

A STUDY OF
PHYSICAL EDUCATION AS A CAREER FOR WOMEN

A THESIS

SUBMITTED TO THE DEPARTMENT OF
EDUCATION AND THE GRADUATE COUNCIL OF THE KANSAS STATE
TEACHERS COLLEGE OF EMPORIA IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF SCIENCE

By

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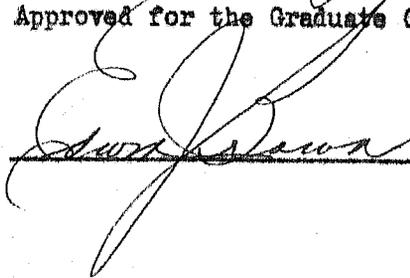
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CHAPTER I

INTRODUCTION

The Purpose of the Study

The purpose of this study is to present facts, gained from a careful survey of the physical education field, which will be useful in the vocational and educational guidance of the young women contemplating a career in physical education.

Importance of the Study

An existing need for the analysis of the phases of physical education as a career for women has long been recognized by those in direct supervision of the college students majoring in this field. According to a prominent authority, the lack of concrete facts about the field which may be used to assist each student to select for himself the most profitable phase of the work is felt by all who act in the capacity of advisers.¹ There is need for a study to show that there are several divisions of the field, and that each division requires certain individual personality traits and training.

An analysis of this nature is particularly important at this time because in the last ten years there has been an increase in the

¹ Dr. Harry A. Scott, Personnel Study of Directors of Physical Education for Men in Colleges and Universities (Teachers College Contributions to Education, No. 339. New York: Teachers College, Columbia University, 1921), p. 1.

variety of positions for persons well prepared in physical education. This is due to several reasons: (1) growth of educational institutions; (2) influence of technology upon leisure; (3) increased health consciousness throughout the nation; (4) specialization within the field of physical education; (5) legislation.²

Method of Procedure

This study was begun by an investigation of the literature of the field of physical education. This investigation included: (1) periodical literature of physical education and allied fields; (2) government bulletins; (3) text books; (4) vocational books; and (5) material in the bibliography.

The next step was a carefully planned questionnaire on job analysis of physical education as a career for women. This was sent to fifty-two prominent leaders of physical education in the United States. Responses were received from thirty-eight of the fifty-two persons to whom they were sent. This generous response is indicative of the interest taken by these people in this problem. The number of responses available from various types of institutions is shown in Table I.

² Catherine Filene, Careers for Women (Boston: Houghton Mifflin Company, 1934), p. 296.

TABLE I
 NUMBER OF QUESTIONNAIRES SENT
 OUT AND THE PERCENTAGE OF RETURNS

GROUPS	NUMBER SENT	NUMBER RETURNED	PERCENTAGE RETURNED
Heads of Departments Universities and Colleges	25	18	72.0
Heads of Departments Secondary Schools	6	5	83.3
Supervisor of City School Physical Education	8	4	50.
Instructors in Colleges and Secondary Schools	14	10	71.4
Director Young Women's Christian Association	1	1	100.
TOTAL	54	38	70.37

CHAPTER II

ANALYSIS OF THE FIELD OF PHYSICAL EDUCATION

The following compilation of the types of physical education positions is the result of a careful survey of the literature of the field, and the returns from a job analysis questionnaire, a copy of which appears in the appendix.

Types of Positions

I. Schools

A. Elementary

1. Supervisor
2. Instructor
3. Health supervisor
4. County supervisor in rural schools
5. After school playground teachers

B. Junior High School

1. Head of department
2. Instructor
3. Girls advisors
4. Health coordinator

C. Secondary Schools

1. Head of department
2. Head of intramurals
3. Instructors
 - a. Health
 - b. Aquatics
 - c. Dance
 - d. Sports
 - e. General physical education
4. Girls advisors
5. Health counselor
6. Health coordinator
7. Special Coaches--
Part-time instructors

D. Parochial Schools

1. Head of department
2. Instructors
 - a. Health
 - b. Sports
 - c. Aquatics

E. Universities, Teachers Colleges and Normal Schools F. Denominational Colleges and Private Schools

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Head of department 2. Director of teacher training 3. Director of intramurals 4. Supervisors in practice schools 5. Director of Health education 6. Instructors <ol style="list-style-type: none"> a. Professional courses b. Correctives c. Dance d. Sports e. Equitation f. Recreation g. Camping h. Aquatics 7. Director of Research <ol style="list-style-type: none"> a. Assistant b. Instructor | <ol style="list-style-type: none"> 1. Head of department 2. Instructors <ol style="list-style-type: none"> a. Tap dancing b. Social dancing c. Correctives d. Swimming e. Sports f. Equitation g. Recreation h. Camping |
|--|--|

G. Foreign Service

Instructors in Health and Physical Education

Elementary)	
Secondary)	levels
University)	

II. Recreation

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Director of playground 2. Supervisors and assistant 3. Director of municipal recreation 4. Supervisor of recreation in rural schools 5. Supervisor of recreation in department stores 6. Hostess and leader of recreation in hotels 7. Supervisor of county recreation | <ol style="list-style-type: none"> 8. Director of settlement recreation and leader of clubs 9. Director of community centers 10. Director of recreation on ocean liners 11. Instructor of municipal recreation 12. Director of recreation in beach clubs |
|---|---|

III. Institutional

A. Young Women's Christian Association

1. Director

B. Young Men's Christian Association

1. Instructors

- 2. Health supervisor
- 3. Instructors
 - a. Swimming
 - b. Dance
 - c. Sports
 - d. Recreation
 - e. Handicraft
 - f. General conditioning gym
 - g. Correctives
- 4. Camp Director

- a. Swimming
- b. Dance
- c. Sports
- d. General conditioning gym
- 2. Health supervisor and advisor

C. State Penal Institutions

- 1. Recreation director
- 2. Instructor
 - a. Handicrafts
 - b. Corrective gym

D. Church Recreational Program

- 1. Director
- 2. Physical education instructor for summer church schools

E. Mental Hospitals

- 1. Instructor
- 2. Recreational Therapist
- 3. Technician in Hydrotherapy
- 4. Recreational leaders

F. Schools for the blind and for the deaf

- 1. Instructor

G. Girl Scouts and Campfire Girls H. Private camps

- 1. Regional directors
- 2. Leaders
- 3. Camp directors
- 4. Camp counselors
 - a. Water
 - b. Handicraft
 - c. Nature
 - d. Camp craft

- 1. Director
- 2. Head counselor
- 3. Counselor
 - a. Athletic
 - b. Riding
 - c. Crafts
 - d. Aquatics

IV. State and Government Positions

A. National Parks

- 1. Director of recreation
- 2. Trip guides

B. Indian schools

- 1. Instructor

C. 4-H Clubs

- 1. Regional directors
- 2. Recreation directors

D. Government hospitals

- 1. Physical therapy technicians
- 2. Recreational Therapists
- 3. Instructor of physical education for nurses

E. State school for homeless children

1. Teacher of health and physical education

G. American Red Cross

1. Life saving examiner
2. Life saving instructor

F. State Director of Physical Education

1. Assistant

V. Physical Therapy

1. Technicians in children's hospitals
2. Technicians in General hospitals
3. Technicians in private practice with physicians and surgeons
4. Technicians in hospitals for War Veterans
5. Technicians in Universities while working on higher degree
6. Technicians in schools for handicapped

VI. Commercial

A. Private athletic clubs

1. Instructors
 - a. Swimming
 - b. Dance
 - c. Conditioning gym

B. Swimming pools

1. Instructors
2. Life guards

C. Private natatoriums

1. Instructors

D. Beauty salons

1. Director of activities

The positions in the field of physical education have been classified into seven divisions. A brief discussion of the significant aspects of each will follow.

I. School

There are more opportunities in this division because more possible positions exist here. Now that physical education is re-

quired by law in thirty-five states¹ and is an accepted part of the public school system in many other states, one can readily see that trained teachers of physical education are essential.

Elementary Schools and Junior High Schools. The most effective program of physical education should be that of the elementary school since it not only deals with children of the plastic age but it reaches the greatest number ever to be reached.²

While a large number of specially trained teachers of physical education are employed in the elementary schools each year, there is a tendency to train the regular classroom teacher to take charge of physical education as a part of their regular work.

However a great many elementary teachers are engaged each year because of their special knowledge of physical education.³

In Junior High Schools, particularly in large cities, specialists in physical education are engaged and teach only physical education. In smaller communities teachers having a special knowledge of physical education are put in charge of physical activities part time, but these teachers are required to hold a credential entitling

¹ J. E. Rogers in the "Minutes and Report of the Meetings of the Society of State Directors of Health and Physical Education". American Physical Education Review, Vol. XXXIII No. 2, February 1928, p. 127.

² Mabel Lee, The Conduct of Physical Education (New York: A. S. Barnes and Company, 1937), p. 68.

³ Eugene W. Nixon, Frederick W. Cozens, An Introduction to Physical Education (Philadelphia: W. B. Saunders Company, 1934) p. 240.

them to teach some other subjects.⁴

Secondary Schools. It is a general practice in the larger cities throughout the country to employ special teachers in secondary schools. This practice opens up a large field of employment.⁵ It is regrettable that in all parts of the United States many teachers of academic subjects in the small high schools, with little or no training in physical education, are forced to carry on a program of physical education. To offset this situation many academic teachers are urged by the physical education departments in colleges to carry a physical education minor which gives them at least the rudiments of the work.

In the larger school systems, the physical education department patterns its organization after the university in that they have a department head and require specialization in the instruction and supervision.

Junior College. The junior college has grown so rapidly during the past few years that it now opens a wide field of school positions in physical education. The training required in most instances will be above that demanded for teaching in junior or senior high school. Quite often a master's degree is a prerequisite for teaching in the junior college. As a matter of fact, men and women who teach in the junior college should be as well prepared to teach physical education

⁴ Nixon, Cozens, loc. cit.

⁵ Nixon, Cozens, op. cit.

as are instructors in college and universities for they are teaching the same levels.

College and University. According to Sharman⁶ teachers who accept positions of this kind usually must be qualified to teach all phases of the physical education program. There are, however, some who are specialists in some one phase of physical education. This group includes persons who have specialized in some one type of activity such as dancing, swimming, gymnastics, or some sport such as field hockey, archery or tennis.

Probably the most important position in the field today is that of the director of professional training in physical education. Ten administrative responsibilities were listed in a questionnaire⁷ to the directors of the departments of physical education in eighteen universities, against which each was to check in order to indicate the administrative responsibilities which came under his or her jurisdiction. Table II contains a tabulation of these replies. From this table it is evident that these persons consider this field not as one narrow or small in scope, but broad and extensive.

Scott summarizes the situation in this respect tersely in the following statement:

The director of physical education in college performs many duties. These duties group themselves under two general

⁶ Jackson R. Sharman, Introduction to Physical Education (New York: A. S. Barnes and Company, 1934), p. 293.

⁷ Ruth Elliott, The Organization of Professional Training in State Universities (Teachers College Contributions to Education, No. 268. New York: Teachers College, Columbia University, 1927), p. 34.

heads: first, those which involve the relationship between the director and the institution as a whole; second, those which come because of the demands of the position itself. Under the first head fall the departmental responsibilities; under the second the teaching and routine duties of administration.⁸

With the multiplicity of responsibilities of directors of departments of physical education, one is convinced that professional training requires a director whose sole responsibility shall be the organization and leadership of courses and curricula for the preparation of teachers in physical education.⁹

⁸ Scott, op. cit., p. 21.

⁹ Elliot, op. cit., p. 33.

TABLE II

 ADMINISTRATIVE RESPONSIBILITIES OF DIRECTORS
 OF PHYSICAL EDUCATION¹⁰

Universities'	Directors of	Required Physical Education		Hygiene Instruction		Medical Service		Athletics		Professional Training	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
California	'Dept. Phys. Ed. (M) Dept. Phys. Ed. (W)	X						X ¹		X	
Idaho	Dept. Phys. Educ.*		X						X		X
Illinois	'Dept. Phys. Welfare Dept. Phys. Educ. (W)	X	X	X	X	X	X	X	X	X	X
Indiana	'Dept. Phys. Ed. (M) Dept. Phys. Ed. (W)	X		X				X		X	
Iowa	Div. Phys. Educ.	X	X	X ¹	X ¹	X ¹	X ¹	X	X	X	X
Kansas	'Div. Phys. Ed. Ath.	X	X	X	X			X	X	X	X
Michigan	Div. Phys. Ed. Ath. School Health	X	X	X	X	X	X	X ²	X	X	X
Minnesota	'Dept. Phys. Ed. (M) Dept. Phys. Ed. (W)	X		X		X ¹		X		X	
Missouri	Dept. Phys. Ed.	X	X					X	X	X	X
Nebraska	'Dept. Phys. Ed. Ath.	X	X	X	X					X	X
Ohio State	'Dept. Phys. Ed.	X	X	X	X			X	X	X	X
Ohio	Dept. Phys. Ed.*										
Oregon	'School Phys. Ed.	X	X	X	X	X	X	X	X	X	X
Texas	Dept. Phys. Ed. (M) Dept. Phys. Ed. (W)* Dept. Phys. Ed. in School of Ed.	X						X			
Utah	'Dept. Phys. Welfare	X	X	X	X	X	X	X	X	X	X

ADMINISTRATIVE RESPONSIBILITIES OF DIRECTORS
 OF PHYSICAL EDUCATION¹⁰

Universities	Directors of	Required Physical Education		Hygiene Instruction		Medical Service		Athletics		Professional Training	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Washington	'Dept. Phys. Ed. Hyg. (M)	X								X	
	Dept. Phys. Ed. Hyg. (W)		X		X					X	X
Wisconsin	'Course Phys. Ed. Ath.										
	Coach (M)	X		X						X	
	Course Phys. Ed. (W)		X		X					X	X
Wyoming	'Dept. Phys. Ed.	X	X	X	X					X	X
M-Men	*Insufficient Data		I Part Responsibility				2 Intramural Athletics for Men				
W-Women											

Read table thus: At the University of California, the director of Physical Education for men is responsible for required Physical Education, of Athletics, and of professional training; etc.

¹⁰ Elliott, Ibid., p. 35.

Supervisory. There are two types of supervisory positions for which one may qualify with successful experience and graduate training, namely, for state supervisor in the states which have compulsory physical education and for supervisor in the city school systems. In some states county supervisors have also been appointed, particularly in the agricultural counties where the population is scattered.

Private Schools. The work of a physical education teacher in a private school involves much more than the regular health and physical education activities in the public school teacher. Requirements are higher and more selective.

Many duties are expected of the physical education teacher since she usually lives at the school. She must serve as advisor, recreation leader, travel chaperon, and in additional capacities. She must be well trained in horsemanship, swimming, and camp activities. Experience in foreign travel is considered a requisite in some of the private schools.

II. Recreational

Except during the recent economic depression there has been a constant increase of available positions of recreation leadership. The total number of workers employed by the recreation organizations and departments of 2,190 cities which reported to the National Association for 1934 was 43,419, of whom 20,245 were paid from regular funds in 773 cities. Of this number only 2,325 men and women were employed on full time

throughout the year for recreation service.¹¹

Municipal and county recreation and physical education in public schools offer the largest fields of public recreation service. A variety of positions are available in each field. In addition to these, national and state park services carry on a varied and complete educational program; and many private organizations employ recreation workers.

Previous to the depression a great many large corporations also employed both men and women as directors of recreation for their employees. There are few such positions at the present time as the companies in the interest of economy have turned over much of this work to municipal recreation departments with volunteer assistance of employees of the organization.¹²

There is a growing feeling that physical education, together with general courses in education and psychology, special preparation in speech and music, and a general background in the social sciences are the main lines of academic training necessary to community recreation leadership.

III. Institutional

Many physical educators are engaged in settlement and church recreation work, Scout work, Young Men's Christian Associations,

¹¹ "Community Recreation Leadership Facilities and Activities in 1934", Recreation, 29:54, May, 1935.

¹² Nixon and Cozens, op. cit., p. 245.

Young Women's Christian Associations, Young Men's Hebrew Associations, and other social, religious, and philanthropic organizations provide opportunity of service for trained leaders.

Organized camping has attracted a large number of persons who have had professional preparation in physical education. The philosophy, ideals, and spirit of physical education are the same that dominate camp work. Since the care of most camp programs includes outdoor sports and recreations, professional preparation in physical education serves as a good basis for successful camp leadership.

Individuals, to qualify for counselor work, should have had special training in leadership and the ability to teach a variety of activities including tennis, archery, swimming, canoeing, riflery, handicraft and nature study. In public camps, directors of family recreation are also engaged.

IV. State and Government Positions

State positions are quite naturally limited to the states having a compulsory physical education law and a state directory of physical education.

In connection with government service, there are a few positions open at national parks where the federal government maintains recreation directors whose duties are much the same as the duties of a director at a resort hotel. These positions are usually for only the summer.

"Some positions are also available in the Indian Service, particularly in school work. Here the training necessary corresponds closely to that required in public school work."¹³

Government hospitals are still another field for the major of physical education to enter. More especially, of course, if she has specialized in both physical therapy and recreational therapy.

V. Physical Therapy

A recent article points out that

the future of physical therapy appears to be one in which advancement will be rapid and highly technical. There are many more complex questions which will eventually be solved, but in order to make use of the information a high standard of technical training will be required.¹⁴

In commenting further upon the training desired the author points out that individuals properly trained in physical education or nursing are usually more proficient, and that "the field of physical therapy provides excellent opportunities"¹⁵ for those trained in physical education but that "at present the technical training must be considered as postgraduate work".¹⁶ Aside from using physical education as a basis for further instruction in physical therapy it is recognized that the cooperation of the physical educator and the physical therapy technician is essential in the care of the crippled child".¹⁷

¹³ Nixon and Cozens, op. cit., p. 247.

¹⁴ Willis S. Peck, "The Relation of Physical Therapy to Physical Education", Journal of Health and Physical Education, 3:17 February, 1932.

¹⁵ Loc. cit.

¹⁶ Loc. cit.

¹⁷ Loc. cit.

Physical therapy technicians may be placed not only in private practice with physicians and surgeons but in hospitals, clinics and in government service.

VI. Commercial

A great variety of clubs have been organized for the purpose of recreation. Women's Clubs; Athletic Clubs, such as golf and tennis organizations, and the more exclusive clubs organized specifically for athletics and similar recreation activities of the members. Many of these clubs, together with privately owned natatoriums draw their directors, coaches and life guards from the professionally trained physical educators.

Summary

When the compilation of the numerous types of positions in physical education and its branches was finally completed the total number reached 128. This constitutes a fairly complete survey of the opportunities for service in the field of physical education.

The total number of positions was a matter of great surprise to many of the physical educators who cooperated with this study.

There are two main reasons for this wide range in opportunities for service with the profession of physical education. One is the matter of specialization within the field; another is

the steadily developing departments; health and recreation, and their allied branches.

CHAPTER III

REQUISITES AND TRAINING OF THE MAJOR IN PHYSICAL EDUCATION

The demands for the teacher of physical education have become more exacting in the past decade. This is due, in part, to the universal recognition of the needs of the physical educator, and to the determination to raise the professional level of physical education.

Since the physical education instructor meets and works with the students in closer personal relationships than almost any other instructor in the school, it is doubly important then that this person, in addition to being expert in the physical skills, should be of high personal character, have a keen mental capacity, and should possess a broad cultural background.

Intelligence of Physical Education Majors

A study was made of forty-three physical education majors who successfully completed four years training at the Kansas State Teachers College over the period of years from 1924 to 1932. The number of hours of A, B, C, D, and F, and the grade points of each were computed. The average grade index was found to be 2.62 and the average decile rank taken from the decile scores from the entrance examinations in general intelligence was 6.2.

According to Schrammel¹ the average grade index for women at the Kansas State Teachers College in the year 1936 was 2.63 which is equal to a B average. It is readily discernible when comparing the average grade index of the forty-three majors in physical education with the average grade index of all the women in this college, that the ranking of the physical education majors, although slightly higher, can be considered as being on a par with the average grade index for women in the Kansas State Teachers College. In other words there is no significant difference between the intellectual capacities of majors and non-majors in this particular institution.

Moreover, since the average decile rank of all students on the entrance tests, at the time of college entrance, is approximately 6.0, the average of 6.2 again shows that the physical education majors compare favorably with the entire group.

Anne Schley Duggans² comparison of two hundred undergraduate women majors in physical education and two hundred non-majors with respect to intelligence, was made with groups from each of three state universities. Her findings were: When the majors and non-

¹ H. E. Schrammel, Laverna Wharton, "A Comparative Study of Grades Given By Departments and By Instructors of the Kansas State Teachers College of Emporia For The Year 1936-1937 School Year." Research Bulletin, Bureau of Educational Measurements, Kansas State Teachers College, Emporia, Kansas, November 1937.

² Anne Schley Duggan, "A Comparative Study of Undergraduate Women Majors and Non-Majors in Physical Education With Respect to Certain Personal Traits." Research Quarterly of the American Physical Education Association, Vol. VIII, October 1937, pp. 38-45.

majors scores are compared in each separate institution, . . . it is at once apparent that this significant difference between their mean intelligence score is true in only one of the three universities studied.

With the exception of one of the three universities studied, there is no significant difference between the intellectual capacities of majors and non-majors in physical education.⁵

The scores are shown in Table III.

TABLE III

COMPARISON OF MEAN SCORES ON OTIS TEST OF MENTAL ABILITY ADMINISTERED TO UNDERGRADUATE WOMEN MAJORS AND NON-MAJORS IN EACH OF THREE STATE UNIVERSITIES⁴

UNIVERSITY	MAJORS		NON-MAJORS		DM ₁ -M ₂
	Mean	S.D.	Mean	S.D.	D
A	44.9	7.92	46.1	8.32 -	.91
B	39.8	8.23	47.3	9.62 -	4.85
C	39.2	7.85	39.9	7.45 -	.45

Read table thus: In University A the mean score for the majors was 44.9 and the standard deviation 7.92. The mean score for non-majors was 46.1 and the standard deviation 8.32. The difference between the mean scores of majors and non-majors was .91 which shows no significant difference.

³ Loc. cit.

⁴ Anne Schley Duggan, A Comparative Study of Undergraduate Women Majors and Non-Majors in Physical Education With Respect To Certain Personal Traits (Teachers College Contributions to Education, No. 682. New York: Teachers College, Columbia University, 1936), p. 87.

Personality

The personality of an instructor of physical education is an important consideration. If she is to lead, she must have the qualities of leadership, initiative, sense of responsibility, good judgment and also the qualifications which make for followership among her students. Character and personality go hand in hand.⁵ Other traits which make for a successful teaching experience are loyalty, cooperation, reliability, professional interest in one's work, ability to adapt oneself to conditions, and ability to ally oneself with community activities.⁶

In a study in emotional stability by Wild⁷ as measured by the Bernreuter Personality Inventory it was found that physical education students were better balanced emotionally than women college students in general according to the Pressey XO Test for emotionality, and that they tend toward extroversion as measured by Marston's Introversion-Extroversion Rating Scale.

These data are consonant also with conclusions reached by Jay⁸ that the college major in physical education who successfully graduates is "distinctly superior" to the non-physical education

⁵ Nixon and Cozens, op. cit., p. 214.

⁶ Ibid., p. 215.

⁷ Wild, Monica, "Emotional Traits of Women Majors in Physical Education." Unpublished, 1930.

⁸ Jay, Lena Lecta, "Personality Traits of Physical Education Majors as Shown by a Comparative Analysis of The University of Wisconsin Entrance Blanks of Letters and Science and Physical Education Girls." Unpublished, 1931.

major in personality ratings supplied by high school principals and teachers, with initiative and leadership, possible manifestations of extroversion, considered along with appearance, manner and emotional balance.

A study was conducted in personality ratings of the physical education majors for the past two years at Kansas State Teachers College. The study was necessarily limited due to the recency of the addition of the Thurstone Personality Schedule to the battery of entrance tests given to the freshman of this institution.

The average decile rank of the physical education majors was found to be 7.0. This rating is on the basis of classifying the extreme type as decile one and the extreme extrovert type as decile ten. In respect to extroversion the physical education majors, therefore, rank above the average of all the women students of the school which is 5.5. This fact bears out the generalizations which have been made in other personality studies--that the physical education major is the extrovert type, being dominant, aggressive, well adjusted emotionally, and has unusual ability to organize.

Training

"The teachers of physical education in an elementary school or high school should have a minimum of four years of professional

preparation beyond high school graduation."⁹ The preparation of the physical education teacher should include basic courses in such science fields as biology, anatomy, chemistry, hygiene, physiology, psychology, and sociology; such general courses in physical education as the administration of physical education, principles of physical education, and research in physical education; courses in physical activity and the methods of teaching activity; courses in education, including directed teaching; and elective courses in the other fields of human knowledge.¹⁰

According to Cozens¹¹ the education of the physical educator involves a training of four sorts--sound scientific background, broad knowledge and skill in physical education activities, technical knowledge of the field based on the scientific background, and finally a liberal or cultural education.

The percentages of academic subjects, foundation science, education and physical education indicate a breadth of training. Table IV is a study showing the percentage of the fore-mentioned groups included in professional curricula in physical education in eleven representative teachers colleges which were selected more or less at random from many parts of the country. The data

⁹ Sharman, op. cit., p. 294.

¹⁰ Loc. cit.

¹¹ Nixon and Cozens, op. cit., p. 214.

presented are based on a study of the requirements printed in recent catalogs of these colleges.

It will be observed that for these eleven teachers colleges, the per cents of the total requirements of academic subject electives range from 23 per cent to 66 per cent, average 42.7 per cent; of foundation sciences, from 7 per cent to 19 per cent, average 11 per cent; of the education courses, from 6 per cent to 22 per cent, average 16.2 per cent; and of the physical education courses, from 21 per cent to 43 per cent, average 30.1 per cent. Just what constitutes the most desirable distribution of work in these fields is a question which cannot be arbitrarily determined. The averages of these colleges, however, are significant as a starting point from which minor deviations might be made according to the needs and convenience of the institution.

TABLE IV

THE PERCENT OF EACH SUBJECT GROUP INCLUDED IN THE
PROFESSIONAL CURRICULA IN PHYSICAL EDUCATION
BY ELEVEN REPRESENTATIVE TEACHERS COLLEGES

TEACHERS' COLLEGES	ACADEMIC SUBJECTS- ELECTIVES	FOUNDATION SCIENCES	EDUCATION	PHYSICAL EDUCATION	TOTAL NO. HOURS
Washington State Normal School Cheney, Washington	46	7	22	25	144
Michigan State Normal Ypsilanti, Michigan	46	13	21	21	120
N. Texas State Teachers College Denton, Texas	50	11	15	24	162
Fresno State Teachers College Fresno, California	27	17	18	39	124
Central Missouri State Teachers Warrensburg, Missouri	32	19	21	28	180
Illinois State Normal University Normal, Illinois	41	7	9	43	128
Kansas State Teachers College Emporia, Kansas	50	7	18	26	120
Ball State Teachers* College Muncie, Indiana	66	8	6	19	128
State Teachers College Trenton, New Jersey	23	11	16	49	136
East Central Teachers College Ada, Oklahoma	41	13	17	29	120
Iowa State Teachers* College	46	8	16	28	120
Average percents	42.7	11	16.2	30.1	

Read table thus: At Washington State College 46 per cent of the required courses are academic electives; 7 per cent are in Foundation Sciences; 22 per cent are in Education; and 25 per cent are in Physical Education.

* Quarter hours were reduced to semester hours.

Conclusions

An attempt has been made in this portion of the study to show the importance of personality traits of the physical educator, and to reveal the generally accepted basic requirements of the training of a major in this field.

In many professional institutions a young woman who selects physical education as a vocation must pass successfully a battery of entrance tests including, intelligence, personality inventory and motor skills.

Until the aforementioned selective requirements are universal, we will be unable to raise the professional level of the physical educator to any marked degree.

CHAPTER IV

SUMMARY AND CONCLUSIONS

This study was undertaken in an effort to analyze the many phases of physical education and to study the requisites and training of the major in physical education.

A complete survey of the field was made by extensive reading and by using the questionnaire method. The total number of positions was found to be 128 and, it is highly possible that many more would be added to this number if this study could be extended over a period of years. It is hoped that this compilation will give young women majoring in this profession a wider vision and more accurate comprehension of the entire field of physical education.

According to Duggan the early emphasis upon skills and techniques in physical education caused the personnel in this field to be characterized as motor-minded individuals, highly developed in physical skills and, by the same token, less interested in activities of a general cultural nature.¹

A study of the intellectual achievement of forty-three majors in the Kansas State Teachers College revealed that they were on a par, intellectually with the non-major students in the institution.

¹ Duggan, op. cit., p. 2.

The results of a study by Duggan² in a comparison of mean scores on the Otis Test of Mental Ability Administered to Undergraduate Women Majors and Non-Majors in each of three state universities were summarized to the effect that no generalizations regarding the intellectual inferiority of majors to non-majors can be made with respect to these data.

An earlier study by Garrison³ should be noted in this connection. Garrison reports the average scores of various groups of students majoring in different fields. The health and physical education group, made up of men and women, is fifth in a list of eleven curricular groups with an average score of 45.97; whereas the top group of majors in psychology, secondary education and religious education had a mean score of 49.20, and the lowest group, made up of majors in public health nursing, had a mean score of 40.00. However "too much reliance cannot be placed upon these data, inasmuch as all data do not represent the same institutions and the major groups were very small."⁴

The data on the different personality studies discussed in Chapter III are consonant also with conclusions reached by Jay⁵

² Duggan, op. cit., p. 87.

³ K. C. Garrison, "Intelligence Test Scores and Choice of Major Field," School and Society, 28:630, November, 1928.

⁴ Loc. cit.

⁵ Jay, op. cit.

which are:

The college major in physical education who successfully graduates is distinctly superior to the non-physical education major in personality ratings supplied by high school principals and teachers, with initiative and leadership, possible manifestations of extroversion, considered along with appearance, manner, emotional balance, and distribution of time.

The general consensus of opinion of the leading administrators in the field is that the physical education training course should be divided into the following groups: academic subjects, foundation sciences, education, and physical education. However there is some disagreement among the physical educators of the distribution of these groups. The study of the eleven teachers college curricula discussed in chapter three does not have a high degree of reliability due to the different interpretations and groupings made of basic sciences and education courses in those particular institutions.

Many administrators are advocating a five-year training course with most of the activities and skills coming in the first three years, and the methods and professional courses composing the major part of the curricula for the latter two years.

This fact, along with selectivity of entrants into the field, is most encouraging to the physical educator, who is hopeful for an eradication of the "hypothetical physical educator who has been described as an individual possessed of a stronger back than mind, more gifted in brawn than brain."⁶

⁶ Duggan, op. cit., p. 2.

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APPENDIX

QUESTIONNAIRE TO AID IN A JOB ANALYSIS OF PHYSICAL EDUCATION AS A CAREER FOR WOMEN

We are attempting to compile a list of all types of physical education positions which are available to major students upon graduation.

We have listed all the types we know. Will you please check each group and if you know of other positions write them in the blank spaces provided. If the name of the position is not self-explanatory, please jot down a brief explanation or reference in regard to it.

Please return to Edna McCullough, Head, Department of Women's Physical Education, Kansas State Teachers College, Emporia, Kansas.

Types of Positions

I. Schools

A. Elementary

1. Supervisor
2. Instructor
3. Health supervisor
- 4.
- 5.
- 6.

B. Junior High School

1. Supervisor
2. Instructor
- 3.
- 4.
- 5.
- 6.

C. Secondary Schools

1. Supervisors
2. Instructors
- 3.
- 4.
- 5.
- 6.

D. Parochial Schools

1. Instructor
- 2.
- 3.
- 4.
- 5.

E. Denominational Colleges and Private Schools

1. Head of department

F. Universities, Teachers Col- leges, and Normal Schools

1. Head of department

2. Instructors
 - a. Dance
 - b. Correctives
 - c. Swimming
 - d. Sports
 - e. Equitation
 - f. Recreation
- 3.
- 4.
- 5.
- 6.

2. Director of teacher training
3. Director of intramurals
4. Supervisors in practice schools
5. Instructors
 - a. Correctives
 - b. Dance
 - c. Swimming
 - d. Sports
 - e. Equitation
 - f. Recreation
 - g. Camping
- 6.
- 7.
- 8.
- 9.

II. Recreation

1. Supervisor of playground
2. Director of municipal recreation
3. Leader of recreation in industries
4. Supervisor of recreation in rural schools
- 5.
- 6.
- 7.
- 8.

III. Institutional

- A. Y. W. C. A.
1. Director
 2. Health supervisor
 3. Instructors
 - a. Swimming
 - b. Dance
 - c. Sports
 - d. Recreation
 - 4.
 - 5.
 - 6.

- B. Y. M. C. A.
1. Instructors
 - a. Swimming
 - b. Dance
 - c. Sports
 - 2.
 - 3.

- C. State Penal Institutions
1. Instructor
 - 2.
 - 3.
 - 4.

- D. Church Recreational Program
1. Director
 - 2.
 - 3.
 - 4.

E. Insane Asylums

1. Instructor
- 2.
- 3.
- 4.

F. School for the Blind

1. Instructor
- 2.
- 3.
- 4.

G. School for the Deaf

1. Instructor
- 2.
- 3.

H. Girl Scouts and Campfire Girls

1. Leaders
2. Camp directors
- 3.
- 4.

IV. State and Government Positions

A. National Parks

1. Director of recreation
- 2.

B. Indian Schools

1. Instructor
- 2.
- 3.

C. 4-H Clubs

1. Recreational leaders
- 2.

D. Government Hospitals

1. Physical therapy technicians
- 2.

V. Physical Therapy

1. Technicians in children's hospitals
2. Technicians in general hospitals
3. Technicians in private practice with physicians and surgeons
- 4.
- 5.
- 6.
- 7.

m