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AN INVESTIGATION OF THE NON-PROFESSIONAL BASIC
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AT MARTIN

Richard Wayne Reiselt

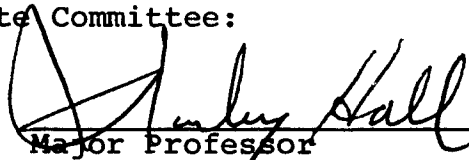
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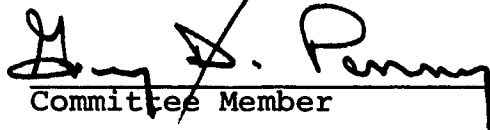
August, 1975

AN INVESTIGATION OF THE NON-PROFESSIONAL BASIC
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AT THE UNIVERSITY OF TENNESSEE
AT MARTIN

APPROVED:

Graduate Committee:


Major Professor


Committee Member


Committee Member



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


Dean of the Graduate School

ABSTRACT

AN INVESTIGATION OF THE NON-PROFESSIONAL BASIC
INSTRUCTION PHYSICAL EDUCATION PROGRAM
AT THE UNIVERSITY OF TENNESSEE
AT MARTIN

by Richard Wayne Reiselt

This study was designed to investigate the non-professional basic physical education course offerings at UTM in light of previous high school instruction and choice of activities taken at the college level and in relation to interests and needs of the students. Furthermore, the results were utilized to possibly delete present and add future course offerings in the non-professional program. The instrument used was designed by the author with the aid of a panel of experts.

One hundred thirty out of 200 questionnaires were returned from a random sample of 50 sophomore males, 50 sophomore females, 50 junior males, and 50 junior females enrolled at UTM during the Spring Quarter, 1975. Of the total respondents, 33 were sophomore males, 33 sophomore females, 34 junior males, and 30 junior females. Total number and percentage of responses were used to analyze the questionnaire. Sixty-five physical education activities were listed, and the students were asked to

check if they had taken the activity in high school, taken the activity at UTM, and/or would like to take the activity if offered at UTM. The Pearson product moment correlation was used to determine a statistically significant relationship between the activities taken in high school and at UTM for all males and females.

Based on the number and percentage of responses for each category, the following conclusions were drawn:

1. The university should provide instruction and experience in the order of lifetime sports, individual and dual sports, exercise and physical conditioning, team sports, aquatics, and dance.

2. The students should have the opportunity to take a physical education activity as an elective course for credit after completion of the physical education requirement.

3. Team sport activities were accentuated at the high school level for all males and females.

4. All female and male respondents prefer to take lifetime sport activities at the college level.

5. All female and male respondents would like to take outdoor and lifetime sport activities if offered at UTM.

6. There was a significant correlation between the activities taken in high school and at UTM for all males and females.

From the results of this investigation it was recommended that the university provide a greater variety of activities, add more sections of popular activity classes, continue to emphasize lifetime sport activities including outdoor education courses, offer more activities at the intermediate and advanced levels of skill, and have continuous evaluation of the non-professional basic instruction program to determine if the students' needs, desires, and interests are being satisfied.

ACKNOWLEDGEMENTS

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Chapter 1

INTRODUCTION

There have been many studies devoted to the various phases of physical education but the non-professional basic instruction program has remained relatively limited.

A study by Cordts and Shaw in 1958 revealed the lack of program evaluation taking place in colleges and universities.¹ Of 168 institutions studied, only 59 percent of the respondents indicated that they formally reviewed and reevaluated the objectives of their required physical education program annually to determine if they were meeting the needs of the students. This study indicates the need for present and future continuous evaluation of the basic instruction program.

The first national conference of the College Physical Education Association and the National Association for Physical Education of College Women in October, 1954, in Washington, D. C., jointly sponsored by the American Association for Health, Physical Education, and Recreation, the College Physical Education Association, and the National

¹Harold J. Cordts and J. H. Shaw, "Status of the Physical Education Required or Instructional Programs in Four-Year Colleges and Universities," Research Quarterly, 32 (October, 1960), 415.

Association for Physical Education of College Women, was concerned with the general college student and stated:

The nature of society determines in large measure the purposes of education. Because society is continually changing, there is a need to reexamine the purposes of physical education in order to determine whether present programs meet the needs of college students today.²

In the April, 1972 issue of the professional publication Update, an article dealt with the defense of the physical education requirement at several colleges and universities.³

For example, the University of Oregon reported that in defense of their physical education requirement 87 percent of the thousands of students surveyed over a 15 year period supported the requirement. This high degree of acceptability reflected the fact that the physical education basic instructional program emphasized the lifetime sports. These included skiing, sailing, handball, squash, paddleball, golf, tennis, volleyball, horseback riding, mountaineering, rock-climbing, sky-diving, yoga, skin-diving, scuba, bowling, badminton and archery.

²American Association for Health, Physical Education, and Recreation, Conference on Physical Education for College Men and Women: Report of a National Conference (Washington, D. C.: A Department of the National Education Association, 1954), p. 15.

³American Association for Health, Physical Education, and Recreation, Update (Washington, D. C.: A Department of the National Education Association, April, 1972), p. 5.

The University of Illinois, Urbana-Champaign, reexamined the physical education basic instructional program through an intense study to determine future directions and emphases. The two-year study was called "Project Improvement." The objectives of this study were to gather information on the type and extent of high school instruction which the university students have received, and to gain insight into the university students' attitudes, beliefs, and previous experience relative to physical education.

It was also pointed out in the article that recent trends in the academic field are away from requirements and toward self-selection of courses. Responsibility for choosing courses relevant to personal interests is being put directly on the student. Therefore, it is very important to establish the needs of students in light of previous formal experience and to inquire as to how the students perceive their college program, their interests, and their present and future needs.

Consequently, there is a need for a study, especially at the University of Tennessee, Martin, in which the needs, desires, and interests of college students are determined.

STATEMENT OF THE PROBLEM

This study was an investigation into the undergraduate non-professional basic instruction program of sophomores and juniors in physical education at the University of Tennessee, Martin, as it related to the students' previous high school instruction and activities chosen at the college level.

DEFINITIONS OF TERMS

Aquatics--physical education and sports activities that are labeled as water sports including such activities as swimming, lifesaving, skin and scuba diving, and water safety instructor.

Dance--physical education and sports activities that include all dance forms.

Desire--to express a wish for or to long for something.⁴

Exercise and physical conditioning--physical education and sports activities that are concerned with the physical fitness level of the participant. Such activities include physical fitness, weight training, and figure control and conditioning.

⁴Webster's New Collegiate Dictionary (Springfield: Massachusetts: G. and C. Merriam Company, 1949), p. 224.

Individual and dual sports--physical education and sports activities that are played by one or two persons such as gymnastics, karate, tumbling, and wrestling.

Interest--a feeling of special attention to something.⁵

Lifetime sports--physical education and sports activities a person can continue to pursue and enjoy throughout his lifetime. These include such activities as tennis, golf, bowling, and badminton.

Need--something that is required or wanted.⁶

Non-professional basic instruction program--a broad and varied program of activities, both indoor and outdoor, progressively arranged and adapted to the capabilities and abilities of each student. The emphasis in the class program is instructional and various games and activities are offered to all students.⁷

Team sports--physical education and sports activities that require a certain number of individuals to participate. These include such activities as team games, touch football, softball, and soccer.

⁵Ibid., p. 439.

⁶Ibid., p. 562.

⁷Charles A. Bucher, Administration of Health and Physical Education Programs (St. Louis: The C. V. Mosby Company, 1971), p. 66.

PURPOSE OF THE STUDY

The results of this study were utilized to investigate the undergraduate non-professional basic physical education course offerings in light of previous high school instruction and choice of activities taken at the college level and in relation to interests and needs of the students. Furthermore, the results were utilized to possibly delete present and add future course offerings in the non-professional program.

BASIC ASSUMPTION

The sample was representative of students who were enrolled in the non-professional basic instruction physical education program.

HYPOTHESES

1. The instrument will reveal information concerning previous high school instruction and choice of courses in the non-professional basic instruction physical education program at the college level.
2. There will be a relationship between previous high school instruction and choice of courses taken in the non-professional basic instruction physical education program at the college level.

3. There will be a need for adding new courses to the curriculum due to interest shown.

DELIMITATIONS

1. This study included sophomore and junior students who have been or are presently enrolled in Group II or the regular non-professional basic instruction physical education program at the University of Tennessee, Martin.

2. This study did not include the students who are exempt from physical education or students enrolled in Group I or the adaptive program.

Chapter 2

REVIEW OF RELATED LITERATURE

Oxendine, in a study conducted in 1971 of 788 colleges and universities, revealed that course offerings in physical education programs for the general college student continue to emphasize recreational, lifetime, and individualized type activities. These activities continue to show the greatest growth. In comparison, team sports have shown a dramatic decrease in course offerings. One-half of all institutions report that team sports have decreased within the past five years. Also, the study revealed a dramatic increase in coeducational classes; 70 percent of all institutions indicated an increase in coeducational offerings within the past five years. The trend toward coeducational classes has accelerated within the past four years.¹

In a study by Nelson in 1970 of the status of physical education at six schools that had recently discontinued their required basic instruction program to offer physical education on a voluntary basis, it was

¹Joseph B. Oxendine, "Status of General Instructional Programs of Physical Education in Four-Year Colleges and Universities, 1971-72," Journal of Health, Physical Education, and Recreation, 43 (March, 1972), 26.

revealed that there was better instruction, smaller classes, more activities, and more students enrolled in specific physical education activities because their interests were in this area. Also, the total number of activities in the basic instruction program increased by eight at all the schools under the voluntary program. Twenty-two new activities were added at the six schools, the majority of which were individual activities.²

To identify the trends and issues most likely to influence the goals, priorities, and curricula of the seventies, opinion was solicited in 1971 through a study conducted by Dorothy L. Fornier. An opinionnaire was distributed to 476 representative faculty of both public and private institutions of higher education in forty-eight states and Canada. One of the findings showed increasing support (85 percent) for elective physical education and subsequent provision of greater breadth of activity designed to appeal to a wider spectrum of talent and interest. The trend was toward the elective physical education curricula being selected in accordance with needs and interests of individual students. At the collegiate level, implementation of elective physical education has resulted in a few required

²Wayne E. Nelson, "Need We Fear Voluntary Physical Education," Journal of Health, Physical Education, and Recreation, 43 (January, 1972), 63.

experiences and an increase in coeducational activities. Innovative curricula was another outgrowth of the trend. Dr. Fornier suggests that when a specific new interest is considered of sufficient magnitude to warrant inclusion in the physical education program, then an elective pilot course should be offered for a trial period, retention to be determined on the basis of evaluation and continuing interest. An illustration is the current interest in self-defense courses for women.³

Azusa Pacific College in California has attempted to meet the needs of its students enrolled in the non-professional basic instruction program with several innovative class offerings. First, the staff evaluated what the adult of today was doing for his recreational pursuit and second, sought ways to prepare its students for these activities. The general education course offerings allow the college student his choice of involvement, which then will closely relate to his interest. The Azusa Pacific Program offered new opportunities all of which related to the needs and interests of the students. Justification for such a program of physical education general education courses also related directly to an attempt to be meaningful

³Dorothy L. Fornier, "Signposts for the Seventies," Journal of Health, Physical Education, and Recreation, 43 (October, 1972), 33.

and creative in providing the physical, social, and psychological needs of the college student.⁴

As Dr. Ann Jewett stated:

Educators in all fields of specialization are concerned with curriculum change. At all institutional levels it is clear that curriculums must be more relevant to the needs of today's students, more creatively designed, more technologically efficient, and more adaptable to the individual student participants. Physical education curriculums should change. Programs of physical education need new orientations, objectives which give better direction, and innovative implementation; they require substantial revision and continuous evaluation.⁵

In 1969, selected members of the National College Physical Education Association for Men were surveyed to determine creative practices in their programs. It was found that new approaches to physical education are characterized by greater sensitivity to student needs. Offering new courses and adding sections of established courses that are popular are direct approaches to improving motivation.

⁴Cliff Hamlon, "More Useful Approach to Physical Education," Journal of Health, Physical Education, and Recreation, 43 (October, 1972), 23.

⁵Ann E. Jewett, "Would You Believe Public Schools 1975?," Journal of Health, Physical Education, and Recreation, 42 (March, 1971), 41.

Some of the innovative and creative non-professional physical education programs reported to the NCPEAM are the following:⁶

1. Utah University observes that because of student interest courses have been added by employing part-time experts. Classes in ice hockey, sailing, and horseback riding have been added to the curriculum.

2. The University of Oregon offers some unique courses organized through SEARCH (Student Exploratory Actions Regarding Curricular Heterodoxy). Such courses as yoga, mountaineering, rock climbing, and park and recreation design have been initiated by students or faculty to demonstrate ways toward curricula improvement.

3. In response to the interest shown by students all activity courses with the exception of conditioning and weight control at Graceland College have become coeducational. Most team sports have been dropped and new courses such as self-defense, cycling, canoeing, and scuba diving have been added.

4. Manchester College's non-professional physical education activity courses emphasize the self-image aspect to the students and focus on both present and future needs.

⁶Max Cogan, "Creative Approaches to Physical Education," 74th Annual Proceedings of the National College Physical Education Association for Men, (December, 1970), pp. 131-138.

Because of limited facilities they have broadened course offerings by using both public and private facilities. They use a public bowling alley, the public swimming pool, a private ski area, and a private horse riding stable to teach these particular courses. Except for the introduction and skills exploration classes, nearly all other activities are offered on a coeducational basis.

5. North Carolina State University recognizes that students enter the University with a great variety of physical education backgrounds and with a strong majority relatively inexperienced in lifetime sports and physical fitness education. The University has adopted the position that it is professionally obligated to teach all students a basic minimum of physical education that is consonant with the times. Thus, each student, according to his needs, interests, and abilities, is encouraged to complete his formal physical education at the University with two, three or four semesters. The student must complete the freshman first semester course in health and physical fitness. The student then takes six additional activities of his choice in his remaining three semesters of physical education.

Weick analyzed the influence of experience in physical activities on certain psychological, social and physical needs of 344 university freshman and sophomore

men and women at the University of Missouri, Columbia. She concluded that the psychological, social, and physical objectives stated by physical education specialists do not seem realistic in terms of needs expressed by university freshmen and sophomores. Physical education activity programs should contain a variety of types of activities in view of differences in degree of concern expressed for psychological, social and physical needs.⁷

Richerson evaluated the physical education programs in six institutions of higher education in Missouri by using the Nielson-Comer-Griffin Score Card. The area of program activities scored 83 percent. He found that in spite of an apparent lack of facilities in most institutions, the program of activities being offered was above average overall because of a wide variety of activities being offered and the utilization of community facilities.⁸

A study was made by Moyer, Mitchem and Bell, using a Modified Wear Attitude Inventory to determine attitudes

⁷ Lucinda Kathryn Weick, "An Analysis of the Influence of Experience in Physical Activities in Certain Psychological, Social and Physical Needs of University Freshman and Sophomore Men and Women," (unpublished Doctoral dissertation, University of Missouri at Columbia, 1971), pp. 131-133.

⁸ William W. Richerson, "An Evaluation of Physical Education Programs for Men in Selected Institutions of Higher Education in Missouri," (unpublished Doctoral dissertation, University of Utah, 1970), p. 237.

of freshman and junior women toward the required physical education program at Northern Illinois University and to evaluate the physical education offerings in terms of student needs. The high school programs and college courses desired were investigated for the purpose of curriculum study. In Part I, a majority of the students indicated they had participated in four years of physical education in high school and, in general, team sports claimed the greatest high school participation. The majority of these students chose individual sports as activities in which they would most like to participate in college. Both freshmen and juniors indicated a desire to add synchronized swimming, riflery, and horseback riding to the university physical education curriculum. The findings of this study indicated that (1) a majority of the subjects preferred individual sports to team interpretation of objectives involved in teaching non-major physical education classes, and (2) there was a highly favorable attitude toward the physical education program.⁹

In determining students' rationale for selecting certain physical education activities, Dr. George T. Lewis

⁹Jean Lou Moyer, John C. Mitchem and Mary M. Bell, "Women's Attitudes Toward Physical Education in the General Education Program at Northern Illinois University," Research Quarterly, 27 (November, 1966), 516.

suggests that it is possible to make some general statements about student motivation, behavior and learning as they relate to student interests and needs. The traditional approach to physical education has implied that the teacher and/or curriculum developer know what activities are relevant to the students. Even more unrealistic is the assumption that the needs and interests of students of similar sex and grade level are the same. When it has been predetermined what activities students will participate in and what competencies must be achieved, each student responds in a combination of four behavioral patterns: rejection, rebellion, submission, and enthusiasm. The prediction of the type of behavior is that when students have no voice in determining what they will study and what competencies they are able to achieve, the result is rejection, rebellion or submission. On the other hand, elective physical education programs in which the students have an opportunity to examine a physical education course catalog which includes a variety of activity descriptions, provide the student with information needed by him or her to determine whether that activity is relevant to his interests and needs. Dr. Lewis concludes that while elective programs are not a panacea for all problems faced by physical educators, varied and multi-activity course offerings are a significant

step toward making physical education a meaningful learning experience.¹⁰

In implementing off-campus activities, Mr. Philip L. Stanley points out that the current trend toward elective programs has placed physical education in the student marketplace of course offerings. Students have found the traditional physical education program repetitious, time consuming, and nonrelevant in their mode of life. Through an evaluation of the activities at the University of Dayton, Dayton, Ohio, there has been an upsurge of off-campus and/or new activities. Mr. Stanley also mailed a questionnaire in 1972 to 200 colleges and universities desiring information on implementing off-campus activities. Over 400 questionnaires, concerned with twenty activities, were returned from 145 colleges; forty-six states were represented. The activities offered in an off-campus arrangement were: snow skiing, ice skating, curling, canoeing, sailing, skin and scuba diving, fishing, surfing, water skiing, horseback riding, bicycling, parachuting, and riflery. These physical education course

¹⁰George L. Lewis, "A Rationale for Elective Physical Education," The Physical Educator, 31 (October, 1974), 127-128.

offerings are features that can be relevant and challenging to today's college student.¹¹

In 1970, a position paper was published by the American Association for Health, Physical Education and Recreation in order to formulate guidelines for the general instructional programs of physical education in colleges and universities. The document points out that today's college student searches for relevancy in a changing world. He seems to determine his own destiny but has not clearly conceptualized his goals. The vigorous, self-revealing, expressive nature of physical education activities adds fuller meaning to his life. His physical behavior must be satisfying and relevant to his life pattern; therefore, all students should have the opportunity to participate in physical education experiences of their choice, including such activities as exercise, dance, games, and sports. Physical education experiences should extend beyond the students' previous learning experiences in both range and depth. The AAHPER also recognizes that research designed to improve the quality of the program should be conducted. This research should be directed toward (1) the study of the learning processes, (2) the immediate and long-range

¹¹Philip L. Stanley, "Implementing Off-Campus Activities," Journal of Health, Physical Education, and Recreation, 45 (June, 1974), 16-18.

effects of physical education upon students, and (3) the effects of safety features, facilities and equipment upon performance.¹²

A position paper published in 1974 by the Pennsylvania State Department of Education, entitled "Lifetime Sports in Pennsylvania," concentrated on several items, one of which was selective scheduling in high school physical education. The document points out that it is often necessary for the educator to turn away from tradition and to consider a different and more effective method of pursuing the goal of education. The philosophy of this selective physical education program allows interest to play a major role in determining the students' physical education program. There may be as many different curricula as there are combinations of activities. Consequently, there are many students with different physical education programs. In a survey conducted by the Pennsylvania State Department, 86 percent of the students liked the opportunity of selecting activities of their interest, and 63.9 percent wanted the program to continue. The first advantage the student-selected

¹²American Association for Health, Physical Education, and Recreation, Guide to Excellence for Physical Education in Colleges and Universities, A Position Paper (Washington, D. C.: A Department of the National Education Association, 1970), p. 30.

physical education experience has its motivation based upon the interest of the student. It was concluded that by allowing a selection from physical education course offerings determined by the physical education staff and students, a greater chance of matching a student's interest with an activity exists and a greater opportunity for learning is provided.¹³

In a recent JOHPER article, Paul R. Varnes asserts the objectives of secondary physical education should be student exhibition of competent and observable skills in self-selected activities. He said:

At the senior high school level we should provide an opportunity for the student to develop a high degree of competence in an activity, or many activities, of his own choice. We should allow for a study in depth of one or more activities of lifetime value as chosen by the student.¹⁴

¹³Pennsylvania State Department of Education, Lifetime Sports in Pennsylvania, A Position Paper (Harrisburg: Bureau of Curriculum Services, 1974), p. 46.

¹⁴Paul R. Varnes, "A Personal Philosophy of Physical Education," Journal of Health, Physical Education, and Recreation, 41 (June, 1970), 26.

Chapter 3

METHODS AND PROCEDURES

Two hundred female and male students at the University of Tennessee, Martin were asked to respond to a questionnaire related to an evaluation of the non-professional basic instruction physical education program. The results of the questionnaire responses were utilized to evaluate the present courses in the non-professional program, to determine the interests of the students as to new courses offered, and to study the relationship between the physical education courses taken in high school and those taken at the college level.

QUESTIONNAIRE SAMPLE

The data processing center at the University of Tennessee, Martin selected a random sample of 50 female sophomores, 50 female juniors, 50 male sophomores, and 50 male juniors who had been enrolled or were presently enrolled in the non-professional basic instruction physical education program. There was an overall return of 130 or 66 percent of the questionnaires mailed. The information from the data processing center contained class schedules and addresses of the subjects.

The sophomores and juniors who were included in this study were to have had between three and six quarter hours of physical education. The students enrolled in adapted physical education were not included in this study.

INSTRUMENT

The questionnaire that was used for this investigation of the non-professional basic instruction program at UTM was developed through a panel of experts and a pilot study which was conducted at UTM during the Winter Quarter, 1974. The pilot study consisted of administering the proposed questionnaire to 200 freshman and sophomore female and male students enrolled in the non-professional basic instruction physical education program at UTM. The responses to the questionnaire were analyzed to determine the clarity of the questions and the reliability of the responses. Utilizing the pilot study results, the questionnaire was improved where improvement was indicated.

In addition, the questionnaire was given to a panel of experts in the field of physical education with pre-determined criteria to establish face validity. The panel of experts included the following:

Dr. A. H. Soloman, Chairman, HPER Department,
Middle Tennessee State University

Dr. Francis Riel, Professor and former Chairman
HPER Department
Middle Tennessee State University

Miss Bettye Giles, Past President of TAHPER
and Head of the Women's Physical Education
Department
The University of Tennessee at Martin

The questionnaire consisted of checking whether the subject had taken an activity in high school, taken an activity at UTM or would like to take the activity at UTM, if offered. The activities that the subjects were asked to respond to are all of the activities included in the 1974-1975 school catalog and courses that the department feels can possibly be offered at the University.

COLLECTION OF DATA

During the Spring Quarter, 1975, the questionnaire was mailed to a random sample of 50 female sophomores, 50 female juniors, 50 male sophomores, and 50 male juniors enrolled at the University of Tennessee, Martin. The data processing center was utilized in obtaining the 200 female and male subjects for this study.

A face sheet of instructions in answering the questionnaire was attached to each mailed questionnaire. A response target date of one week was assigned. The questionnaire responses were key punched onto computer cards, and the data processing center at the University of Tennessee, Martin was used to analyze the data.

TREATMENT OF DATA

The responses to the questionnaire were transferred to IBM cards for computer analysis. The total number of responses was used to determine percentages which were utilized to interpret questions one through fifteen. The total number and percentages of all female and all male responses were utilized to interpret the sixty-five activities the respondents were to check as to whether they had taken the activity in high school, taken the activity at UTM, and/or would like to take the activity if offered at UTM. The Pearson product moment correlation was used to determine if a significant relationship existed between questionnaire responses to the activity taken in high school and at UTM. The relationship was determined at the .05 level of significance.

Chapter 4

ANALYSIS OF DATA

This study was designed to investigate the non-professional basic instruction physical education program at the University of Tennessee at Martin. The questionnaire used for this investigation was developed through a panel of experts and a pilot study which was conducted at UTM during the Winter Quarter, 1974. The analysis of the data will include presentation of the number and percent of responses for questions one through fifteen. Sixty-five physical education activities were listed, and the respondents were asked to check if they had taken the activity in high school, taken the activity at UTM and/or would like to take the activity if offered. The rank of the activities chosen, number of responses for each activity, and percent of responses for each activity in each category for all females and males will be shown. The Pearson product moment correlation was used to determine if a statistically significant relationship existed between the activity taken in high school and the activity taken at UTM for all female and male respondents. The relationship was determined at the .05 level of significance.

The aforementioned analysis was computed from 130 out of 200 questionnaires mailed to a random sample of

50 female sophomores, 50 female juniors, 50 male sophomores, and 50 male juniors. There was an overall return of 66 percent with 66 percent (N=33) from sophomore females, 60 percent (N=30) from junior females, 66 percent (N=33) from sophomore males, and 68 percent (N=34) from junior males. The ages of the respondents ranged from 17 to 23 years with 19 years of age being the mode.

PHYSICAL EDUCATION BASIC INSTRUCTION PROGRAM

The following questions were to ascertain the attitude of the respondents concerning the general type of physical education activity they would like to take and their opinion of the physical education activity program at UTM.

Question 4. Would you enroll in a physical education class to learn a new activity of your interest?

(Table 1) A clear majority of total responses of all students surveyed (97 percent) indicated that they would take a physical education activity class to learn a new activity.

Question 5. Would you enroll in a physical education class that you were already skilled in? (Table 1)

Of the total responses of all students surveyed, 79 percent indicated that they would take a physical education class that they were already skilled in.

TABLE 1
TABLE SHOWING PERCENT OF TOTAL RESPONSES
TO QUESTIONS 4 AND 5

Question	Percent of Total Responses	
	Yes	No
4. Would you enroll in a physical education class to learn a new activity of your interest?	97	3
5. Would you enroll in a physical education class that you were already skilled in?	79	21

Questions 6 through 11. In which of the following areas do you feel the university should provide instruction and experience? Team sports; Individual and dual sports; Dance; Exercise or physical conditioning; Aquatics; Lifetime sports (activities that you can actively engage in after graduation). (Table 2) On the basis of the total responses to the questionnaire, it was revealed that the university should provide instruction and experience in the following activities listed in descending order and the percent of total responses: Lifetime sports (87 percent); Individual and dual sports (72 percent); Exercise and physical conditioning (64 percent); Team sports (61 percent); Aquatics (48 percent), and Dance (32 percent).

TABLE 2
TABLE SHOWING NUMBER AND PERCENT OF TOTAL RESPONSES
TO QUESTIONS 6 THROUGH 11

Area	Number of Total Responses	Percent of Total Responses
Lifetime sports	113	87
Individual and dual sports	93	72
Exercise and physical conditioning	83	64
Team sports	79	61
Aquatics	62	48
Dance	42	32

Questions 12 through 15. In your opinion, how
could the physical education program at UTM be improved?
Better instructors; More credit given; Greater variety of
activities offered; Opportunity to take a physical educa-
tion activity as an elective course for credit after
completion of the physical education requirement. (Table 3)

The total number of students responding indicated the following improvements to the physical education program at UTM: More elective hours (75 percent); Greater variety of activities (62 percent); More credit given (52 percent); Better instructors (15 percent).

TABLE 3

TABLE SHOWING NUMBER AND PERCENT OF TOTAL RESPONSES
TO QUESTIONS 12 THROUGH 15

Area	Number of Total Responses	Percent of Total Responses
Opportunity to take a physical education activity as an elective course for credit after completion of the physical education requirement.	98	75
Greater variety of activities offered	80	62
More credit given	67	52
Better instructors	19	15

RESPONSES TO PHYSICAL EDUCATION
ACTIVITIES

In this part of the questionnaire, there was a brief list of sixty-five physical education activities that the student was asked to check if he or she had taken the activity in high school, taken the activity at UTM, and/or would like to take the activity if offered at UTM.

Activity Taken in High School by All Females (Table 4)

The rank of activities taken in high school and the percent of responses by all females in descending order were:

1. Basketball (56 percent); 2. Softball and tumbling (37 percent); 3. Elementary volleyball (29 percent); 4. Physical fitness (27 percent); 5. Touch football (24 percent);
6. Folk and square dance (22 percent); 7. Elementary gymnastics and elementary badminton (21 percent); 8. Track and field and recreational games (19 percent); 9. Elementary tennis, team games, figure control and conditioning (13 percent); 10. Soccer (11 percent); 11. Archery and elementary modern dance (10 percent); 12. Elementary weight training, elementary swimming and social dance (6 percent); 13. Tap dance, elementary bowling and field hockey (5 percent);
14. Intermediate modern dance, advanced gymnastics, self-defense, intermediate tennis, elementary golf, elementary handball, lifesaving and paddle tennis (3 percent);
15. Intermediate badminton, water safety instructor, bicycling, camping and outdoor recreation, intermediate gymnastics, hiking, elementary karate, elementary paddleball, intermediate swimming, sports officiating and intermediate weight training (2 percent).

Activity Taken in High School by All Males (Table 5)

The rank of activities taken in high school and the percent of responses by all males in descending order were:

1. Basketball (33 percent); 2. Softball (27 percent);
3. Touch football (22 percent); 4. Physical fitness (19 percent); 5. Track and field (18 percent); 6. Tumbling (13 per-

TABLE 4

RANK OF ACTIVITY AND NUMBER AND PERCENT OF
TOTAL RESPONSES OF ALL FEMALES TO THE
ACTIVITY TAKEN IN HIGH SCHOOL

Rank	Activity	Number of Responses	Percent of Responses
1	Basketball	35	56
2	Softball	23	37
	Tumbling	23	37
3	Elementary volleyball	18	29
4	Physical fitness	17	27
5	Touch football	15	24
6	Folk and square dance	14	22
7	Elementary gymnastics	13	21
	Elementary badminton	13	21
8	Track and field	12	19
	Recreational games	12	19
9	Elementary tennis	8	13
	Team games	8	13
	Figure control and conditioning	8	13
10	Soccer	7	11
11	Archery	6	10
	Elementary modern dance	6	10
12	Elementary weight training	4	6
	Elementary swimming	4	6
	Social dance	4	6
13	Tap dance	3	5
	Elementary bowling	3	5
	Field hockey	3	5
14	Intermediate modern dance	2	3
	Advanced gymnastics	2	3
	Self-defense	2	3
	Intermediate tennis	2	3
	Elementary golf	2	3
	Elementary handball	2	3
	Lifesaving	2	3
	Paddle tennis	2	3
15	Intermediate badminton	1	2
	Water safety instructor	1	2
	Bicycling	1	2
	Camping and outdoor recreation	1	2

TABLE 4 (continued)

Rank	Activity	Number of Responses	Percent of Responses
	Intermediate gymnastics	1	2
	Hiking	1	2
	Elementary karate	1	2
	Elementary paddleball	1	2
	Intermediate swimming	1	2
	Sports officiating	1	2
	Intermediate weight training	1	2

cent); 7. Elementary wrestling (12 percent); 8. Elementary gymnastics, soccer, team games, and elementary volleyball (10 percent); 9. Elementary weight training and folk and square dance (9 percent); 10. Archery (7 percent); 11. Recreational games and intermediate volleyball (6 percent); 12. Elementary golf, elementary swimming, and intermediate swimming (4 percent); 13. Elementary bowling, intermediate badminton, advanced swimming, elementary tennis, intermediate weight training, lifesaving, synchronized swimming, and intermediate tennis (3 percent); 14. Elementary badminton, intermediate bowling, intermediate golf, self-defense, sports officiating, camping and outdoor recreation, intermediate gymnastics, advanced gymnastics, elementary handball, intermediate handball, hiking, and elementary paddleball (1 percent).

TABLE 5
RANK OF ACTIVITY AND NUMBER AND PERCENT OF
TOTAL RESPONSES OF ALL MALES TO THE
ACTIVITY TAKEN IN HIGH SCHOOL

Rank	Activity	Number of Responses	Percent of Responses
1	Basketball	22	33
2	Softball	18	27
3	Touch football	15	22
4	Physical fitness	13	19
5	Track and field	12	18
6	Tumbling	9	13
7	Elementary wrestling	8	12
8	Elementary gymnastics	7	10
	Soccer	7	10
	Team games	7	10
	Elementary volleyball	7	10
9	Elementary weight training	6	9
	Folk and square dance	6	9
10	Archery	5	7
11	Recreational games	4	6
	Intermediate volleyball	4	6
12	Elementary golf	3	4
	Elementary swimming	3	4
	Intermediate swimming	3	4
13	Elementary bowling	2	3
	Intermediate badminton	2	3
	Advanced swimming	2	3
	Elementary tennis	2	3
	Intermediate weight training	2	3
	Lifesaving	2	3
	Synchronized swimming	2	3
	Intermediate tennis	2	3
14	Elementary badminton	1	1
	Intermediate bowling	1	1
	Intermediate golf	1	1
	Self-defense	1	1
	Sports officiating	1	1
	Camping and outdoor recreation	1	1
	Intermediate gymnastics	1	1
	Advanced gymnastics	1	1

TABLE 5 (continued)

Rank	Activity	Number of Responses	Percent of Responses
	Elementary handball	1	1
	Intermediate handball	1	1
	Hiking	1	1
	Elementary paddleball	1	1

Activity Taken at UTM by All Females (Table 6)

The rank of activities taken at UTM and the percent of responses by all females in descending preference were:

1. Elementary weight training (30 percent);
2. Elementary tennis (29 percent);
3. Folk and square dance, figure control and conditioning, and intermediate swimming (25 percent);
4. Elementary paddleball (19 percent);
5. Elementary badminton and elementary swimming (17 percent);
6. Self-defense, elementary volleyball, and archery (16 percent);
7. Elementary modern dance and social dance (14 percent);
8. Elementary bowling and elementary golf (13 percent);
9. Softball (11 percent);
10. Elementary gymnastics (10 percent);
11. Lifesaving (8 percent);
12. Physical fitness and water safety instructor (6 percent);
13. Intermediate gymnastics, synchronized swimming, and intermediate tennis (5 percent);
14. Intermediate modern dance, advanced swimming, intermediate weight training, intermediate badminton,

TABLE 6

RANK OF ACTIVITY AND NUMBER AND PERCENT OF
TOTAL RESPONSES OF ALL FEMALES TO THE
ACTIVITY TAKEN AT UTM

Rank	Activity	Number of Responses	Percent of Responses
1	Elementary weight training	19	30
2	Elementary tennis	18	29
3	Folk and square dance	16	25
	Figure control and conditioning	16	25
	Intermediate swimming	16	25
4	Elementary paddleball	12	19
5	Elementary badminton	11	17
	Elementary swimming	11	17
6	Self-defense	10	16
	Elementary volleyball	10	16
	Archery	10	16
7	Elementary modern dance	9	14
	Social dance	9	14
8	Elementary bowling	8	13
	Elementary golf	8	13
9	Softball	7	11
10	Elementary gymnastics	6	10
11	Lifesaving	5	8
12	Physical fitness	4	6
	Water safety instructor	4	6
13	Intermediate gymnastics	3	5
	Synchronized swimming	3	5
	Intermediate tennis	3	5
14	Intermediate modern dance	2	3
	Advanced swimming	2	3
	Intermediate weight training	2	3
	Intermediate badminton	2	3
	Basketball	2	3
	Bicycling	2	3
	Advanced gymnastics	2	3
	Elementary karate	2	3
15	Advanced modern dance	1	2
	Adapted	1	2
	Intermediate volleyball	1	2
	Tumbling	1	2

basketball, bicycling, advanced gymnastics, and elementary karate (3 percent); 15. Advanced modern dance, adapted, intermediate volleyball, and tumbling (2 percent).

Activity Taken at UTM by All Males (Table 7)

The rank of activities taken at UTM and the percent of responses by all males in descending preference were:

1. Elementary tennis (36 percent);
2. Elementary paddleball (27 percent);
3. Intermediate swimming (25 percent);
4. Elementary golf (24 percent);
5. Elementary volleyball (22 percent);
6. Elementary swimming (21 percent);
7. Elementary weight training (19 percent);
8. Elementary handball (16 percent);
9. Elementary badminton (15 percent);
10. Physical fitness (13 percent);
11. Archery, basketball, and intermediate tennis (12 percent);
12. Elementary bowling and intermediate weight training (9 percent);
13. Lifesaving and softball (7 percent);
14. Soccer, team games, and elementary gymnastics (6 percent);
15. Elementary badminton, touch football, elementary wrestling, and self-defense (4 percent);
16. Intermediate badminton, adapted folk and square dance, skin and scuba diving, and tumbling (3 percent);
17. Intermediate gymnastics (1 percent).

Activity Females Would Like to Take If Offered at UTM (Table 8)

The rank of activities that a student would like to take and the percent of responses by all females in

TABLE 7
 RANK OF ACTIVITY AND NUMBER AND PERCENT OF
 TOTAL RESPONSES OF ALL MALES TO THE
 ACTIVITY TAKEN AT UTM

Rank	Activity	Number of Responses	Percent of Responses
1	Elementary tennis	24	36
2	Elementary paddleball	18	27
3	Intermediate swimming	17	25
4	Elementary golf	16	24
5	Elementary volleyball	15	22
6	Elementary swimming	14	21
7	Elementary weight training	13	19
8	Elementary handball	11	16
9	Elementary badminton	10	15
10	Physical fitness	9	13
11	Archery	8	12
	Basketball	8	12
	Intermediate tennis	8	12
12	Elementary bowling	6	9
	Intermediate weight training	6	9
13	Lifesaving	5	7
	Softball	5	7
14	Soccer	4	6
	Team games	4	6
	Elementary gymnastics	4	6
15	Elementary badminton	3	4
	Touch football	3	4
	Elementary wrestling	3	4
	Self-defense	3	4
16	Intermediate badminton	2	3
	Adapted	2	3
	Folk and square dance	2	3
	Skin and scuba diving	2	3
	Tumbling	2	3
17	Intermediate gymnastics	1	1

descending preference were: 1. Water skiing (63 percent); 2. Sailboating (62 percent); 3. Basic river canoeing (59 percent); 4. Camping and outdoor recreation (57 percent); 5. Basic horsemanship (56 percent); 6. Bicycling (49 percent); 7. Hiking (46 percent); 8. Snow skiing (44 percent); 9. Self-defense (33 percent); 10. Elementary bowling (32 percent); 11. Archery, recreational games, and boating safety (30 percent); 12. Billiards and elementary handball (29 percent); 13. Touch football (27 percent); 14. Elementary karate (25 percent); 15. Intermediate badminton, elementary tennis, intermediate bowling, and paddle tennis (24 percent); 16. Skin and scuba diving and field hockey (22 percent); 17. Elementary golf, water safety instructor, and sports officiating (19 percent); 18. Team games, intermediate tennis, and intermediate volleyball (17 percent); 19. Social dance, advanced swimming, synchronized swimming, and elementary paddleball (16 percent); 20. Physical fitness (14 percent); 21. Tap dance, hunting and gun safety, lifesaving, intermediate golf, advanced gymnastics, elementary swimming, intermediate swimming, and softball (13 percent); 22. Intermediate handball, intermediate karate, soccer, intermediate modern dance, figure control and conditioning, intermediate gymnastics, and track and field (11 percent); 23. Bait casting, elementary weight training, elementary badminton, advanced modern dance, and tumbling (10 percent); 24. Elementary modern dance, elementary gymnastics, elementary

TABLE 8
 RANK OF ACTIVITY AND NUMBER AND PERCENT OF
 TOTAL RESPONSES OF ALL FEMALES TO THE
 ACTIVITY THEY WOULD LIKE TO TAKE
 IF OFFERED AT UTM

Rank	Activity	Number of Responses	Percent of Responses
1	Water skiing	40	63
2	Sailboating	39	62
3	Basic river canoeing	37	59
4	Camping and outdoor recreation	36	57
5	Basic horsemanship	35	56
6	Bicycling	31	49
7	Hiking	29	46
8	Snow skiing	28	44
9	Self-defense	21	33
10	Elementary bowling	20	32
11	Archery	19	30
	Recreational games	19	30
	Boating safety	19	30
12	Billiards	18	29
	Elementary handball	18	29
13	Touch football	17	27
14	Elementary karate	16	25
15	Intermediate badminton	15	24
	Elementary tennis	15	24
	Intermediate bowling	15	24
	Paddle tennis	15	24
16	Skin and scuba diving	14	22
	Field hockey	14	22
17	Elementary golf	12	19
	Water safety instructor	12	19
	Sports officiating	12	19
18	Team games	11	17
	Intermediate tennis	11	17
	Intermediate volleyball	11	17
19	Social dance	10	16
	Advanced swimming	10	16
	Synchronized swimming	10	16
	Elementary paddleball	10	16
20	Physical fitness	9	14

TABLE 8 (continued)

Rank	Activity	Number of Responses	Percent of Responses
21	Tap dance	8	13
	Hunting and gun safety	8	13
	Lifesaving	8	13
	Intermediate golf	8	13
	Advanced gymnastics	8	13
	Elementary swimming	8	13
	Intermediate swimming	8	13
	Softball	8	13
22	Intermediate handball	7	11
	Intermediate karate	7	11
	Soccer	7	11
	Intermediate modern dance	7	11
	Figure control and conditioning	7	11
	Intermediate gymnastics	7	11
	Track and field	7	11
23	Bait casting	6	10
	Elementary weight training	6	10
	Elementary badminton	6	10
	Advanced modern dance	6	10
	Tumbling	6	10
24	Elementary modern dance	5	8
	Elementary gymnastics	5	8
	Elementary wrestling	5	8
	Sports in society	5	8
25	Intermediate weight training	4	6
	Elementary volleyball	4	6
26	Folk and square dance	3	5
27	Adapted	2	3
28	Lifesaving	1	2
	Intermediate wrestling	1	2

wrestling, and sports in society (8 percent); 25. Intermediate weight training and elementary volleyball (6 percent); 26. Folk and square dance (5 percent); 27. Adapted (3 percent); 28. Lifesaving and intermediate wrestling (2 percent).

Activity Males Would Like to Take If Offered at UTM (Table 9)

The rank of activities that a student would like to take and percent of responses by all males in descending preference were 1. Basic river canoeing (61 percent); 2. Billiards (43 percent); 3. Camping and outdoor recreation (39 percent); 4. Snow skiing (37 percent); 5. Water skiing (36 percent); 6. Sailboating (34 percent); 7. Self-defense, skin and scuba diving, and hunting and gun safety (33 percent); 8. Hiking (28 percent); 9. Archery, elementary karate, and bicycling (27 percent); 10. Boating safety and soccer (24 percent); 11. Basic horsemanship and intermediate karate (22 percent); 12. Bait casting, intermediate golf, and elementary handball (21 percent); 13. Sports officiating (19 percent); 14. Intermediate tennis, water safety instructor, elementary wrestling, touch football, lifesaving, intermediate handball, and intermediate paddleball (18 percent); 15. Figure control and conditioning and elementary golf (16 percent); 16. Paddle tennis, elementary bowling, and intermediate wrestling (15 percent); 17. Intermediate bowling,

TABLE 9
 RANK OF ACTIVITY AND NUMBER AND PERCENT OF
 TOTAL RESPONSES OF ALL MALES TO THE
 ACTIVITY THEY WOULD LIKE TO TAKE
 IF OFFERED AT UTM

Rank	Activity	Number of Responses	Percent of Responses
1	Basic river canoeing	41	61
2	Billiards	29	43
3	Camping and outdoor recreation	26	39
4	Snow skiing	25	37
5	Water skiing	24	36
6	Sailboating	23	34
7	Self-defense	22	33
	Skin and scuba diving	22	33
	Hunting and gun safety	22	33
8	Hiking	19	28
9	Archery	18	27
	Elementary karate	18	27
	Bicycling	18	27
10	Boating safety	16	24
	Soccer	16	24
11	Basic horsemanship	15	22
	Intermediate karate	15	22
12	Bait casting	14	21
	Intermediate golf	14	21
	Elementary handball	14	21
13	Sports officiating	13	19
14	Intermediate tennis	12	18
	Water safety instructor	12	18
	Elementary wrestling	12	18
	Touch football	12	18
	Lifesaving	12	18
	Intermediate handball	12	18
	Intermediate paddleball	12	18
15	Figure control and conditioning	11	16
	Elementary golf	11	16
16	Paddle tennis	10	15
	Elementary bowling	10	15
	Intermediate wrestling	10	15

TABLE 9 (continued)

Rank	Activity	Number of Responses	Percent of Responses
17	Intermediate bowling	9	13
	Elementary paddleball	9	13
	Softball	9	13
	Intermediate weight training	9	13
18	Recreational games	8	12
	Intermediate badminton	8	12
	Elementary gymnastics	8	12
19	Social dance	7	10
	Intermediate volleyball	7	10
	Track and field	7	10
20	Advanced swimming	6	9
	Elementary weight training	6	9
	Elementary badminton	6	9
	Basketball	6	9
	Advanced gymnastics	6	9
	Physical fitness	6	9
21	Sports in society	5	7
	Tumbling	5	7
	Synchronized swimming	5	7
	Elementary swimming	5	7
	Intermediate gymnastics	5	7
22	Team games	4	6
	Intermediate swimming	4	6
23	Elementary tennis	3	4
	Elementary modern dance	3	4
	Advanced modern dance	3	4
24	Folk and square dance	2	3
	Intermediate modern dance	2	3
25	Adapted	1	1
	Tap dance	1	1
	Elementary volleyball	1	1
	Field hockey	1	1

elementary paddleball, softball, and intermediate weight training (13 percent); 18. Recreational games, intermediate badminton, and elementary gymnastics (12 percent); 19. Social dance, intermediate volleyball, and track and field (10 percent); 20. Advanced swimming, elementary weight training, elementary badminton, basketball, advanced gymnastics, and physical fitness (9 percent); 21. Sports in society, tumbling, synchronized swimming, elementary swimming, and intermediate gymnastics (7 percent); 22. Team games and intermediate swimming (6 percent); 23. Elementary tennis, elementary modern dance, and advanced modern dance (4 percent); 24. Folk and square dance and intermediate modern dance (3 percent); 25. Adapted, tap dance, elementary volleyball, and field hockey (1 percent).

CORRELATION BETWEEN ACTIVITY TAKEN IN HIGH SCHOOL AND AT UTM

The Pearson product moment correlation was used to determine if a statistically significant relationship existed between questionnaire responses to the activity taken in high school and at UTM.

The mathematical correlation was computed to be .490 for all male students. The data showed that the F test statistic was 20.0036, compared to a critical value of 4.0 at the .05 level; therefore, the model indicates significant mathematical correlation.

The mathematical correlation for all female students was .613. The F test statistic was 38.0785, compared to a critical value of 4.0 at the .05 level of significance; therefore, the model indicates significant mathematical correlation.

Chapter 5

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to ascertain the opinion of 200 sophomore and junior male and female students, who were currently enrolled at the University of Tennessee at Martin, of the non-professional basic physical education instruction program. There was an overall return of 130 or 66 percent of the questionnaires mailed. The results of the questionnaire responses were utilized to evaluate the present courses in the non-professional program, to determine the interests of the students as to new courses offered, and to determine the relationship between the physical education courses taken in high school and those taken at the college level.

The areas that the respondents felt the university should provide physical education instruction and experience in descending order of the number of responses were: Lifetime sports; Individual and dual sports; Exercise and physical conditioning; Team sports; Aquatics, and Dance.

The students' opinions were solicited as to how the physical education program could be improved. The areas

selected in descending order of the number of responses were: Opportunity to take a physical education activity as an elective course for credit after completion of the physical education requirement; Greater variety of activities offered; More credit given, and Better instructors.

Sixty-five physical education activities were listed, and each subject was asked to check each activity as to whether he or she had taken the activity in high school, taken the activity at UTM, and/or would like to take the activity if offered at UTM. These activities were analyzed according to the number and percent of responses in each category. The Pearson product moment correlation was used to determine a statistically significant relationship between the activity taken in high school and at UTM of all female and male respondents. One hundred thirty students returned the questionnaire. This return included 33 female sophomores, 30 female juniors, 33 male sophomore, and 34 male juniors.

The responses indicated that the area of team sports was accentuated at the high school level by all females (Summary Table 10) and males (Summary Table 11).

The responses to the physical education activities at UTM indicated a preference to enroll in the area of lifetime sport activities for all females (Summary Table 12) and males (Summary Table 13).

TABLE 10
SUMMARY OF THE NUMBER OF TOTAL RESPONSES TO THE
GENERAL ACTIVITY AREA FOR ALL FEMALES TO
THE ACTIVITY TAKEN IN HIGH SCHOOL

Activity Area	Number of Total Responses
Team Sports	109
Lifetime sports	57
Individual and dual sports	40
Exercise and physical conditioning	30
Dance	29
Aquatics	8

TABLE 11
SUMMARY OF THE NUMBER OF TOTAL RESPONSES TO THE
GENERAL ACTIVITY AREA FOR ALL MALES TO
THE ACTIVITY TAKEN IN HIGH SCHOOL

Activity Area	Number of Total Responses
Team Sports	80
Individual and dual sports	38
Exercise and physical conditioning	21
Lifetime sports	17
Aquatics	12
Dance	6

TABLE 12
SUMMARY OF THE NUMBER OF TOTAL RESPONSES TO THE
GENERAL ACTIVITY AREA FOR ALL FEMALES TO
THE ACTIVITY TAKEN AT UTM

Activity Area	Number of Total Responses
Lifetime sports	84
Exercise and physical conditioning	41
Dance	37
Aquatics	36
Team sports	20
Individual and dual sports	13

TABLE 13

SUMMARY OF THE NUMBER OF TOTAL RESPONSES TO THE
GENERAL ACTIVITY AREA FOR ALL MALES TO
THE ACTIVITY TAKEN AT UTM

Activity Area	Number of Total Responses
Lifetime sports	99
Team sports	39
Aquatics	38
Exercise and physical conditioning	28
Individual and dual sports	14
Dance	2

The area of lifetime sport activities was emphasized by most respondents as to the activity they would like to take if offered at UTM (all females, Summary Table 14; all males, Summary Table 15).

The Pearson product moment correlation was used to determine if there was a significant correlation between the activity taken in high school and at UTM. It was revealed that there was a mathematical correlation for both groups. The correlation for males was .490, and the F test statistic was 20.0036, compared to a critical value of 4.0 at the .05 level of significance. The correlation for females was .613, and the F test statistic was 38.0785, compared to a critical value of 4.0 at the .05 level of significance.

FINDINGS

Physical Education Basic Instruction Program

The responses indicated that 97 percent of all the subjects surveyed would take a physical education class to learn a new activity. A total response of 79 percent of those surveyed noted that they would take a physical education class that they were already skilled in.

Of the six areas that the subjects were to check they felt the university should provide instruction and experience, lifetime sports received the highest percentage

TABLE 14

SUMMARY OF THE NUMBER OF TOTAL RESPONSES TO THE
GENERAL ACTIVITY AREA FOR ALL FEMALES TO
THE ACTIVITY THEY WOULD LIKE TO
TAKE IF OFFERED AT UTM

Activity Area	Number of Total Responses
Lifetime sports	549
Team sports	72
Aquatics	71
Individual and dual sports	64
Dance	39
Exercise and physical conditioning	26

TABLE 15
SUMMARY OF THE NUMBER OF TOTAL RESPONSES TO THE
GENERAL ACTIVITY AREA FOR ALL MALES TO
THE ACTIVITY THEY WOULD LIKE TO
TAKE IF OFFERED AT UTM

Activity Area	Number of Total Responses
Lifetime sports	450
Individual and dual sports	87
Aquatics	66
Team sports	55
Exercise and physical conditioning	32
Dance	18

of responses with 87 percent. This is indicative of the trend in some college and university physical education programs. Individual and dual sports was second with 72 percent of the responses, third was exercise and physical conditioning with 64 percent of the responses, team sports was fourth with 61 percent of the responses, fifth was aquatics with 48 percent of the responses, and dance was sixth with 32 percent of the responses.

The respondents indicated that the physical education program at UTM would be improved by the following areas in descending order of total percentage of all responses: The opportunity to take a physical education activity as an elective course for credit after completion of the physical education requirement (75 percent); Greater variety of activities offered (62 percent); More credit given (52 percent), and Better instructors (15 percent).

Responses to Physical Education Activities

Sixty-five physical education activities were listed, and each student was asked to respond to each activity as to whether he or she had taken the activity in high school, taken the activity at UTM, and/or would like to take the activity if offered at UTM.

Activity taken in high school by all females. The total female response to this category seemed to show a

preference to take team sport activities such as basketball (56 percent), softball (37 percent), elementary volleyball (29 percent), and touch football (24 percent). The area of lifetime sports ranked second in regard to total female responses. These activities included elementary badminton (21 percent), recreational games (19 percent), elementary tennis (13 percent), and archery (10 percent). The area of individual and dual sports ranked third as to total number of responses. This area included such activities as tumbling (37 percent), elementary gymnastics (21 percent), and track and field (19 percent). The areas of exercise and physical conditioning and dance were very close in total number of responses. Exercise and physical conditioning activities included physical fitness (27 percent), figure control and conditioning (13 percent), and elementary weight training (6 percent). The area of dance included activities such as folk and square dance (22 percent), social dance (6 percent), and tap dance (5 percent). The area of aquatics was the lowest in total number of female responses.

Activity taken in high school by all males. The majority of male respondents had taken team sport activities such as basketball (33 percent), softball (27 percent), touch football (22 percent), soccer (10 percent), and team games (10 percent). The area of individual and dual sports, which included such activities as track and field (18 percent),

tumbling (13 percent), elementary wrestling (12 percent), and elementary gymnastics (10 percent), ranked second in number of total responses. Exercise and physical conditioning activities such as physical fitness (19 percent) and weight training (9 percent) ranked third in total number of responses. The areas of lifetime sports, aquatics, and dance ranked fourth, fifth, and sixth respectively in total number of male responses.

Activity taken at UTM by all females. The majority of all female respondents preferred to take lifetime sport activities such as elementary tennis (29 percent), elementary paddleball (19 percent), elementary badminton (17 percent), archery (16 percent), elementary bowling (13 percent), and elementary golf (13 percent). The area of exercise and physical conditioning ranked second in total response. This area included such activities as elementary weight training (30 percent), figure control and conditioning (25 percent), and physical fitness (6 percent). The area of dance, which included such activities as folk and square dance (25 percent), and elementary modern dance (14 percent), ranked third in total number of responses. The areas of aquatics, team sports, and individual and dual sports ranked fourth, fifth, and sixth respectively in total number of responses.

Activity taken at UTM by all males. The area of lifetime sports, which included such activities as elementary tennis (36 percent), elementary paddleball (27 percent), elementary golf (24 percent), and elementary handball (16 percent), was preferred by the majority of male respondents to be taken at UTM. Ranked second in total number of responses was the area of team sports, which included such activities as elementary volleyball (22 percent), basketball (12 percent), and softball (8 percent). A close third choice for all males was the area of aquatics, which included such activities as intermediate swimming (25 percent), elementary swimming (21 percent), and lifesaving (8 percent). The area of exercise and physical conditioning, which included such areas as physical fitness (13 percent) and intermediate weight training (9 percent), ranked fourth in total number of responses. The areas of individual and dual sports and dance ranked fifth and sixth respectively in total number of responses.

Activity all females would like to take if offered at UTM. An overwhelming majority favored the area of lifetime sports, especially outdoor activities such as water skiing (63 percent), sailboating (62 percent), basic river canoeing (59 percent), camping and outdoor recreation (57 percent), and basic horsemanship (56 percent) as activities to take if offered. Ranked second in total

number of responses was the area of team sports, which included such activities as touch football (27 percent), field hockey (22 percent), and team games (17 percent). The area of aquatics was ranked a close third in total number of responses. This area included such activities as skin and scuba diving (22 percent), water safety instructor (19 percent), advanced and synchronized swimming (16 percent), and lifesaving (13 percent). The areas of individual and dual sports, dance, and exercise and physical conditioning ranked fourth, fifth, and sixth respectively in total number of responses.

Activity all males would like to take if offered at UTM. The majority of male responses showed a marked preference to enroll in lifetime sport activities, especially outdoor activities such as basic river canoeing (61 percent), billiards (43 percent), camping and outdoor recreation (39 percent), snow skiing (37 percent), water skiing (36 percent), and sailboating (34 percent). Ranked a distant second in total number of responses was the area of individual and dual sports, which included such activities as elementary karate (27 percent), intermediate karate (22 percent), elementary wrestling (18 percent), and intermediate wrestling (15 percent). The area of aquatics ranked third in total number of responses. This area included such activities

as skin and scuba diving (33 percent), water safety instructor (18 percent), and lifesaving (18 percent). The area of team sports, which included such activities as soccer (24 percent), touch football (18 percent), and softball (13 percent), ranked fourth in total number of responses. The areas of exercise and physical conditioning and dance ranked fifth and sixth respectively in total number of responses.

Correlation Between the Activity Taken in High School and at UTM by All Females and Males

There was a significant mathematical relationship between the activities taken in high school and at UTM by all female and male respondents. The correlation for males was .490, and the F test statistic was 20.0036, compared to a critical value of 4.0 at the .05 level of significance. The correlation for females was .613, and the F test statistic was 38.0785, compared to a critical value of 4.0 at the .05 level of significance.

CONCLUSIONS

The majority of students responding to the questionnaire indicated that they would like to see more lifetime sport activities offered at UTM. Most students would like to take a physical education activity as an elective course for credit after completion of the physical education

requirement. This part of the questionnaire also revealed that most of the respondents were pleased with the quality of instructors in the physical education program.

The majority of the female and male respondents indicated that they enrolled in more team sport activities than any other activities at the high school level. This seems to point out that most high school physical education programs still emphasize team sports. This may be due to lack of facilities and equipment, lack of experience and background by the teachers or lack of a desire to implement other activities.

The activities most selected by both males and females at the college level can be classified in the lifetime sports area. These selections indicated a preference for this type of activity as compared to the team sport activities taken in high school. This also substantiated the responses of the students as to their willingness to take a physical education course to learn a new activity and not one in which they were already skilled. It is interesting to note that exercise and physical conditioning activities ranked second among the female responses and ranked fourth among the male responses. This may be due to the importance that women today place on physical appearance and weight control.

Most male and female respondents would like to take outdoor education and lifetime sport activities if offered at UTM. It is interesting to note that most students responding to the questionnaire did not prefer to take exercise and physical conditioning activity courses but preferred to enroll in activities in the lifetime sport area. It appears then that the physical fitness aspect of physical education is declining in importance as the rationale for taking physical education. The students seem to be concerned with learning an activity that they can participate in after their formal education experience.

There was a significant mathematical correlation between the activity taken in high school and at UTM by all respondents. The Pearson product moment correlation for all males was .490 and for all females was .613. The F test statistic for all males was 20.0036 and for all females was 38.0785, compared to a critical value of 4.0 at the .05 level of significance, therefore indicating a significant correlation.

RECOMMENDATIONS

From the results of this study the following recommendations are made in regard to improving the non-professional basic instruction physical education program at the University of Tennessee at Martin:

1. Students enrolled at UTM should have the opportunity to take a physical education activity as an elective course for credit after completion of the physical education requirement. This recommendation has recently been implemented for all students majoring in secondary or elementary education. These students may take a physical education activity class as an elective course for credit after completion of the six hour physical education requirement.

2. More sections of popular physical education activity classes should be offered during the same quarter or succeeding quarters. A student should not be forced to enroll in an activity in which he or she is not interested.

3. A greater variety of activities, consistent with facilities, equipment, and personnel should be offered in the physical education activity program to accommodate the needs, desires, and interests of the students.

4. The lifetime sport activities should continue to be emphasized in the physical education program; however, the addition of a number of outdoor education activities should be made to the present list of activities offered. The results of this investigation show a marked preference for lifetime sport activities

that are not presently offered. Due to these desires and interests it is imperative that the administration closely examine the feasibility of adding some of these courses to the curriculum; possibly as off-campus activities and/or using para-professionals as instructors.

5. More activities should be offered at different levels of competence so that the student can obtain a higher degree of skill in the activity of his or her choice. Such activities as intermediate and advanced tennis, intermediate and advanced badminton, and intermediate and advanced bowling could be offered to satisfy some of the students' needs and interests.

6. Even though the activities included in the area of exercise and physical conditioning were not preferred by the majority of respondents as activities they would like to take if offered at UTM, it is our responsibility as physical educators to introduce as many physical fitness attributes as is consistent with the particular activity. It is also our duty to educate students as to the benefits derived from exercise and physical conditioning. The interest of the students in physical exercise could be cultivated by making the present physical fitness course more interesting in regard to teacher concern, course description, and course presentation.

7. The present physical education program should be maintained in regard to the six hour credits required for graduation and be retained on a voluntary, elective basis in regard to selecting the activities of the students' interests. Voluntary physical education is a more educationally sound practice than is required physical education because students are attracted to voluntary physical education on the merits of its offerings. It follows that programs of non-professional basic instruction physical education that are predicated as to their ability to meet the needs, desires, and interests of the students would function with optimal effectiveness.

8. There should be a continuous evaluation of the non-professional basic instruction physical education program at UTM to determine the convenience and quality of facilities and equipment, flexibility of administrative procedures, quality of instruction, and the relationship of particular activities to the students' needs, desires, and interests.

APPENDICES

APPENDIX A
THE QUESTIONNAIRE

APPENDIX A

Dear Student:

You have been selected as one of 200 students to evaluate the physical education service program at UTM.

Please check the appropriate spaces as to your honest opinion. Your evaluation will be very helpful to the physical education department.

Please fold the questionnaire so that the return label to Mr. Richard Reiselt is showing and return in the campus mail or return it to the physical education department by Friday, May 16, 1975.

Your cooperation will be greatly appreciated.

APPENDIX A

This survey is to be used to investigate the non-professional physical education program at UTM in regard to the present and future interests, needs, and desires of the students.

Please answer the questions as concisely and honestly as possible.

Thank you for your cooperation.

1. Circle year in school: 1. Freshman 2. Sophomore
3. Junior 4. Senior
2. Sex: Male _____ Female _____
3. Age _____
4. Would you enroll in a physical education class to learn a new activity of your interest? Yes _____ No _____
5. Would you enroll in a physical education class that you were already skilled in? Yes _____ No _____

In which of the following areas do you feel the university should provide instruction and experience. (Check as many as you wish)

6. _____ Team sports
7. _____ Individual and dual sports
8. _____ Dance
9. _____ Exercise or physical conditioning
10. _____ Aquatics
11. _____ Lifetime sports (activities that you can actively engage in after graduation)

In your opinion, how could the physical education program at UTM be improved? (Check as many as you wish)

12. _____ Better instructors
13. _____ More credit given
14. _____ Greater variety of activities offered
15. _____ Opportunity to take a physical education activity as an elective course for credit after completion of the physical education requirement

Place a check (✓) in Column A if you took the activity in high school.

Place a check (✓) in Column B if you took or are taking the activity at UTM.

Place a check (✓) in Column C if would take the activity if offered at UTM.

For official use only. Do not mark in this column.	Column A Activity taken in high school	Activity	Column B Activity taken at UTM	Column C Activity you would like to take
16. _____	16. _____	16. Adapted (for handi-capped only)	16. _____	16. _____
17. _____	17. _____	17. Archery	17. _____	17. _____
18. _____	18. _____	18. Elementary badminton	18. _____	18. _____
19. _____	19. _____	19. Intermediate badminton	19. _____	19. _____
20. _____	20. _____	20. Bait casting	20. _____	20. _____
21. _____	21. _____	21. Basketball	21. _____	21. _____
22. _____	22. _____	22. Bicycling	22. _____	22. _____
23. _____	23. _____	23. Billiards	23. _____	23. _____
24. _____	24. _____	24. Boating safety	24. _____	24. _____
25. _____	25. _____	25. Elementary bowling	25. _____	25. _____
26. _____	26. _____	26. Intermediate bowling	26. _____	26. _____
27. _____	27. _____	27. Basic river canoeing	27. _____	27. _____
28. _____	28. _____	28. Camping and outdoor recreation	28. _____	28. _____
29. _____	29. _____	29. Folk and square dance	29. _____	29. _____
30. _____	30. _____	30. Elementary modern dance	30. _____	30. _____
31. _____	31. _____	31. Intermediate modern dance	31. _____	31. _____
32. _____	32. _____	32. Advanced modern dance	32. _____	32. _____
33. _____	33. _____	33. Social dance	33. _____	33. _____

For official
use only. Do
not mark in
this column.

Column A
Activity
taken in
high school

Activity

Column B
Activity
taken at
UTM

Column C
Activity you
would like
to take

34. _____	34. _____	34. Tap dance	34. _____	34. _____
35. _____	35. _____	35. Figure control and conditioning	35. _____	35. _____
36. _____	36. _____	36. Field hockey (women)	36. _____	36. _____
37. _____	37. _____	37. Elementary golf	37. _____	37. _____
38. _____	38. _____	38. Intermediate golf	38. _____	38. _____
39. _____	39. _____	39. Elementary gymnastics	39. _____	39. _____
40. _____	40. _____	40. Intermediate gymnastics	40. _____	40. _____
41. _____	41. _____	41. Advanced gymnastics	41. _____	41. _____
42. _____	42. _____	42. Elementary handball	42. _____	42. _____
43. _____	43. _____	43. Intermediate handball	43. _____	43. _____
44. _____	44. _____	44. Hiking	44. _____	44. _____
45. _____	45. _____	45. Basic horsemanship	45. _____	45. _____
46. _____	46. _____	46. Hunting and gun safety	46. _____	46. _____
47. _____	47. _____	47. Elementary karate	47. _____	47. _____
48. _____	48. _____	48. Intermediate karate	48. _____	48. _____
49. _____	49. _____	49. Lifesaving	49. _____	49. _____
50. _____	50. _____	50. Elementary paddleball	50. _____	50. _____
51. _____	51. _____	51. Intermediate paddleball	51. _____	51. _____
52. _____	52. _____	52. Paddle tennis	52. _____	52. _____
53. _____	53. _____	53. Physical fitness	53. _____	53. _____
54. _____	54. _____	54. Recreational games	54. _____	54. _____
55. _____	55. _____	55. Sailboating	55. _____	55. _____
56. _____	56. _____	56. Self-defense	56. _____	56. _____
57. _____	57. _____	57. Soccer	57. _____	57. _____
58. _____	58. _____	58. Softball	58. _____	58. _____
59. _____	59. _____	59. Elementary swimming	59. _____	59. _____
60. _____	60. _____	60. Intermediate swimming	60. _____	60. _____

For official
use only. Do
not mark in
this column.

Column A
Activity
taken in
high school

Activity

Column B
Activity
taken at
UTM

Column C
Activity you
would like
to take

61. _____	61. _____	61. Advanced swimming	61. _____	61. _____
62. _____	62. _____	62. Synchronized swimming	62. _____	62. _____
63. _____	63. _____	63. Skin and scuba diving	63. _____	63. _____
64. _____	64. _____	64. Snow skiing	64. _____	64. _____
65. _____	65. _____	65. Sports officiating	65. _____	65. _____
66. _____	66. _____	66. Sports in society (classroom)	66. _____	66. _____
67. _____	67. _____	67. Team games	67. _____	67. _____
68. _____	68. _____	68. Elementary tennis	68. _____	68. _____
69. _____	69. _____	69. Intermediate tennis	69. _____	69. _____
70. _____	70. _____	70. Track and field	70. _____	70. _____
71. _____	71. _____	71. Touch football	71. _____	71. _____
72. _____	72. _____	72. Tumbling	72. _____	72. _____
73. _____	73. _____	73. Elementary volleyball	73. _____	73. _____
74. _____	74. _____	74. Intermediate volleyball	74. _____	74. _____
75. _____	75. _____	75. Water safety instructor	75. _____	75. _____
76. _____	76. _____	76. Water skiing	76. _____	76. _____
77. _____	77. _____	77. Elementary weight training	77. _____	77. _____
78. _____	78. _____	78. Intermediate weight training	78. _____	78. _____
79. _____	79. _____	79. Elementary wrestling	79. _____	79. _____
80. _____	80. _____	80. Intermediate wrestling	80. _____	80. _____

If you have any other suggestions concerning the course offerings in physical education, express them on the reverse side of this paper.

APPENDIX B

RESULTS OF THE SIXTY-FIVE PHYSICAL EDUCATION
ACTIVITIES FOR SOPHOMORE FEMALES

APPENDIX B

RESULTS OF THE SIXTY-FIVE PHYSICAL EDUCATION
ACTIVITIES FOR SOPHOMORE FEMALES
(N=33)

Act. No.*	Total Responses		Activity Taken in High School (Responses)		Activity Taken at UTM (Responses)		Activity You Would Like to Take (Responses)		Activity Taken in High School and UTM (Responses)	
	No.	%	No.	%	No.	%	No.	%	No.	%
16	32	97	0	0	1	3	0	0	0	0
17	11	33	2	6	3	9	15	45	1	3
18	7	21	8	24	6	18	3	9	6	18
19	19	58	1	3	1	3	11	33	1	3
20	31	94	0	0	0	0	2	6	0	0
21	6	18	18	55	1	3	0	0	3	9
22	12	36	0	0	1	3	20	61	0	0
23	22	67	0	0	1	3	10	30	0	0
24	23	70	0	0	0	0	10	30	0	0
25	16	48	1	3	3	9	12	36	0	0
26	23	70	0	0	0	0	10	30	0	0
27	13	39	0	0	0	0	20	61	0	0
28	15	45	0	0	0	0	18	55	0	0
29	13	39	7	21	6	18	2	6	3	9
30	23	70	2	6	2	6	3	9	3	9
31	26	79	2	6	0	0	5	15	0	0
32	31	94	0	0	0	0	2	6	0	0
33	21	64	1	3	3	9	7	21	0	0
34	25	76	2	6	0	0	5	15	0	0
35	14	42	4	12	5	15	5	15	4	12
36	26	79	1	3	0	0	6	18	0	0

APPENDIX B (continued)

Act. No.*	Total Responses		Activity Taken in High School (Responses)		Activity Taken at UTM (Responses)		Activity You Would Like to Take (Responses)		Activity Taken in High School and UTM (Responses)	
	No.	%	No.	%	No.	%	No.	%	No.	%
37	19	58	0	0	5	15	7	21	1	3
38	30	91	0	0	0	0	3	9	0	0
39	14	42	7	21	3	9	3	9	2	6
40	25	76	0	0	2	6	5	15	0	0
41	24	73	1	3	1	3	7	21	0	0
42	24	73	0	0	0	0	9	27	0	0
43	30	91	0	0	0	0	3	9	0	0
44	15	45	0	0	0	0	18	55	0	0
45	13	39	0	0	0	0	20	61	0	0
46	30	91	0	0	0	0	3	9	0	0
47	21	64	0	0	1	3	11	33	0	0
48	30	91	0	0	0	0	3	9	0	0
49	21	64	3	9	2	6	6	18	0	0
50	20	61	0	0	9	27	4	12	0	0
51	26	79	0	0	0	0	7	21	0	0
52	25	76	0	0	0	0	8	24	0	0
53	17	52	7	21	0	0	6	18	0	0
54	17	52	2	6	0	0	11	33	1	3
55	14	42	0	0	0	0	19	58	0	0
56	15	45	1	3	2	6	15	45	0	0
57	21	64	5	15	0	0	3	9	0	0
58	5	15	11	33	3	9	6	18	3	9
59	19	58	2	6	4	12	7	21	0	0
60	23	70	0	0	3	9	7	21	0	0
61	26	79	0	0	2	6	5	15	0	0
62	27	82	0	0	1	3	5	15	0	0

APPENDIX B (continued)

Act. No.*	Total Responses		Activity Taken in High School (Responses)		Activity Taken at UTM (Responses)		Activity You Would Like to Take (Responses)		Activity Taken in High School and UTM (Responses)	
	No.	%	No.	%	No.	%	No.	%	No.	%
63	24	73	0	0	0	0	9	27	0	0
64	19	58	0	0	0	0	14	42	0	0
65	28	85	0	0	0	0	5	15	0	0
66	31	94	0	0	0	0	2	6	0	0
67	22	67	2	6	0	0	8	24	0	0
68	7	21	3	9	10	30	11	33	2	6
69	24	73	1	3	1	3	7	21	0	0
70	22	67	6	18	0	0	5	15	0	0
71	17	52	6	18	0	0	8	24	0	0
72	11	33	11	33	1	3	3	9	2	6
73	5	15	10	30	2	6	3	9	10	30
74	21	64	4	12	0	0	7	21	0	0
75	24	73	1	3	2	6	0	0	0	0
76	12	36	0	0	0	0	21	64	0	0
77	18	55	2	6	8	24	4	12	1	3
78	27	82	0	0	2	6	4	12	0	0
79	30	91	0	0	0	0	3	9	0	0
80	32	97	0	0	0	0	1	3	0	0

*The Activity Number corresponds with the numbered activity on the questionnaire.

APPENDIX C
RESULTS OF THE SIXTY-FIVE PHYSICAL EDUCATION
ACTIVITIES FOR JUNIOR FEMALES

APPENDIX C

RESULTS OF THE SIXTY-FIVE PHYSICAL EDUCATION
ACTIVITIES FOR JUNIOR FEMALES
(N=30)

Act. No.*	Total Responses		Activity Taken in High School (Responses)		Activity Taken at UTM (Responses)		Activity You Would Like to Take (Responses)		Activity Taken in High School and UTM (Responses)	
	No.	%	No.	%	No.	%	No.	%	No.	%
16	28	93	0	0	0	0	2	7	0	0
17	12	40	4	13	7	23	4	13	2	7
18	9	30	5	17	5	17	3	10	5	17
19	24	80	0	0	1	3	4	13	0	0
20	26	87	0	0	0	0	4	13	0	0
21	3	10	17	57	1	3	0	0	6	20
22	17	57	1	3	1	3	11	37	0	0
23	22	73	0	0	0	0	8	27	0	0
24	21	70	0	0	0	0	9	30	0	0
25	14	47	2	7	5	17	8	27	1	3
26	25	83	0	0	0	0	5	17	0	0
27	13	43	0	0	0	0	17	57	0	0
28	11	37	1	3	0	0	18	60	0	0
29	9	30	7	23	10	33	1	3	3	10
30	17	57	4	13	7	23	2	7	0	0
31	26	87	0	0	2	7	2	7	0	0
32	26	87	0	0	1	3	3	10	0	0
33	18	60	3	10	6	20	3	10	0	0
34	26	87	1	3	0	0	3	10	0	0
35	9	30	4	13	11	37	2	7	4	13
36	20	67	2	7	0	0	8	27	0	0

APPENDIX C (continued)

Act. No.*	Total Responses		Activity Taken in High School (Responses)		Activity Taken at UTM (Responses)		Activity You Would Like to Take (Responses)		Activity Taken in High School and UTM (Responses)	
	No.	%	No.	%	No.	%	No.	%	No.	%
37	18	60	2	7	3	10	5	17	0	0
38	25	83	0	0	0	0	5	17	0	0
39	15	50	2	7	3	10	2	7	1	3
40	25	83	1	3	1	3	2	7	0	0
41	27	90	1	3	1	3	1	3	0	0
42	19	63	2	7	0	0	9	30	0	0
43	26	87	0	0	0	0	4	13	0	0
44	18	60	1	3	0	0	11	37	0	0
45	15	50	0	0	0	0	15	50	0	0
46	25	83	0	0	0	0	5	17	0	0
47	23	77	1	3	1	3	5	17	0	0
48	26	87	0	0	0	0	4	13	0	0
49	15	50	2	7	3	10	8	27	1	3
50	20	67	1	3	3	10	6	20	0	0
51	25	83	0	0	0	0	5	17	0	0
52	19	63	2	7	0	0	7	23	0	0
53	12	40	10	33	4	13	3	10	0	0
54	11	37	10	33	0	0	8	27	0	0
55	10	33	0	0	0	0	20	67	0	0
56	15	50	1	3	8	27	6	20	0	0
57	22	73	1	3	1	3	4	13	0	0
58	6	20	12	40	4	13	2	7	3	10
59	20	67	2	7	7	23	1	3	0	0
60	15	50	1	3	13	43	1	3	0	0
61	25	83	0	0	0	0	5	17	0	0
62	23	77	0	0	2	7	5	17	0	0

APPENDIX C (continued)

Act. No.*	Total Responses		Activity Taken in High School (Responses)		Activity Taken at UTM (Responses)		Activity You Would Like to Take (Responses)		Activity Taken in High School and UTM (Responses)	
	No.	%	No.	%	No.	%	No.	%	No.	%
63	25	83	0	0	0	0	5	17	0	0
64	16	53	0	0	0	0	14	47	0	0
65	22	73	1	3	0	0	7	23	0	0
66	26	87	0	0	1	3	3	10	0	0
67	18	60	6	20	1	3	3	10	0	0
68	7	23	5	17	8	27	4	13	4	13
69	23	77	1	3	2	7	4	13	0	0
70	20	67	6	20	1	3	2	7	0	0
71	12	40	9	30	0	0	9	30	0	0
72	11	37	12	40	0	0	3	10	1	3
73	4	13	8	27	8	27	1	3	8	27
74	24	80	0	0	1	3	5	17	0	0
75	22	73	0	0	2	7	6	20	0	0
76	11	37	0	0	0	0	19	63	0	0
77	13	43	4	13	11	37	2	7	0	0
78	29	97	1	3	0	0	0	0	0	0
79	28	93	0	0	0	0	2	7	0	0
80	30	100	0	0	0	0	0	0	0	0

*The Activity Number corresponds with the numbered activity on the questionnaire.

APPENDIX D

RESULTS OF THE SIXTY-FIVE PHYSICAL EDUCATION
ACTIVITIES FOR SOPHOMORE MALES

APPENDIX D

RESULTS OF THE SIXTY-FIVE PHYSICAL EDUCATION
ACTIVITIES FOR SOPHOMORE MALES
(N=33)

Act. No.*	Total Responses		Activity Taken in High School (Responses)		Activity Taken at UTM (Responses)		Activity You Would Like to Take (Responses)		Activity Taken in High School and UTM (Responses)	
	No.	%	No.	%	No.	%	No.	%	No.	%
16	31	94	0	0	1	3	1	3	0	0
17	21	64	1	3	2	6	8	24	1	3
18	30	91	0	0	1	3	2	6	0	0
19	28	85	1	3	0	0	4	12	0	0
20	27	82	0	0	0	0	6	18	0	0
21	10	30	13	39	3	9	2	6	4	12
22	30	91	0	0	0	0	3	9	0	0
23	17	52	1	3	0	0	15	45	0	0
24	26	79	0	0	0	0	6	18	0	0
25	25	76	0	0	3	9	5	15	0	0
26	28	85	0	0	1	3	4	12	0	0
27	11	33	0	0	0	0	21	64	0	0
28	21	64	1	3	0	0	11	33	0	0
29	29	88	2	6	1	3	1	3	0	0
30	32	97	0	0	0	0	1	3	0	0
31	32	97	0	0	0	0	1	3	0	0
32	32	97	0	0	0	0	1	3	0	0
33	31	94	0	0	0	0	2	6	0	0
34	32	97	0	0	0	0	1	3	0	0
35	28	85	1	3	0	0	4	12	0	0
36	31	94	0	0	0	0	2	6	0	0

APPENDIX D (continued)

Act. No.*	Total Responses		Activity Taken in High School (Responses)		Activity Taken at UTM (Responses)		Activity You Would Like to Take (Responses)		Activity Taken in High School and UTM (Responses)	
	No.	%	No.	%	No.	%	No.	%	No.	%
37	22	67	1	3	5	15	5	15	0	0
38	25	76	0	0	0	0	8	24	0	0
39	22	67	3	9	3	9	5	15	0	0
40	26	79	1	3	1	3	4	12	1	3
41	27	82	1	3	0	0	4	12	0	0
42	18	55	1	3	6	18	7	21	1	3
43	25	76	1	3	0	0	6	18	0	0
44	24	73	0	0	0	0	8	24	0	0
45	26	79	0	0	0	0	7	21	0	0
46	19	58	1	3	2	6	11	33	0	0
47	25	76	0	0	0	0	8	24	0	0
48	26	79	0	0	0	0	7	21	0	0
49	25	76	2	6	2	6	2	6	1	3
50	17	52	1	3	10	30	4	12	1	3
51	21	64	0	0	3	9	7	21	2	6
52	29	88	1	3	1	3	2	6	0	0
53	16	48	7	21	2	6	4	12	3	9
54	28	85	1	3	2	6	2	6	0	0
55	23	70	1	3	0	0	9	27	0	0
56	21	64	0	0	2	6	9	27	0	0
57	22	67	3	9	0	0	7	21	0	0
58	15	45	8	24	2	6	5	15	3	9
59	19	58	1	3	7	21	4	12	1	3
60	22	67	2	6	5	15	2	6	0	0
61	28	85	1	3	0	0	4	12	0	0
62	30	91	0	0	0	0	3	9	0	0

APPENDIX D (continued)

Act. No.*	Total Responses		Activity Taken in High School (Responses)		Activity Taken at UTM (Responses)		Activity You Would Like to Take (Responses)		Activity Taken in High School and UTM (Responses)	
	No.	%	No.	%	No.	%	No.	%	No.	%
63	21	64	2	6	1	3	9	27	0	0
64	19	58	0	0	1	3	12	36	0	0
65	28	85	0	0	0	0	5	15	0	0
66	31	94	0	0	0	0	2	6	0	0
67	26	79	4	12	2	6	1	3	0	0
68	20	61	1	3	11	33	1	3	0	0
69	20	61	2	6	4	12	7	21	0	0
70	19	58	6	18	1	3	4	12	0	0
71	18	55	8	24	0	0	5	15	2	6
72	25	76	3	9	1	3	2	6	1	3
73	20	61	4	12	7	21	1	3	1	3
74	25	76	3	9	2	6	3	9	0	0
75	26	79	0	0	0	0	7	21	0	0
76	20	61	0	0	0	0	13	39	0	0
77	16	48	2	6	7	21	4	12	2	6
78	21	64	1	3	5	15	5	15	0	0
79	19	58	5	15	1	3	7	21	0	0
80	24	73	1	3	1	3	7	21	0	0

*The Activity Number corresponds with the numbered activity on the questionnaire.

APPENDIX E
RESULTS OF THE SIXTY-FIVE PHYSICAL EDUCATION
ACTIVITIES FOR JUNIOR MALES

APPENDIX E

RESULTS OF THE SIXTY-FIVE PHYSICAL EDUCATION
ACTIVITIES FOR JUNIOR MALES
(N=34)

Act. No.*	Total Responses		Activity Taken in High School (Responses)		Activity Taken at UTM (Responses)		Activity You Would Like to Take (Responses)		Activity Taken in High School and UTM (Responses)	
	No.	%	No.	%	No.	%	No.	%	No.	%
16	33	97	0	0	1	3	0	0	0	0
17	13	38	4	12	6	18	10	29	1	3
18	19	56	1	3	9	26	4	12	0	0
19	26	76	1	3	2	6	4	12	0	0
20	26	76	0	0	0	0	8	24	0	0
21	10	29	9	26	5	15	4	12	4	12
22	19	56	0	0	0	0	15	44	0	0
23	19	56	0	0	1	3	14	41	0	0
24	23	68	0	0	0	0	10	29	1	3
25	24	71	2	6	3	9	5	15	0	0
26	26	76	1	3	2	6	5	15	0	0
27	14	41	0	0	0	0	20	59	0	0
28	19	56	0	0	0	0	15	44	0	0
29	27	79	4	12	1	3	1	3	1	3
30	33	97	0	0	0	0	1	3	0	0
31	33	97	0	0	0	0	1	3	0	0
32	32	94	0	0	0	0	2	6	0	0
33	29	85	0	0	0	0	5	15	0	0
34	34	100	0	0	0	0	0	0	0	0
35	24	71	1	3	1	3	7	21	1	3
36	32	94	0	0	1	3	1	3	0	0

APPENDIX E (continued)

Act. No.*	Total Responses		Activity Taken in High School (Responses)		Activity Taken at UTM (Responses)		Activity You Would Like to Take (Responses)		Activity Taken in High School and UTM (Responses)	
	No.	%	No.	%	No.	%	No.	%	No.	%
37	20	59	2	6	6	18	6	18	0	0
38	25	74	1	3	2	6	6	18	0	0
39	25	74	4	12	1	3	3	9	1	3
40	31	91	0	0	0	0	1	3	0	0
41	31	91	0	0	0	0	2	6	0	0
42	21	62	0	0	5	15	7	21	0	0
43	28	82	0	0	0	0	6	18	0	0
44	22	65	0	0	1	3	11	32	0	0
45	26	76	0	0	0	0	8	24	0	0
46	23	68	0	0	0	0	11	32	0	0
47	24	71	0	0	0	0	10	29	0	0
48	26	76	0	0	0	0	8	24	0	0
49	21	62	0	0	3	9	10	29	0	0
50	20	59	0	0	8	24	5	15	0	0
51	28	82	0	0	1	3	5	15	0	0
52	25	74	0	0	1	3	8	24	0	0
53	13	38	6	18	8	24	2	6	2	6
54	23	68	3	9	0	0	6	18	1	3
55	20	59	0	0	0	0	14	41	0	0
56	19	56	1	3	1	3	13	38	0	0
57	13	38	4	12	4	12	9	26	0	0
58	11	32	10	29	3	9	4	12	3	9
59	24	71	2	6	7	21	1	3	0	0
60	18	53	1	3	12	35	2	6	0	0
61	30	88	1	3	1	3	2	6	0	0
62	32	94	0	0	0	0	2	6	0	0

APPENDIX E (continued)

Act. No.*	Total Responses		Activity Taken in High School (Responses)		Activity Taken at UTM (Responses)		Activity You Would Like to Take (Responses)		Activity Taken in High School and UTM (Responses)	
	No.	%	No.	%	No.	%	No.	%	No.	%
63	20	59	0	0	1	3	13	38	0	0
64	21	62	0	0	0	0	13	38	0	0
65	25	74	1	3	0	0	8	24	0	0
66	31	91	0	0	0	0	3	9	0	0
67	25	74	3	9	2	6	3	9	0	0
68	15	44	1	3	13	38	2	6	1	3
69	24	71	0	0	4	12	5	15	0	0
70	20	59	6	18	1	3	3	9	0	0
71	14	41	7	21	3	9	7	21	0	0
72	20	59	6	18	1	3	3	9	2	6
73	16	47	3	9	8	24	0	0	4	12
74	25	74	1	3	2	6	4	12	1	3
75	28	82	0	0	1	3	5	15	0	0
76	23	68	0	0	0	0	11	32	0	0
77	21	62	4	12	6	18	2	6	0	0
78	27	79	1	3	1	3	4	12	1	3
79	24	71	3	9	2	6	5	15	0	0
80	30	88	0	0	1	3	3	9	0	0

*The Activity Number corresponds with the numbered activity on the questionnaire.

APPENDIX F

THE NON-PROFESSIONAL BASIC INSTRUCTION PROGRAM
AT THE UNIVERSITY OF TENNESSEE, MARTIN

APPENDIX F

THE NON-PROFESSIONAL BASIC INSTRUCTION PROGRAM
AT THE UNIVERSITY OF TENNESSEE, MARTIN*

The non-professional basic instruction program in physical education at the University of Tennessee, Martin, provides all freshman and sophomore men and women with a program of physical education planned in accordance with their present and future needs and interests. Six quarters are required and may be elected from any of the courses listed which are being offered during any quarter. Students may satisfy the requirements by taking six quarters of military science; however, students may take both military science and physical education. A beginning course in any activity is a prerequisite for the intermediate or advanced course.

By action of the University Senate, the Committee on Degrees may grant deferments or excuses from physical education requirements. This will be done automatically upon receipt of the necessary records by the Office of Admissions and Records in accordance with policies set up by the Committee on Degrees in the following instances:

- (1) men who are 30 years of age and women who are 25 years of age on or before the first day of classes of the quarter under consideration;
- (2) veterans with equivalent military training;
- (3) transfer students who enter the

University with upper division standing and have completed at least one year of physical education; (4) mothers. Men or women of any age may be considered for deferment or excused from physical education requirements for medical reasons.

All first year students are placed in Group I, adaptive, or Group II, regular physical education, by the University physicians on the basis of annual physical examinations. Students in Group II are given a varied program of activities according to the following course listings:

- Cycling
- Adult Sports
- American Red Cross Instruction
- American Red Cross Life Saving
- Archery
- Badminton
- Basketball
- Bowling
- Bowling Intermediate
- Folk and Square Dance
- Karate Elementary
- Karate Intermediate
- Modern Dance Advanced
- Social Dance
- Tap Dance
- Equitation
- Fitness Education
- Touch Football
- Golf Elementary
- Golf Intermediate
- Gymnastics Elementary
- Gymnastics Intermediate
- Gymnastics Advanced
- Handball Elementary
- Handball Intermediate
- Paddleball
- Self Defense

Softball
Swimming Elementary
Swimming Intermediate
Swimming Advanced
Swimming Elementary II
Swimming Synchronized
Basic Scuba Diving
Team Games
Tennis Elementary
Tennis Intermediate
Track and Field
Tumbling
Varsity Athletics
Volleyball
Weight Training Elementary
Weight Training Intermediate
Wrestling Elementary
Wrestling Intermediate

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