

A SURVEY OF PHYSICAL EDUCATION CURRICULUMS IN THE
FOUR YEAR COLLEGES OF KANSAS

by

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INTRODUCTION

Occasional reports of changes in requirements or practices concerning the status of required physical education in colleges and universities lead to suspicions that important trends are developing. Consequently, there is a need for a periodic determination of the status of the required program. While such information will not indicate what a particular institution's program should be, it does facilitate comparison with the general norm and reveals trends which may not be readily apparent.

This survey was not intended to be comprehensive of all phases of physical education programs, but rather to give some insights into what is actually being offered by these colleges, and how these programs are being administered. When using any of the information found on the following pages, one should bear in mind that the facts relate only to existing conditions and should not be projected into the future for valid conclusions.

This information, because of its relevancy will be useful to administrators planning college curriculum changes in their physical education programs. The investigator will also benefit from this research by gaining a better understanding of what college physical education programs involve. In addition, more knowledge can be gained by researching authorities who have written about the construction of good physical education programs.

PURPOSE OF STUDY

The purpose of this survey was to gather data relative to the present status of physical education programs in the four year colleges of Kansas. This information will be used to evaluate our procedures in view of what some noted authorities suggest concerning the operation of an efficient physical education program.

A benefit in conducting a study of this nature is to evaluate our present college physical education programs in view of the vast amount of leisure time available to the general public. A serious look must be taken at how we are preparing the population to use this free time and what the authorities indicate we should be doing in this area.

REVIEW OF LITERATURE

In reviewing the literature, the most pertinent articles in relation to each question on the questionnaire was reviewed and evaluated. The ideas of that particular author were interpreted and presented in order to suggest improvements for relevant practices in physical education today.

The first question examined was in regards to physical education being a part of a particular school's curriculum asking if it was compulsory or elective.

Wayne E. Nelson, whose article entitled Need We Fear Voluntary Physical Education,¹ conducted a survey of six representative colleges that abandoned required physical education. His findings reported no drastic reductions in pupil enrollment occurred and staff members rated the new teaching climate superior to that of the required program under which they had formerly taught.

Nelson listed the following reasons why the required programs in physical education are often dropped today: competition for student's time, tax dollar, space for expansion is not adequate anymore, and the increased cost of expansion. Nelson then listed some of the advantages of the voluntary program: better instruction, smaller classes, more activities available, and student's ability to more readily pick a specific activity they are interested in.

In summary, Nelson listed the following points in relation to a voluntary physical education program:

- 1) No significant reduction in participation in activity classes.

¹Wayne E. Nelson, "Need We Fear Voluntary Physical Education" Journal of Health, Physical Education and Recreation, (January, 1972).

- 2) Slight increase in number of physical education faculty members in the voluntary program.
- 3) Total number of activities in the basic instructional program increased by light enrollment at all the schools under the voluntary program.
- 4) All physical education courses had academic status after voluntary credit and grades were counted in the student's grade point.
- 5) No significant changes in the intercollegiate athletics program.
- 6) Overall increase in financial support for physical education, athletics and intramurals.

"Do we fight so hard to keep the physical education requirement because of an undying commitment to students, or do we see ourselves as having to change if the requirement does not ensure us the status quo that we find so comfortable? I say the latter reason is most prevalent and challenges the reader to investigate his own motives for supporting required Physical Education.²

The preceding statement made by Patricia Elliott sums up the pros and cons of voluntary versus required physical education. In regard to the program, a serious look must be taken at what is the true objective of the programs existence to provide job security or provide the creative means to help each individual achieve his or her potential.

The questionnaire revealed that twenty percent of the institutions require both a two and four semester hours requirement for graduation in physical education. Ten percent of the institutions indicated they required both a three and five semester hour requirement.

²Patricia A. Elliott, "The Beneficial Outcomes of Requiring Coeducational Programs", Journal of Health, Physical Education and Recreation, (February 1972).

Charles A. Bucher indicates in his book, Health And Physical Education Programs, that in order for physical education to be of any value it must be given with regularity. He indicates that there is agreement among the experts in the field of health that exercise is essential to everyone and from the ages 8 to 30 at least one hour a day of active outdoor exercise should be maintained.

Question four refers to requirement changes in the physical education program. A new approach is being initiated at Hotos Community College in New Jersey.³ The program is coordinated by Wallace M. Pina, the head of the department, whose main concern is to provide individualized learning.

The course (module) is broken into milestones and each milestone contains a series of performance objectives clearly written in behavioral terms.

Since each course is made up of a series of simply and concisely written performance objectives, a student passes the course when all the performance objectives have been met. Thus, there are no failures only learning in progress.

The evaluation of the program is taken care of by computer (CMI) biweekly and a three and five year survey is being planned to evaluate the long term effects of the programs.

More institutions should investigate the potentials of changing their requirements to benefit the student through actual learning experiences and carry over values as opposed to keeping the traditional requirements to facilitate grading and teaching.

³Wallace M. Pina, "The Systems Approach in Physical Education", Journal of Health, Physical Education and Recreation, (December, 1971).

Eloise Jaeger, in her Guide to Excellence for Physical Education in College and Universities, comments on question five dealing with who should be exempt from physical education. She states:

"Nonphysical education activities (marching band, cheerleading, driver education and safety, civil defense, medical self help, R.O.T.C. and military service, baton twirling, drill teams, pep squads and similar activities) shall not be accepted in lieu of physical education requirements.

Also participation in intramurals, extramurals, and intercollegiate athletics should not substitute for instructional classes in physical education."⁴

The Guide also makes reference to question six dealing with class size, length, and number of class periods. A simple statement is made saying class instruction should be of sufficient length and regularity to ensure the attainment of stated objectives.⁵ No clear and precise size, number, and length of class can be stated but they will vary according to the situation and circumstances. The important point as mentioned above, is to attain your stated objectives.

Question seven deals with the administration of proficiency tests. Charles A. Bucher, in his book Administrative Dimensions of Health and Physical Education Programs Including Athletics, wrote the following about the importance of testing:

"Testing helps to determine the progress being made and the degree to which objectives are being met. It aids in discovering the needs of the participants, identifies strengths and weakness of students, aids in curriculum planning and shows where emphasis

⁴Eloise Jaeger, "Guide to Excellence for Physical Education in College and Universities", Journal of Health, Physical Education and Recreation, (April, 1971).

⁵Ibid

should be placed, and gives direction and helps to supply information for guidance purposes."⁶

Many physical education programs tend to establish a particular program and stick with it for convenience's sake. Measurement and evaluation are essential in order that pupil progress may be determined and testing is a vital means in achieving total pupil progress.

In regard to requiring a physical examination to participate in physical education, Eloise Jaeger makes another statement in her Guide to Excellence for Physical Education in Colleges and Universities. She explains:

"Policies and procedures should be developed for the safety and welfare of all participants. These should encompass medical examinations, health classifications of students for activities, first aid, accident reports and records, facilities inspection and supervision, and the use of protective equipment."

Question nine asks what grading system is used in physical education. In analyzing the pass-fail option for grading in physical education, John B. Shea lists the following advantages of using it:

- 1) This system eliminates many of the inequities inherent in any grading situation. One decision is better than placing students in five arbitrary categories.
- 2) The system is practical. It does not require large scale modifications in university procedures or radical changes in programs or course content.
- 3) An increase in enrollment will be realized because students will be encouraged to learn with fear of low grades. The motivation to learn will be for an intrinsic value and not an extrinsic one.
- 4) Many students tend to drop out of the ordinary grading systems because of difficulty in functioning in a highly competitive society.

⁶Charles A. Bucker, Administrative Dimensions of Health And Physical Education Programs, Including Athletics (1971).

- 5) It incorporates the philosophy that the student should have maximum freedom over their own affairs.⁷

The pass-fail option opens many avenues to learning that have not yet been explored. Today's colleges and universities must take a look at their grading systems and see if they are allowing for a true means of evaluation or just grading for the sake of grading.

Question ten asks the colleges if they offer any type of adaptive physical education classes for the physically handicapped.

At the University of Wisconsin, there is a requirement of one semester of physical education for men and women students. Physical examinations are performed by family physicians prior to admission. All records are graded for purpose of classifying the student in the physical education program A, C, and D. Those graded D were formerly considered unsuitable for any sport or physical education program.⁸

All D classifications are reviewed and the student re-examined to determine whether he can be placed in the adaptive program. So far, only those with orthopedic handicaps have been accepted. A functional test of cardiorespiratory and muscular endurance is performed by all students entering the program. They are then given individual and group instruction in a basic activity session for eight weeks which stresses continuous activity for a period of 30 minutes supplemented by special corrective exercises as necessary. One period of aquatics, which includes instruction for those who are unable to swim is given each week during this time. This is

⁷John B. Shea, "The Pass-Fail Option and Physical Education", Journal of Health, Physical Education and Recreation, (May, 1971).

⁸"The Wisconsin Program in Adaptive Physical Education", Journal of the American College Health Association, 15 (4):351, (April, 1967).

followed by a program in which the development of appropriate individual skills in sports is taught for future use.

The Wisconsin adaptive program is a cooperative effort of the Student Health Services and Physical Education Departments. It is medically supervised and places emphasis upon cardio-respiratory performance, physical skill, and fun.

This is an example of a quality adaptive physical education program. Not all colleges have the money nor staff to establish a program of this nature but certain modifications can be made and the results can be as beneficial as the Wisconsin program.

How Will Today's Physical Education Classes Be Remembered in 1989 was the article written by Burton C. Brunner in regard to what a physical education program should include. Question eleven asked the colleges what their program included.

Mr. Brunner conducted a survey and asked sixty adults about their experiences in physical education at their college level. Their ages now range from forty-five to sixty.

Their response as to what their program consisted of included the following comments:

"They were thoroughly trained in the sports football, basketball, and baseball but were taught very little about any other types of sports or activities. Nothing taught to us can be used in our professional lives to stay in shape. Our physical education program consisted mainly of calisthenics and no good habits of exercise were taught to us. Team sports were taught to us emphasizing the winning aspect of the competition."

From this survey and research undertaken by Mr. Brunner, the following suggestions are made as to what a physical education program should consist of:⁹

- 1) Should help the particular individual discover those activities that will be reasonably rewarding to him.
- 2) Should introduce the student to a variety of sports and activities.
- 3) Should teach sports that one can do later in life in connection with their professional job such as handball, tennis, swimming, squash, etc.
- 4) Provide adequate facilities and training for elective and off-hour sports.

More emphasis should be put on activities which will keep an adult fit and activities which he can do alone or with one other person. More emphasis should also be placed on enjoyment for these activities and less on competitiveness.

In relation to question twelve which asked to indicate an increase or a decrease in various activities, Charles A. Bucher expressed the following:

"The physical education program at the college and university level should ensure that students leave school with skills in their possession for future participation in many enjoyable and worthwhile sports activities. The emphasis should be on leisure-time or recreational skills. If a student possesses sufficient skills in swimming, badminton, golf or tennis, for example, when he or she leaves school, the chances are that he will engage in such activities throughout adult years. If the physical education program does not see that such skills are developed, the individual may never have another opportunity to acquire them. This responsibility rests heavily upon the physical educator's shoulders."¹⁰

⁹Burton C. Brunner, "How Will Today's Physical Education Classes Be Remembered in 1989?" Journal of Health, Physical Education and Recreation, (February, 1969).

¹⁰Charles A. Bucher, Administration of Health and Physical Education Programs, C. V. Mosby Co. St. Louis (1971).

The institutes must realize the need to educate our population to make worthy use of their leisure time. Team sports are great for teaching social values and conditioning but the emphasis must be placed on activities that the students may use later on in life to enrich their living.

In asking the colleges and universities if they emphasize leisure time and recreational activities in their programs, Elwood Erukson granted the responsibility in his "Charter for Leisure" by saying:

"Every man has a right to the opportunity for learning how to enjoy his leisure time. Family, school, and community should instruct him in the art of exploiting his leisure time in the most sensible fashion. In schools, classes, and courses of instruction, children, adolescents, and adults must be given the opportunity to develop the skills attitudes, and understandings essential for leisure literacy."¹¹

"I am concerned over the separation of men's and women's physical education. This type of departmental and class organization is, in my opinion, anti student. It is representative of factors that are not related to the true needs and interests of the students we purportedly serve."¹²

Patricia Elliott made the preceding statement about the offering of coeducational programs in our colleges and universities. She listed the following reasons why physical education classes are separate. Because of feuds between physical education departments and athletic department and between male and female physical educators.

Patricia A. Elliott listed the following reasons why coeducational physical education should be required:

- 1) Most activities today involve both sexes, it seems negative to separate them by sexes in our college programs.

¹¹Elwood Erukson, "Charter for Leisure", Journal of Health, Physical Education and Recreation, (March 1972).

¹²Patricia A. Elliott, "The Beneficial Outcomes of Requiring Coeducational Programs", Journal of Health, Physical Education and Recreation (February, 1972).

- 2) Later on in life, there will be an absence of success, joy, and understanding because of a lack in association with heterosexual groups.
- 3) Increase student teaching between boys who can perform a skill to help girls who have difficulty, and vice versa.
- 4) Little emphasis has been placed on the athletic development of the female, thus we do not really know their potential.
- 5) Through co-educational classes, we can start to research the true potential of physical education in terms of skill development, social adjustment, health and fitness attitudes through heterosexual classes.

METHOD OF STUDY

In developing this report the survey method of research was used. A four page questionnaire was prepared to gather information regarding requirements, credit, evaluation practices, and recent trends in physical education programs.

The questionnaire was mailed to the chairmen of physical education departments at the twenty institutions which the College Blue Book (12th edition, Volume 1, 1968) lists as four year Kansas institutions accredited by the regional accrediting agency. Very specialized institutions listed as "seminary", "conservatory" or similar terms were omitted. Response regarding the questionnaire was:

Total questionnaires mailed	20
Total questionnaires returned	17
Total percent of return	85

The response was quite favorable and in almost all instances individuals filling out the questionnaire indicated that they would like to have a summary of the results of the study. Response as to whether they wanted to receive results of the study was:

Total number wanting results.	14
Total number not wanting results.	0
Total not indicating.	3

Tables were set up for each question on the questionnaire. It must be noted that some questions allowed for more than one response; therefore, the total percentage was more than one-hundred.

RESULTS AND ANALYSIS

The results of the survey questionnaire were compiled as each survey was returned. Results of this survey will be presented in regard to total college response. Each question has been stated as it appeared on the survey questionnaire. Following each question, there is a table showing the results; followed by an interpretation and analysis of the table, which was set up for that particular question.

QUESTIONNAIRE:

Question One: Number of students enrolled in your college:

- a. Male _____
- b. Female _____
- c. Number taking physical education
 - 1. Male _____
 - 2. Female _____

Question one has been divided into two tables for differentiating between the total number of students enrolled in the various colleges and the number and percent taking physical education.

TABLE Ia PART I
Total Number of Students Enrolled In
the Four Year Colleges of Kansas

COLLEGE	MALE ENROLLMENT	FEMALE ENROLLMENT
1. Baker University	450	400
2. Bethany College	346	342
3. Bethel College	200	300
4. Friends University	479	391
5. Kansas (Ft. Hays) State College	5,400	4,968
6. Kansas (Pittsburg) State College	3,100	2,000
7. Kansas State Teachers College	3,000	3,000
8. Kansas State University	8,464	5,383
9. Kansas University	10,200	6,800
10. Kansas Wesleyan University	400	250
11. McPherson College	360	250
12. Ottawa University	380	317
13. St. Benedict's College	700	500
14. St. Mary of the Plains College	296	191
15. Sterling College	293	231
16. Washburn University	2,500	2,500
17. Wichita State University	7,633	4,762
18. Emporia College	700	150
19. Southwestern College	450	300
20. Tabor College	235	215

As shown in Table Ia - Part I is a list of the four year colleges with the number of students enrolled.

Kansas University has the largest enrollment of the responding Colleges with an enrollment of 17,000 while St. Mary of the Plains has the smallest enrollment with 487. The average enrollment of the fifteen colleges that listed their enrollments was 3,486.

TABLE Ia PART II
Number and Percentages of Students Enrolled
in Physical Education

COLLEGE	MALE	FEMALE	PERCENTAGE	
			MALE	FEMALE
1. Baker University	225	200	50.0	50.0
2. Bethany College	100	60	29.2	17.5
3. Bethel College		NO RESPONSE		
4. Friends University	85	80	17.8	20.5
5. Kansas (Ft. Hays) State College	3,023 ¹		55.1	
6. Kansas (Pittsburg) State College	260	200	8.4	10.0
7. Kansas State Teachers College	1,000	750	33.3	25.0
8. Kansas State University	421	308	49.4	58.3
9. Kansas University	834	623	8.2	9.2
10. Kansas Wesleyan University	100	50	25.0	20.0
11. McPherson College		NO RESPONSE		
12. Ottawa University		NO RESPONSE		

¹listed only as one figure on questionnaire

TABLE Ia PART II (continued)

COLLEGE	MALE	FEMALE	PERCENTAGE	
			MALE	FEMALE
13. St. Benedict's College	150		21.4	
14. St. Mary of the Plains College	42	16	14.2	8.9
15. Sterling College	91	78	31.0	34.0
16. Washburn University	700	500	28.0	20.0
17. Wichita State University	150	70	36.4	8.9
18. Emporia College		NO RESPONSE		
19. Southwestern College		NO RESPONSE		
20. Tabor College		NO RESPONSE		

Table Ia - Part II shows St. Benedict's to have the largest percentage of males taking physical education with 55.1 percent, while Baker had the largest enrollment for the girls with 50.0 percent taking physical education. Kansas University ranked lowest in male enrollment with only 8.2 percent of student population enrolled in physical education and St. Mary's and Wichita State University both showed a low of 8.9 percent of female enrollment taking physical education.

The average for the responding institutions in regards to percentage of students taking physical education was 27.5 percent for the males and 23.6 percent for the females.

Question Two: Is physical education a part of your curriculum?
If so, is it compulsory or elective?

TABLE II
Physical Education A Part of Your Curriculum

REPLY	NUMBER OF RESPONSES	PERCENT
yes	16	80.0
no	0	0.0
no response	4	20.0
compulsory	8	40.0
elective	8	40.0
no response	4	20.0

Table II shows that 80.0 percent of the colleges consider physical education to be a part of their curriculum. Forty percent of the colleges maintain physical education to be compulsory in their curriculums and 40.0 percent also offered it as an elective.

Question Three: If physical education is compulsory for graduation, what requirements are to be met for graduation?

TABLE III
Requirements To Be Met For Graduation

REQUIREMENTS	NUMBER OF RESPONSES	PERCENT
Two Semester Hours	4	20.0
Three Semester Hours	1	5.0
Four Semester Hours	4	20.0
Five Semester Hours	1	5.0
No Response	10 ¹	50.0

¹Seven of these colleges declared physical education to be an elective in their curriculums, therefore no requirement was indicated.

As indicated in Table III, 20.0 percent of the Colleges require two semester hours of physical education and 20.0 per cent also require four semester hours. Ten percent of the colleges require three semester hours and again, 10.0 percent require five semester hours.

Question Four: Have the physical education requirements at your institution changed in the past five years?

TABLE IV
Requirement Changes in Past Five Years

REPLY	NUMBER OF RESPONSES	PERCENT
Unchanged	5	25.0
Increased	0	0.0
Decreased	9	45.0
No Response	6	30.0

Table IV shows that 45.0 percent of the colleges indicated a decrease in their physical education requirements in the past five years. While 25.0 percent have not changed their requirements. None of the responding colleges indicated an increase in their physical education requirements.

Question Five: Do you allow exemptions from physical education requirements for the following?

TABLE V
Exemptions from Physical Education Requirement

FACTOR	NUMBER RESPONDING	PERCENT
Physical Handicaps	3	15.0
Psychological Problems	3	15.0
Military Service or R.O.T.C.	3	15.0
Intercollegiate Sports	4	20.0
Marital Status	1	5.0
Intramural Participation	0	0.0
Age	5	25.0
Veterans	6	30.0
No Response	3	15.0

Table V shows 30.0 percent of the colleges allow an exemption from physical education if you are a veteran. Only five per cent of the colleges allowed you not to participate in physical education because of your marital status. Fifteen percent of the colleges granted an exemption for physical handicaps, pschological problems and military service or R.O.T.C.

Question Six: In regard to your physical education classes, what are the number of class periods you offer per week, what is the average size of these classes, and what is the length of these class periods?

TABLE VI

Number of Class Periods, Length of Period and Size of Class

COLLEGE	NUMBER OF CLASS PERIODS	LENGTH OF PERIOD	AVERAGE SIZE OF CLASSES
1. Baker University	2	50 minutes	30
2. Bethany College	2	50 "	25
3. Bethel College	4	50 "	25
4. Friends University	3	50 "	25
5. Kansas (Ft. Hays) State College	No Response	60 "	35
6. Kansas (Pittsburg) State College	2	50 "	30
7. Kansas State Teachers College	2	50 "	30
8. Kansas State University	2	60 "	30
9. Kansas University	3	50 "	40
10. Kansas Wesleyan Univeristy	12	120 "	25
11. McPherson College	No Response	50 "	35
12. Ottawa University	4	35 "	25
13. St. Benedict's College	2	50 "	25
14. St. Mary of the Plains College	2	60 "	25
15. Sterling College	2	50 "	35
16. Washburn University	No Response	50 "	30
17. Wichita State University	2	50 "	30
18. Emporia College		No Response	
19. Southwestern College		No Response	
20. Tabor College		No Response	

Table VI shows that the average number of times the physical education classes meet per week is twice, it also shows the average length of a class period to be 50 minutes and the average size of a class to be 30 students.

Question Seven: Are proficiency tests given before and after the semester to determine the students needs and progress?

Table VII was divided into two parts in order to indicate the number of colleges that do administer proficiency test and to indicate if they are administered before and after the school term.

TABLE VII - PART I
Are Proficiency Tests Administered

REPLY	NUMBER OF RESPONSES	PERCENT
Yes	6	30.0
No	11	55.0
No Response	3	15.0

Table VII-Part I shows that 55.0 percent of the colleges did not test. Thirty percent of the colleges did administer proficiency tests.

TABLE VII - PART II
When Proficiency Tests Are Administered

REPLY	NUMBER RESPONDING	PERCENT
Before	3	15.0
After	4	20.0
No Response	13 ¹	65.0

¹Fifty percent of these nonresponding colleges did not administer proficiency tests.

Proficiency tests were administered before the start of the semester in 15.0 percent of the colleges as indicated by Table VII. Twenty percent of the colleges administer the test after the semester has been completed.

Part III of question seven asked the colleges to list what proficiency tests they administered. Of the responding colleges, in the regards to this question, the following answers were received: skill tests, up to the instructor, established tests, AAHPER test and New York Physical Fitness test.

Question Eight: Do you require a physical examination before the student can participate in your Physical Education program?

TABLE VIII

Requirement of a Physical Examination for Physical Education

REPLY	NUMBER RESPONDING	PERCENT
Yes	8	40.0
No	9	45.0
No Response	3	15.0

Table VIII shows that 40.0 percent of the colleges do require a physical examination to participate in their physical education program. Forty-five percent of the colleges indicated they do not require a physical examination to participate in their physical education program.

Question Nine: What grading system do you use in physical education?

TABLE IX
Grading System Used in Physical Education

REPLY	NUMBER RESPONDING	PERCENT
Pass or fail	3	15.0
Same as other subjects	14	70.0
No response	3	15.0

Seventy percent of the colleges grade the same as they do in their other subjects. Only 15.0 percent of the colleges use the pass or fail system.

Question Ten: Do you have adapted physical education classes for physically handicapped students and those excused by the doctor?

TABLE X
Adapted Physical Education For The Physically Handicapped

REPLY	NUMBER RESPONDING	PERCENT
Yes	6	30.0
No	11	55.0
No Response	3	15.0

Table X shows that 55.0 percent of the colleges do not offer any type of adaptive physical education program for the handicapped. And 30.0 percent offer adaptive physical education for the handicapped.

Question Eleven: What does your program include?

Table XI indicates the activities offered by the seventeen responding four year colleges of Kansas.

These activities are divided into four areas (1) team sports (20) individual and dual activities (3) rhythmical activities, and (4) recreational sports.

As can be seen by Table XI Pittsburgh State College offered the most activities offering a total of twenty-eight activities. Bethany offered the least amount of activities with four and the average number of activities offered at all the colleges listed was nineteen.

Question Twelve: Indicate an increase or decrease in the following types of activities.

TABLE XII
Increase or Decrease in Activities

ACTIVITIES	ANSWER	NUMBER RESPONDING	PERCENT
Recreational Activities	Increase	17	100.0
	Decrease	0	0.0
Fitness and Weight Control	Increase	14	93.3
	Decrease	1	6.7
Gymnastics	Increase	8	57.2
	Decrease	6	42.8
Aquatics	Increase	8	72.7
	Decrease	3	27.3
Rhythms	Increase	4	50.0
	Decrease	4	50.0
Team Sports	Increase	7	44.4
	Decrease	9	55.6
Adapted	Increase	3	42.9
	Decrease	4	57.1

Table XII indicates that recreational sports showed the greatest increase in the area of activities with 100.0 percent of the responding colleges reporting they emphasized recreational activities.

Adaptive physical education and team sports showed the biggest decrease while rhythms with a 50.0 percent increase and decrease was the median for the activities.

Question Thirteen: Do you emphasize leisure time and recreational activities in your college physical education program.

TABLE XIII

Emphasis of Leisure Time and Recreational Activities

REPLY	NUMBER OF RESPONSES	PERCENT
Yes	17	85.0
No	0	0.0
No response	3	15.0
Heavily	9	45.0
Moderately	8	40.0
No response	3	15.0

Table XIII shows that all seventeen colleges responding emphasized leisure time and recreational activities in their programs. Forty-five percent of the colleges stressed the recreational area heavily and 40.0 percent moderately.

Question Fourteen: Do you offer coeducational course opportunities in your physical education program?

TABLE XIV
Coeducational Course Opportunities

REPLY	NUMBER OF RESPONSES	PERCENT
Yes	17	85.0
No	0	0.0
No response	3	15.0
Required	1	5.0
Elective	16	80.0
No response	3	0.0

Table XIV indicates that 85.0 percent of the responding colleges offer coeducational courses. Eighty percent of the colleges offer coeducational activities as an elective while 5.0 percent require it.

SUMMARY AND CONCLUSION

The status of required physical education in colleges and universities is of continuing interest, and occasional reports of changes in requirements or practices lead to suspicions that important trends are developing. Consequently, there is a need for periodic determinations of the status of the required program in order to evaluate any new trends that may be discovered and to inaugurate into use the changes that are so vital to our physical education program today.

The survey method of research was used in compiling this report. Questionnaires were sent out to twenty of the four year colleges in Kansas and 85.0 percent of the questionnaires were returned. The survey accumulated information concerning requirements, credit, evaluation practices and recent trends in physical education programs. A review of current periodicals was also used to gather pertinent information relative to the physical education programs in use today.

Of the seventeen colleges responding Kansas University had the largest enrollment with 17,000 students while St. Mary of the Plains College had the smallest enrollment with 487. The average enrollment of the colleges was 3,486.

The survey indicated that the average for the responding institutions in regard to percentage of students taking physical education was 27.5 percent for the males and 23.6 percent for the females. St. Benedicts showed the largest percentage of males taking physical education with 55.1 percent while Baker had the largest enrollment for the girls with 50.0 percent taking physical education. Kansas University ranked lowest in male enrollment in physical education with

8.2 percent and St. Marys and Wichita State University both showed a low of 8.9 percent of female population taking physical education.

Of the 17 institutions, 16 (94.0) reported physical education to be a part of their curriculums. Forty percent of the colleges considered physical education to be compulsory in their curriculums; 40.0 percent maintained it to be an elective.

In reviewing the literature Wayne E. Nelson in his article, Need We Fear Voluntary Physical Education, spoke out for voluntary physical education. The advantages he listed were a superior teaching climate, smaller classes, more activities available to the students and a greater choice by the students in selecting the activities they want.

The questionnaire revealed that twenty percent of the institutions require both a two and four semester hour requirement for graduation in physical education. Ten percent of the institutions indicated they require both a three and five semester hour requirement.

Charles A. Bucher indicates in his book, Health and Physical Education Programs, for physical education to be of any value it must be given with regularity. He indicates that there is agreement among the experts in the field of health that exercise is essential to everyone and from the ages 18 to 30 at least one hour a day of active outdoor exercise should be maintained.

Forty-five percent of the colleges indicated a decrease in their physical education requirements in the past five years while 25.0 reported no change in requirements. None of the responding colleges indicated an increase in their physical education requirements.

Hostos Community College in New Jersey inaugurated some new program requirements in the past year. They feature individual learning through the

learning of specific behavioral objectives. The requirements are to perform all behavior objectives in order to receive a pass for the course.

In those institutions allowing exemptions for part or all of the physical education requirement, military service was found to be the most frequent reason with 30.0 percent of the institutions indicating this fact on the survey. Five percent reported exemptions for marital status and 15.0 percent each for physical handicaps, psychological problems, military service and R.O.T.C.

Eloise Jaeger in her Guide to Excellence for Physical Education in College and Universities lists a series of activities from pep band to intercollegiate athletics as not being suitable substitutes for physical education.

The survey indicates that the average number of times a physical education class meets per week is twice, the average length of the class is fifty minutes and the average size is thirty students.

Eloise Jaeger also states in her guide that class size, length and number should be of sufficient length and regularity to ensure the attainment of stated objectives.

It was revealed by the survey that 55.0 percent of the institutions do not administer any type of proficiency tests. Thirty percent of the schools did administer some form of test with 20.0 percent administering the test at the beginning of the semester and at the end.

Charles A. Bucher in his book, Administrative Dimensions of Health and Physical Education Programs, speaks out strongly for testing in physical education. He lists the major benefits of testing to be; to determine students progress, to evaluate to what degree your objectives are being met, to discover the real needs of the students, to aid in curriculum planning and to determine strengths and weaknesses of students.

The questionnaire showed that a physical examination is required by 40.0 percent of the institutions to participate in physical education. Forty-five percent of the institutions do not require any type of physical examination to participate in physical education.

Eloise Jaeger makes another statement in her Guide to Excellence for Physical Education in Colleges and Universities. She states that policies and procedures should be developed for the safety and welfare of all participants and these precautions should include medical examinations, health classifications of students for activities and accident reports and records.

In regard to grading, the survey indicated that 70.0 percent of the institutions grade the same as they do for other academic subjects while 15.0 percent use the pass-fail system to grade by.

John B. Shea in his article, The Pass-Fail Option and Physical Education lists the following advantages of the pass-fail system: The system is practical to change, there are inequities inherent in a grading system because one choice is better than five, a larger enrollment will be realized because the element of fear will be dismissed and in some cases the competition for grades stymies students.

Fifty-five percent of the institutions do not offer any type of adaptive physical education program. The report also indicated that 30.0 percent offer some type of adaptive physical education.

The adaptive program at the University of Wisconsin is an example of a very fine adaptive physical education program. Physical exams are administered by the family physicians and then students are placed in various classifications. Those requiring special help are set up on rehabilitation programs to correct their deficiencies.

The survey indicates that a wide variety of activities were offered in the areas of team sports, individual and dual sports, rhythmic activities and recreational sports.

A majority of the institutions offered at least five team sports, four individual and dual activities, two rhythmic activities and seven recreational activities. The activities offered by the majority of the colleges were: swimming, archery, bowling, badminton, golf, tennis, soccer, dancing, life saving, soft ball, volleyball, basketball, touch football, and gymnastics.

"How Will Today's Physical Education Classes Be Remembered in 1989?" was an article written by Burton C. Brunner in regard to what a physical education program should include. Brunner conducted a survey among sixty adults to find out what type of program they participated in and to receive any suggestions they could offer about improving physical education practices. The main suggestion was to offer the type of activities in a program that an individual can use later on in life to stay active and healthy.

Of the seventeen questionnaires returned all seventeen colleges indicated they emphasize recreational activities. Forty-five percent of these colleges emphasize it heavily, and 40.0 percent moderately. The biggest decrease was seen in the area of team sports, 57.1 percent of the colleges indicating a decrease, and adaptive physical education 55.6 percent indicating a decrease.

Charles A. Bucher in his book, Administration of Health and Physical Education Program, speaks very strongly for an increase of recreational activities. Writing that it is the responsibility of the institution to instill a physical education program that will provide the students with the means to acquire the skills that they can use for future participation in many worthwhile and enjoyable leisure time activities.

In the "Charter for Leisure", Elwood Erukson expresses an opinion on the responsibility of preparing for our leisure time. Indicating that everyone has the right to enjoy his leisure time and it's the schools responsibility to give everyone the opportunity to develop the skills, attitudes and understandings essential for leisure literacy.

In regard to co-educational course opportunities in physical education, 85.0 percent of the responding colleges indicated they offer some type of co-educational courses in physical education. Eighty percent of these institutions offer co-education as an elective and 5.0 require it.

In the article "The Beneficial Outcomes of Requiring Co-educational Programs", Patricia A. Elliot lists the following benefits of a co-educational program in physical education: most activities today involve both sexes, develop for a better relationship later on in life with the opposite sex, use of boys and girls to teach each other in areas of individual proficiency, aid to more emphasis on development of girl athlete and programs can be initiated to research the true value of co-educational physical education courses.

In conclusion the physical education programs surveyed indicated, for the most part that they were operated to meet the demands of the institution and not for the coming needs of our society.

Some reasons for doing so seem to be: the traditionality in the programs as they exist today, the ease involved in running the program the way it has always been run with out initiating any changes, the fact that research has always been looking in this area to determine the true needs of our participants and in some cases because of limited facilities and manpower.

The authorities researched expressed the feeling that physical education programs must adjust to the vast amount of leisure time that society will be

faced with in the future and the educators of today must put forth the effort that will be necessary to meet the challenge of changing times.

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APPENDIX

January 31, 1972

Dear Sir:

Enclosed you will find a questionnaire concerning your Physical Education Program. In meeting the requirements for my masters report I am conducting a survey of the four year Kansas Colleges to evaluate their physical education programs.

I would very greatly appreciate you filling out the questionnaire and returning it to:

Bob George
Moore Hall 526
Manhattan, Kansas 66502

Thank you very much for your cooperation.

Sincerely yours,

Bob George

P.S. Indicate if you want the results returned.

Yes _____
No _____

BG:rk

A SURVEY OF PHYSICAL EDUCATION
IN THE FOUR YEAR COLLEGES OF KANSAS

1. Number of students enrolled in your college:
 - a. Male _____
 - b. Female _____
 - c. Number taking physical education:
 1. Male _____
 2. Female _____
2. Is physical education a part of your curriculum:
 - a. Yes _____
 - b. No _____
 - c. Compulsory _____
 - d. Elective _____
3. If physical education is compulsory for graduation what requirements are to be met for graduation:
 - a. Two semester hours _____
 - b. Three semester hours _____
 - c. Four semester hours _____
 - d. Five semester hours _____
4. Have the physical education requirements at your institution changed in the past five years:
 - a. Unchanged _____
 - b. Increased _____
 - c. Decreased _____
5. Do you allow exemptions from the physical education requirement for the following:
 - a. Physical handicaps _____
 - b. Psychological problems _____
 - c. Military service or R.O.T.C. _____
 - d. Intercollegiate sports _____
 - e. Marital Status _____
 - f. Intramural participation _____
 - g. Age _____
 - h. Veterans _____
6. Physical education classes:
 - a. Number of class periods per week _____
 - b. Length of class period: 70 min. _____ 60 min. _____
 50 min. _____ 45 min. _____ 40 min. _____ 35 min. _____
 30 min. _____
 - c. Size of classes: 60 _____ 55 _____ 50 _____
 45 _____ 40 _____ 35 _____ 30 _____ 25 _____

7. Are proficiency tests given before and after the semester to determine the students needs and progress:
- Yes _____
No _____
 - Before _____
After _____
 - List proficiency tests you administer:

8. Do you require a physical examination before the student can participate in your physical education program:
- Yes _____
 - No _____
9. What grading system do you use in physical education:
- Pass or fail _____
 - Grade the same as other academic subjects _____
10. Do you have adapted physical education classes for physically handicapped students and those excused by the doctor:
- Yes _____
 - No _____
11. What does your program include:
- Team Sports
 - Basketball _____
 - Field Hockey _____
 - Soccer _____
 - Volleyball _____
 - Touch Football _____
 - Lacross _____
 - Speed Ball _____
 - Soft Ball _____
 - Individual and Dual Activities
 - Lifesaving _____
 - Boxing _____
 - Wrestling _____
 - Fencing _____
 - Tumbling _____
 - Heavy Apparatus _____
 - Individual Gymnastics _____
 - Rhythmical Activities
 - Social Dancing _____
 - Gymnastic Dancing _____
 - Clog and Tap Dancing _____
 - Folk Dancing _____

11. (cont.)

d. Recreational Sports

1. Tennis _____
2. Golf _____
3. Handball _____
4. Badminton _____
5. Squash Racquets _____
6. Fly Casting _____
7. Bowling _____
8. Skating _____
9. Table Tennis _____
10. Horseshoes _____
11. Swimming _____
12. Diving _____
13. Archery _____
14. Hiking _____

12. Indicate an increase or decrease in the following types of activities.

Indicate increase with + and decrease with - :

- a. Recreational Activities _____
- b. Fitness and Weight Control _____
- c. Gymnastics _____
- d. Aquatics _____
- e. Rhythms _____
- f. Team Sports _____
- g. Adapted _____

13. Do you emphasize leisure time and recreational activities in your college physical education program:

- a. Yes _____
- b. No _____
- c. Heavily _____
- d. Moderately _____
- e. Not at all _____

14. Do you offer co-educational course opportunities in your physical education program:

- a. Yes _____
- b. No _____
- c. Required _____
- d. Elective _____

A SURVEY OF PHYSICAL EDUCATION CURRICULUMS IN THE
FOUR YEAR COLLEGES OF KANSAS

by

ROBERT F. GEORGE

B.S. St. Mary of the Plains College, 1970

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Physical Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1972

The purpose of this survey was to gather data relative to the present status of physical education program in the four year colleges of Kansas; this information will also be used to evaluate present programs in view of what some noted authorities suggest concerning the operation of an efficient physical education program.

Information was obtained through the survey method of research. A short answer questionnaire was used to collect information pertaining to certain areas of the physical education curriculum. Seventeen (85.0 percent) of the twenty questionnaires mailed out were returned.

Eighty percent of the responding colleges considered physical education to be a part of their curriculums; 40.0 percent of these colleges offered it as an elective and 40.0 percent maintained it to be compulsory.

Wayne E. Nelson wrote in favor of voluntary physical education listing better instruction, smaller classes, more activities available and more student freedom as being the reasons for doing so.

Results showed that 45.0 percent of the colleges indicated a decrease in their physical education requirements in the past five years while 25.0 percent of the institutions indicated they have not changed.

Fifty-five percent of the institutions do not administer proficiency tests while 30.0 percent indicated they did.

Charles Bucher listed the following good points of a sound testing program: determine progress, discover the degree to which objectives are being met, discover needs, aid in curriculum planning and discover strengths and weaknesses of students.

Seventy percent of the responding colleges indicated they grade the same as they do for other subjects and 15.0 percent use the pass-fail option.

John B. Shea spoke out strongly in favor of the pass-fail option. Because he feels it eliminated inequities inherent in the normal grading system, it's practical with no large scale modifications needed to use it, larger enrollment realized and in some cases competition for grades hurts students.

Not any type of adaptive physical education program was offered in 55.0 percent of the institutions while 30.0 percent offered some type of adaptive program.

In regards to activities a majority of the institutions offered at least five team sports, four individual and dual activities, two rhythmic activities and seven recreational activities.

Burton C. Brunner conducted a survey among sixty adults to find out what activities they felt should be offered in a college physical education programs. The main suggestion found from his findings was to offer the type of activities in a program that an individual can use later on in life to stay active and healthy.

All of the responding colleges reported they emphasize recreational activities. The biggest decrease was shown in the areas of adaptive physical education and team sports.

Charles A. Bucher states that a physical education program should ensure that students should leave school with skills in their possession for future participation in many enjoyable and worthwhile sports activities, with emphasis being on leisure time or recreational skills.

Eighty five percent of the responding colleges offered co-educational courses. Eighty percent offered co-educational courses as an elective while 5.0 percent required it.

Patricia A. Elliot listed the benefits of co-educational programs as being development of a better relationship with the opposite sex later on in life, use of boys and girls to assist each other in areas of proficiency, aid to more research in the true value of co-educational programs and greater development of the female athlete.