirements; (2) grade inflation; (3) relaxation of entrance and exit requirements; (4) emphasis on publication or research rather than on teaching; suggested solutions: (1) recruitment of interested and qualified students; (2) updating of admission policies and entrance requirements; (3) designation of a physical education faculty member as a placement counselor for graduating seniors; (4) conducting of follow-up studies of graduates.
9. Epperson, Arlin. "Opportunities for Recreation Students in the Travel and Tourism Industry," Journal of Physical Education and Recreation, 46:38, 48, November-December, 1975.
 - a. Author's Viewpoint. The travel and tourism industry, although frequently misunderstood, affords numerous employment opportunities for recreation students.
 - b. General Content. Presentation of information relative to: (1) the scope of the travel and tourism industry; (2) job opportunities; (3) attitudes about recreation services for profit.

10. Finn, Peter. "Career Education and Physical Education," Journal of Physical Education and Recreation, 47:29-31, January, 1976.
- a. Author's Viewpoint. Career education is a rapidly growing area; physical educators can contribute to students' preparation by integrating pertinent career-related activities into the regular program.
 - b. General Content. A detailed list of activities in which students may participate: (1) interviewing local people who are involved in careers related to health, physical education, and recreation; (2) requesting guest speakers to explain their careers and answer questions; (3) visiting places of employment and observing the functions of employees; (4) volunteering for various community agencies; (5) interviewing participants in selected physical education related programs; (6) writing to relevant professional associations and reading pertinent literature; (7) reading autobiographies of people in the world of athletics and physical fitness; (8) comparing and reviewing the information collected; additional suggestions for classroom activities.

11. Lepley, Paul M., and W. Dean Eastman. "Alternative Careers for Physical Educators," Journal of Physical Education and Recreation, 48:29, January, 1977.
 - a. Authors' Viewpoint. Students should be informed of the vast array of career possibilities that exist for physical educators; suggestions are directed toward the high school student but are applicable to the college student.
 - b. General Content. The areas in which physical educators may seek employment include: (1) pre-school programs; (2) nursing homes; (3) Y's, social agencies, retirement homes; (4) health spas; (5) industrial recreation programs; (6) correctional institutions; (7) physical therapy; (8) athletic training; (9) athletic administration; (10) athletic program specialties--sports information, ticket management, facility and equipment management, media reporting.

12. Leslie, David K., and John W. McLure. "The Preparation of Physical Educators for Expanded Leadership and Service Roles," Journal of Health, Physical Education, and Recreation, 43:71, 73, November-December, 1972.
 - a. Authors' Viewpoint. The demand for physical educators in the public schools is diminishing; professional preparation programs should equip students with skills that will enable them to meet

the exercise needs of individuals of all ages--not just those between five years and twenty-five years.

- b. General Content. A brief report of a National Education Association study concerning recent college graduates; suggestions of alternate career choices; a description of the Leadership Training Program offered by the Department of Physical Education for Men at the University of Iowa.

13. Vinton, Dennis A. "Preparing for Careers in the Leisure Industries: A Career Education Approach," Journal of Physical Education and Recreation, 46: 39-40, November-December, 1975.

- a. Author's Viewpoint. Career education is designed to prepare students with skills enabling them to gain employment of their choice after graduation.
- b. General Content. An explanation of The Comprehensive Career Education model and the development of the leisure career field; discussion of the components of the leisure career field; (1) recreation services; (2) recreation resources; (3) tourism; (4) amusement and entertainment; presentation of information relative to opportunities for employment and advancement, basic requirements for employment, and the future occupational outlook in the leisure career field.

SUGGESTED ASSIGNMENTS

Class Activities

1. Read one or more of the articles on the reading list and present a written or an oral report.
2. Read Article #1 and discuss its implications in class.

Group Presentations

1. Panel Discussion

- a. Topic: Alternative Career Opportunities.
- b. Participants: Contemporary physical education majors.
- c. Functions: To discuss alternative career opportunities for physical educators.
- d. Objectives of presentation: (1) to identify specific authors and the time periods in which they addressed themselves to the issue; (2) to present and discuss specific alternative career opportunities for physical educators; (3) to recognize the consistency of attitudes toward the capabilities of physical educators relative to alternative career possibilities; (4) to entertain questions from class members.
- e. Appropriate articles: 1-13.

2. Drama

- a. Topic: Professional Preparation for Career Education.
- b. Participants: Physical educators representing various time periods.
- c. Functions: To enact a meeting in which career education for physical education majors is discussed.
- d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to identify alternative career opportunities for physical education majors; (3) to present information relative to action that could be taken to include career education in the professional preparation curriculum; (4) to recognize the long-standing need for career education.
- e. Appropriate articles: 1-13.

PART II

STUDENT'S SYLLABUS

INTRODUCTION

"Physical Education: The Profession" is dedicated to the young men and women who will be the physical educators of the future. Through your efforts and contributions, the ideas and ideals of the physical education profession will be perpetuated for generations to come. Yours is a serious responsibility, and, in order to fulfill your obligations to your future students, it will be necessary for you to understand the profession thoroughly and to apply your knowledge and expertise thoughtfully.

"Physical Education: The Profession" is designed to introduce you to the profession that you have selected for a career. There is much to learn about physical education--so much that it often is difficult to know where to begin. The intent of this course is to acquaint you with some of the personalities in physical education and with some of the professional trends and issues that have existed for many years.

OBJECTIVES

If you respond to this course with diligence and enthusiasm, you will emerge as a student who will be able to:

- (1) identify professional organizations and periodicals;
- (2) identify selected authors in physical education literature;
- (3) conduct purposeful investigations of professional literature;
- (4) identify selected professional trends and issues;
- (5) recognize similarities among concepts introduced by physical educators of the past and those promulgated by contemporary physical educators;
- (6) interpret implications of traditional trends and issues for modern physical education programs.

These objectives will be reached through an examination of professional literature published between 1930 and 1977. In order for you to understand the purposes and format of the course, the following instructions are presented.

INSTRUCTIONS FOR USE OF THE SYLLABUS

Units of Study

The course consists of six topical units, namely:

- (1) Objectives of Physical Education;
- (2) Elementary School Physical Education;
- (3) Secondary School Physical Education;
- (4) Competitive Athletics;
- (5) Adapted Physical Education;

and (6) Alternative Career Opportunities. These topics were selected on the basis of their relevance to the physical education profession and their predicted significance for prospective physical educators.

Lecture Outlines

With the exception of Chapter Six, each unit will be introduced with a lecture delivered by the instructor. Outlines of the major points presented in these lectures are found in the syllabus. Sufficient space is provided for you to take notes on the most important points of information presented in the lectures.

Reading Lists

Each chapter contains a reading list consisting of articles which address themselves to the unit under consideration. The basic premise is that, through an examination of this literature, you will develop a genuine awareness of the profession. The assumption is that, if you read an article written by an author in the field, you will tend to relate to the information presented more significantly than if you are simply told about the positions taken by particular authors. In addition, the literature reveals the fact that many contemporary issues in physical education are not new. The fact that they have existed for many years is of particular significance to the purposes of this course.

The articles selected for study were obtained from the two predominant professional publications, The Physical Educator and the Journal of Physical Education and Recreation. The Physical Educator was first published in 1940 and is the official publication of Phi Epsilon Kappa Fraternity, a professional fraternity in physical education. The Journal of Physical Education and Recreation has borne several titles since 1930, including Journal of Health and Physical Education, The Journal of the American Association for Health, Physical Education, and Recreation, The Journal, Journal of Health, Physical Education, and Recreation, and its current title. Regardless of the title, this periodical continues to be the official publication of the national professional organization for physical educators at all levels of education. This organization also has had various titles since 1930, including the American Physical Education Association, American Association for Health, Physical Education, and Recreation, and its current title, American Alliance for Health, Physical Education, and Recreation.

Assignments

At the end of each chapter, suggestions for class activities and group presentations are indicated.

Class activities. The class activities are suggested to aid you in reaching an understanding of the

various points of view represented in the literature. They are designed to be used as the basis for independent research and class discussion.

Group presentations. Each group assignment is accompanied by a list of articles which might be utilized in preparing the presentation. For these assignments, you will not be required to report on any given article but will be expected to research the topic and present the essence of the information garnered through your reading. The group presentations are designed to involve you in the issue under consideration and to afford you an opportunity to research the literature and to present the information to the class. You are encouraged to be creative and innovative in preparing these presentations.

Conclusion

Hopefully, you will enjoy your experience in "Physical Education: The Profession" and will develop greater insight into the profession. Welcome to the profession of physical education!

Chapter 1

OBJECTIVES OF PHYSICAL EDUCATION

The results of a good physical education are not limited to the body alone, but they extend to the soul itself.

Aristotle (350 B.C.)¹

LECTURE OUTLINE

1. Personal reasons for choosing physical education for a profession:
 - a.
 - b.
 - c.

2. Influences of objectives upon the school physical education program:
 - a.
 - b.

¹Frederick Rand Rogers, "Selections from Great Educators Throughout the Ages," Journal of Health and Physical Education, 4:50, March, 1933.

3. Objectives of physical education listed most frequently by class members:
 - a.
 - b.
 - c.

4. Additional objectives of physical education stated by physical educators throughout the years:

| | |
|----|----|
| a. | e. |
| b. | f. |
| c. | g. |
| d. | h. |

READING LIST

1930-1939

1. Berry, Charles Scott. "A Broader Concept of Physical Education," Journal of Health and Physical Education, 3:3-4, September, 1932.
2. Brownell, Clifford L. "Educational Progress and Hard Times," Journal of Health and Physical Education, 4:10-11, 61, April, 1933.
3. Francis, R. J. "Toward a Philosophy of Physical Education," Journal of Health and Physical Education, 10:216-217, 258-259, April, 1939.
4. Kirk, H. H. "A Superintendent Looks at Physical Education," Journal of Health and Physical Education, 9:538-540, 585-586, November, 1938.
5. McCloy, C. H. "How About Some Muscle?," Journal of Health and Physical Education, 7:302-303, 355, May, 1936.

6. Neilson, N. P. "The Value of Physical Education and Health in the School Program," Journal of Health and Physical Education, 4:21, April, 1933.
7. Tighe, B. C. "Physical Education in Its Functional Aspects," Journal of Health and Physical Education, 6:14-15, 51, December, 1935.
8. Trilling, Blanche M. "The Significance of Physical Education in Modern Life," Journal of Health and Physical Education, 9:3-5, 57-58, January, 1938.
9. Wayman, Agnes R. "Trends and Tendencies in Physical Education," Journal of Health and Physical Education, 4:16-18, 62, February, 1933.
10. Williams, Jesse Feiring. "A Fundamental Point of View in Physical Education," Journal of Health and Physical Education, 1:10-11, 60, January, 1930.

1940-1949

11. Bookwalter, Karl W. "Why Physical Education?," The Physical Educator, 1:41-43, October, 1940.

1950-1959

12. Dodson, Taylor. "The Fourth Dimension," The Physical Educator, 12:66-67, May, 1955.
13. McCloy, C. H. "A Planned Physical Exercise Program? or 'What Would You Like To Do Today?'," The Physical Educator, 10:38-41, May, 1953.
14. _____. "A Reply to Dr. Williams and to Dr. Oberteuffer," The Physical Educator, 10:101-103, December, 1953.
15. Oberteuffer, Delbert. "In Response to C. H. McCloy," The Physical Educator, 10:72, October, 1953.
16. Streit, W. K., and Simon A. McNeely. "A Platform for Physical Education," The Journal of the American Association for Health, Physical Education, and Recreation, 21:136-137, 186-187, March, 1950.

17. Ulrich, Celeste. "A Fairy Tale (which turned out to be a parable)," The Physical Educator, 15:100-101, October, 1958.
18. Williams, Jesse Feiring. "A Reply to Dr. McCloy," The Physical Educator, 10:71, October, 1953.

1960-1969

19. Duncan, Ray O. "Quo Vadis?," Journal of Health, Physical Education, and Recreation, 37:22, January, 1966.
20. Wagner, Ann. "A Basic Concept of Physical Education," The Physical Educator, 21:169-170, December, 1964.
21. Zeigler, Earle F. "Philosophical Foundations and Educational Leadership," The Physical Educator, 20:15-18, March, 1963.

1970-1977

22. Annarino, Anthony A. "The Five Traditional Objectives of Physical Education," Journal of Health, Physical Education, and Recreation, 41:24-25, June, 1970.
23. Triplett, M. Evelyn. "Physical Education's Principal Emphasis is upon Building a Fit America," Journal of Health, Physical Education, and Recreation, 41:30, 44, June, 1970.
24. Varnes, Paul R. "Physical Education Should Help the Child to Enhance His 'Physical Me' Concept--It Should Prepare the High School Student for His Physical & Recreational Adult Life," Journal of Health, Physical Education, and Recreation, 41:26, June, 1970.

SUGGESTED ASSIGNMENTS

Class Activities

1. Article #21.
 - a. Appropriate for use either as an introduction to the unit or as a culminating exercise.
 - b. Read the article, complete the checklist, and discuss the implications in class.

2. Article #17.
 - a. Read the article and submit a written report.
 - b. Read the article and discuss its implications in class.
 - c. The instructor may read the article to the class and initiate a discussion of its implications.

3. The Great Debate of 1953--Articles 13, 14, 15, 18.
 - a. Read the articles and submit a written report.
 - b. Read the articles and discuss the Great Debate of 1953 in class.

Group Presentations

1. Panel Discussion
 - a. Topic: Objectives and Contributions of Physical Education.
 - b. Participants: Physical educators representing various decades and various points of view.

- c. Functions: To present, explain, and defend the positions taken by selected authors.
- d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to clarify various points of view; (3) to entertain questions from the class relative to particular points of view; (4) to emphasize the continuing nature of the controversy which has existed with respect to the objectives of physical education.
- e. Appropriate articles: 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 22, 23, 24.

2. Drama

- a. Topic: Societal Trends and Their Relationship with Physical Education.
- b. Participants: Physical educators representing various time periods.
- c. Functions: To enact a meeting of past and present authors in which societal trends of each time period and their implications for physical education are discussed.
- d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to indicate relevant societal trends; (3) to indicate the contributions of physical education to an

industrialized society; (4) to emphasize the similarities between today's societal trends and the trends of earlier years.

e. Appropriate articles: 2, 3, 6, 7, 8, 9, 10, 23.

Chapter 2

ELEMENTARY SCHOOL PHYSICAL EDUCATION

Therefore as I said before, our children from their earliest years must take part in all the more lawful forms of play, for if they are not surrounded with such an atmosphere they can never grow up to be well conducted and virtuous citizens.

Socrates (420 B.C.)¹

LECTURE OUTLINE

1. Some reasons that elementary school physical education programs frequently are inadequate or nonexistent:
 - a.
 - b.
 - c.

2. Arguments supporting elementary school physical education:
 - a.
 - b.
 - c.

¹Frederick Rand Rogers, "Selections from Great Educators Throughout the Ages," Journal of Health and Physical Education, 4:50, March, 1933.

3. Steps that could be taken by physical educators desiring the inclusion of physical education in the elementary school curriculum:
 - a.
 - b.
 - c.

4. Major issues relative to elementary school physical education:
 - a.
 - b.
 - c.

5. Some factors to be considered in determining whether the classroom teacher or the special teacher should be responsible for elementary school physical education:
 - a.
 - b.
 - c.
 - d.

6. Definition of movement education:

7. Techniques utilized in the movement education approach to physical education:
 - a.
 - b.
 - c.

8. Possible benefits of movement education suggested by class members:
 - a.
 - b.

9. Possible disadvantages of movement education suggested by class members:
 - a.
 - b.

READING LIST

A. The Need for Elementary School Physical Education

1940-1949

1. Manley, Helen. "The Plight of Elementary School Physical Education," Journal of Health and Physical Education, 19:335, 376-377, May, 1948.

1950-1959

2. Champlin, Ellis H. "Let's Take First Things First," The Journal, 21:20, November, 1950.

1970-1977

3. Elementary School Physical Education Commission. "Essentials of a Quality Elementary School Physical Education Program: A Position Paper," Journal of Health, Physical Education, and Recreation, 42:42-46, April, 1971.

4. Trimble, Richard T. "Selected Research Findings with Implications for Elementary School Physical Education," The Physical Educator, 29:123-124, October, 1972.

B. The Classroom Teacher Versus
the Special Teacher

1930-1939

5. Behrensmeyer, Marguerite. "Who Shall Teach Physical Education in the Elementary Schools? The Special Teacher," Journal of Health and Physical Education, 2:28, 59-60, May, 1931.
6. Davis, Kathleen Skalley. "Who Shall Teach Physical Education in the Elementary Schools? The Classroom Teacher," Journal of Health and Physical Education, 2:29, 53-54, May, 1931.
7. O'Keefe, Patric Ruth. "Classroom Teachers in Physical Education," Journal of Health and Physical Education, 10:530-532, 553, November, 1939.

1940-1949

8. Curtiss, Mary Louise, and Adelaide B. Curtiss. "The Classroom Teacher's Dilemma," Journal of Health and Physical Education, 17:335, 381-382, June, 1946.
9. Manley, Helen. "The Plight of Elementary School Physical Education," Journal of Health and Physical Education, 19:335, 376-377, May, 1948.

1950-1959

10. Champlin, Ellis H. "Let's Take First Things First," The Journal, 21:20, November, 1950.
11. Donnelly, Alice. "Let's Ask the Classroom Teacher," Journal of Health, Physical Education, and Recreation, 29:43, 80, November, 1958.

12. Saurborn, Jeanette. "Who Shall Teach Elementary School Physical Education?", The Journal of the American Association for Health, Physical Education, and Recreation, 21:76, 114, February, 1950.

1960-1969

13. Humphrey, James H. "Teaching Physical Education in the Elementary School--Whose Responsibility?", The Physical Educator, 18:104-106, October, 1961.

C. Movement Education

1960-1969

14. Howard, Shirley. "The Movement Education Approach to Teaching in English Elementary Schools," Journal of Health, Physical Education, and Recreation, 38:31-33, January, 1967.
15. Locke, Lawrence F. "The Movement Movement," Journal of Health, Physical Education, and Recreation, 37:26-27, 73, January, 1966.
16. Ludwig, Elizabeth A. "Basic Movement Education in England," Journal of Health, Physical Education, and Recreation, 32:18-19, December, 1961.
17. _____. "Toward an Understanding of Basic Movement Education in the Elementary Schools," Journal of Health, Physical Education, and Recreation, 39:26-28, 77, March, 1968.

1970-1977

18. Baumgarten, Sam, and others. "In Defense of Movement Education," Journal of Physical Education and Recreation, 48:46-47, February, 1977.
19. Blankenbaker, H. Joe, and Myron W. Davis. "Some Thoughts for Movement Educators," The Physical Educator, 32:28-30, March, 1975.

20. DeMaria, Carol R. "Movement Education: An Overview," The Physical Educator, 29:73-76, May, 1972.
21. Jewett, Ann E. "'Would You Believe' Public Schools 1975: Physical Education for the Real World," Journal of Health, Physical Education, and Recreation, 42:41-44, March, 1971.
22. Ryser, Otto. "Are We Guilty of Malpractice?", Journal of Physical Education and Recreation, 47:28-29, September, 1976.
23. Tanner, Patricia, and Kate Barrett. "Movement Education: What Does It Mean?", Journal of Physical Education and Recreation, 46:19-20, April, 1975.

SUGGESTED ASSIGNMENTS

Class Activities

A. The Need for Elementary School Physical Education

1. Read articles 1-4 and submit a documented list of arguments supporting the need for elementary school physical education.
2. Read articles 1-4 and discuss in class the need for elementary school physical education.

B. The Classroom Teacher Versus the Special Teacher

1. Read articles 5, 6, 13 and submit a paper explaining the three points of view relative to the "who shall teach" controversy.

2. Read articles 5, 6, 13 and discuss their implications in class.

C. Movement Education

1. Read articles 14, 17, 18, 19, 22 and submit a paper explaining the movement education controversy.
2. Read articles 14, 17, 18, 19, 22 and submit a paper supporting one point of view.

Group Presentations

1. Drama

- a. Topic: The Need for Elementary School Physical Education.
- b. Participants: Physical educators from various time periods; members of a contemporary board of education.
- c. Functions: The physical educators are charged with presenting arguments which will convince the board members of the need for elementary school physical education; several of the board members are definitely opposed to such programs; others are undecided.
- d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to present documented evidence of the values of elementary school physical education; (3) to play the roles of

devil's advocates who oppose elementary school physical education; (4) to emphasize the consistency of the positions held by physical educators through the years.

e. Appropriate articles: 1-4.

2. Debate

a. Topic: The Classroom Teacher Versus the Special Teacher.

b. Participants: Two teams of three or four students each.

c. Functions: To present arguments supporting the classroom teacher or the special teacher.

d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to emphasize the fact that the controversy has raged for years; (3) to convince the class members of the validity of the arguments; the class members may vote at the conclusion of the debate.

e. Appropriate articles: 5-12.

3. Panel Discussion

a. Topic: Movement Education.

b. Participants: Selected movement educators.

c. Functions: To represent the positions held by various authors in the field.

- d. Objectives of presentation: (1) to identify specific authors and points of view; (2) to explain the concept of the movement education approach to physical education; (3) to entertain questions relative to the topic.
- e. Appropriate articles: 14-23.

4. Debate

- a. Topic: Movement Education.
- b. Participants: Two teams of three or four students each.
- c. Functions: To present arguments for and against the movement education approach to physical education.
- d. Objectives of presentation: (1) to identify specific authors and points of view; (2) to present arguments supporting both sides of the issue; (3) to convince the class members of the validity of the arguments; class members may vote at the conclusion of the debate.
- e. Appropriate articles: 14-23.

Chapter 3

SECONDARY SCHOOL PHYSICAL EDUCATION

Then, fresh and blooming, you will spend your time in the gymnasium, and not go about the public square mouthing monstrous jokes like the young men of today . . . but you will start a running match. . . . If you do things which I enjoin . . . you will always have a well developed chest, a clear complexion, broad shoulders, and a short tongue.

Aristophanes (400 B.C.)¹

LECTURE OUTLINE

1. Most significant stipulation of Title IX of the Educational Amendments Act of 1972:

2. Advantages of coeducational physical education suggested by class members:
 - a.
 - b.
 - c.

¹Frederick Rand Rogers, "Selections from Great Educators Throughout the Ages," Journal of Health and Physical Education, 4:50, March, 1933.

3. Disadvantages of coeducational physical education suggested by class members:
 - a. _____ c. _____
 - b. _____ d. _____

4. Factors to be considered relative to coeducational physical education programs:
 - a. _____ c. _____
 - b. _____ d. _____

READING LIST

1930-1939

1. Duggan, Anne Schley. "Dance as a Coeducational Activity," Journal of Health and Physical Education, 10:457-459, 488-489, October, 1939.
2. Van Hagen, Winifred. "What Are the Possibilities of Coeducational Physical Education in Secondary Schools?", Journal of Health and Physical Education, 6:14-15, 56-57, September, 1935.

1940-1949

3. Fait, Hollis F. "The Case for Corecreation," The Journal of the American Association for Health, Physical Education, and Recreation, 20:515, 555-557, October, 1949.
4. Overton, Frank M., and Mrs. Clara Follick Han. "Co-recreation at the University School," The Physical Educator, 1:69-71, December, 1940.
5. Smith, Kenyon, "Problems in Developing and Programming Coeducational Classes in Junior High Schools," The Physical Educator, 1:213-216, June, 1941.

1950-1959

6. McIntyre, John. "Coeducation--Key to Good Life Adjustment," Journal of Health, Physical Education, and Recreation, 28:31, December, 1957.
7. Overbey, William S. "Coeducational Recreation in Our Schools," The Physical Educator, 16:10-11, March, 1959.

1970-1977

8. Arnold, Don E. "Compliance with Title IX in Secondary School Physical Education," Journal of Physical Education and Recreation, 48:19-22, January, 1977.
9. Elliott, Patricia A. "The Beneficial Outcomes of Requiring Coeducational Programs," Journal of Health, Physical Education, and Recreation, 43:35-36, February, 1972.

SUGGESTED ASSIGNMENTS

Class Activities

1. Select one article from each decade represented in the reading list and write a paper comparing the various points of view toward coeducational physical education.
2. Select one article from each decade represented in the reading list and prepare a case for coeducational physical education in the secondary schools. Include problems that might be encountered and possible solutions to those problems.
3. Read Article #8 and discuss its implication in class.

Group Presentations

1. Drama

- a. Topic: Benefits of Coeducational Physical Education.
- b. Participants: Physical educators representing various decades.
- c. Functions: To enact a meeting in which the physical educators discuss the values of coeducational physical education at the secondary level, problems that might be encountered, and possible solutions to those problems.
- d. Objectives of presentation: (1) to identify specific physical educators and time periods; (2) to identify desirable outcomes of coeducational physical education; (3) to identify problems and solutions; (4) to illustrate similarities among opinions of earlier and contemporary physical educators.
- e. Appropriate articles: 1-9.

2. Panel Discussion

- a. Topic: Coeducational Physical Education Curriculum.
- b. Participants: Physical educators representing various decades; parents of secondary school students.

- c. Functions: To present a coeducational physical education curriculum at a meeting of a Parents and Teachers Association; some of the parents are opposed to coeducational physical education.
- d. Objectives of presentation: (1) to identify specific physical educators and time periods; (2) to present the rationale supporting coeducational physical education; (3) to present some of the arguments in opposition to such a program; (4) to present specific activities to be offered; (5) to illustrate the consistency of opinion among earlier and contemporary physical educators.
- e. Appropriate articles: 1-9.

Chapter 4

COMPETITIVE ATHLETICS

It is by no means, however, only the physical power that is fed and strengthened in these games; intellectual and moral power, too, is definitely and steadily gained and brought under control.

Friedrich Frobel (1830)¹

LECTURE OUTLINE

1. Major issues relative to competitive athletics:
 - a.
 - b.
 - c.
 - d.

2. Possible outcomes of competitive athletic experiences:
 - a.
 - b.
 - c.
 - d.

3. Factors to be considered in determining the types of organization and administration most appropriate for the school athletic program.
 - a.
 - b.
 - c.
 - d.

¹Frederick Rand Rogers, "Selections from Great Educators Throughout the Ages," Journal of Health and Physical Education, 4:51, March, 1933.

4. Advantages of childhood competitive athletics suggested by class members:
 - a.
 - b.

5. Disadvantages of childhood competitive athletics suggested by class members:
 - a.
 - b.

6. Types of competitive athletic events that have been suggested for girls and women:
 - a.
 - b.
 - c.

READING LIST

A. Objectives of Competitive Athletics

1930-1939

1. Abernethy, R. R. "A Sane Athletic Program," Journal of Health and Physical Education, 7:133-135, 207, March, 1936.
2. Moench, F. J. "High School Athletics in a Modern Educational Program," Journal of Health and Physical Education, 4:30-31, 56-57, December, 1933.

1950-1959

3. Alley, Louis E. "AEL'S Fables: Philosophical Fantasies for Physical Education," The Journal of the American Association for Health, Physical Education, and Recreation, 25:6, 45, June, 1954.
4. Calisch, Richard. "The Sportsmanship Myth," The Physical Educator, 10:9-11, March, 1953.
5. Fait, Hollis F. "Competitive Athletics--Culprit or Contributor in Emotional Development?", The Physical Educator, 13:130-131, December, 1956.
6. Forsythe, Charles E. "An Examination of Basic Concepts for Athletics in the Space Age," Journal of Health, Physical Education, and Recreation, 29:28-30, September, 1958.
7. Hughes, William L. "The Place of Athletics in the School Physical-Education Program," The Journal, 21:23-27, December, 1950.
8. Mikula, Thomas. "Winning Isn't All," The Journal of the American Association for Health, Physical Education, and Recreation, 24:17, 47, October, 1953.

1960-1969

9. Bucher, Charles A. "Needed: A New Athletic Program," The Physical Educator, 23:99-102, October, 1956.
10. Division of Men's Athletics of the American Association for Health, Physical Education, and Recreation. "Athletics in Education," Journal of Health, Physical Education, and Recreation, 33:24-27, 59, September, 1962.
11. Genasci, James E., and Vasilis Klissouras. "The Delphic Spirit in Sports," Journal of Health, Physical Education, and Recreation, 37:43-45, February, 1966.
12. Larson, Leonard A. "Why Sports Participation?", Journal of Health, Physical Education, and Recreation, 35:36-37, 42-43, January, 1964.

13. Morsink, Helen M. "The 'Extra' in Extra-Curricular Sports," The Physical Educator, 26:59-60, May, 1969.
14. Singer, Robert. "Status of Sports in Contemporary American Society," The Physical Educator, 23:147-149, December, 1966.

1970-1977

15. Bosco, James S. "Winning at all Cost, Costs!", The Physical Educator, 34:35-37, March, 1977.
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B. The Relationship Between Athletics and Physical Education

1930-1939

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1940-1949

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C. Childhood Athletics1930-1939

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1940-1949

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1950-1959

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1960-1969

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1970-1977

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D. Athletics for Females

1930-1939

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1940-1949

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1950-1959

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1970-1977

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58. Gerber, Ellen W. "The Changing Female Image: A Brief Commentary on Sport Competition for Women," Journal of Health, Physical Education, and Recreation, 42:59-61, October, 1971.
59. Hanson, John F., and Mary L. Green. "The Coming of the Second Plague," The Physical Educator, 32:64-66, May, 1975.
60. Harris, Dorothy. "Psychological Considerations," Journal of Physical Education and Recreation, 46:32-36, January, 1975.
61. Hult, Joan. "Competitive Athletics for Girls--We Must Act," Journal of Health, Physical Education, and Recreation, 45:45-46, June, 1974.
62. _____. "Separate but Equal Athletics for Women," Journal of Health, Physical Education, and Recreation, 44:57-58, June, 1973.
63. Lumpkin, Angela. "Let's Set the Record Straight," Journal of Physical Education and Recreation, 48:40, 42, 44, March, 1977.
64. Moyer, Lou Jean. "Women's Athletics--What Is Our Future?", Journal of Physical Education and Recreation, 48:52, 54, January, 1977.
65. Ryan, Allan J. "Gynecological Considerations," Journal of Physical Education and Recreation, 46:40-44, January, 1975.
66. Small, Cathy. "Requiem for an Issue," Journal of Health, Physical Education, and Recreation, 44:27-28, January, 1973.

SUGGESTED ASSIGNMENTS

Class Activities

A. Objectives of Competitive Athletics

1. Article #3.
 - a. Read the article and either submit a written report or discuss its implications in class.
 - b. The instructor may read the article in class and initiate a discussion of its implications.
2. Submit a paper in which the concept of the development of desirable social traits through competitive athletic experiences is explored.
Appropriate articles: 1, 4, 5, 6, 7, 12, 13, 14.
3. Submit a paper identifying and defending at least five objectives of competitive athletics.
Appropriate articles: 1, 2, 5, 6, 7, 8, 10, 11, 12, 13, 14.

B. Relationship Between Athletics and Physical Education

1. Read articles 17-23 and determine which administrative plan (combined or separate) is more desirable for athletic and physical education programs.
Submit a paper defending that plan.

2. Read articles 17-23 and prepare a list of the advantages and disadvantages of both combined and separate administrative organization for athletic and physical education programs.

C. Childhood Athletics

1. Utilizing at least one article from each decade represented, prepare a list of pro's and con's of organized competitive athletic experiences during childhood.
2. Submit a paper examining the effects of program leadership upon the outcomes of organized competitive athletic experiences during childhood. Appropriate articles: 33, 34, 35, 37, 38, 39.

D. Athletics for Females

1. Read articles 51, 58, and 63 and submit a paper examining the evolution of societal attitudes toward the American sportswoman.
2. Read articles 42, 43, and 44 and submit a paper analyzing the competition-for-women controversy of 1931.

3. Submit a paper listing pro's and con's of competitive athletics for females.

Appropriate articles: 41, 42, 43, 44, 45, 46, 48, 49, 54, 55, 57, 60, 64, 65, 66.

4. Read articles 56 and 65 and submit a paper examining physiological implications of athletics for girls and women.

5. Prepare and defend policies that should be followed in secondary school athletic programs for girls.

Appropriate articles: 47, 50, 52, 53, 59, 62.

Group Presentations

1. Drama

- a. Topic: Justification of Interscholastic Competitive Athletics.

- b. Participants: Physical educators and coaches representing various time periods; members of a contemporary board of education.

- c. Functions: To enact a meeting in which the physical educators and coaches attempt to convince the school board that an interscholastic athletic program should be initiated in the local high school; some of the board members are opposed to such a program.

- d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to present arguments supporting an interscholastic athletic program; (3) to present arguments opposing such a program; (4) to illustrate the consistency of opinions throughout the years.
- e. Appropriate articles: 1, 2, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 16.

2. Drama

- a. Topic: The Importance of Winning.
- b. Participants: Physical educators representing various time periods; the Athletic Director of a local high school.
- c. Functions: To enact a meeting in which the Athletic Director is releasing the head football coach because he has a poor won/lost record; the physical educators attempt to convince the Athletic Director that competitive athletics involve values and benefits more important than victory or defeat; the Athletic Director attempts to defend the proposition that a respectable won/lost record is the basis for the coach's employment.
- d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to present arguments identifying desirable outcomes of athletic

competition; (3) to present the Athletic Director's viewpoint that winning is the most important factor; (4) to illustrate the consistency of arguments throughout the years.

e. Appropriate articles: 1, 2, 8, 9, 11, 14, 15, 16.

3. Drama

a. Topic: Administrative Organization for an Athletic Program.

b. Participants: Physical educators from various time periods.

c. Functions: To enact a meeting in which a plan of administrative organization for an athletic program is to be determined.

d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to present advantages and disadvantages of combined and separate athletic and physical education programs; (3) to determine which administrative plan is more suitable; (4) to illustrate the consistency of arguments throughout the years.

e. Appropriate articles: 17-23.

4. Debate

- a. **Topic: Administrative Organization for an Athletic Program.**
- b. **Participants: Two teams of three or four students each.**
- c. **Functions: To represent physical educators from various time periods.**
- d. **Objectives of presentation: (1) to identify specific authors and time periods; (2) to present advantages and disadvantages of combined and separate athletic and physical education programs; (3) to illustrate the consistency of arguments throughout the years; (4) to convince the class members of the validity of the arguments; class members may vote at the conclusion of the presentation.**
- e. **Appropriate articles: 17-23.**

5. Debate

- a. **Topic: Pro's and Con's of Childhood Competitive Athletics.**
- b. **Participants: Two teams of three or four students each.**
- c. **Functions: To represent physical educators from various time periods.**

- d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to present arguments supporting organized competitive athletics during childhood; (3) to present arguments opposing organized competitive athletics during childhood; (4) to illustrate the continuing nature of the controversy throughout the years; (5) to convince the class members of the validity of the arguments; class members may vote at the conclusion of the presentation.
- e. Appropriate articles: 24-40.

6. Drama

- a. Topic: Organization and Administration of Childhood Athletic Programs.
- b. Participants: Physical educators representing various time periods.
- c. Functions: To enact a meeting in which an elementary school athletic program is planned and organized.
- d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to present desirable outcomes of the program; (3) to discuss alternatives relative to sports to be included, types of events to be conducted, leadership roles, qualifications of coaches, and other pertinent

aspects of the program; (4) to present problems that might be encountered; (5) to illustrate the continuing nature of the arguments throughout the years.

e. Appropriate articles: 24-40.

7. Debate

a. Topic: Pro's and Con's of Athletic Programs for Females.

b. Participants: Two teams of three or four students each.

c. Functions: To represent physical educators from various time periods.

d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to present arguments supporting athletic programs for females; (3) to present arguments opposing such programs; (4) to illustrate the consistency of arguments throughout the years; (5) to convince the class members of the validity of the arguments; class members may vote at the conclusion of the presentation.

e. Appropriate articles: 41, 42, 43, 44, 45, 46, 48, 49, 54, 55, 57, 60, 64, 65, 66.

8. Drama

- a. Topic: Secondary School Competitive Athletics for Girls.
- b. Participants: Physical educators representing various time periods.
- c. Functions: To enact a meeting in which a secondary school athletic program for girls is planned and organized.
- d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to present values of athletic experiences for girls; (3) to present problems that might be encountered; (4) to indicate the roles that women physical educators have played traditionally in this controversy; (5) to formulate policies by which the program should be governed; (6) to illustrate the consistency of the arguments throughout the years.
- e. Appropriate articles: 41-66.

9. Panel Discussion

- a. Topic: History of Athletics for Females.
- b. Participants: Physical educators representing various time periods.
- c. Functions: To present information relative to women's sports programs during each time period represented.

- d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to discuss various aspects of women's sports programs, including societal attitudes, sports in which participation was allowed, policies and regulations governing competition, types of events conducted, problems encountered, and other pertinent aspects; (3) to entertain questions from class members.
- e. Appropriate articles: 41-66 (specifically 51, 58, 63).

10. Panel Discussion

- a. Topic: Implications of Title IX of the Educational Amendments Act of 1972.
- b. Participants: Contemporary physical educators and coaches.
- c. Functions: To present information relative to the implications of Title IX for athletic programs for girls and women.
- d. Objectives of presentation: (1) to identify Title IX; (2) to explain the stipulations of Title IX with respect to intramural and athletic programs in the secondary schools; (3) to entertain questions from class members.
- e. Appropriate article: #56.

Chapter 5

ADAPTED PHYSICAL EDUCATION

. . . Exercises may be devised for every age and for every degree of bodily strength, however reduced. . . .

Pestalozzi (1820)¹

LECTURE OUTLINE

1. History of attitudes toward the handicapped:
 - a. Primitive cultures--
 - b. Early societies--
 - c. Middle Ages--
 - d. Latter stages of Renaissance--
 - e. Industrial Revolution--
 - f. United States since World War I--

¹Frederick Rand Rogers, "Selections from Great Educators Throughout the Ages," Journal of Health and Physical Education, 4:51, March, 1933.

2. Legislation affecting the education of handicapped children (November, 1975):
3. Major provision of this legislation:
4. Mainstreaming:
5. Definition of adapted physical education:
6. Topics discussed in adapted physical education literature:
 - a. _____
 - b. _____
 - c. _____
 - d. _____

READING LIST

1930-1939

1. Lommen, Olga. "School Programs for the Handicapped," Journal of Health and Physical Education, 9:350-352, 390, June, 1938.
2. White House Conference on Child Health and Protection. "The Children's Charter," Journal of Health and Physical Education, 2:23, March, 1931.

1940-1949

3. Richardson, Jean. "Physical Education for All Students," Journal of Health and Physical Education, 13:587, 616-618, December, 1942.

1950-1959

4. American Association for Health, Physical Education, and Recreation. "Guiding Principles for Adapted Physical Education," The Journal of the American Association for Health, Physical Education, and Recreation, 23:15, 28, April, 1952.
5. Sellwood, J. J. "The Relationship of Physical Education and Recreation to Basic Needs of the Handicapped," The Physical Educator, 12:19, March, 1955.
6. Stafford, George T. "Should Your Handicapped Child Participate in Physical Education?", The Physical Educator, 12:60-62, May, 1955.

1960-1969

7. "Adapted Physical Education," Journal of Health, Physical Education, and Recreation, 40:45-46, May, 1969.
8. Gart, Wally. "An Adapted Physical Education Program in a New Senior High School," Journal of Health, Physical Education, and Recreation, 40:49-51, May, 1969.
9. Nugent, Timothy J. "What the Professional Needs to Consider Before Embarking on Programs of Research and Demonstration Needs for the Physically Handicapped," Journal of Health, Physical Education, and Recreation, 40:47-48, May, 1969.
10. Schoon, John R. "Some Psychological Factors in Motivating Handicapped Students in Adapted Physical Education," The Physical Educator, 19:138-140, December, 1962.
11. Welch, Paula, and Roy Pangle. "Physical Education and the EMR: Separate vs Regular Classes," The Physical Educator, 24:102-104, October, 1967.

1970-1977

12. "Clarification of Terms," Journal of Health, Physical Education, and Recreation, 42:63-66, 68, September, 1971.
13. Gorelick, Molly C. "What's in a Label?", Journal of Health, Physical Education, and Recreation, 45:71-72, September, 1974.
14. Moseley, M. Louise, and Suzanne E. Wills. "Eliminate the Exclusion Principle," Journal of Health, Physical Education, and Recreation, 41:28, September, 1970.
15. Soulek, Mariann. "A Look at Stigmas and the Roles of Recreators and Physical Educators," Journal of Physical Education and Recreation, 46:28-29, May, 1975.
16. Stein, Julian. "Sense and Nonsense about Mainstreaming," Journal of Physical Education and Recreation, 47:43, January, 1976.

SUGGESTED ASSIGNMENTS

Class Activities

1. Submit a list of the contributions of physical education to the handicapped individual.
Appropriate articles: 4, 5, 6, 7, 9, 10, 15.
2. Submit a paper explaining the concept of mainstreaming and indicate advantages and disadvantages of integrating handicapped students into regular physical education classes.
Appropriate articles: 1, 2, 3, 4, 5, 6, 11, 12, 13, 15, 16.

Group Presentations

1. Drama

- a. Topic: Initiation of an Adapted Physical Education Program in a Senior High School.
- b. Participants: Adapted physical educators representing various time periods.
- c. Functions: To enact a meeting in which an adapted physical education program is planned and organized.
- d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to identify objectives of the adapted program; (3) to identify problems that might be encountered in organizing and conducting the program; (4) to suggest solutions to the problems; (5) to illustrate the similarities among the attitudes, objectives, and problems of earlier years and those of modern times.
- e. Appropriate articles: 1-16.

2. Debate

- a. Topic: Mainstreaming.
- b. Participants: Two teams of three or four students each.
- c. Functions: To represent physical educators from various time periods.
- d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to present

arguments supporting the concept of mainstreaming; (3) to present arguments supporting the segregation of handicapped students; (4) to illustrate the consistency of arguments throughout the years; (5) to convince the class members of the validity of the arguments; class members may vote at the conclusion of the presentation.

- e. Appropriate articles: 1, 2, 3, 4, 6, 11, 12, 13, 15, 16.

3. Panel Discussion

- a. Topic: Terminology Utilized in Adapted Physical Education.
- b. Participants: Physical educators representing various time periods.
- c. Functions: To present and explain terminology relative to adapted physical education (excluding specific disabling conditions).
- d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to define and explain selected terminology; (3) to entertain questions from class members.
- e. Appropriate articles: 4, 12, 16.

Chapter 6

ALTERNATIVE CAREER OPPORTUNITIES

In nothing do men more nearly approach the gods
than in giving health to men.

Cicero (70 B.C.)¹

READING LIST

1930-1939

1. Noyes, Elizabeth. "What To Do When Unemployed," Journal of Health and Physical Education, 5:11, 63, March, 1934.

1950-1959

2. Harnett, Arthur L., Jr. "Career Information for High Schools," Journal of Health, Physical Education, and Recreation, 28:25-26, December, 1957.

1960-1969

3. Hartman, Betty G. "Training Women to Coach," Journal of Health, Physical Education, and Recreation, 39:25, 76, January, 1968.

¹Frederick Rand Rogers, "Selections from Great Educators Throughout the Ages," Journal of Health and Physical Education, 4:50, March, 1933.

4. "Programs for Handicapped," Journal of Health, Physical Education, and Recreation, 39:83-84, 86, October, 1968.

1970-1977

5. Barry, Pat, Emily Edwards, and Ruth Koenigsberg. "HPER Career Preparation for High School Students," Journal of Physical Education and Recreation, 46:45-46, April, 1975.
6. Bryant, James E. "Some Possibilities for Employment in Physical Education's Allied Fields," The Physical Educator, 31:193-195, December, 1974.
7. Bullaro, John J. "Career Potential in Commercial Recreation," Journal of Physical Education and Recreation, 46:36-37, November-December, 1975.
8. Crase, Darrell. "Educated and Unwanted: Dilemma of the Seventies," Journal of Physical Education and Recreation, 47:41-42, May, 1976.
9. Epperson, Arlin. "Opportunities for Recreation Students in the Travel and Tourism Industry," Journal of Physical Education and Recreation, 46:38, 48, November-December, 1975.
10. Finn, Peter. "Career Education and Physical Education," Journal of Physical Education and Recreation, 47:29-31, January, 1976.
11. Lepley, Paul M., and W. Dean Eastman. "Alternative Careers for Physical Educators," Journal of Physical Education and Recreation, 48:29, January, 1977.
12. Leslie, David K., and John W. McLure. "The Preparation of Physical Educators for Expanded Leadership and Service Roles," Journal of Health, Physical Education, and Recreation, 43:71, 73, November-December, 1972.
13. Vinton, Dennis A. "Preparing for Careers in the Leisure Industries: A Career Education Approach," Journal of Physical Education and Recreation, 46:39-40, November-December, 1975.

SUGGESTED ASSIGNMENTS

Class Activities

1. Read one or more of the articles on the reading list and present a written or an oral report.
2. Read Article #1 and discuss its implications in class.

Group Presentations

1. Panel Discussion
 - a. Topic: Alternative Career Opportunities.
 - b. Participants: Contemporary physical education majors.
 - c. Functions: To discuss alternative career opportunities for physical educators.
 - d. Objectives of presentation: (1) to identify specific authors and the time periods in which they addressed themselves to the issue; (2) to present and discuss specific alternative career opportunities for physical educators; (3) to recognize the consistency of attitudes toward the capabilities of physical educators relative to alternative career possibilities; (4) to entertain questions from class members.
 - e. Appropriate articles: 1-13.

2. Drama

- a. Topic: Professional Preparation for Career Education.
- b. Participants: Physical educators representing various time periods.
- c. Functions: To enact a meeting in which career education for physical education majors is discussed.
- d. Objectives of presentation: (1) to identify specific authors and time periods; (2) to identify alternative career opportunities for physical education majors; (3) to present information relative to action that could be taken to include career education in the professional preparation curriculum; (4) to recognize the long-standing need for career education.
- e. Appropriate articles: 1-13.

APPENDIXES

APPENDIX A
ARTICLE EVALUATION FORM

TOPIC _____

TITLE _____

PUBLICATION _____

VOL. _____ NO. _____ DATE _____ PAGES _____

1. Author _____ 2. Length _____ pp.

3. Readability: Excellent Good Fair Poor
(Circle One)4. Relevance to Topic: Excellent Good Fair Poor
(Circle One)5. Content:6. Recommendations:

| | | | |
|--------|-----|----|---|
| Reeder | Yes | No | ? |
| Ballou | Yes | No | ? |
| Parks | Yes | No | ? |

7. Decision: Yes _____
No _____

APPENDIX B
WRITTEN EXAMINATION

WRITTEN EXAMINATION

A. Introduction and Objectives of
Physical Education

1. Indicate the current titles of the periodicals utilized in this course and identify the current title of the professional organization with which each is affiliated.
 - a.
 - b.

2. The periodical published by the national professional organization for physical educators at all levels of education has borne several titles throughout the years. Indicate two of these titles, excluding the current title.
 - a.
 - b.

3. Indicate one title in addition to its current title by which the national professional organization for physical educators at all levels of education has been known.

4. Indicate two ways in which physical education objectives may influence the school physical education program.
 - a.
 - b.

5. Indicate three objectives of physical education that are discussed in the literature. Explain one way in which each objective might be achieved through a school physical education program.
 - a.
 - b.
 - c.

6. Identify the authors involved in The Great Debate of 1953 and briefly indicate the viewpoint held by each.
 - a.
 - b.
 - c.

7. Indicate three similarities between societal conditions in America today and societal conditions of the 1930's.
 - a.
 - b.
 - c.

8. Specify three contributions of physical education to an industrialized society.
 - a.
 - b.
 - c.

9. Identify one author from each of three different decades between 1930 and 1969. Indicate one similarity between the viewpoints of each of these authors and any author of the 1970's with respect to values of physical education. Example: John Jones (1930's) agrees with Sally Smith (1970's) that physical activities offer relief from a sedentary life style.
- a.
 - b.
 - c.

B. Elementary School Physical Education

10. Indicate three arguments supporting the inclusion of physical education in the elementary school curriculum.
- a.
 - b.
 - c.
11. List the three major issues revealed in the literature relative to elementary school physical education.
- a.
 - b.
 - c.
12. Identify three factors that should be considered in determining whether the classroom teacher or the physical education specialist should be responsible for elementary school physical education instruction.
- a.
 - b.
 - c.

13. Indicate two advantages of placing the responsibility for elementary school physical education in the hands of the classroom teacher.
 - a.
 - b.

14. Indicate two advantages of placing the responsibility for elementary school physical education in the hands of the physical education specialist.
 - a.
 - b.

15. Indicate one author from each of two different decades. Identify one similarity between their viewpoints toward the "who shall teach" controversy.
 - a. Author (decade)--
 - b. Author (decade)--
 - c. Similarity--

16. Indicate two objectives of the movement education approach to physical education.
 - a.
 - b.

17. Identify and explain two techniques that are utilized in the movement education approach to physical education.
 - a.
 - b.

18. Identify one author representing each side of the "movement education" controversy and indicate the opinion of each.

a.

b.

C. Secondary School Physical Education

19. Identify Title IX and indicate its most significant stipulation relative to secondary school physical education.

20. Identify one contemporary author and one author from earlier years and indicate one similarity between their viewpoints relative to the advantages of coeducational physical education.

a. Author (1970's)--

b. Author (prior to 1970)--

c. Similarity--

21. Explain two problems that might be encountered in coeducational physical education programs and indicate one possible solution to each.

a.

b.

D. Competitive Athletics

22. Identify the four major issues revealed in the literature relative to competitive athletics.

a.

c.

b.

d.

23. Identify one author from each of three different decades and indicate the viewpoint of each toward the objectives of competitive athletics.
- a.
 - b.
 - c.
24. List two possible negative outcomes of competition as indicated by Louis E. Alley.
- a.
 - b.
25. Indicate one advantage and one disadvantage of combined and of separate administrative plans for physical education and athletics.
- a. Combined--advantage--
 - b. Combined--disadvantage--
 - c. Separate--advantage--
 - d. Separate--disadvantage--
26. Select one author from each of three different decades between 1930 and 1969. Indicate one similarity between the viewpoints of each with respect to childhood athletics. (See question #9.)
- a.
 - b.
 - c.
27. List two benefits of organized competitive athletic experiences during childhood.
- a.
 - b.

28. List two disadvantages of organized competitive athletics during childhood.
 - a.
 - b.

29. Briefly describe the influence of leadership upon the outcomes of competitive athletic experiences.

30. Citing at least one author from each of three different decades, indicate three benefits of athletic competition for females.
 - a.
 - b.
 - c.

31. Citing at least one author from each of three different decades, indicate three problems associated with athletic competition for females.
 - a.
 - b.
 - c.

32. Identify and explain three different types of competitive events which have been suggested for girls and women.
 - a.
 - b.
 - c.

33. Indicate three policies that have been suggested for secondary school athletic programs for girls.
 - a.
 - b.
 - c.

34. Identify two stipulations of Title IX of the Educational Amendments Act of 1972 and indicate an implication of each for girls' and women's athletic programs.
 - a.
 - b.

E. Adapted Physical Education

35. Briefly describe societal attitudes toward the handicapped during each of the following time periods.
 - a. Primitive cultures--
 - b. Early societies--
 - c. Middle Ages--
 - d. Latter stages of the Renaissance--
 - e. Industrial Revolution--
 - f. United States since World War I--

36. Identify the major provision of the Education for all Handicapped Children Act of 1975 and indicate the similarity between that provision and the Children's Charter of 1931.

37. Indicate the primary implication of mainstreaming for school physical education programs.
38. Indicate three contributions of adapted physical education to the handicapped student.
- a.
 - b.
 - c.
39. Select one author from each of three decades and indicate his viewpoint toward the integration of handicapped students into regular physical education classes.
- a.
 - b.
 - c.

F. Alternative Career Opportunities

40. List five organizations, agencies, or areas (excluding the school setting) in which a physical educator may find employment.
- a.
 - b.
 - c.
 - d.
 - e.
41. Briefly describe the implications of the article written by Elizabeth Noyes (1934) for today's physical education graduate.

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