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ABSTRACT

This documentary statement was prepared in response to those members participating in the 18th International Congress of the International Council for Health, Physical Education, and Recreation, who recommended in August 1975 that member countries prepare a statement on current status of health, physical education and recreation. Attention is given in this document to physical education, sport, and active recreation in and out of school in the United States, particularly for school age youth. (Author/JD)

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DOCUMENTARY STATEMENT

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CURRENT STATUS

OF

PHYSICAL EDUCATION, SPORT AND ACTIVE RECREATION

1977

INTERNATIONAL COUNCIL FOR HEALTH, PHYSICAL EDUCATION AND RECREATION

AND

AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION AND RECREATION

1201 Sixteenth Street, N.W. Washington, D.C. 20036

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FOREWORD

This documentary statement is prepared in response to those members participating in the 18th International Congress of the International Council for Health, Physical Education, and Recreation, August 1975, in Rotterdam, Netherlands who passed this recommendation:

Each member country is to prepare and to distribute at the next ICHPER Congress (Mexico City, 1977) a documentary statement on the current status of health, physical education and recreation.

This document has been prepared for the interchange of such information with ICHPER members and for other distribution as desired.

This document gives attention to physical education, school sport, and active recreation in and out of school. The emphasis, however, is upon physical education and sport for school age youth in and out of school, although there are extensions of the information and the interpretation. It is intended that a separate and complete documentary statement will be developed to cover each of the other areas, health education and recreation.

CREDITS

This documentary statement is prepared by Leona Holbrook, Professor of Physical Education at Brigham Young University, Provo, Utah. The writer has completed a four year term as the appointed representative of the American Alliance for Health, Physical Education, and Recreation to the ICHPER. She is also Vice President for North America on the Executive Committee commencing on the second four year term in that elected capacity.

This report has been drawn from two volumes;

**CURRENT CONDITIONS AND PERSPECTIVES
IN PHYSICAL EDUCATION AND SPORT
IN THE
UNITED STATES OF AMERICA**

a Report to the United Nations
Educational, Scientific and Cultural Organization

by the
United States Office of Education
T. H. Bell, Commissioner
for the

First International Conference of Ministers
and Senior Officials Responsible for Physical
Education and Sport in the Education of Youth
to be held at

UNESCO House, Paris on 5-10 April 1976

These volumes were prepared in December of 1975 by Simon A. McNeely, United States Office of Education, Washington, D. C. and Leona Holbrook, Brigham Young University, Provo, Utah, for a report to Unesco. The document was updated in 1977. Information and materials on state and local education programs were provided by Kenneth S. Blankenship, Gary M. Akers and Linda Cicero of Alabama; John J. Klumb and Barbara Danders of California; Benton F. Clayton, Jr., Phil Rountree and Grey Wilson of Florida; Carl J. Haney of Kansas; Lee W. Quinn and Wanda Jubb of Michigan; Carl Knutson of Minnesota; Harriet B. Forkey of New Hampshire; George H. Grover of New York; Robert L. Leake and James Hill of Utah; Frances A. Mays, Sandra Anderson, Will Jones and Jack Liddy of Virginia; and Howard Schaub of Washington.

Special papers for the UNESCO report were written by these professional persons: H. Harrison Clarke, Professor Emeritus, University of Oregon; Reuben B. Frost, Professor Emeritus, Springfield College; V. L.

Nichelson, President's Council on Physical Fitness & Sports; John H. Shaw, Professor Emeritus, Syracuse University; and Julian U. Stein, American Alliance for Health, Physical Education and Recreation.

Information, data, and materials on sports programs were provided by: Walter Byers of the National Collegiate Athletic Association; Clifford B. Fagan and Richard C. Shafer of the National Federation of State High School Associations, and George E. Killian of the National Junior College Athletic Association.

Resource materials were provided by the American Alliance for Health, Physical Education and Recreation through the cooperation and assistance of George F. Anderson, Carl A. Troester, Jr., and Margie R. Hanson.

The President's Council on Physical Fitness and Sports through the cooperation of the Executive Director C. Carson Conrad, and with the assistance of the staff have given invaluable help.

The original report prepared for Unesco has been updated and filled out in several areas giving attention to recent developments and to some expansions.

For the support services in the final production of this report, special appreciation is extended to Dr. Phyllis Jacobson, Chairman, Department of Physical Education for Women, Brigham Young University and Dr. Clayne Jensen, Dean of the College of Physical Education, Brigham Young University.

The financial responsibility for the duplication of the Documentary Statement has been assumed by the American Alliance for Health, Physical Education and Recreation. To George F. Anderson, Executive Director, and the Alliance Officers the ICHPER expresses appreciation.

Brigham Young University
Provo, Utah

Leona Holbrook
November 1, 1977

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INTRODUCTION

Physical Education in the United States of America is considered to be a regular and essential part of the total education of boys and girls, young men and young women, of the nation. Organized, sequential instruction in physical education is included as a part of the elementary and secondary school curriculum and of the college and university experience. Teachers of physical education are accredited and compensated on the same basis as teachers of other subjects. Physical education facilities, equipment and supplies are provided in most public and private schools and colleges as necessities for a complete educational program.

Sport participation within the school and college and between institutions is considered to have educational content and is a recognized component of schooling. Certified teachers serve as coaches in programs sponsored by local boards of education. College and university coaches are usually fully recognized and certified members of the faculty.

Sport and active recreation activities are sponsored at all levels and include intramural and extramural play with little emphasis upon the competitive endeavor. Clubs give instruction and opportunity to participate in many active endeavors as judo, swimming, backpacking, skiing, bicycling and jogging.

An important and basic element in all education is state and local autonomy in administration. The curricula and the management of elementary and secondary education are the responsibility of state governments rather than of any federal agency. Colleges and universities are administered by public agencies or by independent boards of trustees.

A decentralized system of education exists. The responsibility for education is legally delegated to the states. States thus have the right and the responsibility to carry out education programs. The administrative structure is usually based upon the county organization, a governmental unit, but cities attaining a certain size, or in a given geographical situation may have autonomy in the education program. Programs are formulated by school boards of elected citizens working with educators and administrators. Schools are conducted on three levels, elementary, secondary, and post secondary. Education is usually provided in elementary schools which include children from age 5 or 6 through secondary schools which include youth 16 to 19 years of age. Most post secondary education receives some support from state or private funding.

There are 212,000,000 people in the United States living in varying geographical and climatic conditions. They are of many origins and races. There is a variety in the activity included in the program for physical education, sports, and active recreation.

The citizens of the United States place an emphasis upon individuality, independence and reliability. There is no national mandated program of activity nor statement of requirements for schools or for professionals. School districts, state agencies, and professional organizations set their own standards for program, service, qualification, and recognition. The breadth of interests, the many contributors, and the challenge to seek excellence give impetus to professional and program development. Individuals and groups assume responsibility rather than to have directives from a central government or bureau.

CHAPTER I
AIMS AND OBJECTIVES

A. Physical Education

Educators, physical educators, coaches and recreationists express many ideas which have a common core of humanistic concerns for the outcome of their programs. They point to the fact that their endeavors and educational activities are directed toward the achievement of desirable outcomes. This is a brief of a statement of outcomes of physical education for elementary children:

Grades 1-12

- education through activity
- promotion of growth and development
- contribution to health and general well being
- contribution to general and total fitness
- development of useful efficient movement skills and progressions in ability
- development of a wholesome self-concept and an acceptable perception of others
- satisfaction in the constructive use of time and of leisure
- mastery of some social skills of an active nature
- conditioning for active and participative endeavor¹

This is a brief of a statement of outcomes for elementary children in upper grades:

Grades 8-12

Physical educators in most states plan a curriculum in cooperation with the State Director, or with the supervisor in the city or county or school district. Typical of such planning is this statement by public school teachers in the State of Utah.

¹ The School Programs in Health, Physical Education, and Recreation: A Statement of Basic Beliefs, The Society of State Directors of Health, Physical Education and Recreation, Simon A. McNeely, Secretary-Treasurer, 9405 Hillridge Drive, Kensington, Maryland 20795, pp. 6.

Physical Education Goals and Objectives for Secondary School Youth:

- To make an optimum contribution through regular physical activity to the organic vigor, biological efficiency, and physical fitness of each student.
- Through selected physical activities to develop neuromuscular coordination, including motor skills, rhythmical response, and spontaneous, creative activity.
- To prepare youths to be skillful and knowledgeable participants in a variety of sports, rhythms, games and recreational activities now--as well as in their future adult life.
- Through sports, games and rhythms, to involve youths in social situations where leadership, cooperation, fair play, self control, sportsmanship, acceptance of rules, and the acceptance of officials are developed to contribute in a major way toward the perpetuation of the democratic way of life including respect for individuals and their inherent strengths and weaknesses.
- To help each student acquire the concept that man was created as a biological organism with joints, muscles, tendons, ligaments, etc., needing regular physical activity, and that regular physical activity enhances overall health of the normal person; whereas the limited inactive, sedentary, spectator life decreases overall health and physiological efficiency.
- To help each student to acquire the concept and to experience and appreciate that participation in vigorous physical activity offers release of tension and restorative and recreative values to the individual.
- Students will by personal choice and decision participate regularly in vigorous physical activity with an awareness of the values and benefits it offers them.
- Students understand the medical and scientific role that regular vigorous exercise plays in maintenance of weight, reduction of heart disease risks, and general health.²

²Secondary School Physical Education in Utah, Utah State Board of Education, 250 East Fifth South Street, Salt Lake City, Utah 84111 pps. 3-4.

Colleges and Universities

Public and private colleges and universities have varying types of programs and degrees of commitment to a program of physical education and sport. Where a good or full program is presented there is often a strong statement of support by the administration and the department for the program and a clear delineation of aims and objectives. Professional educators of the American Alliance for Health, Physical Education, and Recreation state objectives for the program for colleges and universities as follows (paraphrased):

-- to know

how man moves

why he moves

the physiological, sociological, psychological consequences of movement skills and motor patterns of movement

o learn

to perform efficiently the motor skills for everyday living and recreation

to maintain sound physiological functions

to increase awareness of physical self

to enhance aesthetic appreciation through expressive and creative activities

-- to provide situations

for cooperation and competition

for successful experience

for developing enjoyable and satisfying awareness

for developing a desire and habit for activity³

Categories of Objectives

Educators now subdivide general abstract objectives into more concrete statements of objectives and these serve the purpose of physical education, sport and active recreation. They are listed here but explained in more complete detail by Nixon and Jewett.⁴

³ Guide to Excellence for Physical Education in Colleges and Universities, AAHPER, 1201 Sixteenth Street, NW., Washington, D.C., 20036, pp. 7.

⁴ Nixon, John E. and Jewett, Ann E. An Introduction to Physical Education (Eighth edition) Philadelphia, W. B. Saunders Co., 1974, pp. 96-107.

- general objectives
- instructional objectives
- behavioral and performance objectives
- expressive objectives

and they develop an additional classification,

student objectives

stating, "It is fundamentally important to take student objectives into consideration in the total process"⁵ and listing

- "to have fun
- to be with the group
- to learn more about the game and become more skillful
- to develop strength and endurance
- to make the team
- to develop a better physique--to be better looking
- to get away for a time from the confinement connected with study"⁶

Modern educators are giving attention to individuals and are emphasizing goal setting and the meeting of individual needs. Physical education, sport and active recreation are recognized to be highly individualistic in their expression, their satisfaction and their life application.

B. Sport and Active Recreation in the Schools

Sport and active recreation programs in schools are considered to be an extension of the physical education program. Sports provide a laboratory where students may apply and enjoy the skills, the sportsmanship and other desirable ways of being that are taught in physical education. The Society of State Directors of Health, Physical Education, and Recreation consider two major kinds of sports programs, extra-class activities and interscholastic activities.⁷

⁵ Ibid., pp. 107.

⁶ Ibid., pp. 107.

⁷ The Society of State Directors of Health, Physical Education and Recreation, op. cit., pp. 10-14.



Extra-class activities include intramurals, extramurals, sports clubs and recreation activities. Intramural sports are competitions that are carried on among groups or units within the school, college or university.

Extramurals are competitions carried on among groups or units of one institution with those of other institutions. Such competition is informal and the units may represent several levels of ability. There is a heavy emphasis on the social outcomes.

Sports clubs are groups whose members wish to advance their skills, understandings and opportunities to participate in a particular sport.

Recreation activities provide informal opportunities for sports participation often on a "drop-in" basis. Games and other competitive activities are usually spontaneous or minimally organized. Other sports for both individuals and groups are made available for voluntary participation.

Interschool athletics provide opportunity for selected well-skilled athletes representing one school, college or university to compete against similar individuals or teams representing other institutions. Such competition is characterized by intensive training and coaching and a high degree of organization; usually team standings and championships are determined within leagues or conferences.

The aims and objectives of extra-class and interschool activities are essentially the same. Both forms provide opportunities for learning and for healthful, enjoyable participation which are not available in the classroom or academic environment and which amplify the possibilities inherent in physical education instruction. Extra-class activities provide for enrichment of individual resources, social exchange, and wholesome competition on a voluntary basis usually below the level of excellence of interschool teams. Interschool and intercollegiate athletics provide similar values at a higher level of skill. These competitions offer learning opportunities for students, parents, and members of the community. The platform statement on Athletics in Education of the American Alliance for Health, Physical Education and Recreation lists the following objectives in athletics:

- physical fitness
- skill in movement
- social development
- recreation

These objectives are sought in varying degrees in school, college and university programs. Many educators and sportsmen stress the potential of athletics to deepen individual qualities that may carry over to other aspects of life. Among these are self-discipline, the subjugation of self-interest to achieve

a common goal, the ability to place victory or defeat in proper perspective, the pursuit of excellence, and the development of individual capabilities.

Each of the types of participation attempts to meet the needs and interests of the largest possible member of students, both male and female. Schools, colleges, and universities try to offer a wide variety of sports for both sexes. Sports participation by girls and women has increased markedly. Problems regarding coaching, and administering, financing, and scheduling these programs have grown in recent years. These problems are being met and solutions are being worked out by sponsoring institutions.

CHAPTER II

PROGRAM

A. Physical Education

The Basic Framework

Education is usually administered at three levels--elementary, secondary, and postsecondary education. Part of the program in most states includes kindergartens, vocational education, adult education and schools or classes for the gifted, the mentally retarded, the blind, the partially seeing, the deaf, the hard of hearing, and crippled children. Free public school at the first two levels represents the most common practice in education. Most states conduct partially supported colleges and universities. Most private postsecondary schools have financial support by individuals or organizations and charge tuition.

The organization and curriculum of private schools and universities are similar to those of the free public schools. There are many cooperative relationships between public and private schools.

Elementary schools provide education for at least 6 years, and some schools for 8 years. The minimum entrance age is 6. Secondary schools provide education for at least 4 years and in some cases, 6 years. The usual entrance age is 12 or 14. While compulsory attendance laws vary slightly from one state to another, the laws usually require that children between the ages of 7 and 16 attend school. Completion of 12 grades of schooling is usually required before entering postsecondary education. Postsecondary education includes all programs of less than 4 years in professional, technical, and community colleges, 4-year undergraduate programs and graduate studies.

The school year for public elementary and secondary schools usually begins in September and ends in June. School districts across the country strive to make educational opportunities available to children in a variety of settings and throughout the year, including the summer months.

The elementary school is usually composed of the kindergarten and an additional six or eight grades. In some communities, nursery school for 3- or 4-year olds may be provided for a period of 1 or 2 years before the children enter kindergarten. The kindergarten enrolls 4- and 5-year olds for 1 or 2 years, before they enter the first grade. In some school districts, the two beginning units overlap. Approximately 84.1 percent of the 5-year olds in the population were enrolled in kindergarten in 1973.

The 8-4 plan is used in many schools. Students pursue grades 1 through 8 in elementary school, and grades 9 through 12 in a secondary school. The 6-3-3 plan provides for intermediate (junior) and senior high school of 3 grades each. The 6-6 plan (six grades in elementary and six grades in a combined junior-senior secondary school) is also used, but is not as common as the 8-4 or 6-3-3 plans. Physical education is organized and administered as a regular part of education at all three levels--elementary, secondary and postsecondary. The field has grown in importance during the past 50 years.

School Requirements and Enrollments in Physical Education

Physical education, as part of the educational experience for children in grades 1 through 12, is required by law or regulation in 46 states and in all of the outlying areas. In two of the four states not having a specific law or regulation, physical education is required for state accreditation of individual schools. The two other states recommend that physical education be included in the school curriculum.

State requirements and secondary school enrollments are indicative of a basic concern to provide physical education experiences for school-age children which has existed for more than 50 years. State requirements and data on enrollment do not give a clear picture of the quality of the programs. State requirements are generally minimal and do not provide sufficient time for a thorough program of physical education. Although a large number of secondary school students are enrolled in physical education, enrollment figures cannot show the frequency, length, intensity, or nature of the physical education participation.

In 1963, the U. S. Office of Education, in cooperation with the President's Council on Physical Fitness, surveyed a representative sample of approximately 2,500 elementary and secondary schools to determine certain practices related to physical education and fitness. With the data, reported in the U. S. O. E. publication, Physical Achievement and the Schools, 1965, was the following statement:

Nearly all schools provided physical education at some grade level, but only four schools in ten provided such programs as frequently as five days a week. In grades 4-6, approximately 18% of the students had no physical education; about 20% had physical education only once or twice a week. In grades 7 and 8, the percentage of students having physical education zero, one and two days per week were, respectively, about 16, 13, and 20 percent.¹

¹United States Department of Health, Education, and Welfare, Office of Education, Physical Achievement and the Schools, 1965, Washington, D. C., 20202.

The greatest degree of participation was in grade 9 where 97% of the students had physical education and nearly 75% had three or more days per week of class. The percentage of male students scheduled for zero, one, two, three, four, and five periods per week, were, respectively, three, three, 19, 28, six and 42. Percentages for ninth-grade girls were three, four, 26, 24, 6, and 37. Participation in the last three grades of secondary school decreased year by year, as shown in this summary:

Percentage of Schools Scheduling Physical Education

Program	Grade 10		Grade 11		Grade 12	
	Boys	Girls	Boys	Girls	Boys	Girls
0 days/week	7	8	15	17	18	20
1 day/week	1	3	2	3	2	4
3 days/week	19	27	19	28	18	26
4 days/week	4	3	4	3	4	3
5 days/week	40	36	40	32	39	30
Median Number of days per week	3.8	3.5	3.7	3.1	3.6	3.0

A study conducted by the U. S. Office of Education indicates that 80.3% of the students in public secondary schools (grades 7-12) were enrolled in physical education in the school year 1972-73. The course listings attempt to take into account the various ways physical education is scheduled. In about one-third of the cases, physical education is combined with health education. This means that part of the time (usually most of the time), instruction is given in physical education, while at other times the instruction centers on health education. One pattern is three days a week of physical education and two days of health education. Physical education is scheduled separately from health education in about 68% of the cases. In both the combined and separate scheduling of physical education, courses have been offered predominately by grade and for boys and girls separately. (This separation of sexes is changing, as explained in the paragraph on Title IX below.) In a small proportion of schools, there are classes for boys grouped without regard to grade and similarly for girls. The practice of scheduling health education as a separate course is growing. In 1972-73, about 15% of the course offerings were in health education or a sub-topic.²

²Summary of Offerings and Enrollments in Public Secondary Schools,
United States Office of Education, Washington, D.C. 1973, pp. 12-13.

Title IX: Prohibition of Sex Discrimination in Education

The Congress passed a comprehensive education act in 1972 one part of which, Title IX, provides that "No person in the United States shall, on the basis of sex, be excluded from participation under any education program or activity receiving Federal financial assistance" (with certain specific exceptions). Since almost every state and local education agency and every college or university has some program of federal assistance, this legislation applies generally to education programs for every age level.

The provisions of the law and the concomitant regulations have significant implication for physical education and sports programs for girls and women. Essentially, physical education classes must be scheduled on a co-educational basis with teachers assigned to classes without regard to sex. Within the class, students may be grouped according to levels of skill; however, girls are not required to compete with boys in body contact sport, such as football, basketball, and wrestling.

In athletics, equal opportunities and comparable conditions for participation must be provided for girls and boys. Where team selections are based on skill or the activity is a contact sport, athletics may be provided through separate teams for males and females. If separate teams are offered, the institution may not discriminate on the basis of sex in provision of necessary equipment or supplies or in any other way, but equal aggregate expenditures are not required.

Where a team in a non-contact sport, membership of which is based on skill, is offered for members of one sex and not for members of the other sex, and athletic opportunities for the sex for whom no team is available have previously been limited, individuals of that sex must be allowed to compete for the team offered.

Institutions are requested to select sports and levels of competition which effectively accommodate the interests and abilities of members of both sexes. Thus, an institution would be required to provide separate teams for men and women in situations where the provision of only one team would not "accommodate the interests and abilities of members of both sexes." This provision applies whether sports are contact or non-contact.

Elementary schools were given one year from the effective date of the regulations, July 21, 1975 to comply. Secondary schools, colleges and universities will have up to three years.³

³ Legislation and Regulations, Public Law 92-318, Title IX, June 23, 1972.

Title IX has been given a positive reception by the public, educators and leaders of youth. Opportunities for girls and women in physical education, sport and active recreation have expanded and participation has grown. Activity for girls and women is socially acceptable and has created some new spirit in activity for all participants.

Curriculum - General

In physical education, sports and active recreation the emphasis in the curriculum is on the individual and is directed toward mastery of the tools of learning and the development of a desire for learning and its continuity. The focus is upon a wide range of experiences and toward helping the student learn by doing and also toward learning how to learn. There is an increasing provision of a wide range of sensory and social experiences to facilitate learning and total development. An attempt is made to integrate the whole person with all of the ways of learning and of being. The new emphasis on developmental physical education gives attention to problem-solving, inquiry, creativity and working at one's own rate and level of ability. Attention is given to participation by all as a process for learning and developing.

Although the curriculum is the responsibility of state and local education authorities, either public or private, recommendations are made and technical assistance is provided by professional organizations and federal agencies. The following are examples of publications and services that are currently being offered:

U. S. Office of Education - Projects in the National Diffusion Network and a study to revise the national norms on the AAHPER Youth Fitness Test.

Society of State Directors of Health, Physical Education, and Recreation, The School Program of Health, Physical Education and Recreation - A Statement of Basic Beliefs.⁴

President's Council on Physical Fitness and Sports, Youth Physical Fitness - Suggestions for a School-Centered Program, Fitness for Leadership, and other publications and services.⁵

⁴ The Society of State Directors, op. cit.

⁵ President's Council on Physical Fitness and Sports; Conrad, C. Carson, Executive Director, PCPFS, "Memorandum - Progress Report of the PCPFS, 12/31/75."

Curriculum - Grades K-12

Cities, districts, counties and states have autonomy in the development of curricula and the administration of the school program. Typical of the well-expressed and forward-looking programs in physical education is that of the state of New York. A succinct manual gives the mandate for the provision of physical education (briefed). A curriculum: to promote activity to attain physical fitness, gain competency in the management of the body and in useful physical skills, emphasize safety practices, promote individual and group understanding, provide knowledge and appreciation of physical education activities, make each student aware of the effect of physical activity, provide opportunities for personal development, reinforce basic learnings of the curriculum, a curriculum which includes basic and creative movement, rhythm and dance, games, perceptual-motor skills, individual and team sports, gymnastics, aquatics, and where possible, lifetime sports, outdoor learning skills, and other appropriate developmental activities. An instructional period: K-6 - daily, not less than 120 minutes per week; grades 7-12 - opportunity for daily physical education, two or three times per week required; grades 10-12 may have equivalent extra-class participation. Instruction: by certified personnel - instructors and directors. Facilities: districts to provide adequate indoor and outdoor facilities. Administrative procedures: curriculum development, evaluation of student progress, class size and grouping to achieve objectives, plan for special courses, camps, supplementary personnel, and provision for periodic reports.⁶

The manual, Guidelines for Elementary and Secondary Physical Education Programs of the State Education Department of the State of New York gives further interpretation and instructions for record keeping on skill attainment, physical fitness, attendance, and for the adapted programs in which the activities in a regular program are adapted to the special needs and interests of the handicapped, or for special programming for them. Detailed codes are presented for the use of non-school facilities and/or the scheduling of extra class athletic activities.⁷

The need for developing a scope and sequence for grades K-12 is recognized. The best planning for physical education includes sequences and progressions which are both practical and developmental. An excellent analysis of a fully listed series of skills has been prepared by teachers and administrators

⁶ Subject: Revised Regulations Governing Physical Education, Aug. 26, 1974, University of the State of New York, State Department of Education, Albany, N. Y. 12224.

⁷ Guidelines for Elementary and Secondary Physical Education Programs, April 1975; University of the State of New York, State Department of Education, Albany, N. Y. 12224.

for use in Minnesota. The full list includes aquatics, ball skills, games, gymnastics, individual and dual sports, posture and body mechanics, recreational activities, rhythms, rope skipping, team sports, track and field, and winter sports. Each activity is divided into skill units and listed as such with a designation of the grade levels in which the elements of the activity can be taught and developed to the best advantage.⁸

The scope and sequence of activities as recommended for practice in the public schools of Minnesota are based upon growth characteristics, individual needs and interests, and educational needs. The recommendations were made in 1968 by a committee of teachers. They expressed practices and desirable outcomes for the future which are being put into effect.

Curriculum - Grades K-5

In most states the teaching of physical education is a requirement for kindergarten through grades 10 or 12. The program for kindergarten through grade 5 calls for one half-hour instruction time daily at the lower levels and at least one hour daily from grades 2 through 6. The inclusions of the program are most frequently are fundamental movement skills, calisthenics, creative activities, games and sports of individual and team types, relays, rhythms, stunts and testing, fitness activities and basic motor skills in perceptual-motor development, and movement education, which has to do with the process of teaching coordination, force, time, space, balance and handling objects. Policies and practices for curriculum content differ in different school administrations.⁹

Curriculum - Grades 6-9

The activities conducted for children in grades 6 through 9 give emphasis to muscular strength and endurance, cardio-respiratory endurance, agility, flexibility, balance, coordination and neuro-muscular control in throwing, catching, hitting and kicking. In addition emphasis is given to the socio-cultural activities related to team sports, to the practiced and accepted forms of dance, and to individual life-time sports and recreation activities which give the learner a continuous association with, and expression for, outdoor activities.

⁸ A Guide for Instruction in Physical Education, Curriculum Bulletin #11, Code VIII A-C-1, State of Minnesota, Department of Education Secondary School, Grades 7-12, St. Paul, Minnesota, pp. 2 and 3.

⁹ A Guide for Instruction in Physical Education, Curriculum Bulletin #11, Code VIII A-C-1, State of Minnesota, Department of Education Secondary School, Grades 7-12, St. Paul, Minnesota, pp. 2 and 3.

Therapeutic and remedial activities or programs are used for the students who are not able to participate normally. Intramural programs are scheduled.¹⁰

Curriculum - Grades 9-12

The activities included in grades 9 through 12 are team sports, track and field, conditioning, gymnastics, individual and dual sports (often referred to as "lifetime sports"), rhythmic activities, aquatics and recreational activities. Intramural activities, corrective and therapeutic practices and scheduled inter-school competition are part of the program.¹¹

Separation of boys and girls for most school scheduled activities had been the norm in these grades until the last few years when emphasis has shifted to co-educational participation.

Curriculum - Colleges and Universities

The program of instruction in physical activity, generally referred to as the "service" program, is offered in 95% of the colleges and universities, both public and private. Most schools require physical education, most give credit for the courses and most of them have a two year requirement, although many have three or four. Some schools substitute approved nonscheduled, non-course activities. Courses beyond the requirement are offered as electives. Classes are scheduled within a one hour period and meet either two or three times per week. Some special courses such as scuba diving, skiing, and mountaineering may be scheduled seasonally once a week for a span of time lasting several hours. Most schools have co-educational classes with some special classes in team sports or special interest courses for men or women. There are more than 2,200 colleges and universities and more than eight and one-half million students enrolled in them.

In colleges and universities many of the courses are directed toward timely activities which have to do with the participants' ages and interests. The activities are in the social and activity structure of young people. In sports classes the sports skills are taught toward competence in performance. Some of the activities are of interest to the performer in contemporary life and will have a continuity into life experiences and applications.¹²

¹⁰ Secondary School Physical Education Curriculum, Utah State Board of Education.

¹¹ Ibid.

¹² Fitness for Leadership; President's Council on Physical Fitness, 1964.

A brief and general description of courses in one university with a two year requirement gives an idea of the offerings of that representative school in that geographic area. Brigham Young University is a private church-sponsored university in Provo, Utah, a city situated near a lake at the edge of the Great Basin in a semi-desert area. It is located at the base of the Wasatch Mountains which rise to an elevation of 12,000 feet. The student body of 25,000 participates in a rich program of inter-collegiate and intramural activities for men and women. There is a two-year physical education requirement which the students may meet by taking any one of 70 different courses. These offerings include many forms of dance, team and individual sports, and outing and active recreational endeavors. Student registration in these service classes averages 15,000 students per year.¹³

There are variations in course offerings and requirements from school to school according to the leadership; the objectives, the finances, and the geographic location and climate.

Many schools through faculty and department arrangements coordinate activities and instruction on an interdisciplinary basis. Some specially designated courses may reflect the best knowledge in aesthetics, humanities, history, and sport or dance. Plans for special presentations or programs call upon the cooperative efforts of departments in dance, drama, music, and art.

Many colleges and universities schedule field experiences which may include camping, backpacking, wilderness living, survival techniques, cross-country skiing, and other activities arranged in various multiples and sometimes combined with natural studies such as biology, geology, and ecology.

Most colleges and universities have intramural sports programs for men and women. One university of 26,000 sponsors 95 activities, involving 1,000 teams with over 30,000 participants and 90,000 participations in intramurals in one year. The number of participants exceeds the number of students because husbands and wives of students are encouraged to take part.¹⁴

School clubs for skiing, judo, karate, scuba, backpacking and other sports are participated in by students, usually under the direction of the department of physical education.

In many colleges and universities the "Student Union," a student organization housed in the student center, organizes social and sport events which may include bicycling, bowling, tennis, and many other sports and social

¹³ Catalog of Brigham Young University, Provo, Utah 1977-78

¹⁴ Brigham Young University, Provo, Utah

events. Some of the sports are scheduled as competitions within the school or on an interschool or national basis.

Curriculum Emphases

The following paragraphs describe program aspects that are being given special consideration in modern physical education curricula in the United States.

Physical Fitness

A growing realization of the effects of modern living on the physical and moral fiber of United States citizens has caused national leaders to emphasize the necessity of promoting health and fitness for people of all ages, especially the young. In 1954, President Eisenhower became concerned and established the President's Council on Youth Fitness. The Council was made up of Cabinet Officers in whose departments 32 agencies had programs affecting youth fitness. President John F. Kennedy gave the fitness movement his approval and called for the attention of the nation to the values of the vigorous life. The Council was continued under Presidents Johnson, Nixon, and Ford and now has the personal interest and support of President Jimmy Carter. It is presently called the President's Council on Physical Fitness and Sport and is made up of national leaders in the fields of medicine, education, business and industry, sport and others. The Consultant to the President on Physical Fitness and Sports is the noted astronaut, Captain James L. Lovell, USN, Ret. The Executive Director is C. Carson Conrad.

While it is recognized that total fitness is the aim of the Council and that all aspects of healthful living must be promoted, particular attention is being given to the importance of exercise in the development of the physical components of fitness. The effects of technological advances and recent socio-cultural forces on American life-styles point up the significance of the emphasis on fitness in school curricula at all levels and in all aspects of living. The following conditions are but a few of the reasons for stressing fitness.

About 30-40% of children are overweight; about 15-25% are obese. The figures are greater for adults.

Modern technology and transportation in many forms and the wide over-use of television have substituted for active work and recreation. Many Americans show the debilitating effect of sedentary, easy living.

Heart disease, the greatest killer of Americans, responsible for more deaths than all other causes combined, often has its inception in childhood, as do chronic fatigue, low-back pain and other chronic diseases that plague American adults.

Many sports, such as golf, tennis, water skiing, snow skiing, boating, and bowling have grown in popularity. The implications here for fitness and/or an expanded, varied curriculum seem obvious. (If this account of growth in sports participation seems to be in contradiction to the foregoing statements on overweight children and adults and sedentary living, consider that the participants referred to here, while large in number, still represent a small proportion of a population of 212 million people, and that most participation is seasonal and sporadic, with much of it only on weekends.)

New findings relative to the significance of appropriate physical activity for such vital aspects of human potential as perceptual-motor development, building a positive self-concept, overcoming or compensating for physical and mental handicaps, aesthetic and creative expression through movement, and promoting full development of children during the early years of life, have a marked influence on physical education content and methodologies. There is, then, a firm and valid rationale for the National fitness effort.

The concern for fitness is reflected in the following emphasis in school, college and university programs of physical education and sport:

- More vigorous activities of all types are included in program plans and a greater proportion of program time is given to the teaching and participation in vigorous activities.

- More fitness testing

- Special attention is given to fostering participation in activities that have particular conditioning value, e.g., jogging and running, circuit training, interval training, weight training, orienteering, parcours, aquatics, aqua-dynamics, martial arts and related activities, and obstacle or confidence courses.

- Most states promote special teaching units or projects on fitness. Their courses of study show plans and give details of tests, facilities and methods.

The President's Council on Physical Fitness and Sports assists schools and colleges in a number of ways to strengthen programs that promote fitness.

Outdoor Education

Most school systems and colleges and universities are giving attention to outdoor education. One significant program of the American Alliance for Health, Physical Education and Recreation is the Outdoor Education Project started in 1955. This project has advanced and extended the concept of outdoor education to include education in the outdoors, education about the use of the outdoors, education in conservation and the application of ecological practices

to the outdoors, and humanistic education of individuals to live better in the outdoors or as a result of the experiences they have had in the outdoors.¹⁵

Schools and colleges and universities offer programs or courses on campus or as out of school and summer experiences. The activities may be conducted as day camps, tours, term camps, sports camps, or scheduled off-campus experiences. Many school districts are obtaining properties and establishing camp areas as instruction bases.

Among the outstanding public school programs is the one conducted by San Juan Unified School District of Carmichael, California. In the summer of 1975 these typical courses were given:

Mountaineering

Cost - 3 weeks at \$35.00 per week - life and travel in the high country, mountain climbing, survival living.

Mountain Environmental Study and Survival

Cost - 10 days - \$60.00 - wilderness survival and self-sustaining activities, outdoor and safety skills, nature identification.

Seashore Environmental Study and Survival

Cost - 10 days - \$60.00 - two days seminar and eight days on the shore - how to fish, eat, drink, choose edible plants and how to make a shelter and cook.

Backpacking

Cost - Phase I - 5 days - \$30.00; Phase II - 10 days - \$60.00 - backpacking into wilderness and mountain areas, nature observation and study.

Other courses offered were judo, gymnastics, outdoor education, wrestling, art with sports and recreation activities.¹⁶ Provisions are made for authorization by parents, transportation, insurance, health care and all instruction, supervision, and facilities.

¹⁵Outdoor Education - American Alliance for Health, Physical Education and Recreation. 1201 Sixteenth St., NW, Washington, D.C., 20036. Descriptions of projects based upon Outward Bound programs - "Mascoma," "Project Challenge" and "Project Go" sponsored by New Hampshire State Dept. of Education, Concord 03301.

¹⁶San Juan Unified School District, Carmichael, California 95608 (Seven Summer Camp Brochures 1975).

"Project Adventure" in Hamilton, Massachusetts, features a curriculum component in physical education based upon the Outward Bound concept. It is included in the National Diffusion Network.¹⁷

Colleges and universities offer leadership courses for outdoor education through departments of physical education, recreation, botany, youth leadership, anthropology and others.

Agency camps and private camps exist in some places and they abound in other areas. Camp costs for a young person in such camps as YWCA or Boy Scouts of America may be as low as \$1.00 U.S. per day. Private camps may run as high as \$10.00 or more per day depending upon housing, services, and special activities.

Programs are offered for students at all the levels of schooling and many schools or districts provide special opportunities and activities for the handicapped to participate in outdoor education and its activities.

Movement Education

Movement education is a process or form of physical education which is gaining new emphasis and proponents. Although some persons have been pursuing the teachings and learnings in the forms of basic movement for many years, the ideas have developed, matured and focused on new concepts, activities, and methods. Movement education is a developing and widely practiced form of physical education. It may constitute a large portion of the teaching in schools where the teachers are prepared to guide student progress in a total learning experience through movement education. As generating idea, movement education is a contemporary phenomenon, a strong contributing factor in modern physical education, and an educational process which will spread in influence, application and effect as its ways become better known among professionals. It has many varieties and expressions, particularly in the lower grades, and its influences and practices are applied in the upper grades, high schools, and colleges and universities by teachers who have mastered the concept. They must learn how to develop and interpret the process and the principles of the action to succeed well. The statement by a committee of teachers and supervisors in the state of Minnesota explains that movement education seeks to develop: awareness of the self in physical movement, awareness of the body and its capabilities, and awareness of movement components.

¹⁷"Project Adventure" Educational programs that work. National Diffusion Network, United States Office of Education, Washington, D.C.

The emphasis is upon effective movement: to meet life needs, to explore knowledge and experience, to create, and to participate in a problem-solving process. The Minnesota State Course of Study considers movement education in these divisions: fundamental movement experience, movement education through ball skills, movement education through rhythm, movement education through stunts and self-testing activities, movement education through tumbling and apparatus, and movement education through rope skipping.¹⁸

Perceptual-Motor Education

Perceptual-motor education is included in physical-education programs particularly at the elementary level. Action and response is developed around simple perception, and movement itself is used to encourage and stimulate the learner to be more perceptive. The plans and mechanisms in perceptual-motor education have been employed successfully with the handicapped and retarded. Teaching practices and research are improving the techniques and advancing their application.

Not only is perceptual-motor education used successfully with the slow learner, but marked progress in educational attainment can be accomplished with normal persons.

Perceptual-motor programs may be focused on space orientation, visual perception, auditory perception, kinesthetic awareness, tactile experience, and motor skill. The learnings gained may be valuable in and of themselves; collectively they become part of the whole of human existence and help to develop learning power and total ability.

Lifetime Sports

In recent years, increasing attention is being given to instruction and participation in sports that can be played throughout life. The training of teachers and the expansion of facilities to include such sports, particularly in secondary and postsecondary schools, has been marked. Archery, badminton, golf, tennis, and bowling are among the activities that have been introduced in school curricula. A national project which featured clinics for teachers and the development of useful and attractive materials contributed greatly to the extension and improvement of instruction in lifetime sports. The project was administered by the AAHPER under a grant from the Lifetime Sports Education Foundation (no longer in operation). Lifetime sports are now included in clinics being conducted by the President's Council on Physical Fitness and Sports.

¹⁸ Movement Education for the Elementary Schools: Code VIII-A-E-10a, State of Minnesota, Department of Education, St. Paul, Minnesota.

Dance Education

Dance, in many varieties of expressional forms, is included in curricula at all levels. It is considered to be an essential and significant component of the elementary school curriculum.

It is used in movement education and perceptual-motor development; it is basic to singing games and folk dance; it becomes part of the rhyme and cadence in rhythmic play; it assumes representative and mimetic forms in creative response. It is included in secondary physical education toward the ends of social, developmental, self expression and activity. In colleges and universities dance may constitute a large part of the program and may include modern dance, folk dance, ballroom dance, ballet, and other forms.

Dance is dependent upon learning motor skills and gaining competencies but it goes deeper into the realms of human learning, expression, and life. Dance employs creative and artistic qualities, gives meaning to many other learnings, and is a human refinement of thought and endeavor combined.

Associated Learning

Educational processes call for the teaching of elements which consolidate and give meaning to student learning. Two examples of how other studies may be correlated with physical education follow.

Many books which are written for children and youth to be used as texts or supplementary readers deal with sport, play and recreation activities. Most are well written and deal appropriately with the subjects and all contain suitable and colorful illustrations.

Art instruction and projects in schools often give attention to the games, sports, activities and recreations of youth. Displays, posters, paintings and other representations give encouragement to young people to observe and understand sport through the expressive forms which they produce.

Special Education and Adapted Physical Education for the Handicapped

For the handicapped who have restricting or limiting conditions imposed upon some of their abilities to learn or to respond or to perform, there are increasing attempts to provide educational opportunity and support services. Two main professional concerns for education result: (1) to give educational opportunity to the handicapped and (2) to develop leadership for programs for the handicapped.

Experts in the field prefer to consider the handicapped person as one with many remaining unimpaired capacities. Those who have developed the guidelines for programming of the handicapped under that philosophy consider that the student should be kept as close to the regular program as possible. The term "mainstream" is applied to this process.¹⁹ The program itself is "adapted," whenever possible, to the functional capacity and the need of the student. Establishing separate classes for the impaired or handicapped should be the usual practice, and such scheduling occurs only when the regular courses cannot be adapted to the needs of the handicapped.

The term "handicapped" is usually applied to those who are speech impaired, learning disabled, mentally retarded, mentally disturbed, hard of hearing, deaf, crippled, partly sighted, or blind.²⁰

A paper prepared for this report describes the program of physical education for the handicapped:

The aims and objectives of adapted physical education are the same as for other students in other situations: self-realization, human relationships, civic responsibility and economic self-sufficiency. The special elements included in programmed activity are those which improve or correct individual deviations, adapt activity to individuals who may develop skill and knowledge for participation, develop the tolerance level for activity and the motor ability level for performance, and provide activities to meet the specific needs, interests and abilities of the handicapped. Two practices exist for including the handicapped in physical education, sport and active recreation: one is to include them in the regular program of activities making such adaptation of the procedures or the activities as may be necessary to accommodate the participant; the other is to schedule special activities and courses for the handicapped. The aim and objective in either case must be to present developmental activities to those with limitations so that they may participate safely and successfully in rewarding and self-realizing ways.

Federal legislation and programming give support to states to participate in training, research and demonstration projects in physical education type activities for impaired, disabled and handicapped persons.

¹⁹ A Guideline for Adapted Physical Education, Curriculum Bulletin #31 Code VIII A-E-C-6. Minnesota State Department of Education, St. Paul.

²⁰ Professional Staff for the Handicapped in Local Public Schools, Spring 1970, U. S. Department of Health, Education, and Welfare, U. S. Government Printing Office, 1974.

Most public and private institutions and agencies give attention to the needs of the handicapped through physical education, adapted physical education, recreation, sports, outdoor experiences and camp activities.

Most or all of the activities in the regular program of a school or agency are participated in by the handicapped, and especially is this true if the person is "mainstreamed". Reasonable and thoughtful adaptations are made by a knowing and caring teacher. Special courses as needed for those whose differences are marked are at times necessary, and a suitable structure of adaptations, activity and program provide for participation of those with conditions which may limit normal activity or response to a moderate adaptation of a regular activity.

In evaluation it is important to realize that the individuals in an adapted program have many causes for their conditions, and that their abilities and the manifestations of their handicaps vary, too. Appraisal is made of performance, achievement and progress in physical fitness, general development, emotional stability, social awareness, sports and skills, and in motor, psycho-motor, and perceptual-motor development.

Some general appraisals of the participant can be made on the basis of the degree of active involvement, interest and response, expression of satisfaction or achievement, friendly relationship in the group action, tactile and responsive learning, kinesthetic movement, visual interpretation and response, verbal response, and physical response to stimuli.

For certification of special teachers of physical education for the handicapped, some states require taking courses in special education or the passing of a civil service examination. Needed action toward certification should be taken by professional bodies and service agencies. Many fields have already given some special attention to the handicapped: physical education, recreation, speech therapy, dance and many others. Professional preparation practices vary in different institutions where a program of preparation exists. Seminars and conferences aid in the development and the interchange of ideas. Publications in many fields disseminate information. Continued and more technical research is needed for building a basis of understanding and for establishing practices and courses which lead toward certification.

The American Alliance for Health, Physical Education, and Recreation maintains a consultant on Programs for the Handicapped.

The Joseph P. Kennedy, Jr., Foundation has sponsored seminars, research, and projects for the mentally retarded and conducts the program of Special Olympics, a program in sports participation and competition.

The Division of Innovation and Development, Bureau of Education for the Handicapped, Department of Health, Education, and Welfare has stressed coordinated programmatic research, and is concerned with special consideration and services for the handicapped.

A program in Minnesota is representative of one of the better state programs. The stated purpose is to "meet the specific needs of pupils with physical limitations, mental limitations, psychological or behavioral problems, or special learning disabilities." It is further stated that "the individual worth of a student must be given foremost consideration; the student should be regarded first as a human being and second as a person with some limitation."²¹

Special effort has been made in some cases to care for the seriously handicapped. An outstanding program conducted by a minority group is the Chinle Valley School. Navajo Indians on the Indian reservation in Northern Arizona have built an excellent facility and established a school for the severely retarded. Most of the children and young people live at the school from Monday morning until Friday afternoon of each week. There they are cared for in learning health habits, motor skills for play, and simple habits and mechanics of movement for living. They are taught language use in Navajo, traditional stories, arts and crafts, and Navajo play forms. They learn to dress themselves, feed themselves, and help one another.

Dropout Prevention

Students are encouraged to remain in school through graduation from secondary school and to pursue an appropriate career in the postsecondary years. Many educators and sportsmen believe that strong physical education and sports programs can help hold students in school.

A study by Cleveland, Ohio public schools shows that students who were potential dropouts but who participated in athletics remained in school, while a significant portion of non-athletes, who were matched to the first group in other characteristics did drop out of school. The New York City public school district replicated the study and found the same statistical results.

²¹ A, Guideline for Adapted Physical Education, Curriculum Bulletin #31, Code VIII-A-E-C-6, Minn. State Department of Education, St. Paul, Minn.

B. Sport and Active Recreation in the Schools

Extra-class Activities

These activities are organized and administered by the individual schools. In elementary schools, intramural, extra-mural, and recreation activities are usually informal and depend upon the resources of the school and community. One of the difficulties facing many elementary and secondary schools is that a large number of children are transported to and from school by bus. The need to schedule extra-class activities within the limited school day in such schools is a problem and often results in diminished opportunities for children who are transported by bus.

The extent of extra-class activities varies widely among schools and colleges. Some secondary schools and a large number of colleges and universities operate well-organized intramural programs that involve a large proportion of the student bodies. Information on the numbers of participants in the intramural, sports clubs, and recreation activities of secondary schools is not readily available. The sports governing bodies of colleges and universities maintain information on such programs and report it. As an example, the National Collegiate Athletic Association (NCAA) reports that its members sponsor more than 50 intramural sports. The number of institutions and the total participation are given for various sports. Basketball, the most popular intramural sport for men, is offered by 550 institutions of the NCAA and 362,375 men took part in 1971-72. The most popular intramural sport for women that year was volleyball, with 374 institutions offering it and 61,144 women participating. The NCAA also shows more than 50 different sports clubs sponsored by its members with participation by 86,000 men and women.²²

Intercholastic and Intercollegiate Athletics

Most secondary schools (usually beginning in grade 9) and colleges and universities conduct "athletic" programs which include several sports. In most cases the institutions belong to a league or similar organization, which sets regulations governing eligibility of players, competitive schedules, etc., and adopts official rules of play for each sport. In addition to local or regional organizations most secondary schools are members of a state high school activities association which is directed by school officials, mostly secondary school principals. The state associations belong to the National Federation of State High School Associations. Full details of the operations of the Federation are presented in its 1974-75 Official Handbook, which provides a comprehensive

²² The Sports and Recreational Programs of the Nations Universities and Colleges, NCAA Report #4.

overview of secondary school athletics²³ Most state associations publish handbooks or guides which give full information on their athletic programs. Since athletics is a part of total education, state and local boards of education have ultimate authority. In some cases, these boards have developed strong policies and regulations on inter-scholastic athletics. For the most part, boards of education set a broad framework, employ the coaches and other personnel, provide some additional financing, but leave the day-to-day operations to the school staff and athletic associations.

Most colleges and universities belong to a regional organization, often called a "conference." There are some exceptions including major universities that operate independently. In addition to the athletic conference, there are athletic associations in which colleges and universities hold institutional memberships. The associations provide administrative and cooperative services and make national policies for their institutional members. Among the associations are the following:

National Collegiate Athletic Association
 National Association for Intercollegiate Athletics
 Association for Intercollegiate Athletics for Women
 National Junior College Athletic Association

The responsibility for the athletic program of the college or university rests with the board of supervisors, board of regents, or similar body. Some institutions have an athletic council made up of administrative officers, faculty, alumni and others. Most institutions employ a full time director of athletics, coaches and other personnel who are responsible to the president of the institution.

Beyond the governance of athletics, various professional associations recommend policies, standards, qualifications of personnel, and other aspects of high quality programs. Among such groups are:

Society of State Directors of Health, Physical Education and Recreation
 National Association for Girls' and Women's Sports, AAHPER
 National Association for Sport and Physical Education, AAHPER
 National Council of State High School Coaches' Associations
 National Council of Secondary School Athletic Directors

Women's Sports

This information is given by the liaison office for sports for girls and women of the American Alliance for Health, Physical Education and Recreation.

²³ 1974-75 Official Handbook, National Federation of State High School Associations.

Current Status of the Association for Intercollegiate Athletics for Women

Number of Member Institutions: 713

Projected Number of Participants (based on 1974-75 figures): 50,000

Number of Sports Offered at Institutions (1974-75 figures)

Range: 1-20 Mean: 5.6

Estimates about Status of Collegiate Programs in United States

Number of Programs: 1,000 colleges/universities

Participants (1975): 80,000

Project increased growth each year.

Data on Girls' Interscholastic Athletics

According to Sports Illustrated, December 22, 1975, 1.3 million high school girls have been active in sports in 1975, an increase of 342% in four years.

The number of sports offered probably varies depending on popular attitudes in the community as well as the size of the school and the financial status of the district.²⁴

The AIAW conducts regional and national tournaments in bowling, softball, volleyball, basketball, swimming, golf, badminton, tennis and gymnastics.

Special Problems

Organized athletic programs for elementary and junior high students present problems. Questions may be raised about: the nature of the program, the extent of the program, promotion by outside sponsors, groups, and other elements. Many educators advise against highly organized sports for young children because of potentially harmful psychological effects, distortions of values, and possible physical harm in body-contact sports. The AAHPER has published, Desirable Athletic Competition for Children of Elementary School Age, which offers recommendations for school sponsored athletic competition.²⁵

²⁴ Report by Johnson, Karen M., American Alliance for Health, Physical Education, and Recreation, December 1975.

²⁵ Desirable Athletic Competition for Children of Elementary School Age, American Association for Health, Physical Education and Recreation.

There are some negative aspects of tournament competition in the interscholastic sports program. Chief among these is carrying tournament competition beyond the local or state level in attempting to determine regional, sectional, and national champions. Educators consider that there is little additional value to the participants to continue in tournament competition beyond the state level. The conduct of such tournaments interferes with the educational program by requiring additional time away from school. Furthermore, the number of teams participating in tournament competition is very small compared to the total number participating or competing in a given activity. Extending the season to accommodate these few teams at the expense of the total program is considered to be undesirable.

Administration

(1) Classification. The primary criteria used in classifying students for intramural and interscholastic sports are age and grade. In at least one state, an age, height, and weight combination score is used for grouping students. But the formulae now being used were based on measurements of children of more than a generation ago and are obsolete. They are probably less valid than age alone for today's students. Some educators are searching for a practical index of physiological maturity to use as one of the criteria. Within the broad groupings of age and/or grade, factors of maturity and skill affect the selection and classification of competitors.

(2) Medical requirements and care. A common requirement for students participating in intramural sports and a general requirement for participation in interscholastic athletics is a medical examination. The examination is usually given annually by the family or school physician. Some school systems include the examination of athletes as part of the health services that they provide. Because careful examinations take time, the trend is toward thorough medical examinations given less frequently if a choice has to be made between that and more frequent, cursory examinations. The publication, A Guide to Medical Evaluation of Candidates for School Sports, by the American Medical Association gives detail.²⁶

Medical care for those participating in the intramural program during the school hours is sometimes provided by a school nurse who is qualified to administer first aid and who can notify the doctor on call. Special care of students competing in the intramural program after school hours is left to the supervising teacher in charge of the activity. This may or may not be an individual trained in first-aid procedure. However, in most schools, the

²⁶ A Guide to Medical Evaluation of Candidates for School Sports, American Medical Association, Chicago, Illinois.

administration has arranged for qualified medical personnel to be on call should the need for medical care present itself.

Interscholastic sports practice sessions usually are also conducted without immediate supervision of a doctor. The majority of those supervising practice sessions are trained in administering first-aid and also can be in contact with a doctor who is on call. In rare instances, particularly during pre-season conditioning, a member of the medical profession may be in attendance and available to treat any accident.

A doctor or qualified individual is generally in attendance for competition between two or more schools. Usually, this individual is one who has an interest in sports and provides this service without cost to the school. When such a person is unavailable, those supervising the competitive program arrange to have a doctor on standby so that they may make immediate contact in case of an accident.

During interscholastic competition at the highest level, and in contact sports, some schools have arrangements with emergency crews who are qualified paramedics and have ambulance service available. Sometimes such services are available on the site in addition to having a physician present on the field. An increase in litigation related to the provision of emergency service by physicians in some communities is causing a problem in obtaining adequate medical supervision of athletic programs.

Many secondary schools assign as "trainers" teachers who have interest and training in the care and prevention of athletic injuries. While only a minimum are certified athletic trainers, such personnel have training in first-aid techniques and the care and treatment of injuries and perform well in supervising a preventive program in both the intramural and interscholastic levels.

The question of the adequacy of measures now being taken in secondary schools for the prevention and care of athletic injuries has received national attention recently. An act of Congress in 1974 called for a national survey of current practices. The National Center on Educational Statistics is now conducting a study using a representative sample of secondary schools. The results of this study, which will be ready in about a year, will help determine if it is feasible to have some form of federal assistance to have the services of athletic trainers in schools.

Not all students participating in either the intramural or interscholastic sports program are insured by the schools against accidents. At one time, schools required such students to participate in low cost insurance programs. However, as premiums for this type of insurance increased, parents declined to assume the extra costs because the majority were covered under a family health and accident insurance policy. At the present time, many schools require students to participate in school-sponsored insurance programs unless a waiver

is signed by the parents stating students are covered under some other insurance policy. Because of the possibility of long and extensive treatment arising out of a sport-related injury, several state high school associations have provided their member schools with astoundingly large insurance programs. In case of very serious injuries, such programs take over after the first \$2,500 has been expended.

In recent litigation, courts in some states, have held schools liable for injury to students participating in intramural or inter-scholastic programs. Because of this, schools carry a blanket liability policy which includes protection not only for sports participation, but also to cover general attendance at the school. While such insurance is expensive, schools subscribe to it because of liability suits which have been filed.

The situation is different in the colleges and universities where most provide a health service for which students pay a fee. They also require evidence of a medical examination, with recommendations for adjustments of the individual's study or living conditions, if necessary.

Services for intramural athletics are usually provided by the student health service. Most institutions employ one or more team physicians and other medical personnel and athletic trainers for inter-collegiate athletic teams. Physicians are almost always present during athletic events and are on call during practice sessions. Trainers are available during all athletic activities. Most college trainers have learned their work through experience, serving under the guidance of a physician and other qualified trainers. An increasing number of universities are offering courses in athletic training and sports medicine and are also insisting on employing only highly qualified trainers for their athletic teams.

The number of physicians who are specializing in sports medicine is increasing. The American College of Sports Medicine, a fast-growing organization, provides a useful forum for cooperation among physicians, physical educators, and exercise physiologists.

The American Medical Association has maintained a Committee on Medical Aspects of Sports for the past fifteen or more years. This Committee has been extremely effective in: (1) upgrading the qualifications of physicians, coaches, trainers, and physical educators, (2) using expertise in athletic conditioning and therapeutic treatment of athletic injuries, and (3) promoting needed research on such matters as well as on the improvement of protective gear and training and playing facilities.

The ratio of male and female participants in physical education classes is basically one to one. In intramural and interscholastic sports programs, approximately one and one-half times as many boys participate in this organized

program. It is anticipated that difference will be reduced as more competitive opportunities become available to girls. However, many believe that following the present marked increase in girls' athletics, the number of participants will stabilize with the ratio of approximately three to two, the majority being male competitors.

The number of sports activities available for male and female interscholastic participants is approximately equal. In some instances, there are more sports activities conducted for girls than there are for boys. For instance, this is true in Wisconsin where there are 17 sports state championships available for girls and 14 available for boys.

The number of activities varies in direct proportion to the interest of the participants. There can be no exact comparison made because each school district is autonomous.

In almost all cases, the participation of boys and girls, men and women, in intramural, interscholastic, or intercollegiate programs is voluntary.

Financial support for college and university programs comes from several sources. Usually, the salaries of coaching staff, in whole or in part, come from institutional funds. Also, in most institutions, the students are charged an athletic fee. The remaining source of income is the receipts from admission charges. In many institutions that third source, coming mainly from football and basketball admissions, helps to finance intramurals and intercollegiate athletics in other sports.

Recognitions and Awards

Educators generally believe that forms of recognition and awards at elementary and secondary school levels should be simple and of little intrinsic value. This principle is rather generally practiced in school intramural and athletics programs. Ribbons, certificates and sometimes inexpensive medals, or trophies are given for excellence in intramural events. Sometimes, wall plaques are inscribed with the names of outstanding performers or teams. Individual participants in interscholastic athletics are usually awarded a medal or small trophy or watch charm, or school "letter" (monogram) which can be worn on a jacket or sweater. Sometimes a jacket is given.

"Varsity" team members in colleges and universities are given awards similar to those described above, but sometimes more elaborate. In many institutions, recruited athletes are given a scholarship which pays for tuition, room, board, laundry, books, and a nominal sum (e. g. \$10 per month) for miscellaneous expenses. Scholarships are awarded primarily to athletes who can qualify for football and basketball teams and secondarily to varsity level participants in other sports. Members of a championship team in a major

sport or winners in tournament competition may also receive a symbolic award, e.g., a medal or ring. The practice of offering merchandise prizes or rewards is in conflict with accepted educational philosophy and violates the amateur code.

Recruitment and Scholarships

The recruitment of players for interscholastic athletes is not a serious problem. However, the recruitment of outstanding secondary school athletes by colleges and universities is a matter of continuing concern. Most conferences and national athletic organizations have specific rules governing the proselyting of school students. The secondary school principals, coaches, and their associations also attempt to shield these students from excessive pressures of college recruiters, sometimes with indifferent success. Some professional sports organizations have maintained restraint in recruiting the secondary school or college athletes. Recently, however, some professional sports teams have persuaded a small number of unusually talented young persons to join professional teams rather than to participate on university teams. A publication of the National Federation of State High School Associations, Guide to Collegiate Recruiting describes contacts, entertainment, and offers.²⁷

Standards for college or university athletes on scholarships are generally the same as the requirements for other students. That is, the recipient of a college or university scholarship must meet the requirements for all students who will enter the institution. Athletes must also maintain a level of scholarship that represents normal progress toward meeting the institution's requirements for graduation. Because of the heavy demands of practice, games and travel upon the student athlete's time and energies, some colleges and universities provide academic assistance through tutoring and/or summer courses. In general, the college athlete must carry a study load no less than the minimum and maintain a set standard of grade-point average to remain eligible for participation.

²⁷ Guide to Collegiate Recruiting, National Federation of State High School Associations.

CHAPTER III

METHODS

A. General

The methods employed in physical education and sport instruction are similar to and are based upon the same principles that direct good teaching in all subject matter fields. The procedures for the directing of individuals and groups and for organizing lines, squads and teams are learned in professional classes and employed to the best advantage in teaching situations. Class organization exists to get the teaching done, not to make a point or a display of the organization itself. Methods are employed to get the teaching and learning directed toward student progress. Some group activities are conducted most appropriately in an informal manner for the trend is toward less formality and structure in class organization. Classes are taught by a teacher who plans the situation for the students, demonstrates, discusses, explains, corrects for improvement, and continues to work for acceptable student accomplishment and evaluation. Contemporary education provides teaching stations, learning centers, and opportunities for self direction.

Some special techniques are employed in the teaching process. They may be used singly or several at a time, giving emphasis appropriately. The State Education Department of New York State gives attention to several plans:

- sport unit design
organized around a particular skill or sport
includes skills, practice, culminating activity
- theme design
organized around a local or contemporary interest
includes skills, practices, displays or presentation
- conceptual design
an idea embracing a set of characteristics or facts

sample concept - "Balance"

a state of equilibrium
center of gravity over the base of support
there is some friction or sustaining quality between
the support and the surface
consider balance under varying conditions
study balance in different positions

what relation is there in the concept and movement?
 how can concepts be grouped into large concepts?
 encourage the student to come up with ideas and questions
 use the student's ideas and questions.

additional ideas from the guide:
 words which represent balance

still	tall
low	even
wide	under
strong	steady

ask students to develop their own word lists to promote
 a basic understanding

add other words and definitions

ask a series of questions:

using words from the list as, how can one be tall and balanced?
 how does a strong balance position look?

after you run, how can you be balanced when you stop?

- developmental continuum design

a plan in which learning experiences are conducted sequentially along
 a line from simple movements to complex ones

the continuum may be within one day, or a unit within several days,
 or in a school year, or through a longer education span of time¹
 as, K-6 or K-12.

the student is taught and learns how skills are related to one another
 for both proficiency and understanding.

the body movement and understanding are related to objects when
 that learning is appropriate.

The methods of teaching usually employ the direct teacher to student
 relationship but may be aided by films, charts, video-tape, bulletin board dis-
 plays, hand-out sheets, and such natural and immediate techniques as the
 teacher drawing on a board, or in the dust or damp dirt of a playing field with
 a stick. Physical education and sport are taught through advance plans and by
 well thought out methods but they are naturalistic, in many ways, and the effec-
 tive teacher uses the immediate moment to explain and teach that which may not
 be as well covered by books and films and other prepared materials.

¹ Guide for Planning K-6 Physical Education Programs, State Education
 Department, Albany, New York 12224.

Teaching and learning in any subject matter field are dependent upon a whole person teaching and a whole person engaging in whole learning. Modern theory of education calls for a teaching procedure and a learning response which brings into play the learning processes which are called:

- **cognitive learning**
this includes facts and academic skills
- **affective learning**
this includes structuring, applying, judging, adapting and interpreting
- **psycho-motor learning**
this includes ways of moving, responding, thinking, knowing, and moving

Teaching for student learning in any subject matter field is on the basis of comprehension, interpretation, application, and conversion into individual response. Particularly is this true in physical education and sport where activities are conducted or the student is given the opportunity to understand the facts and the principles, to think, and to apply the knowledge and the skills in moving and responding.

B. Specific

Some specific educational methods have been given new attention, new names, and new emphasis. These are currently being employed well by good teachers toward constructive ends:

- **Contract teaching.** The teacher, with the students, develops a plan for accomplishments with key points for progress and the final objectives in a clearly stated form. The students understand the process and the points of progress, along with the ultimate objectives. Each student "contracts" with the teacher for the quantity and quality of work which is to be completed in return for the mark appropriate to the accomplishment. The initiative and the responsibility which lie with the student may free the teacher from putting unpleasant pressure on the student and give the teacher the responsibility for guiding and challenging students.
- **Competency tests.** The skills for an activity or the units of skills incorporated into a major skill are analyzed for their method of teaching and learning. The student through any or many approaches is taught how to accomplish the skill and to perform it adequately. This plan is motivating and is best used when the teacher and student have some considerations for all of the objectives of physical education and sport.

Accountability. That which the teacher and the student can definitely set out to accomplish, they attempt to achieve. Their degree of accomplishment is based upon objective and subjective measurement as may be appropriate. This term is being commonly used in education and applied to teaching and learning conditions. The ways of accountability in physical education are being upgraded with the improvement in professional commitment, methods of teaching and techniques of evaluation. Though both the teacher and the student are to be held accountable in the teaching-learning process, accountability, as a term, is, in modern practice, most often applied to the teacher.

Behavioral objectives. Though called "objectives" this is really a teaching method. The teacher and the student understand what is to be accomplished. The teacher plans and conducts the instruction in such a manner that the student may understand correctly and move and respond appropriately; thus the student learns what is to be learned, becoming more knowing and better experienced as a result of the teaching-learning process. Behavioral objectives is the common term, but performance objectives may be a preferred one. It is chosen by the California State Department of Education. The performance objectives help to achieve the physical education goals which are:

- motor skills
- physical fitness
- self-image
- social behavior
- recreational interest

Each of the goals is explained thoroughly and well and it is shown that performance objectives when taught by the teacher and realized by the students lead toward the goal. The use of behavioral objectives or performance objectives is considered to be a teaching method and a good example of performance objectives is set forth in a California manual.²

² Physical Education Framework - 1973, California State Department of Education, Sacramento, California; pp. 37-51; United States of America File #3b.

CHAPTER IV

PERSONNEL

A. Certification

Teachers in the elementary and secondary schools must meet state certification standards. Some states also have certification requirements for administrative and supervisory personnel. Where junior colleges or community colleges are considered to be an extension of the secondary school, teachers are required to meet state certification requirements. In all of the above instances, specialists in physical education--teachers, supervisors, and administrators--must meet certification requirements that apply to their respective positions.

The faculty members of colleges and universities are usually not subject to state certification; however, these institutions have their own standards of professional education, experience and scholarship which they uphold in the selection and tenure of their faculties.

B. Salaries

There is generally no difference in salaries of physical education specialists from those of other educators who have equal experience and responsibilities.

C. Teachers and Specialists

1. Elementary schools. Up to date information is lacking on the number of elementary schools in which physical education is taught by the classroom teacher (self-contained) as compared to those schools in which physical education is taught by a specialist. Empirical evidence indicates that the number of physical education specialists who serve elementary schools has increased markedly in the past ten years and is still rising rapidly. Almost all elementary school children are taught physical education, with wide ranges in quality and frequency of instruction. Probably about one-half of the children in grades 4 to 6 are taught by an elementary school physical education specialist at least part of the time, e.g., one or two days a week with the classroom teacher expected to fill in on other days. The remainder of the children are taught by classroom teachers. In some instances the classroom teacher may call upon a physical education consultant for resource assistance. In grades K-3 instruction in physical education, for the most part, is given by the classroom teacher, sometimes with resource help from a specialist.

Specialists in physical education who work in elementary schools are usually certified for grades K-12, although a few states are beginning to establish separate certification for elementary schools or are requiring some special

training or experience in the education of children ages five to twelve. Classroom teachers are required to have an elementary school credential. In some states, this calls for three to six semester hours of preparation relative to physical education. In addition, almost all states include courses in child psychology and child growth and development in the certification requirements for classroom teachers.

Class sizes in elementary schools average 15-20 in kindergarten and 25-35 in grades 1 through 6. The physical education teacher may meet eight to 15 or more class sections per day and from one hundred to several hundred different children per week. This teaching load is a problem which may affect the quality of teaching.

2. Secondary schools. Almost all teachers of physical education in the secondary schools are required to be certified as specialists. Requirements vary widely among the states in regard to basic courses as well as professional courses in physical education with requirements in the latter category ranging from 20 to 50 semester hours. Performance requirements and competency-based criteria are now being introduced in some revisions of state certification procedures. State by state requirements for physical education specialists are described in the AAHPER publication, State Requirements in Physical Education for Teachers and Students.¹ Some of the information is out of date, but the compilation presents the variety and scope of state certification practices.

Teaching Load

The class load of physical education teachers in secondary schools runs from 30-40 per period to twice that number. The teacher usually meets five to six class periods per day. Thus, the teaching load may range from 200 to 400 students per day. In schools where physical education is scheduled two to three times per week per class, the teacher may see as many as 400 to 800 different students per week. The upper extremes of these figures, of course, exceed the recommended number of students and classes for optimum load. In addition to their instructional assignments, physical education teachers usually have one or more extra duties, e. g., directing intramural activities, coaching athletic teams, training and supervising cheer leaders and "pep" squads, or supervising athletic events. In some school systems physical education teachers may receive a moderate additional compensation for certain duties outside of normal school hours.

¹State Requirements in Physical Education for Teachers and Students, American Alliance for Health, Physical Education, and Recreation, 1973.

Assistants

In both elementary and secondary schools, teaching aides and para-professionals are being employed in growing numbers. The employment of persons of the same racial, social, and similar financial backgrounds in educationally disadvantaged neighborhoods is receiving more and more attention. Aides and para-professionals are used primarily to assist physical education teachers with such matters as preparing facilities and equipment for instruction, keeping records, maintaining order in locker and shower rooms, and similar duties. Aides and para-professionals are not expected to teach but may work with groups of children or individual students under the direction of the instructor.

Most state or local school districts do not certify aides or para-professionals but do have certain expectations regarding their competence and performance. In some localities the responsibilities of aides or para-professionals are defined rather carefully by teachers' associations or unions. The aide usually serves in clerical work and in caring for equipment. The para-professional assists the teacher but is not left in charge of the class activity.

The use of volunteers varies from school to school. In some instances volunteers are enlisted to assist in some of the duties described for aides above. They assist in administering tests, recording scores, or performing other details. Some school districts have policies that discourage the use of volunteers in instructional situations. Certain recent federal legislation requires school districts to consult with parents and others (as in advisory councils) to qualify for federal funds. Many schools have "booster" clubs made up of parents and other interested citizens who assist in obtaining contributions and other support for school athletic programs. Organized groups such as the parent teacher associations provide assistance and support for school programs, including physical education. One common type of help is in the purchase of equipment not provided for in the school budget.

Colleges and Universities

Faculty members who instruct activity or service courses are expected to have a measure of proficiency in the sport, dance, or other activity being taught as well as teaching competency. A bachelor's degree in physical education is usually a minimum requirement of such instructors, many of whom have advanced degrees.

Teachers of professional courses are for the most part persons who have advanced degrees in physical education along with a special interest and scholarship in the subject.

Directors of research, advisors to graduate students, and department heads in most institutions must hold the doctorate in physical education and/or

a related science or specialized field, e. g., exercise physiology, kinesiology, sociology.

Undergraduate students are often employed as non-teaching assistants. Graduate students and fellows may be given teaching responsibilities under a master teacher or professor.

The teaching load of a college or university faculty member is usually 18 to 23 "contact" hours per week for activity courses or 12-15 credit hours per week for professional courses. The credit hour load assumes that the instructor will do two additional hours of work in preparation and student consultation for each hour spent in class. Advising on theses or dissertations, counseling students, serving on faculty committees, writing for publication, directing special activities, coaching a team, directing an activity club, developing a demonstration, conducting a research project, working in a professional association may run the total work load for a college or university teacher from 40 to 60 or more hours per week.

Special Personnel and Special Training

Some programs at all levels call for special expertise which is a part of the training of regularly certified teachers. Scuba diving, outdoor education, and several other programs call for leaders of special ability which has been gained in scheduled and certifying seminars and courses.

Some few educational programs employ an activity expert part or whole time to conduct special courses, outings, seminars, workshops or conferences.

CHAPTER V**FINANCE****A. Physical Education**

Physical Education as part of the educational program has its funding for personnel, facilities, equipment, and other reasonable expenses within the school budget.

B. Sport and Active Recreation

Most of the activities of the program, considered as education, have the funding through school and education budgets. Some special expenses for camps, outings and other events may call for the student paying part or all of some expenses.

School teams, for their equipment, clothing, and travel are usually underwritten. Some schools have promotional and fund raising events with students and patrons of the school providing some bonus funding to purchase some of the desirable extras.

The financial support of intramural and interscholastic programs varies from school to school. Generally speaking, the entire program of intramural and other extra-class activities is contained in the school budget for physical education. Part of the interscholastic program expense is paid from the general school budget. The percentage of financial support for the inter-scholastic program varies, usually depending upon the support of the community through income from gate receipts. Commonly, the local board of education pays the salaries of coaches, provides facilities, and furnishes transportation. In some communities, the board pays the entire cost of athletic programs.

CHAPTER VI

FACILITIES AND EQUIPMENT

A. Physical Education

Elementary Schools

Elementary schools built in the last 20-25 years have multi-purpose rooms or gymnasiums. Most have outdoor play areas of grass or surfaced plots, or they may have both. Most have installed equipment such as rings, ladders, and bars. Some have various pieces of equipment which call for climbing up, over, around or through or for swinging, or hanging, or balancing. There may be an established sequence for the uses, or the objects may be used for free play and individual expression through creativity. Some of the new type playgrounds are called adventure playgrounds, some are more related to obstacle courses.

Junior High Schools

Junior high schools have gymnasiums, outside play areas and sometimes swimming pools. Until recently, the buildings were constructed with separate gymnasiums for boys and girls. Current programming sometimes schedules the gymnasium for shared usage. The dressing rooms were planned for separate use, are used that way, and will continue in separate use in the future. Schools in the northern states usually have more indoor facilities than do those in the southern states. In some states with intense sunshine part of an outdoor area is protected with a sun roof; in some areas of frequent rainfall an outdoor area is covered with a shelter roof.

High Schools

High schools usually have gymnasiums and outside sports areas and athletic fields. Some have swimming pools, either indoor or out. Modern construction usually plans a high school with land for play areas and includes indoor areas for multi-purpose play space.

Community Facilities

Some schools use local commercial or community facilities on a regular or occasional basis by arrangement or contract. The facilities most often used are swimming pools, but arrangements extend to bowling alleys, roller rinks, ice skating rinks, skiing areas and lifts and some others.

State Planning Services

Most states have facilities planning services for physical education, recreation, sport and athletics in conjunction with other school building plans. Many distribute charts and diagrams to school districts and teachers. Typical of such materials are the many on all phases of facilities construction and field and floor plans for activities as distributed by the State departments of education in California and Florida.^{1,2}

Special Facilities

A special effort has been made to prepare areas for the handicapped. Physical education facilities along with general campus planning include ramps or elevators and dressing and toilet areas to accommodate wheelchairs. Door knobs, railings and flat floor areas and halls have knurled or scored surfaces to alert and guide the blind. Swimming pools have ramps and rails for the handicapped. Some high schools and several colleges and universities prepare themselves especially with educational provisions for the handicapped. Several recent legislative acts require that recipients of federal funds for construction or remodeling make provision for the needs of handicapped persons.

Most states have schools for the blind where facilities have particular guides such as rails, cords, and other features as leads for the nonseeing.

Some parks and recreation areas have special guide ropes and rails for the blind. Although not for children alone the Muir Woods National Park in California and the Craters of the Moon National Monument in Idaho are excellent examples of thought and care in planning. A hand guide rail, signs in braille, and lead lines to the features to be felt, or directions to hear or smell lead the blind along a nature trail of great interest and beauty.

Colleges and Universities

Facilities for colleges range from inadequate to commodious and aesthetic. Dance studios, swimming pools, saunas, special exercise and therapy rooms, research and experiment rooms, courts for tennis and other racket sports, swimming pools with diving areas, running tracks with synthetic surfaces, playing fields with lights and with or without artificial grass surfaces exist at colleges and universities. Some schools have many facilities, some have few. Some are making marked progress by adding a significant feature to the total development each year or two.

¹ Publications, Cal. State Dept. of Education, Sacramento, Cal.

² Florida State Dept. of Education Bulletins, Tallahassee, Florida.

Planning Facilities

The American Alliance for Health, Physical Education and Recreation (formerly the American Association for Health, Physical Education and Recreation; references are listed in the name that existed at the time of publication) has conducted several working conferences on facilities and has produced excellent publications on various types of indoor and outdoor areas and equipment.³

There are several organizations which give professional service on school building construction. Services may be toward ends that are architectural, utilitarian, aesthetic, durable, convertible, or multi-purpose. The counsel given is usually available without cost. Two organizations which give help on facilities are:

Council of Educational Facilities Planning
Dwayne Gardner, Executive Secretary
29 W. Woodruff Avenue, Columbus, Ohio 43210

Educational Facilities Laboratory
Harold B. Gores, President
477 Madison Avenue, New York, N. Y. 10022

The United States Department of Health, Education, and Welfare has prepared a manual which serves as a directive for preparing lists and classifications of facilities.⁴

Additional information about facilities has been included below in the section on Sport and Active Recreation.

B. Sport and Active Recreation

A comprehensive list of school and college athletic facilities in the United States is not available. Such a list would be voluminous. The facilities used for physical education in elementary schools and secondary schools serve also for sports programs. In addition many high schools have access to a football stadium. Colleges and universities in addition to the facilities used for

³ Dance Facilities, 1972; Dressing Rooms, 1972; College and University Facilities Guide, 1971; Equipment and Supplies for Athletics, Physical Education and Recreation, 1970; Planning Areas and Facilities for HPER, 1969, American Association for Health, Physical Education and Recreation.

⁴ Higher Education: Facilities Inventory and Classification Manual, 1973, Department of Health, Education, and Welfare, United States Government Printing Office, Washington, D. C. 1974, Code #1974-46-474-2017

regular physical education classes have playing fields, arenas, stadia, and other facilities used exclusively for sports programs. Research laboratories and sports medicine facilities exist in larger universities but are used almost always in cooperation with physical education instruction and research. A list of sports facilities owned by the 663 colleges and universities that belong to the National Collegiate Athletic Association in 1971-72 and earlier years was made. The evaluation placed on those facilities in 1972 was listed at over \$1.5 billion.

Some colleges and universities own or have access to special facilities e. g., golf courses, ski slopes and boating waters, but there are not common to all institutions. Statistics on participation in intramural activities, extra-mural sports and athletics such as those presented above, give evidence of the facilities which exist to accommodate the programs.

CHAPTER VII

PROFESSIONAL PREPARATION

A. Physical Education

Introduction

Excellence in teaching calls for a number of qualities. These qualities may be personal and some must be cultivated.

The Master Teacher

Good teaching can best be performed by a good teacher. The wholeness of education for the whole child can best be accomplished with a whole person as teacher. A master teacher is the desirable person to have in the position of leadership.

On teacher education the points are made that the teacher must:

- have faith in the profession
- be wise as well as knowledgeable
- know how to teach
- be an educated person
- be involved with the lives of the students
- give of self
- create a comfortable environment for teaching and learning
- be curious and eager to learn
- know that education is lifelong
- be concerned about the process of learning
- know that the learner is the important one - the teacher is the facilitator

Most teacher education institutions give attention to:

Competency Based Teacher Education

The one who will teach needs many competencies in performance, teaching techniques, use of materials, and in other endeavors which the teacher is expected to pursue and accomplish. The competencies which the student of the profession is to master are determined, and full knowledge and demonstration of the techniques must be shown. Schools for teacher education determine their own competencies. Their program directors have opportunity also to meet professionally with others of similar interest to develop ideas and plans and

through the professional interchange to mature a body of information which has some content in common. Competency based teacher education clusters around three main performance qualities for development: skill centered, knowledge centered, and job performance centered.

The Undergraduate Program

Teachers are educated in schools with general education courses for background requirements. The general education background which usually includes history, science, languages and literature, humanities, sociology, psychology, and others is given emphasis and occupies much of the credit earning time in the first two years of the student's professional education. In addition to general education the student takes courses which have to do with teaching and learning, such as growth and development, philosophy of education and principles of teaching. The student in the first two years takes some skill and technique classes in sports, dance, and movement education and basic and pre-requisite professional courses of an academic nature on foundations, orientation, introduction or principles, and kinesiology or anatomy. Most of the professional specialization courses are included in the last two years of a four year program.

A Bachelor's degree is obtained in four years by a full time student who is assumed to be attending class and actively studying or participating in laboratory work or experiences a total of no less than 45 hours per week. The semester and quarter systems give academic credit on such a basis. The credits in a professional education program are distributed approximately as follows:

General education 45-55%
 General professional education 8-12%
 Specialized professional education 33-47%

The student in a major program meets the requirements for certification in the state where employment will be. Requirements for a four year major or five year major are usually completed in a college or university which is a teacher education institution.

Core and Concentrations

Many professional education departments organize a group of the basic required subjects into a core which is required of all students. In addition to the core, the student then takes electives in the field or in an area of concentration. A core is imperative for the background of professional students. The many opportunities open for students call for the allowance of electives or the pursuit of a concentration of studies in addition to the core. Some of the concentrations currently offered are: elementary physical education, secondary physical education, coaching, athletic training, physical therapy, community physical education or recreation, commercial and industrial programs, and directing spas or fitness laboratories.

Laboratory Experiences and Teacher Training

Observing classes and schools, assisting in teaching, teaching projects, leadership and work experiences, and student teaching under direction and supervision become part of the process of teacher education.

The Graduate Program

The graduate program in physical education is offered for breadth or for depth in the profession. In some schools the emphasis is upon developing greater competence in teaching; in others the emphasis is upon pursuing investigation and research. Several plans are followed in a graduate program for the Master's degree.

- Master's degree - Major in physical education - no thesis
- Master's degree - Major in physical education - with thesis
- Master's degree - Major in physical education - with project

Usually the standing of the institution is indicative of the value or the standing of the degree granted.

The Doctoral Degree

The degree, Doctor of Education (Ed. D.) or Doctor of Philosophy (Ph. D.) is usually awarded for two years of academic study beyond the Master's. The interpretations in these degrees vary some but usually the courses and the dissertation for the Ed. D. give emphasis to education and to an investigation which is applied, practical or interpretive. The Ph. D. is usually premised upon course work which emphasizes scientific background and basic research. The dissertation is usually investigative, experimental or statistical.

Teacher Education Institutions

There are approximately 900 colleges and universities offering major professorial programs in physical education which lead to the Bachelor's degree. Some of these degrees are combinations with health or recreation. About 150 schools confer the Master's degree and approximately 60 confer the Doctorate. These higher degrees may represent combined or separate academic subject

matter in physical education and recreation and may include health.^{1,2}

Professional Preparation - Supply

The U. S. Office of Education regularly conducts a survey of degrees conferred by colleges and universities. For the year 1972-73, the latest for which information is available, the data are reported on the following page.

Most of the graduates in physical education find employment in schools and colleges. A small proportion go into research, physical education-related jobs in business and industry, professional athletics and the armed forces. Increasing numbers of physical education teachers are specializing in elementary school programs. No recent studies indicating the exact numbers in elementary school physical education are available. A sizable proportion of women earn degrees in physical education at all three levels. For years there has been a steady demand for women physical education teachers, particularly in elementary and secondary school programs. Now that enrollments in schools are decreasing because of age-population shifts, some women are finding it difficult to obtain teaching positions. The situation is even more severe for employment of men physical education teachers.³

The number of persons who have earned degrees in health, physical education and recreation has increased markedly during the past 10 years. The tables on the accompanying page present data and show changes in these fields over five and ten-year periods during the years 1962-1973.

The number of persons who earned the baccalaureate degree in physical education increased by almost 140% during the ten-year period. This increase compares to a gain in enrollments in elementary and secondary schools of approximately 25%, from 40.1 million in 1962-63 to 50.5 million in 1972-73. Unfortunately, there are no comparable figures for the number of physical education teachers actually employed in the schools and colleges. Probably a large percentage of the graduates reported above became employed as teachers. In each of the years about 10% of the graduates earned degrees in non-teaching aspects of physical education. Evidence from other sources indicates that many school systems employed new or additional special teachers of physical education in elementary schools during the reported period. Informal surveys by the

¹ Catalog of Courses, Springfield College, Springfield, Massachusetts.

² Catalog of Courses, Brigham Young University, Provo, Utah.

³ "The Changing Role of Teachers and Teacher Education," In Progress of Education in the United States of America 1972-73, 1973-74, U. S. Department of Health, Education, and Welfare, Office of Education.

Major Field of Study	Bachelor's Degrees Requiring 4 or 5 Years			Master's Degrees			Doctor's Degrees (Ph. D., Ed. D., etc.)		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
Physical Education	26,947	16,027	10,920	4,441	3,072	1,369	259	181	78
Driver and Safety Education	7	67	6	137	134	3	1	1	-
Health Education	1,229	599	700	580	291	289	61	42	19
Parks and Recreation Management	2,724	1,701	1,023	391	260	131	14	10	4

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Major Field of Study	Number of Persons Who Earned Bachelor's Degrees In:								
	1962-63			1967-68			1972-73		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
Physical Education	11,249	7,959	3,290	16,437	9,975	6,462	26,947	16,027	10,920
Health Education	289	208	81	400	172	228	1,299	599	700
Recreation (or Park & Rec. Management)	421	394	27	950	567	283	2,724	1,701	1,023

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President's Council on Physical Fitness and Sports show increases in school programs of physical education, reflecting a heightened national interest in physical fitness, perhaps influenced by President John F. Kennedy.

The phenomenal gain of almost 700% in earned degrees in recreation during the ten years, probably reflects a growing emphasis on professional education for recreation leadership and an increase in job opportunities in the field.

The problems which will be met by men teachers in the field and the competencies which are needed to meet the problems have been studied and reported in research studies.

Continuing Education and Preparation in Professional Work

Most school administrators at all levels require that faculty members continue in education and professional courses during their tenure. The requirements may be met by completing courses offered by accredited institutions in regular term, summer, or short courses, seminars, workshops, clinics, and correspondence courses.

Participating in course work and gaining higher degrees are part of the basis upon which salaries and advancements are premised. Continuity in education sometimes is required to retain the position or the rank.

But personal advancement is only one of the motivations. Teachers and administrators alike realize the continuous need for professional training while in service in order to improve the quality of teaching, to learn new and innovative methodologies and to apply the findings of recent research. State and local departments of education, colleges and universities, professional associations and federal agencies, singly or in various combinations, sponsor hundreds of workshops, seminars and conferences throughout the nation each year.

The President's Council on Physical Fitness and Sports, in cooperation with other professional groups, has conducted nearly 100 fitness clinics during the past 13 years. Over 120,000 physical educators, physicians, teachers, administrators, fitness personnel and recreation leaders have participated in these clinics. Master teachers and coaches conduct the sessions which cover a variety of fitness-producing activities, exercises, and sports.

The American Alliance for Health, Physical Education, and Recreation, also in cooperation with others, has provided inservice education opportunities for hundreds of professional persons and students concerning projects and programs of outdoor education, lifetime sports, physical education and recreation for the handicapped, women's athletics, movement education, dance, and

numerous others. These project developments are promoted through seminars, clinics and conferences on the state, district and national levels.

Professional Organizations

Many organizations give structure and leadership to professional functions and service. Membership is voluntary. The groups are financed through dues and are directed by their own members. There is no federal assistance or support although some organizations may qualify by application for specific research grants or project funds and may carry out the contracts by assignment to members.

Some of the organizations providing leadership in the program are:

The American Alliance for Health, Physical Education and Recreation (AAHPER), Membership approximately 50,000. Purpose: To improve the quality of life through instruction and administration of education services in health, leisure and movement related activities.

The AAHPER is made up of seven associations:

- American Association for Leisure and Recreation Services
- American School and Community Safety Association
- Association for the Advancement of Health Education
- Association for Research Administration and Professional Councils and Structures
- National Association for Girls and Women in Sport
- National Association for Sport and Physical Education
- National Dance Association

The AAHPER conducts many projects, holds State district and national meetings on an annual basis and publishes guides, manuals, journals, books and educational media covering a broad range of subject matter fields related to health, physical education and recreation.⁴

There are many additional organizations which provide a high quality of professional service to schools, colleges and universities, youth organizations and sports groups.

American Academy of Physical Education
 American College of Sports Medicine
 Council of City and County Directors of Health,
 Physical Education and Recreation, AAHPER

⁴ Publication List, American Alliance for Health, Physical Education and Recreation, AAHPER.

National Association for Physical Education of College
for Women
National College Physical Education Association for
Men
National Recreation and Parks Association
Society of State Directors of Health, Physical Education
and Recreation

Special interests in academic fields serve as the nucleus for many other organizations which consider the psychology, sociology, anthropology or other aspects of sport, games, play, dance, or some other forms of expressions included in the general consideration of physical education and sport.

Professional Publications

Professional persons write professional materials for the fields of physical education and sport. Publishers distribute professional materials which make available a wealth of subject matter on content and methods in all activities at all levels.

B. Sport and Active Recreation

Coaches of interscholastic athletics in practically all public schools and most non-public schools are members of the faculty. They must qualify for certification as teachers. Some states have initiated, or are considering, special certification requirements for athletic coaches over and above the regular teaching certificate. Many in-service training opportunities are provided through clinics, sport courses, seminars, etc., sponsored by universities, sports associations and other interest groups. Current data are not available on the number of coaches who are also physical education teachers and the number who teach subjects other than physical education. A large proportion of the former is very likely.

Secondary school coaches, and sometimes intramural directors, who work after regular school hours are usually paid a stipend in addition to the regular salary. The stipend varies from several hundred dollars to several thousand per year.

The position of the athletic administrator is becoming increasingly important to the proper conduct of interscholastic sports. Because of other supervisory responsibilities, high school principals have delegated more and more of the work involving school sports to the athletic director. As a result, the director is in a position to assist in improving opportunities for students to participate. He is also liaison between the local high school and the state organizations which determine standards under which interschool sports are conducted. In large secondary schools this may be a full-time faculty assignment.

Coaches in colleges and universities are usually faculty members, who have minimal teaching duties. In large institutions the coaches work full-time, year around in their specialties. Non-coaching personnel such as trainers and business managers are usually employed by the athletic department of the college or university.

Almost all college coaches hold a baccalaureate degree and some have advanced degrees. Most of them have been successful athletes. The pay of college coaches is at least equal to and in many cases exceeds that of their academic colleagues of similar rank and experience.

Officiating personnel in both interscholastic and intercollegiate athletics are most often selected and assigned by the sports bodies that control the particular competition. They may or may not be teachers or coaches, but are usually experienced performers or students of their specialties. They must pass qualifying examinations and usually serve an apprenticeship in lesser contests before moving into the more important levels of competition. The officials are usually paid at a rate determined by the governing bodies. Practically all have a major source of livelihood other than that of officiating.

Coaches and leaders in activities conducted in the school program but outside of scheduled classes are usually the regular certified teachers and most often are the physical education teacher. Some teachers of special interest or ability may teach and direct activities.

Coaches attend special seminars, conferences and workshops and receive certificates for their participation and/or college credit. In some activities as athletic training, skiing, scuba diving, and others there are established organizations and regional plans for certifying competent leaders.

CHAPTER VIII

EVALUATION

Evaluation of physical education programs, teacher competency, and individual student achievement takes place at all levels and in many different forms.

A. Program Evaluation

U.S. Office of Education National Diffusion Network

The network promotes the replication of exemplary programs and practices relating to various concepts, subject fields, and forms of educational administration. Successful physical education endeavors are included. The Office provides funds to Developer-Demonstrator Projects. These are local school districts, the initiator and developers of the innovative and exemplary ideas, procedures, and materials of instruction. Federal funds are also allocated to Facilitator Projects. A facilitator is a local school district that assists another school or school district to become aware of the program and services of the Developer-Demonstrator and to obtain the training and necessary materials to replicate the project. Small sums are available to the replicator to install the newly-adopted project. Developer-Demonstrators are projects which have presented substantial evidences of program effectiveness and student achievement to the Joint Dissemination Review Panel of the U.S. Office of Education and the National Institute of Education. Evaluative materials must meet the panel's criteria in order for the project to be endorsed for national dissemination. At the present time, three physical education projects are included among those which have been accepted by the Joint Dissemination Review Panel.

Project Hope-- Health and Optimum Physical Education is an exemplary project in elementary school physical education located in Ocilla, Georgia. A description of this project of the Office of Education is in the publication, Educational Programs that Work¹ and the office of Education periodical, American Education.² During the year and one-half in which Project Hope has functioned

¹"Project Health and Optimum Physical Education," Educational Programs That Work, National Diffusion Network, United States Office of Education

²"Project Hope-- Every Child a Winner," in American Education, United States Office of Education.

as a Developer-Demonstrator, it has assisted more than 250 schools in 18 states to install a similar program. The State of Utah which has one of the Facilitator Projects has replicated Project Hope in over 40 schools.

Project Active -- All Children Totally Involved in Vigorous Exercising is an exemplary program of physical education for the handicapped located at Ocean Township Elementary School, Oakhurst, New Jersey. This project also has been certified as a Developer-Demonstrator Project.³ Project Active has been included in the diffusion network only since July 1975 and has reached seven states and about 50 school districts. In its three-year existence prior to its inclusion in the National Network, the project trained about 600 teachers in programs affecting 15,000 children within the State of New Jersey.

Project Adventure -- described under "Outdoor Education" in Chapter II on "Programs."

State Validated Projects

An adjunct of the National Diffusion Network functions at the state level in a program of identification, validation, and dissemination (IVD). Stemming from the same federal program designed to foster exemplary practices, the IVD process enables the State Education Agency (SEA) to validate successful practices and promote their dissemination. The SEA arranges for a validation team to visit a project and evaluate it, applying rigorous criteria. Several physical education projects have been validated through this procedure. An elementary school project which emphasizes physical fitness in Pullman, Washington, has received national attention. State-validated projects may be submitted to the Joint Dissemination Review Panel for evaluation and thus qualify for national dissemination.

Demonstration Center Schools, President's Council on Physical Fitness and Sports (PCPFS)

The PCPFS, working with state education agencies (SEA), recognizes outstanding school programs of physical education in which physical fitness is given attention. The SEA establishes the criteria, (building on minimal fitness requirements established by the PCPFS), selects the schools, and certifies them to the Council. The PCPFS recognizes the school by means of congratulatory letters from the Consultant to the President on Physical Fitness and Sports addressed to the chief state school officer, the local superintendent of schools, and the principal of the school. The Council also disseminates the

³ Project Active: All Children Totally Involved in Vigorous Exercising, Educational Programs That Work, National Diffusion Network, United States Office of Education.

list of current demonstration centers and encourages interested persons to visit the sites to observe superior physical education programs in action and to get answers to their questions about staffing, scheduling, programming, facilities, and budgets.

Currently, there are 158 demonstration center schools in 27 states.

Accrediting Associations

Several regional accrediting associations have functioned over a period of years to encourage high standards in school and college programs. The criteria for accreditation apply to the school or institution as a whole and include portions relating to the physical education program. One of the important features of this process is the self-evaluation that takes place in preparation for the visit of the accrediting team.

The National Association of Colleges for Teacher Education is the accrediting body for teacher-preparation institutions. The evaluative instruments include items on the preparation of teachers of health education and of physical education as well as the preparation of recreation personnel.

State Accreditation

Most states have procedures for encouraging elementary and secondary schools to meet established standards through state-level accreditation. The criteria are usually established jointly by state and local school officials and other specialists in educational administration and evaluation. School programs of physical education are considered within the context of the total school situation. To be recognized as an SEA-accredited school is a matter of local pride and prestige. In some states accreditation affects the eligibility of the school for certain state funds and, also, the acceptance of high school graduates or their status in some colleges or universities.

State Program Evaluative Materials

Some states have developed specific physical education evaluative criteria which can be used by the school or local school district for self-evaluation and program improvement. Such criteria may also be used by supervisors or consultants in physical education on the staff of the state education agency in working with local schools. Usually these evaluative instruments are developed cooperatively by state and local school officials and representatives of state and local professional organizations.

B. Teacher Evaluation

Efforts to evaluate teacher performance are not as advanced or sophisticated as some of the methods of program evaluation. There is, however, a growing interest in the subject. The concept of accountability of teachers, administrators and other school personnel for their respective responsibilities in helping students to learn and develop is gaining increased attention.

The processes of evaluation of pupil achievement, have heavy implications, of course, for teacher efficiency. There are, however, the stirrings of interest in more direct forms of appraisal. The competency-based process of teacher preparation, described in Chapter VII, Professional Preparation, is beginning to be applied to teacher certification and selection. In addition, the statement of educational outcomes for students in the form of performance objectives tends to focus increasing attention upon the appraisal of the teacher's role as a facilitator of learning.

C. Evaluation of Student Needs and Achievement

The process of "needs assessment," a taking stock and establishing of priorities according to demands and opportunities is considered to be an imperative in education by many educators. Important individual and societal needs are recognized in the aims and objectives of physical education.

Data from health surveys, morbidity and mortality tables give us specific information, for example, as noted earlier, 30-40% of children are overweight, 15-25% of children are obese, heart disease is the greatest cause of death, and chronic fatigue and low back pain are common conditions. Many of these conditions could be obviated by early exercise and good health education and physical education; some may be remedied. The existence of the conditions suggests the need for program objectives which, through measurement and evaluation, would tell how well the objectives are being accomplished.

Evaluation can occur while self monitoring one's own methods. In addition, individual progress and achievement are evaluated in these ways:

Performance Objectives

During the last five to ten years, much national interest has been manifested in the need to express educational outcomes in terms that are measurable or observable. Many states are revising their requirements and their instructional materials to include student performance measures. A large number of physical education experiences can be analyzed and statements can be made of anticipated performance outcomes. Determination of the extent to which individual students attain such outcomes is a direct form of evaluation.

Contracts

The method of contract teaching, described earlier, enables both teacher and student to establish specific performance objectives and to determine how well and when the student has met them.

Tests

Many tests of skill and physical performance measures are available to physical educators. Tests of cognitive learning are available, but many physical education teachers construct their own knowledge tests. The American Alliance for Health, Physical Education and Recreation has developed a series of sports skill manuals containing national norms for boys and girls ages 10-18 in archery, basketball, football (boys only), softball and volleyball. The AAHPER also has a publication, Knowledge and Understanding in Physical Education, that includes a body of knowledge on physical education and a chapter on teacher-made tests.

There are tests of the more subtle elements, such as self-concept, social awareness and other qualities but these are used mainly by the researcher and graduate student. Teachers in the day-to-day job rely mainly upon empirical evidence and subjective observation of student behavior for appraisals of this kind.

Records

To have accurate evidence of changes in growth, performance, or behavior, clear and consistent records are maintained by many teachers and administrators. There seems to be an increasing understanding of the necessity of maintaining adequate records in conjunction with the evaluative procedures mentioned above.

Proficiency Examinations

In some secondary schools and a growing number of colleges and universities, students are permitted to take a proficiency examination in lieu of a required course or unit of physical education. The examination includes the skills and knowledges that most students are expected to attain during that course or unit. If the student passes the proficiency exam the requirement is waived. Usually, the student is expected to elect some other activity in which a certain degree of proficiency is often required in colleges and which requirement may be met by qualifying through an examination.

The AAHPER Youth Fitness Test

This test merits special mention as it is the most significant evaluative instrument used for elementary and secondary school students.⁴ The Research Council of the American Alliance for Health, Physical Education and Recreation, developed this seven-item test in 1958. Under the auspices of the AAHPER and the University of Michigan it was administered to a national sample of youth, ages 10 through 17, and national norms were established. The test was again administered to a representative national sample in 1964-65 by the University of Michigan under a grant from the U.S. Office of Education. The same project director and similar sampling and administrative techniques were used in the second test as were employed in the first. New norms were determined and valid comparisons over the seven-year period were made. The test (with minor modifications and reduced to six items) was administered in 1975 under the same conditions by the same project director through a contract made with the University of Michigan by the U.S. Office of Education. This time results of three tests over a 17-year time span were compared.

The current norms and comparative data are provided for boys and girls jointly as well as for each sex separately.

Encouraging improvements in fitness levels of American children and youth were made between 1958 and 1964-65. One test for girls, the flexed arm hang, was new in 1964-65 and not included in the 1958 survey. The other six items for girls were the same. Using the 5% level of significance as the criterion, 39 out of a total of 48 comparisons were significantly higher in the second test. In most of the remaining nine comparisons, gains were made but were not statistically significant. In the case of boys, all seven items of the 1964-65 and 1958 tests were comparable. Again, at the 5% level of significance, 54 out of 56 comparisons were greater in favor of the second test. There are probably several reasons for the gains. More schools were using fitness tests, and especially the AAHPER test in 1964-65 than in 1958. Probably the most important reason is that the second test was given at the time when schools were still feeling the influence of President Kennedy's interest in physical fitness and were reflecting the work of his Council on Physical Fitness and the positive response of school officials and physical educators. The gains in achievement are paralleled by increases in time and intensity of school physical education programs as shown in the Office of Education study, Physical Achievement and the Schools.⁶

⁵ Youth Fitness Test Manual, AAHPER.

⁶ Physical Achievement and the Schools, U.S. Department of Health, Education, and Welfare, Office of Education.

No such gains are shown between the second and the third tests. The norms for 1975 are about the same as those for 1964-65. Among the 40 comparable scores on the boys test, in only one is there a significant difference at the 5% level and this one shows a decrease in 1975. In the case of the girls' scores, only seven out of 40 comparisons show significant gains at the 5% level. One shows a loss in 1975. Four of the seven gains are in the 660 yard dash test (for 13, 14, 15 and 17 year old girls), apparently reflecting a bit more interest in endurance type activities for girls in recent years.

The result of the tests were disappointing as there was no improvement in the average level of physical fitness when compared to the previous decade.⁷ The lack of improvement in the 10 year interval between the second and third test probably has no simple explanation. Two plausible reasons may be conjectured. One is that the national interest engendered by John F. Kennedy's support of physical fitness has reached a plateau as far as school programs are concerned. The fitness may be maintained but not increased. Another reason is that there may be a drop-off in school physical education programs due to economic conditions. Guy Reiff, present director of the study considers that the failure to improve may be due to a lack of emphasis on vigorous physical activity in the general programs for all youth.⁸

One possible, but improbable, explanation is that American youth came close to their fitness potential in 1964-65, and, therefore, should not be expected to show appreciable increases. It may be that with the continuous inroads of soft living youth did well to maintain the gains shown in 1964-65.

Guy Reiff suggests that the possible explanations for failure to increase in the scores are conjecture as we have no data to support specific reasons. He seems to propose though, that we might find an answer if we had the complete answer to the question, "how many kids in this country have experienced the phenomenon of second wind?"⁹

Presidential Physical Fitness Award

In 1961, the AAHPER made its test available to the President's Council on Physical Fitness. The Council has included the test descriptions and norms in its manual, Youth Physical Fitness - Suggestions for School Programs.¹⁰

⁷ Interview with Guy Reiff, University of Michigan, June 28, 1977.

⁸ Ibid.

⁹ Ibid.

¹⁰ Youth Physical Fitness - Suggestions for School Programs, President's Council on Physical Fitness and Sport.

The two organizations collaborated in 1965 to initiate the Presidential Physical Fitness Award. To earn this highest U.S. fitness award, a young person - boy or girl between the ages of 10 and 17, must score at or above the 85th percentile (based on the national norms) on each of the six test items. Tests are administered by school physical education staff members or by professional personnel in Boys Clubs, YMCAs, athletic clubs, and other agencies. Each boy or girl who qualifies receives a certificate signed by the President of the United States and is eligible to wear a distinctive badge. Approximately 12 million young people took the youth fitness test during the school year 1974-75 and nearly 342,000 of them qualified for the Presidential Award. The cumulative number of qualifiers for the award during the past 10 years is 2,179,886. More girls (1,261,942) than boys (917,944) earned this distinction.

AAHPER Fitness Awards

The AAHPER provides recognition for boys and girls who qualify at elementary, junior high school and senior high school levels. Awards are two types, standard for achieving at the 50th percentile in all six items and merit for reaching the 80th percentile in all six items. Distinctive certificates and badges constitute the awards in each case. A Progress Award Certification is also attainable by physically limited students.

An adaptation of the AAHPER Youth Fitness Test was developed in 1968 for mentally retarded boys and girls, ages eight to 18 and national norms were established. Special Gold and Silver emblems, representing two levels of proficiency, may be earned.

D. Public Surveys

A practical type of evaluation of school programs may be indicated by public interest and support, especially in willingness to approve school bond sales or increases in taxes. Special surveys may also be illuminating. Examples:

National Adult Physical Fitness Survey

Using sophisticated sampling techniques, the Opinion Research Corporation of Princeton, New Jersey conducted a personal interview research survey for the President's Council on Physical Fitness and Sports in 1972. Results of the representative sample were extrapolated for the National adult population.

Among the highlights:

45% of adult Americans (roughly 49 million of 109 million) do not engage in physical activity for the purpose of exercise.

These sedentary persons tend to be older, less well educated, and less affluent than those who do exercise.

Of the 60 million adults who do exercise, nearly 44 million walk for exercise, 18 million ride bicycles, 14 million swim, 14 million do calisthenics, and 6.5 million jog. Only about one-half of the walkers and relatively few of the cyclists, swimmers, or joggers come up to the PCPFS standard of "regular" exercise.

More than two-thirds of the adults who participated in sports in school and/or college exercise now; fewer than one-half of those persons who did not participate in sports exercise now.

The persons least likely to be exercising now are those who did not have physical education in school or college; conversely, people who participated in physical education are more likely to exercise than those who did not.

Ninety percent of American adults favor having physical education in elementary schools, only 4% are flatly opposed to physical education; 91% support physical education in secondary schools and in college.

Of the 75 million adult Americans who have had physical education, more than 65 million think it was beneficial. Approximately 1.1 million persons think it was "bad" for them. Another 9.9 million feel it "made no difference," or they have no opinion on the subject.

CHAPTER IX

RESEARCH

A. Historical Orientation and Background

Research pertaining to physical education in the U. S. began with physicians in colleges and universities in the 1860's at the time of the Civil War. In 1885 the Association for the Advancement of Physical Education presented research papers for the first time. Several organizations gave impetus to such studies and in 1928 the Research Section of the American Association for Health, Physical Education, and Recreation came into being. It began the Research Quarterly (reports) in 1930, and has continued to the present with professional work, annual meetings and reports, and publications.

Physical education and related research grew after World War I. Background sciences and pedagogy prepared the necessary staff and produced the interest in the fields related to physical education and sport. Graduate studies and research laboratories were developed.

The research Council of the AANPER was founded in 1942. It is a working organization of 22 members whose affiliation is based upon qualification. Members serve as associate editors of the Research Quarterly. The Council has written and published a text, Research Methods in Health, Physical Education, and Recreation (1949, 1959, 1973); produces an annual volume, Completed Research in Health, Physical Education, and Recreation,¹ and has prepared the Encyclopedia of Physical Education which is now being printed. The Research Council has annual meetings.

Sports medicine, as a field of professional endeavor, is represented in the United States of America by a membership of over 5,000 in the American College of Sports Medicine which holds annual scientific meetings, publishes a quarterly journal, Medicine and Science in Sports, and has published Encyclopedia of Sports Sciences and Medicine.

B. Scope of Research

Some attention is given to physical activity for optimal education; other studies relate to the effects of exercise on the organism in its aspects or totality. The areas of research include exercise physiology, circulatory-

¹ Published by the American Alliance for Health, Physical Education, and Recreation.

respiratory endurance, energy cost, fat reduction, psychological maturity, flexibility, strength, endurance, body composition, physique, methods, motivation, and sports sociology and psychology, to name but a few.

Most research is performed with human beings as subjects. The experiments are fully moral and ethical. They are usually exercise oriented, or are experiments or investigations which are monitored with such instruments as tensiometers or dynamometers. Other research relates to physiological response to exercise, growth and development, somatotype, anthropometry, kinesiology, or learning. Proper statistical analysis and appropriate tests of significance are made often with the use of electronic computers.

C. Some Identified Research

Example of studies, intensive and extensive, which have been concentrated over a period of several years:

Muscular Strength and Endurance in Man. 1966----

cable tension strength test, muscular fatigue, muscular endurance

H. Harrison Clarke, University of Oregon

Physical and Motor Tests; Medford Boy's Growth Study.

12-year study on maturity, physique size, etc., and athletic ability in interschool competition.

H. Harrison Clarke, University of Oregon.

Harvard Fatigue Laboratory: Its History and Contributions. 1974.

A record of the work 1926 to 1946,

Steven M. and Elizabeth C. Horvath

University of California, Santa Barbara

Evaluation and Regulation of Body Build and Composition. 1974.

changes in body build and composition

variations among athletes in sports

overweight and underweight conditions

Albert R. Behnke, San Francisco Medical Center and

Jack R. Wilmore, University of California, Davis

Physical Activity and Health: An Epidemiological Study of an Entire Community. 1975.

physical activity and physical fitness

maintenance of health and occurrence of disease

Henry J. Montoye, University of Tennessee

The Motor Domain and Its Correlates in Educationally Handicapped Children. 1978.

effects of special programs on growth, performance and development of educable mentally retarded

G. Lawrence Rarick, University of California, Berkeley

Endurance of Young Men, 1945, and Improving the Physical Fitness of Youth, 1964, both a monograph of the Society for Research in Child Development; Physical Fitness of Champion Athletes, University of Illinois Press, 1951; and The Physiological Effects of Exercise Programs on Adults, Charles C. Thomas Publisher, 1969; all authored by Thomas K. Cureton, University of Illinois.

D. Researchers

Many experienced and mature researchers in the research fields have made and are making contributions. Professional persons in their early years are attaining research productivity. Many are using specialized tools and sophisticated devices to realize the needs of applicable and interpretable research.

E. Research Publications and Reviews

Among the research periodicals and reviews are the following:

Research Quarterly, AAHPER

Medicine and Science in Sports, American College of Sports Medicine

Prentice Hall International Research Monograph Series in Physical Education

Science and Medicine of Exercise and Sport

1st edition 1960; 2nd edition 1974

Harper and Row

Exercise and Sport Sciences Reviews

three volumes 1973, 1974, 1975

Academic Press

Physical Fitness Research Digest

President's Council on Physical Fitness and Sports²

²"Physical Fitness Research Digest," President's Council on Physical Fitness and Sports.

**Annotated Research Bibliography in Physical Education, Recreation
and Psychomotor Function of Mentally Retarded Persons**

AAHPER

Microfilm Publications in Health, Physical Education, and Recreation³

doctoral dissertations and masters' theses on microfilm and microfiche, dating from 1949, initiated by H. Harrison Clarke, University of Oregon

F. Information Retrieval

ERIC--Educational Resource Information Center
a national system

one of the 16 ERIC Clearinghouses for teacher education includes health, physical education, and recreation.

Physical Fitness/Sports Medicine Information Service
planned by National Library of Medicine
with other cooperating bodies as a computer
based retrieval system

G. Research Financing

funding usually by colleges and universities in support of their own faculty and students in research.

³ Microfilm Bulletins; University of Oregon.

CHAPTER X

OUT OF SCHOOL SPORT AND ACTIVE RECREATION

The president's Council on Physical Fitness and Sports has provided us with the information in the first part of this chapter.¹

More than 29 million young Americans, ages 6 through 21 years, participate in organized out-of-school sport programs. Most of these programs operate on a seasonal basis, with the peak of activity occurring during the three summer months which constitute the traditional school vacation period.

It is impossible to provide precise participation figures for each sport. Most sponsoring agencies are able to report the total number of young people served, but multi-sport programs often do not have accurate information on the numbers involved in each activity. Young Americans move freely from out-of-school programs to school and college programs, depending on the season, and it is quite common for a boy or girl to be involved in two or more sport programs.

A. Administration

There is no single body which exercises administrative or supervisory control over out-of-school sport in the United States. Programs are administered by approximately 50 national organizations and by a multitude of local agencies and organizations. The national organizations may be divided into five groups:

- a. Sport governing bodies (Amateur Athletic Union, U.S. Ski Association, U.S. Wrestling Federation, etc.)
- b. Voluntary organizations (YMCA, Boy's Clubs of America, Red Cross, Boy Scouts of America, etc.)
- c. Service organizations (American Legion, Junior Chamber of Commerce, Lions, Kiwanis, etc.)
- d. Church-affiliated organizations (Catholic Youth Organization, Jewish Welfare Board, Methodist Youth Fellowship, etc.)

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e. Nonprofit sport corporations (Little League Baseball, Pop Warner Football, Biddy Basketball, etc)

At the local level the major sponsors of out-of-school sport are cities and towns (park and recreation departments), sport clubs, civic clubs, voluntary agencies, churches, school systems, private business, and groups of parents who have organized for the specific purpose.

Commercial sports establishments and commercial residential and day camps are an important part of the out-of-school sport picture. The commercial establishments include 970 ski areas, nearly 10,000 bowling centers, which actively promote the formation of teams and leagues. There is almost no organized competition at these establishments but there is strong emphasis on instruction.

There are slightly more than 9,000 camps in the U. S. , and they serve about 3,375,000 young people each year. The camps are divided between those which provide intensive instruction in a single sport (basketball, gymnastics, and tennis are most popular) and those which are more recreational in nature, usually with programs featuring aquatic activities such as swimming, canoeing, and sailing.

About 2,000 colleges and universities operate specialized summer sport camps for young people, ages 12 to 17 years. Participants pay a fee and receive intensive instruction from college coaches and athletes in football, basketball, baseball, gymnastics, tennis, wrestling, track and field, weight training and other activities.

B. Aims and Objectives

Because of the great diversity of out-of-school sport programs, it is difficult to generalize about their purpose and how they fit into the overall sport structure. One of their major purposes is to provide opportunities in such traditional summer sports as baseball, swimming, and tennis, since the seasons for these activities extend well beyond the end of the school year. However, this would not apply in other programs.

Age-group programs, which are especially popular in swimming and in track and field, serve young people who are not yet old enough to participate in school programs. The specialized sport camps often are used to sharpen the skills of young athletes who have been identified as candidates for school or college teams.

In some sports, such as gymnastics, tennis, golf, and even baseball, the coaching, facilities, and competition offered by the out-of-school programs often are superior to that available in the schools.

The programs sponsored by churches, voluntary agencies, and recreation departments tend to be less intensive and somewhat more recreational in nature, and they serve young people who may lack the abilities or the desire to compete in school and college programs.

Except in swimming, bowling, skiing, tennis, and a few other sports where the numbers of boys and girls are relatively even, and in gymnastics, where girls outnumber boys by more than two to one, the out-of-school programs largely serve the male population. In baseball and football, for example, the participants are almost all boys.

C. Some Major Programs

Age-Group Swimming-- There are more than three million boys and girls, ages 6 through 17, engaged in this program. About 400,000 of these are "serious" swimmers who train and compete year-round.

There is no estimate available of the number of young people who swim in noncompetitive programs. The number of swimming pools in the U. S. recently passed 1.5 million. Almost one million of these are on the grounds of private homes; about 200,000 are operated by apartment houses; 25,000 belong to schools and colleges; and most of the rest belong to private clubs and to cities and towns.

Junior Baseball-- 2,815,000 young people, mostly boys aged 9 to 18 years, participate in junior baseball programs. Approximately two million of these are so-called, "Little Leaguers," boys aged 5 through 12 years.

Country Clubs-- There are more than 9,000 of these clubs in the U. S. They were originally founded as social clubs but many now exist largely for the purpose of providing sports activity for members and their families. Approximately 1.1 million boys and girls engage in golf, tennis, and swimming, and diving at these clubs. Instruction, recreation, and competition are stressed.

Bowling-- There are nearly 885,000 young league bowlers in the U. S. These bowlers compete at least once a week during the season which is about eight months long. Another two million boys and girls bowl often enough to be classed as "regulars" but are not members of teams.

D. Presidential Sports Award

The President's Council on Physical Fitness and Sport provides recognition for participation in 40 sports. The award is based on regular participation rather than high level achievement. An attractive lapel pin and a certificate

awarded by the President are awarded to the men and women who meet participation requirements.

The maximum age limit was recently dropped to 15 years. Therefore, secondary school youth are now participating.

E. National Youth Summer Sports Program

42,000 boys and girls (ages 10-18) from low-income families participate in a program of sports instruction and competition. Programs are conducted on the campuses of 100 colleges and universities in 67 of the largest U.S. cities, and they operate four hours a day, five days a week for six weeks during the summer months. Each young person participates in swimming and two other sports. The federal government provides \$3 million to meet the expense of staff salaries, meals, medical examinations, insurance, expendable supplies, and transportation where required. The colleges donate the use of facilities and major items of equipment. The National Collegiate Athletic Association provides coordinative services. The program was initiated by the President's Council on Physical Fitness and Sport.

F. Community Education

Community education embodies the philosophy of making school facilities and leadership available to all members of the community and encouraging full participation by citizens of all ages in both organized and informal educational, cultural, and recreational activities. The schools are kept open as much as 12 hours a day, during weekends, and during holiday periods. One of the main features is the community school director, who usually has the rank of assistant principal. The director begins the work assignment in the afternoon and supervises the facilities and activities until closing late in the evening. Other leaders and support staff are also on duty during after-school hours.

Sports, fitness, and other physical education activities have a prominent place within an extensive array of program offerings. Statistics on the participation of youth in such programs are not readily available. Over 1,000 school districts provide community education programs.

The Federal government is providing some assistance to community education under a provision of the Special Projects Act, which became law in August, 1974. Funds are provided for grants through the U.S. Commissioner of Education to state and local education agencies to pay a share of the cost of planning, establishing, expanding and operating community education programs. Grants are also made to colleges and universities to train personnel in this field, and the Commissioner is directed by the law to establish or designate a

clearinghouse on community education information and to provide required technical assistance.

G. School-Community Recreation

In many communities the school district assists in providing public recreation opportunities and a sizable proportion of such programs includes physical activities and sports. School district involvement is of two types. First, in some communities the school board administers the program. In other cases, the school board makes school facilities and other resources available while another agency employs the recreation personnel and administers the program. The latter system is predominant.

H. Navajo Youth Project

The Navajo Youth Project, financed by the "Navajo Nation" and the Bureau of Indian Affairs of the United States Government, is conducting a developmental program on the Navajo Indian Reservation in northern New Mexico and northern Arizona. The program has been functioning through three summers. In the summer of 1975 it operated in seventeen centers or communities in the "Navajo Nation" and in 1976 it expanded to thirty five centers. The activities are primarily socio-cultural in the Indian manner and give emphasis to weaving, painting, story telling, and other cultural arts.

Special attention is given to a swimming program in most cases conducted in pools installed for the season. Some pools are transported and set up for intensive programs in swimming instruction. One beautiful permanent pool is located at Window Rock, the headquarters of the "Navajo Nation." Swimming is considered to be a needed skill for Navajo children as they live in an arid land and are attracted to water holes and stream courses.

Of particular interest is the basketball program for boys and girls. Almost every hogan (native dwelling) or house has an outside basketball standard. Impetus was given to the basketball program when eleven years ago, the national AAU basketball tournament for girls was held in Gallup, New Mexico.

I. Additional Considerations

Information about personnel and facilities for out-of-school sports, to some degree, implicit in the foregoing paragraphs. In general, programs which are operated under the auspices of schools, colleges, universities, and recreation and parks departments usually employ professional personnel who are aided by student workers and volunteers. Special schools and camps often employ well-qualified teachers and coaches on part-time assignment who

supplement their regular employment. For the most part, programs sponsored by churches, youth groups, and sports organizations depend heavily on volunteer leaders who assist a nucleus of professionals. In general, there are no formal certification procedures for persons who work in out-of-school sport programs, but many institutions, agencies, and organizations maintain their own high standards for paid personnel and even for key volunteers.

There is very little research carried on through these programs. However, the findings of the kinds of research and evaluation described in other sections of this report are often applied to out-of-school sport. Some of the groups mentioned above do maintain records of participation and performance and also conduct surveys related to their particular spheres of interest.

Almost every sponsor provides information on its own program(s) concerning eligibility, schedules, rules, regulations, and similar matters.

Several professional and/or non-profit organizations promote participation and provide publications and services for out-of-school sport. (Some of these do the same for school sport and physical education.) Among these are:

National Park and Recreation Association

The Athletic Institute

Others listed or described in other sections and references
in this report

CHAPTER XI

SUMMARY

A. Physical Education

Aims and Objectives

Physical education is part of the school program, and sport and active recreation in their organized forms are considered to have educational content. The inclusions of physical education, sport and active recreation have educational objectives and outcomes.

Structure, Organization and Administration

States have the rights and the responsibility to carry out educational programs. Programs are formulated by school boards working with educators and administrators. Schools are conducted in three levels, elementary, secondary, and postsecondary. Education is usually provided in elementary schools which include children from age 5 or 6 through secondary schools which include youth 16 to 18 years of age. Most postsecondary education receives some support from state or private funding.

Program

Lower grade students are scheduled for one or more physical education, play, or sports periods per day. Upper grade and high school students take physical education two or three periods per week. The focus is upon a wide range of experiences, and these vary in different geographic and climactic conditions. Physical education is required and credits are given. Emphasis is upon personal growth and development and upon associated learnings.

Public and private colleges and universities usually have requirements of one or two or more years of participation in physical education of sports programs. Some schools substitute elective activities. Most give credit.

Emphases in curriculum give attention to outdoor education, movement education, perceptual-motor education, dance education, associated learnings, physical fitness, special education and adapted education for the handicapped, and dropout prevention.

Methods

The methods for teaching physical education and sport are similar to and based upon the same principles and methods that characterize good teaching in all subject matter fields. Some of the plans are sport unit design, theme design, conceptual design, and developmental continuum design.

Teaching and learning are dependent upon the educational processes, cognitive learning, affective learning, and psycho-motor learning. Some of the educational methods which are effectively employed are contract teaching, competency, accountability, and behavioral objectives.

Personnel

Certification is required by the states for public school teachers. Specialists are used in the larger or more progressive states and school districts.

College and university personnel are selected on the basis of their general competency and often for their special knowledge and skill. Accreditation standards call for institutions of higher education to maintain a high degree of competence in their teaching personnel.

Professional Preparation

Most professional schools have standards for competency within the required courses, or a general competency which must be met on the specifics of skill, knowledge and job performance.

Most undergraduate programs leading to the Bachelor's degree are in regular colleges or universities where the student completes a four year, post-secondary program of general education with professional specialization. There are programs which offer core requirements and allow for some variations in additional concentrations. Students must successfully complete laboratory experiences in teacher training assignments.

The graduate program is offered for a Master's degree or a Doctor's degree. Accrediting agencies demand a high standard of performance for their approval. A high degree of interprofessional participation helps maintain a high standard of professional preparation.

Continuing education conferences and conventions and participation in professional organizations aid in positive personnel practices.

Publications in the field, professional texts and trade books add to the possibility for upgrading of professional knowledge.

Facilities and Equipment

Most grade schools have multipurpose rooms; junior high schools have gymnasiums and a few have swimming pools; senior high schools have gymnasiums, some have swimming pools, most have athletic fields. Most public schools have outdoor play areas. Some are under cover to protect from rain or sun. The provisions vary in different climatic conditions.

Colleges and universities have the widest variety and probably the best accommodations in gymnasiums, swimming pools, dance studios, courts for racket games, and outdoor play and athletic fields.

Research

Professional organizations, universities, agencies, and individuals are contributing to research in the fields of physical education and sport. Research covers program, fitness, values, motor learning, cardio-respiratory response, and others.

Evaluation

Program evaluation is given impetus and support through the United States Office of Education National Diffusion Network to emphasize programs which may serve as models. Project Hope - Health and Optimum Physical Education, and Project Active - All Children Totally Involved in Vigorous Exercising, and other State Validated Projects give additional emphasis to program evaluation.

The President's Council of Physical Fitness and Sports, working with State Education departments recognizes outstanding school programs of physical education in which physical fitness is given attention. There are 158 demonstration schools in 27 states.

Regional accrediting associations evaluate school and college programs. The in-school self-evaluation and continuous preparation is an important element of the plan.

Most states have accrediting plans and guides for program evaluation.

Teacher evaluation is made by several methods, fellow teachers, teams of evaluators, administrators, and by students.

Evaluation of students is made on the basis of performance objectives, contracts, tests, proficiency examinations, specific tests as the AAHPER Fitness Test and the Presidential Physical Fitness Award Test.

Public surveys and opinion polls, school sponsored studies, and reputable testing agencies have conducted evaluations.

B. Sport and Active Recreation in the Schools

Sport is considered to be part of the educational process, and intra-mural, extra-mural, and interschool offerings exist with the emphasis in the lower grades being on participation, and with competition reserved for the upper grades, secondary schools, and colleges and universities.

Informal play, sports clubs, and out of school activities are sponsored.

High schools are governed by state high school rules and regulations.

Most colleges and universities belong to "conferences" which are organized additionally into self-regulatory bodies.

Women's sports in high schools are organized on a state basis and are given direction through the AAHPER. In colleges and universities the major structure serving as a governing body by consent of its 713 member institutions is the AIAW, associated with the AAHPER. Participation by girls and women and competition have been growing in recent years and have been given encouragement and support through the enactment of Title IX.

Classification, medical requirements and care, financial support, recognition and awards, recruitment and scholarships are some of the problems that are presented and need continual attention when teams are in competition.

Professional preparation of coaches, trainers and athletic directors as business managers are a need, and courses and specializations are conducted for the special training of these persons.

Facilities and equipment have been expanded and renewed, and these physical properties call for timely renewal, replacements, and continued attention for their best use. School provisions for physical education and sport must be enlarged and enhanced as the trend for out of school and adult activity encompasses more leisure time active recreations.

C. Out of School Sport and Active Recreation

Many activities on a seasonal basis and others in special classifications attract youth for their participation.

Sports governing bodies, voluntary organizations and agencies, some organizations, churches, non-profit corporations, and commercial establishments attract many young persons to their programs.

Community education, school-community recreation, the Presidential Sports Award Program, the National Youth Sports Program, and the Navajo Youth Program may represent some of the programming and may typify some special aspects of out-of-school sport for youth.