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AN ACTIVITY ANALYSIS OF THE  
DUTIES AND PRACTICES OF A  
SELECT GROUP OF TEACHERS OF  
PHYSICAL EDUCATION IN  
GRADES 6 TO 12

Thesis for the Degree of M. A.  
MICHIGAN STATE COLLEGE  
Robert E. Edgerton  
1937



AN ACTIVITY ANALYSIS OF THE DUTIES AND PRACTICES  
OF A SELECT GROUP OF TEACHERS  
OF PHYSICAL EDUCATION  
IN GRADES 6 TO 12

A Thesis Prepared by  
ROBERT ELDON EDGERTON  
as Partial Fulfillment of the Requirements for the  
Degree of Master of Arts.

MICHIGAN STATE COLLEGE

1937

THIS IS

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AN ACTIVITY ANALYSIS OF THE DUTIES AND PRACTICES  
OF A SELECT GROUP OF TEACHERS  
OF PHYSICAL EDUCATION  
IN GRADES 6 TO 12

I. Introduction.

A. Purpose of the Study.

A cooperative interest of the writer and the administrators in physical education at Michigan State College led to this study. It was begun in May, 1936.

The activities which were used in the questionnaire form were secured from a similar study made by C. D. Voltmer<sup>(1)</sup> of the University of Iowa in 1930. While the activities and the procedure followed are almost a duplicate of that followed by Voltmer, the study is justified because it is made from a select group of teachers of physical education under Michigan conditions; also this study is made seven years after the former study.

The purpose of this study, as indicated by the title, is to examine the duties and determine present practices which the teacher of physical education is required to perform.

The study may prove of value in the field of education for the following reasons: (1) The curriculums are changing constantly; therefore the present practices in secondary schools may point to needed

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(1) Voltmer, C. D. The Subject Matter Content for a University Course in the Administration of Physical Education for Men as Determined by a Job Analysis. Unpublished Master's Thesis. University of Iowa. 1930.

changes. (2) The future policies may be determined in the light of discoveries. (3) The discoveries made may provide a basis for recommending changes in teacher training institutions.

#### B. Sources of Data and Materials.

The data in this study were secured from eighty-five men in grades six to twelve who were coaching and directing other physical education activities for the school year 1935-36. For the purpose of this study, secondary education will be used synonymously with grades six to twelve. An effort was made to secure a cross-section of conditions by securing data from men in all classes of public secondary schools. In Michigan, secondary schools are classified by The Michigan Athletic Association as "A", "B", "C", "D". (1)

#### C. Methodology and Procedure.

Activities are classified under twenty-three heads as indicated by Voltmer. (2) An additional activity asking for information on safety program is included in this study. A tabulation of these data will be found in TABLE I., p. 7. Each teacher was asked to state years of experience in teaching, schools attended, and degrees received. In the appendix will be found listed the reasons, given by these teachers, which were considered most important in securing better positions or increases in salaries. In the appendix there is listed also the

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(1) Michigan High School Athletic Association Bulletin. No. 5, Vol. XIII. January, 1937.

(2) Voltmer, C. D. Op. cit., p. 1.

collegiate institutions attended by the teachers of physical education included in this study, and number of teachers who have advanced degrees.

Each activity is scored on three points: first, frequency of performance; second, degree of importance; third, whether, in the judgment of the teacher, the activity should be taught to men in their pre-service training for a teaching position in physical education. Under frequency, N signifies non-performance; Y signifies performance once or twice a year; M signifies performance approximately once per month; W signifies performance more frequently than once per month. Under importance, N indicates those of no importance; S indicates those of some importance; E indicates those of most importance. Under desirability of learning in school, E denotes those activities which should be included in school training; NI denotes those activities that should not be included in teacher training; D denotes doubtful cases.

Replies are weighed on an 0, 1, 2, 3 basis. In the case of an activity never performed, of no importance, and not to be learned in school, the recording will show a total score in each case of zero. With greater frequency, more important, or more need of school training, the score will be higher since the weightings increase with these changes. An activity most frequently performed, essential and which should be

learned in school will have the highest possible rating score.

The activity analysis has certain advantages over other techniques which are particularly applicable in the present case because it does not deal with theory but with things as they are. However, this may be a weakness because the activity analysis shows conditions as they are and not as they should be. Another weakness is that conditions in the future cannot be determined.

## II. List of Michigan Schools Included.

Algonac—	Grand Rapids
	Central
Ann Arbor	Creston
	Davis Technical
Bad Axe.	Ottawa Hills
	South
Battle Creek	Union
Battle Creek	
Lakeview	Greenville
Belding	Hancock
Clio	Highland Park
Detroit	Hudsonville
Barbour	
Central	Ironwood
Chadsey	
Denby	Kalamazoo
Durfee	Roosevelt
Hunter	
Munger	Lansing
Nolan	Central
Redford	Eastern
Southeastern	Pattengill
Southwestern	Walter French
Tappan	West Junior
Dimondale	Marshall
Dowagiac	Marquette
Dundee	Mayville
East Lansing	Monroe
Escanaba	Mount Clemens
Grand Haven	Negaunee

Owosso	South Haven
Reading	Stambaugh
Rockford	Stockbridge
Saginaw	Wakefield
Sault Ste. Marie	Ypsilanti
Sheridan	Roosevelt

The Kenmore High School of New York, the West Allis High School of Wisconsin, and the Detroit University School, a private institution, are also included because Michigan State College graduates taught in these schools.

### III. Analysis of Existing Conditions

TABLE I. SUMMARY OF REPLIES TO QUESTIONNAIRE FORM

List of Activities	(1) Frequency					(2) Importance				(3) Learned in School			
	*B	N	Y	M	W	**B	N	S	E	***B	D	E	NI
I. <u>Administration</u>													
1. Determining objectives of physical education program - - - - -	0	16	40	9	20	1	4	11	69	1	0	84	0
2. Making curriculum for physical education - - - - -	0	12	43	9	21	1	3	6	75	0	3	82	0
3. Supervising janitors, care-takers - - - - -	0	50	7	11	17	1	26	33	25	1	34	30	20
4. Looking after ventilation, sanitation of gymnasium - - - - -	0	18	9	22	36	0	6	20	59	0	10	66	9
5. Scheduling games, meets for school teams - - - - -	0	18	14	15	38	1	5	17	62	0	4	77	4
6. Making schedules for intramural competition - - - - -	0	9	4	29	43	0	3	12	70	0	0	83	2
7. Conducting inter-school tournaments - - - - -	0	14	19	21	31	0	4	22	59	0	5	76	4
8. Giving athletic awards and prizes - - - - -	1	5	54	15	9	1	10	34	40	2	12	48	23

(Continued on next page)

(1)

Read the table thus: 0 means that this activity was omitted by 0 men. 16 means that 16 teachers do not perform this activity at all. 40 means that 40 teachers performed this activity 1 or 2 times a year. 9 means that 9 teachers performed this activity approximately once a month. 20 means that 20 teachers performed this activity once a week or oftener.

(2)

Read the table thus: 1 means that this activity was omitted by 1 man. 4 means that 4 teachers consider this activity of no importance. 11 means that 11 teachers consider this activity of some importance. 69 means that 69 teachers consider this activity essential.

(3)

Read the table thus: 1 means that one man omitted this activity. 0 means that 0 teacher was in doubt as to whether this activity should be included in teacher training. 84 means that 84 teachers considered that this activity should be included in teacher training. 0 means that 0 teachers indicated that this activity should not be included in teacher training.

\*B = blank - no entry made

N = no performance

Y = performance once or twice yearly

M = performance monthly

W = performance weekly

\*\*B = blank - no entry made

N = no importance

S = some importance

E = essential

\*\*\*B = blank - no entry made

D = doubtful

E = essential

NI = no importance



(Continued from page 7)

List of Activities	Frequency					Importance				Learned in School			
	B	N	Y	M	W	B	N	S	E	B	D	E	NI
II. <u>Supervision</u>													
1. Advising and directing assistant teachers - - - - -	0	39	4	10	32	3	12	21	49	1	12	66	6
2. Controlling work of student leaders - - - - -	1	6	9	17	52	3	2	17	63	2	7	71	5
3. Visiting classes, critic work - - - - -	1	44	11	18	11	4	20	24	37	3	10	60	12
III. <u>Classroom Teaching</u>													
1. Teaching health subjects - - - - -	2	32	5	5	41	3	1	11	70	2	2	81	0
2. Number of periods per week of such teaching - - - - -	2.08												
3. Number of periods per week of other classroom teaching - - - - -	8.47												
IV. <u>Coaching School Teams</u>													
1. Teaching fundamentals of game - - - - -	0	4	2	14	65	0	1	4	80	0	2	83	0
2. Giving plays and formations in team sports - - - - -	0	8	4	19	54	1	3	10	71	0	3	82	0
3. Giving knowledge and application of rules - - - - -	1	4	3	21	56	1	1	3	80	0	2	82	1
4. Planning practice sessions - - - - -	0	5	6	17	57	1	2	8	74	1	1	81	2
5. Appointing and directing managers - - - - -	0	8	13	29	35	1	3	28	53	0	10	66	9
6. Scouting - - - - -	0	44	6	21	14	3	27	19	35	0	11	61	13
7. Securing officials - - - - -	0	31	6	23	25	3	10	13	59	0	14	56	15
8. Getting officials approved - - - - -	1	36	21	10	17	2	13	20	50	0	16	48	21
(Continued on next page)													

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List of Activities	Frequency					Importance				Learned in School			
	B	N	Y	M	W	B	N	S	E	B	D	E	NI
<b>V. <u>Mental Attitude of Teams</u></b>													
1. Building up alertness in teams - - - - -	1	6	4	18	56	0	1	8	76	1	6	75	3
2. Recognizing individual differences - - - - -	1	3	3	8	70	1	0	5	79	1	4	77	3
3. Having team "ready" for game - - - - -	1	4	4	9	69	2	0	8	75	1	3	75	6
4. Promoting friendly feeling on squad - - - - -	1	3	3	7	71	2	0	6	77	1	5	73	6
5. Developing players' confidence in coach - - - - -	2	5	2	4	72	1	2	4	78	1	7	73	4
6. Developing players' confidence in style of play - - - - -	2	6	4	15	58	1	2	6	76	1	9	72	3
7. Developing players' confidence in themselves - - - - -	1	6	4	4	70	1	2	2	76	1	8	73	3
8. Guarding against overconfidence - - - - -	1	6	4	22	52	1	2	12	70	1	7	72	5
9. Developing team spirit - - - - -	2	4	3	7	69	1	0	4	80	1	7	73	4
<b>VI. <u>Publicity</u></b>													
1. Supplying information to the press - - - - -	1	16	7	14	47	1	9	27	48	1	10	61	12
2. Giving public addresses - - - - -	2	26	28	25	4	2	11	36	36	1	10	67	7
3. Giving public demonstrations of physical education - - - - -	0	15	45	7	18	0	6	32	47	1	5	79	0
4. Distributing printed matter - - - - -	1	36	19	26	3	1	29	33	22	3	21	37	24
5. Writing sports articles - - - - -	1	38	27	12	7	1	24	30	30	3	14	56	12
<b>VII. <u>Discipline</u></b>													
1. Securing obedience to training rules - - - - -	4	10	11	18	42	2	1	19	63	3	9	66	7
2. Maintaining discipline in class - - - - -	2	3	7	12	61	1	1	9	74	2	4	74	5
3. Securing obedience and snap on practice field - - - - -	3	7	3	18	54	1	1	8	75	2	6	70	7

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List of Activities	Frequency					Importance				Learned in School			
	B	N	Y	M	W	B	N	S	E	B	D	E	NI
<u>VIII. Teaching Physical Education Classes</u>													
1. Marching - - - - -	1	23	25	21	15	2	14	34	33	5	5	73	2
2. Calisthenics - - - - -	2	22	20	19	22	2	11	37	35	4	5	74	2
3. Light apparatus - - - - -	2	49	15	13	6	3	17	42	23	4	5	73	3
4. Heavy apparatus - - - - -	1	42	24	10	8	3	24	35	23	4	10	64	7
5. Games - - - - -	1	8	1	6	69	0	0	9	76	2	0	83	0
6. Relays - - - - -	1	11	16	18	29	0	2	23	60	2	2	81	0
7. Tumbling - - - - -	1	21	21	25	17	2	5	35	43	3	5	76	1
8. Stunts - - - - -	1	17	24	24	19	1	5	41	38	3	3	79	0
9. Dancing - - - - -	2	46	6	23	8	2	9	39	35	4	7	73	1
10. Using student leaders - - - - -	2	14	5	20	44	1	3	19	62	2	5	77	1
<u>IX. Corrective Work</u>													
1. Examining and diagnosing defects - - - - -	0	24	30	15	16	2	5	16	62	2	3	76	4
2. Giving specific exercise for defects - - - - -	1	30	22	20	13	2	5	15	63	2	4	77	2
3. Following up medical examination - - - - -	3	30	11	15	27	5	3	11	66	4	9	67	5
4. Following up dental examination - - - - -	2	43	8	20	13	3	8	12	62	3	13	62	7
5. Securing cooperation of pupil - - - - -	2	20	16	15	33	3	0	13	69	2	9	67	7
6. Securing cooperation of parent - - - - -	2	24	16	14	30	3	0	15	67	3	8	67	7

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List of Activities	Frequency					Importance				Learned in School			
	B	N	Y	M	W	B	N	S	E	B	D	E	NI
<u>X. Athletic Conditioning, Treatment of Injuries</u>													
1. Regulating diet of team candidate - - - - -	2	20	27	13	23	2	10	35	38	3	11	68	3
2. Advising on other training rules - - - - -	2	8	24	14	37	2	3	26	54	4	2	78	1
3. Administrating first aid to athletic injuries - - - - -	1	2	14	7	61	1	0	5	79	2	0	83	0
4. Treating athletic injuries - - - - -	2	10	12	5	56	2	3	5	75	3	0	82	0
5. Preventing injury (taping, proper equipment) - - - - -	2	4	14	6	59	2	0	6	77	3	1	81	0
6. Knowing when boy is in shape to play - - - - -	2	4	4	6	69	2	0	6	77	2	3	80	0
7. Preventing and caring for "gym itch", boils, "athletes foot" - - - - -	4	4	4	8	65	2	0	6	77	2	0	83	0
<u>XI. Physical Tests and Measurements</u>													
1. Cooperating with M.D. or nurser in medical examination of pupils - - -	1	10	20	11	43	0	1	9	75	1	8	76	0
2. Cooperating with dentist or nurse in dental examinations - - - - -	0	32	18	8	27	4	3	14	64	0	15	63	7
3. Giving tests of physical fitness - - - - -	0	26	11	31	17	1	5	37	52	0	9	72	4
4. Giving tests of athletic skill - - - - -	0	12	11	31	31	0	7	28	55	0	4	81	0
5. Taking anthropometric measurements - - - - -	1	49	28	5	2	4	20	30	31	0	17	60	8
<u>XII. Records</u>													
1. Recording grades of pupils - - - - -	1	10	21	26	27	2	6	27	50	1	9	62	13
2. Checking attendance - - - - -	1	7	15	2	60	2	2	28	63	1	12	61	11
3. Recording marks in physical tests and measurements - - - - -	2	22	19	19	23	2	6	27	50	2	6	74	3
4. Keeping records of equipment issued - - - - -	1	5	7	14	58	2	3	9	72	1	3	72	9
5. Keeping accounts, office books, etc. - - - - -	1	34	9	13	28	3	13	24	45	1	10	54	20
6. Keeping records of publicity - - - - -	1	42	10	7	25	4	17	32	32	1	18	43	23

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List of Activities	Frequency					Importance				Learned in School			
	B	N	Y	M	W	B	N	S	E	B	D	E	NI
<u>XIII. State Office, Athletic Associations</u>													
1. Making reports to state department - - - - -	2	31	29	13	10	4	12	31	38	2	11	52	20
2. Making reports to athletic associations or conferences - - - - -	2	35	24	10	14	4	12	30	39	2	13	54	16
3. Checking eligibility of team candidates - - - - -	2	19	4	9	51	5	9	10	61	3	5	61	16
4. Assisting studies of state department - - - - -	3	30	24	19	9	5	7	32	41	1	8	54	21
<u>XIV. Finances</u>													
1. Making a budget - - - - -	0	48	14	6	17	3	12	13	57	1	4	73	7
2. Handling gate receipts or other incomes - - - - -	1	52	3	8	21	4	16	21	44	2	11	58	14
3. Securing appropriations from board - - - - -	1	58	9	2	15	8	23	14	40	3	12	48	22
4. Securing donations from outside school - - - - -	1	68	15	1	0	6	32	31	16	1	14	41	29
5. Handling finances of tournament (receipts, pro-rating) - - - - -	2	63	4	2	14	5	23	25	32	1	11	61	12
6. Handling sale of season tickets - - - - -	1	55	8	6	15	5	24	19	37	1	12	56	16
7. Staging minstrel shows, etc., to raise funds - - - - -	0	54	24	6	1	5	20	41	19	1	12	56	16
<u>XV. Purchasing Equipment</u>													
1. Checking up on stock and estimating needs - - - - -	0	7	25	22	31	0	2	16	67	0	4	69	12
2. Apportioning funds to meet greatest need - - - - -	1	26	21	12	25	4	5	15	51	2	6	62	15
3. Securing best values for money spent - - - - -	1	19	18	11	36	2	2	14	67	1	3	68	13
4. Securing replacements for defective materials - - - - -	0	8	25	18	34	1	0	17	67	1	7	64	13
5. Dealing with traveling sales representatives - - - - -	0	25	19	26	15	2	12	33	38	1	17	46	21
6. Dealing with local merchants - - - - -	0	16	21	12	36	3	5	23	55	1	10	52	22
7. Ordering by catalog, sample - - - - -	0	41	18	21	5	2	24	39	20	1	20	32	32
8. Fitting equipment (getting right sizes) - - - - -	0	15	23	29	18	0	5	23	57	1	11	58	15

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List of Activities	Frequency					Importance				Learned in School			
	B	N	Y	M	W	B	N	S	E	B	D	E	DI
<u>XVI. Care of Plant and Equipment</u>													
1. Looking after laundry service - - - - -	1	43	6	4	32	3	19	17	46	2	9	52	22
2. Marking fields, tennis courts, etc. - - - - -	1	23	7	27	25	2	10	25	48	2	3	73	7
3. Sanitary control of pool (testing, chlorination) - - - - -	2	58	1	1	23	3	16	7	59	4	3	72	6
4. Checking out equipment - - - - -	0	11	11	25	38	0	3	19	73	1	2	69	13
5. Taking care of repair of equipment - - - - -	0	12	12	32	29	0	3	17	65	1	7	64	13
6. Storing equipment during off season - - - - -	0	10	17	22	36	2	3	16	64	1	4	67	13
7. Looking after locker system or basket system - - - - -	1	14	9	10	51	2	3	20	60	3	3	68	11
8. Appointing and supervising leaders in charge of equipment - - - - -	1	14	18	15	37	2	5	19	59	3	6	64	12
<u>XVII. Construction of Gymnasium, Pool, Field</u>													
1. Advising on plans for new building - - - - -	1	55	15	2	12	5	16	18	46	2	3	70	10
2. Laying out field, track, tennis courts - - - - -	0	34	21	11	19	1	9	19	56	1	3	77	4
3. Planning playgrounds - - - - -	1	41	21	7	15	2	9	18	56	1	2	77	5
4. Supervising construction - - - - -	1	54	15	11	4	3	19	22	51	2	8	55	20
5. Setting up apparatus - - - - -	0	43	19	15	8	3	14	26	52	1	4	69	11
6. Marking floors - - - - -	2	31	37	7	8	3	10	34	38	1	3	71	10
<u>XVIII. Charge of Trips</u>													
1. Arranging for team transportation - - - - -	2	22	5	15	41	6	6	14	59	2	7	61	15
2. Looking after equipment - - - - -	1	19	7	26	32	5	6	17	57	2	6	65	12
3. Providing eating accomodations - - - - -	1	29	6	25	24	6	10	15	64	3	7	60	15
4. Providing hotel accomodations - - - - -	3	49	7	19	7	8	14	20	53	4	5	59	17
5. Looking after conduct of team - - - - -	0	15	5	14	51	5	5	9	66	3	4	67	11
6. Controlling team followers - - - - -	1	32	12	11	28	6	14	25	40	3	9	66	17

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List of Activities	Frequency					Importance				Learned in School			
	B	N	Y	M	W	B	N	S	E	B	D	E	DI
<u>XIX. Officiating</u>													
1. Football officiating - - - - -	1	49	7	10	18	3	11	26	45	2	1	80	2
2. Basketball officiating - - - - -	1	45	3	13	23	3	10	25	47	2	1	80	2
3. Officiating at track meets - - - - -	1	33	22	10	19	2	10	29	44	1	1	80	3
4. Umpiring baseball games - - - - -	1	50	9	9	16	3	14	26	42	2	2	79	2
5. Officiating at swimming meets - - - - -	2	58	10	8	7	3	16	28	38	1	2	79	3
6. Officiating in other sports (tennis, boxing, etc.) - - - - -	1	55	13	7	9	5	14	27	39	2	5	77	4
<u>XX. Relations with Pupils</u>													
1. Encouraging pupils to maintain high scholarship - - - - -	0	2	4	10	69	0	2	10	72	0	8	64	13
2. Advising pupils on personal problems - - - - -	0	4	5	29	49	2	1	15	67	0	8	67	10
3. Settling disputes - - - - -	0	1	17	16	51	2	8	25	50	0	8	58	19
4. Removing friction between pupil and other faculty members - - - - -	1	16	18	11	39	2	8	22	53	1	9	59	17
5. Visiting homes, meeting parents - - - - -	0	10	25	34	16	2	5	24	54	0	14	56	15
6. Taking interest in pupils (visiting sick, etc.) - - - - -	0	8	25	20	32	0	2	25	58	0	9	59	17
7. Avoiding familiarity with pupils - - - - -	5	17	20	9	34	3	6	22	54	1	13	51	20
8. Setting proper example of conduct and character - - - - -	2	3	1	7	72	0	2	7	76	0	4	72	9
<u>XXI. Relations with Faculty and Board</u>													
1. Supporting policies of superintendent - - - - -	1	2	3	6	73	0	0	6	79	0	5	67	13
2. Attending faculty meetings - - - - -	1	1	5	18	60	0	1	12	72	0	8	61	16
3. Serving on faculty committees - - - - -	1	10	12	17	45	0	5	17	63	0	10	60	15
4. Cooperating with school nurse and physician - - - - -	1	4	5	12	63	0	0	9	76	0	6	69	10
5. Making reports to Principal, Superintendent, Board - - - - -	0	4	11	35	36	0	2	17	66	0	5	68	12

(Continued on next page)



(Continued from page 14)

List of Activities	Frequency					Importance				Learned in School			
	B	N	Y	M	W	B	N	S	E	B	D	E	DI
<u>XXII. Community Relations</u>													
1. Organizing scouts - - - - -	1	63	14	3	4	5	14	31	35	4	7	68	6
2. Directing scout work - - - - -	1	63	12	4	5	6	13	33	33	7	7	65	6
3. Organizing businessmen's recreation, volley ball, etc. - - - - -	0	50	16	4	15	4	8	31	42	3	6	69	7
4. Providing recreational swimming - - - - -	1	61	3	4	16	7	16	25	37	6	9	61	9
5. Promoting swimming meets, tennis tournaments, etc. - - - - -	1	45	8	11	20	4	11	27	43	4	2	75	4
6. Directing playground - - - - -	0	43	13	6	23	3	9	22	51	2	1	76	6
7. Organizing hiking, riding clubs - - - - -	1	63	5	13	3	6	17	33	29	5	11	58	11
8. Attending social affairs - - - - -	0	11	13	35	26	3	8	27	47	3	9	48	25
9. Taking part in church work - - - - -	0	29	27	13	16	5	9	32	39	4	10	54	27
10. Making contacts with homes - - - - -	0	21	21	30	13	3	8	29	45	2	8	48	27
<u>XXIII. Building Sportsmanship</u>													
1. Teaching players respect for rules of game - - - - -	1	0	2	2	80	0	0	5	80	1	1	79	4
2. Teaching players not to alibi - - - - -	1	1	2	8	74	0	0	7	78	1	4	73	7
3. Teaching players not to boast - - - - -	1	1	2	12	69	0	1	9	75	1	5	71	8
4. Teaching players to accept decision of official - - - - -	1	0	2	10	72	0	0	5	80	1	4	71	9
5. Teaching crowd to accept decision of official - - - - -	1	7	10	14	53	0	4	9	72	2	6	67	10
6. Promoting hospitality to visiting team - - - - -	1	5	2	14	63	1	2	5	77	3	2	71	9
7. Checking up on articles of sports reporters - - - - -	1	15	13	31	25	2	7	27	49	4	7	69	15
<u>XXIV. Safety Program</u>													
1. Helping organize safety patrols, etc. - - - - -	3	55	8	3	16	2	11	20	52	2	8	67	6
2. Making rules and taking measures to assure safety for pupils in gymnasium and on playgrounds - - - - -	2	7	4	9	63	1	0	9	75	2	1	69	3



TABLE II. PERCENTAGE OF HIGHEST POSSIBLE RATING SCORED BY EACH ACTIVITY. (1)

List of Activities	Fre- quency	Impor- tance	Learned in School
<b>I. <u>Administration</u></b>			
1. Determining objectives of physical education program	46.27	88.69	98.82
2. Making curriculum for physical education	48.62	92.85	96.47
3. Supervising janitors, care-takers	31.37	49.40	35.71
4. Looking after ventilation, sanitation of gymnasium	63.13	81.18	77.65
5. Scheduling games, meets for school teams	61.96	83.93	90.59
6. Making schedules for intramural competition	74.90	96.47	97.65
7. Conducting inter-school tournaments	60.39	82.35	89.41
8. Giving athletic awards and prizes	48.41	67.86	57.83

(Continued on next page)

(1)

Read the table thus: This means that item 1 on "Frequency" received 46.27% of the highest possible rating; on "Importance" item 1 received 88.69% of the highest possible score and on "Learned in School" it received 98.82% of the highest possible score.

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List of Activities	Fre- quency	Impor- tance	Learned in School
<b>II. <u>Supervision</u></b>			
1. Advising and directing assistant teachers	47.05	72.56	78.57
2. Controlling work of student leaders	78.96	87.19	85.54
3. Visiting classes, critic work	31.74	60.49	73.17
<b>III. <u>Classroom Teaching</u></b>			
1. Teaching of health subjects (Hygiene, etc.)	55.42	92.07	97.59
<b>IV. <u>Coaching School Teams</u></b>			
1. Teaching fundamentals of game	88.23	96.47	97.65
2. Giving plays and formations in team sports	80.00	90.47	96.47
3. Giving knowledge and application of rules	84.52	97.02	96.47
4. Planning practice sessions	82.74	92.85	95.29
5. Appointing and directing managers	69.02	79.76	77.65
6. Scouting	35.29	54.27	71.76
7. Securing officials	49.80	79.88	65.88
8. Getting officials approved	36.50	72.29	56.47

(Continued on next page)

(Continued from page 17)

List of Activities	Fre- quency	Impor- tance	Learned in School
<b>V. <u>Mental Attitude of Teams</u></b>			
1. Building up alertness in teams	82.54	94.12	89.29
2. Recognizing individual differences	90.87	97.02	91.67
3. Having team "ready" for game	90.08	95.18	89.29
4. Promoting friendly feeling on squad	91.27	96.38	86.90
5. Developing players' confidence in coach	90.76	95.24	86.90
6. Developing players' confidence in style of play	83.53	94.04	85.71
7. Developing players' confidence in themselves	88.09	94.04	86.90
8. Guarding against over-confidence	80.95	90.47	85.71
9. Developing team spirit	88.89	97.62	86.90
<b>VI. <u>Publicity</u></b>			
1. Supplying information to press	69.84	73.21	72.62
2. Giving public addresses	36.14	65.06	79.76
3. Giving public demonstrations of physical education	44.31	74.12	94.05
4. Distributing printed matter	31.74	45.83	45.12
5. Writing sports articles	28.54	53.57	68.29

(Continued on next page)

(Continued from page 18)

List of Activities	Fre- quency	Impor- tance	Learned in School
<b>VII. <u>Discipline</u></b>			
1. Securing obedience to training rules	71.19	87.35	80.49
2. Maintaining discipline in class	85.94	93.45	89.16
3. Securing obedience and snap on practice field	81.71	94.04	84.34
<b>VIII. <u>Teaching Physical Education Classes</u></b>			
1. Marching	44.44	60.24	91.25
2. Calisthenics	49.80	64.46	91.36
3. Light apparatus	23.69	53.56	90.12
4. Heavy apparatus	22.01	49.34	79.01
5. Games	87.30	94.70	100.00
6. Relays	55.16	84.12	97.59
7. Tumbling	48.41	72.89	92.68
8. Stunts	51.19	69.64	96.34
9. Dancing	30.08	65.66	90.12
10. Using student leaders	71.08	85.12	92.77
<b>IX. <u>Corrective Work</u></b>			
1. Examining and diagnosing defects	43.53	84.34	91.57
2. Giving specific exercise for defect	40.08	84.94	92.77

(Continued on next page)

(Continued from page 19)

List of Activities	Fre- quency	Impor- tance	Learned in School
3. Following up medical examination	49.59	89.37	82.72
4. Following up dental examination	34.94	82.93	76.54
5. Securing cooperation of pupil	58.23	92.07	80.72
6. Securing cooperation of parent	53.81	90.85	81.71
X. <u>Athletic Conditioning.</u> <u>Treatment of Injury</u>			
1. Regulating diet of team candidate	49.00	66.87	82.93
2. Advising on other training rules	65.46	80.72	96.30
3. Administration first aid to athletic injuries	83.73	97.03	100.00
4. Treating athletic injuries	76.30	93.37	98.78
5. Preventing injury (taping, proper equipment)	81.52	96.38	98.78
6. Knowing when boy is in shape to play	89.56	96.38	96.39
7. Preventing and caring for "gym itch", boils, athletes foot	88.47	96.38	100.00

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(Continued from page 20)

List of Activities	Fre- quency	Impor- tance	Learned in School
<b>XI. <u>Physical Tests and Measurements</u></b>			
1. Cooperating with M.D. or school nurse in medical examination of pupils	67.85	93.53	90.48
2. Cooperating with dentist or school nurse in dental examinations	45.10	87.65	74.12
3. Giving tests of physical fitness	48.63	77.98	84.71
4. Giving tests of athletic skill	65.10	81.17	95.29
5. Taking anthropometric measurements	17.46	56.79	70.59
<b>II. <u>Records</u></b>			
1. Recording grades of pupils	61.11	76.52	73.81
2. Checking attendance	78.97	92.77	72.62
3. Recording marks in physical tests and measurements	50.60	76.51	89.16
4. Keeping records of equipment issued	82.93	92.17	85.71
5. Keeping accounts, office books, etc.	47.22	69.51	64.29
6. Keeping records of publicity	39.28	59.26	51.19

(Continued on next page)

(Continued from page 21)

List of Activities	Fre- quency	Impor- tance	Learned in School
<b>XIII. <u>State Office, Athletic Associations</u></b>			
1. Making reports to state department	34.13	66.05	62.65
2. Making reports to athletic associations, or conference	34.53	66.67	65.06
3. Checking eligibility of team candidates	66.66	82.50	74.39
4. Assisting in studies of state department	36.18	71.25	64.29
<b>XIV. <u>Finances</u></b>			
1. Making a budget	30.19	77.74	86.90
2. Handling gate receipts or other incomes	32.53	67.28	69.88
3. Securing donations from outside school	6.74	39.87	48.81
4. Securing appropriations from school board	23.01	61.04	58.54
5. Handling finances of tournament	20.08	55.62	72.62
6. Handling sale of season tickets	25.79	58.12	66.67
7. Staging minstrel shows, etc. to raise funds	15.27	48.12	66.67

(Continued on next page)

(Continued from page 22)

List of Activities	Fre- quency	Impor- tance	Learned in School
<b>XV. <u>Purchasing Equipment</u></b>			
1. Checking up on stock and estimating needs	63.63	88.23	81.18
2. Apportioning funds to meet greatest needs	47.61	71.34	74.70
3. Securing best values for money spent	58.73	89.16	80.95
4. Securing replacements for defective materials	63.92	89.88	76.19
5. Dealing with traveling sales representatives	45.49	65.66	54.76
6. Dealing with local merchants	60.00	80.49	61.90
7. Ordering by catalog	29.41	47.49	38.10
8. Fitting equipment	52.94	80.59	69.05
<b>XVI. <u>Care of Plant and Equipment</u></b>			
1. Looking after laundry service	43.65	66.46	62.65
2. Marking fields, tennis courts	53.97	72.89	87.95
3. Sanitary control of pool (testing, chlorination)	28.57	76.22	88.89
4. Checking out equipment	68.62	97.06	82.14

(Continued on next page)

(Continued from page 23)

List of Activities	Fre- quency	Impor- tance	Learned in School
5. Taking care of repair of equipment	63.92	86.47	76.19
6. Storing equipment during off season	66.27	86.75	79.76
7. Looking after locker system or basket system	72.22	84.34	82.93
8. Appointing and supervising leaders in charge of equipment	63.10	82.53	78.05
XVII. <u>Construction of Gymnasium, Pool, Field</u>			
1. Advising on plans for new building	21.82	68.75	84.34
2. Laying out field, track, tennis court	39.21	77.97	91.67
3. Planning playground	31.74	78.31	91.67
4. Supervising construction	19.44	75.61	66.27
5. Setting up apparatus	28.62	79.27	82.14
6. Marking floors	30.12	64.63	84.52
XVIII. <u>Charge of Trips</u>			
1. Arranging for team transportation	63.45	83.54	73.49

(Continued on next page)

(Continued from page 24)

List of Activities	Fre- quency	Impor- tance	Learned in School
2. Looking after equipment	61.51	81.87	78.31
3. Providing eating accomo- dations	50.79	90.51	73.17
4. Providing hotel accomo- dations	26.83	81.82	72.84
5. Looking after conduct of team	72.94	88.12	81.71
6. Controlling team followers	46.82	66.45	80.49
<b>XIX. <u>Officiating</u></b>			
1. Football officiating	32.14	70.73	96.39
2. Basketball officiating	38.89	72.57	96.39
3. Officiating at track meets	39.28	70.48	95.24
4. Umpiring baseball games	29.77	67.07	95.18
5. Officiating at swimming meets	18.87	63.41	94.05
6. Officiating in other sports (tennis, boxing, etc.)	21.43	65.62	89.16
<b>XX. <u>Relations With Pupils</u></b>			
1. Encouraging pupils to maintain high scholarship	90.59	90.59	75.29

(Continued on next page)

(Continued from page 25)

List of Activities	Fre- quency	Impor- tance	Learned in School
2. Advising pupils on personal problems	80.00	89.76	78.82
3. Settling disputes	79.21	75.30	68.24
4. Removing friction between pupil and faculty	62.30	77.11	69.41
5. Visiting homes, meeting parents	55.29	79.52	65.88
6. Taking interest in pupils (visiting sick, etc.)	63.13	82.94	69.41
7. Avoiding familiarity with pupils	58.53	79.27	60.71
8. Setting proper example of conduct and character	92.77	93.53	84.71
<u>XXI. Relations With Faculty and Board</u>			
1. Supporting policies of superintendent	92.85	96.47	78.82
2. Attending faculty meetings	87.69	91.76	71.76
3. Serving on faculty committees	71.82	84.12	70.59
4. Cooperating with school nurse and physician	86.50	94.12	81.18
5. Making reports to Principal, Superintendent, Board	74.11	87.65	80.00

(Continued on next page)

(Continued from page 26)

List of Activities	Fre- quency	Impor- tance	Learned in School
<b>XXII. <u>Community Relations</u></b>			
1. Organizing scouts	12.70	63.12	83.95
2. Directing scout work	13.89	62.66	83.33
3. Organizing business mens' recreation - volleyball, baseball, etc.	27.06	70.99	84.15
4. Providing recreational swimming	23.41	63.46	77.22
5. Promoting swimming meets, tennis tournaments, etc.	35.71	69.75	92.59
6. Directing playground	36.86	75.61	91.57
7. Organizing hiking, riding clubs	15.87	57.59	73.50
8. Attending social affairs	63.13	74.39	58.54
9. Taking part in church work	39.61	68.75	66.67
10. Making contacts with homes	47.06	72.56	57.83
<b>XXIII. <u>Building Sportsmanship</u></b>			
1. Teaching players respect for rules of games	97.62	97.06	94.05

(Continued on next page)

(Continued from page 27)

List of Activities	Fre- quency	Impor- tance	Learned in School
2. Teaching players not to alibi	95.24	95.88	86.90
3. Teaching players not to boast	92.46	93.53	84.52
4. Teaching players to accept decision of official	94.44	97.06	84.52
5. Teaching crowd to accept decision of official	78.17	90.00	80.72
6. Promoting hospitality to visiting team	86.90	94.64	86.59
7. Checking articles of sports reporters	59.52	75.30	85.19
<b>XXIV. <u>Safety Program</u></b>			
1. Helping organize safety patrols, etc.	25.20	74.70	80.72
2. Making rules and taking measures to assure safety for pupils in gymnasium and on playgrounds	84.74	94.64	83.13

TABLE III. RANKING OF ACTIVITIES. COMPOSITE SCORES. (ACTUAL RANKINGS).

Name of Activities	No. of Activity	(1) Ranking of Activity Fre- quency	(2) Ranking of Activity Import- tance	(3) Ranking of Activity Learned in School
Teaching players respect for rules of games	XXIII-1	1	3	24
Preventing and caring for "gym itch", boils	X-7	14	12.5	2.5
Teaching fundamentals of game	IV-1	15	9	7.5
Knowing when boy is in shape to play	X-6	12	12.5	15
Games	VIII-5	18	18	2.5
Administration of first aid to athletic injuries	X-3	24	5	2.5
Recognizing individual differences	V-2	8	6.5	31
Teaching players not to alibi	XXIII-2	2	15	51.5

(Continued on next page)

(1)

Read the table thus: This means that the numbers in this column denote the place the activity ranked in the frequency of performance.

(2)

Read the table thus: This means that the numbers in this column denote the place the activity ranked in the importance of learning.

(3)

Read the table thus: This means that the numbers in this column denote the place the activity ranked in the necessity to be learned in teacher training.

(Continued from page 29)

Name of Activity	No. of Activity	Ranking of Activity  Fre- quency	Ranking of Activity  Importance	Ranking of Activity  Learned in School
Giving knowledge and application of rules	IV-3	25	6.5	12
Preventing injury (taping, proper equipment)	X-5	30	12.5	6
Teaching players to accept decision of official	XXIII-4	3	3	64
Having team ready for game	V-3	11	17	42.5
Promoting friendly feeling on squad	V-4	7	12.5	51.5
Developing team spirit	V-9	13	1	51.5
Developing players' confidence in coach	V-5	9	16	51.5
Setting proper example of conduct and character	XX-8	5	27	61.5
Planning practice sessions	IV-4	27	31.5	19.5
Teaching players not to boast	XXIII-3	6	27	64
Treating athletic injuries	X-4	38	30	2.5
Developing players confidence in themselves	V-7	16	24	51.5

(Continued on next page)

(Continued from page 30)

Name of Activity	No. of Activity	Ranking of Activity  Fre- quency	Ranking of Activity  Importance	Ranking of Activity  Learned in School
Making schedules for intramural competition	I-6	39	9	7.5
Maintaining discipline in class	VII-2	21	29	45
Supporting policies of superintendent	XX-1	4	9	91.5
Promoting hospitality to visiting team	XXIII-6	19	19.5	55
Giving plays and formations in team sports	IV-2	32.5	41.5	12
Building up alertness in teams	V-1	28	21.5	42.5
Developing players confidence in style of play	V-6	25	24	57
Making safety rules for playground and gymnasium	XXIV-2	22	19.5	71
Cooperating with school nurse and physician	XXI-4	20	21.5	79.5
Keeping records of equipment issued	XII-4	26	34	57
Securing obedience and snap on practice field	VII-5	29	24	66.5

(Continued on next page)

(Continued from page 31)

Name of Activity	No. of Activity	Ranking of Activity  Fre- quency	Ranking of Activity  Impor- tance	Ranking of Activity  Learned in School
Guarding against over-confidence	V-8	31	41.5	57
Encouraging pupils to maintain high scholarship	XX-1	10	59	102
Cooperation with M.D. and nurse in medical examinations	XI-1	49	27	38
Directing work of student leaders	II-2	36	54	59
Attending faculty meetings	XXI-2	17	37	115.5
Using student leaders	VIII-10	45	57	26.5
Teaching crowd to accept decision of official	XXIII-5	37	43	83
Advising pupils on personal problems	XX-2	32.5	45	91.5
Checking out equipment	XVI-4	48	3	75.5
Teaching of health	III-1	72	35.5	9.5
Checking attendance	XII-2	35	33	113
Looking after conduct of team	XVIII-5	41	50	77.5

(Continued on next page)

(Continued from page 32)

Name of Activity	No. of Activity	Ranking of Activity  Fre- quency	Ranking of Activity  Importance	Ranking of Activity  Learned in School
Advising on other training rules	X-2	52	74	18
Making reports to Superintendent, Board, Principal	XXI-5	40	51.5	87
Giving tests of athletic skill	XI-4	53	73	19.5
Looking after locker or basket system	XVI-7	42	59.5	72.5
Securing obedience to training rules	VII-1	44	53	85.5
Making curriculum for physical education	I-2	86	31.5	12
Relays	VIII-6	74	61.5	9.5
Scheduling games, meets for school team	I-5	63	63	37
Determining objectives of physical education program	I-1	94	48	5
Checking stock and estimating needs	XV-1	56	49	79.5
Storing equipment during off season	XVI-6	51	55	88.5

(Continued on next page)

(Continued from page 33)

Name of Activity	No. of Activity	Ranking of Activity  Fre- quency	Ranking of Activity  Importance	Ranking of Activity  Learned in School
Conducting inter-school tournaments	I-7	66	69	41
Securing cooperation of pupil	IX-5	71	35.5	83
Securing replacements for defective materials	XV-4	54.5	44	100.5
Securing best values for money spent	XV-5	69	47	81
Taking care of repair of equipment	XVI-5	54.5	56	100.5
Serving on faculty committees	XXI-5	43	61.5	117.5
Appointing and directing managers	IV-5	47	78	96.5
Securing cooperation of parent	IX-6	76	38	77.5
Appointing and directing leaders in charge of equipment	XVI-8	61	67	95
Checking team eligibility	XIII-5	50	68	104
Settling disputes	XX-5	34	92	124
Looking after ventilation, sanitation of gymnasium	I-4	59	72	96.5

(Continued on next page)

(Continued from page 34)

Name of Activity	No. of Activity	Ranking of Activity  Fre- quency	Ranking of Activity  Importance	Ranking of Activity  Learned in School
Looking after equipment	XVIII-2	64	70	94
Following up medical exam	IX-3	83	46	74
Arranging for team transportation	XVIII-1	57	64	108
Checking up on articles of sports reporters	XXIII-7	68	93	60
Examining and diagnosing defects	IX-1	100	59.5	33.5
Giving specific exercise for defect	IX-2	101	58	26.5
Stunts	VIII-8	78	110	17
Recording marks in physical tests and measurements	XII-3	80	88	45
Supplying information to press	VI-1	46	97	113
Taking interest in pupils	IX-6	59	65	120.5
Marking fields, tennis courts	XVI-2	75	98.5	47
Providing eating accommodations	XVIII-3	79	40	109.5
Tumbling	VIII-7	87.5	98.5	28

(Continued on next page)

(Continued from page 35)

Name of Activity	No. of Activity	Ranking of Activity  Fre- quency	Ranking of Activity  Importance	Ranking of Activity  Learned in School
Giving public demonstrations of physical education	VI-3	98	96	24
Recording grades of pupils	XII-1	65	87	106
Giving tests of physical fitness	XI-3	85	83	61.5
Laying out field, track, tennis courts	XVII-2	105	84	31
Removing friction between pupils and faculty members	XX-4	62	86	120.5
Basketball officiating	XIX-2	106	100	15
Cooperating with dentist or nurse in dental examination	XI-2	96	51.5	105
Calisthenics	VIII-2	81.5	127	35
Directing playground	XXII-6	107	90.5	33.5
Officiating at track meets	XIX-3	103.5	108	21
Fitting equipment	XV-8	77	75	122
Dealing with local merchants	XV-6	67	76	136
Planning playground	XVII-3	119	82	31
Visiting homes, meeting parents	XX-5	73	79	129.5

(Continued on next page)

(Continued from page 36)

Name of Activity	No. of Activity	Ranking of Activity  Fre- quency	Ranking of Activity  Impor- tance	Ranking of Activity  Learned in School
Football officiating	XIX-1	117	107	15
Regulating diet of team candidate	X-1	84	117	72.5
Avoiding familiarity with pupils	XX-7	70	80.5	137
Advising and directing assistant teachers	II-1	92	101.5	95
Promoting swimming meets, tennis meets, etc.	XX-5	111	109	29
Attending social affairs	XX-8	59	95	138
Marching	VIII-1	97	134	36
Securing officials	IV-7	81.5	77	129.5
Making budget	XIV-1	123	85	51.5
Following up dental exam	IX-4	113	66	99
Controlling team followers	XVIII-6	93	120	85.5
Sanitary control of pool	XVI-5	128	89	48
Apportioning funds to meet greatest needs	XV-2	89	104	103
Umpiring baseball games	XIX-4	125	116	22

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Name of Activity	No. of Activity	Ranking of Activity  Fre- quency	Ranking of Activity  Importance	Ranking of Activity  Learned in School
Setting up apparatus	XVII-5	127	80.5	75.5
Dancing	VIII-9	122	122.5	39.5
Organising business men's recreation	XXII-5	130	106	68
Providing hotel accomo- dations	XVIII-4	131	71	111
Keeping accounts, office books, etc.	XII-5	90	111	132.5
Giving public addresses	VI-2	110	125	88.5
Helping organize safety patrols	XXIV-1	133	94	85
Marking floors	XVII-6	124	126	64
Making contacts with homes	XXII-10	91	101.5	140.5
Officiating at swimming meets	XIX-5	142	129	24
Officiating in other sports	XIX-6	139	124	45
Taking part in Church work	XXII-9	102	112.5	126.5

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Name of Activity	No. of Activity	Ranking of Activity  Fre- quency	Ranking of Activity  Impor- tance	Ranking of Activity  Learned in School
Advising on plans for new building	XVII-1	138	112.5	66.5
Giving athletic awards	I-8	87.5	114	140.5
Looking after laundry service	XVI-1	99	119	134.5
Assisting in studies of state department	XIII-4	109	105	132.5
Handling gate receipts or other incomes	XIV-2	116	115	119
Light apparatus	VIII-5	134	142	39.5
Making reports to athletic associations, conferences	XIII-2	114	118	131
Dealing with traveling sales representatives	XV-5	95	122.5	145
Visiting classes, critic work	II-3	119	133	109.5
Getting officials approved	IV-8	108	103	142
Providing recreational swimming	XXII-4	135	128	98
Making reports to state department	XIII-1	115	121	134.5

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Name of Activity	No. of Activity	Ranking of Activity  Fre- quency	Ranking of Activity  Importance	Ranking of Activity  Learned in School
Scouting	IV-6	112	140	115.5
Supervising construction	XVII-4	141	90.5	126.5
Directing scout work	XXII-2	146	151	70
Organizing scouts	XXII-1	147	130	69
Handling sale of season tickets	XIV-6	132	156	126.5
Writing sports articles	VI-5	129	141	123
Heavy apparatus	VIII-4	137	144	90
Keeping records of publicity	XII-6	103	135	144
Handling finances of tournament	XIV-5	140	139	113
Organizing hiking, riding clubs	XXII-7	144	137	107
Taking anthropometric measurements	XI-5	143	138	117.5
Securing appropriations from the board	XIV-4	136	132	138.5
Staging minstrel shows, etc. to raise funds	XIV-7	145	145	126.5

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Name of Activity	No. of Activity	Ranking of Activity  Fre- quency	Ranking of Activity  Impor- tance	Ranking of Activity  Learned in School
Distributing printed matter	VI-4	119	147	146
Supervising janitors or caretakers	I-3	121	143	148
Ordering by catalog, sample	XV-7	126	146	147
Securing donations from outside school	XIV-3	148	148	145

TABLE IV. RANKING OF ACTIVITIES. COMPOSITE SCORES. (DECILE RANKINGS).

Name of Activity	No. of Activity	(1) Decile Range on Fre- quency	(1) Decile Range on Impor- tance	(1) Decile Range on Learned in School
Teaching players respect for rules of games	XXIII-1	10	10	9
Preventing and caring for "gym itch", boils	X-7	10	10	10
Teaching fundamentals of game	IV-1	10	10	10
Knowing when boy is in shape to play	X -6	10	10	10
Games	VIII-5	9	9	10
Administration of first aid to athletic injuries	X-3	9	10	10
Recognizing individual differences	V-2	10	10	8
Teaching players not to alibi	XXIII-2	10	10	7
Giving knowledge and application of rules	IV-3	9	10	10
Preventing injury (taping, proper equipment	X-5	9	10	10
Teaching players to accept decision of official	XXIII-4	10	10	6

(Continued on next page)

(1)

Read the table thus: This means that the numbers in these columns denote the place the activities ranked as a group. The number 10 indicates activities placing in the highest 10% while the number 1 indicates the activities ranking in the lowest 10%.

(Continued from page 42)

Name of Activity	No. of Activity	Decile Range on Fre- quency	Decile Range on Importance	Decile Range on Learned in School
Having team ready for game	V-3	10	9	8
Promoting friendly feeling on squad	V-4	10	10	7
Developing team spirit	V-9	10	10	7
Developing players' confidence in coach	V-5	10	9	7
Setting proper example of conduct and character	XX-8	10	9	6
Planning practice sessions	IV-4	9	8	9
Teaching players not to boast	XXIII-3	10	9	6
Treating athletic injuries	X-4	8	9	10
Developing players' confi- dence in themselves	V-7	9	9	7
Making schedules for intramural competition	I-6	8	10	10
Maintaining discipline in class	VII-2	9	9	8
Supporting policies of superintendent	XX-1	10	10	4
Promoting hospitality to visiting team	XXIII-6	9	9	7

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(Continued from page 43)

Name of Activity	No. of Activity	Decile Range on Fre- quency	Decile Range on Impor- tance	Decile Range on Learned in School
Giving plays and forma- tions in team sports	IV-2	8	8	10
Building up alertness in teams	V-1	9	9	8
Developing players' confi- dence in style of play	V-6	9	9	7
Making rules for safety on playground and in gymnasium	XXIV-2	9	9	6
Cooperating with school nurse and physician	XI-4	9	9	5
Keeping records of equip- ment issued	XII-4	9	8	7
Securing obedience and snap on practice field	VII-3	9	9	6
Guarding against over-confidence	V-8	8	8	7
Encouraging pupils to maintain high scholarship	XX-1	10	8	4
Cooperating with M.D. and nurse in medical examina- tions	XI-1	7	9	8
Directing work of student leaders	II-2	8	7	7

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(Continued from page 44)

Name of Activity	No. of Activity	Decile Range on Fre- quency	Decile Range on Impor- tance	Decile Range on Learned in School
Attending faculty meetings	XXI-2	9	8	3
Using student leaders	VIII-10	8	7	9
Teaching crowd to accept decision of official	XXIII-5	8	8	5
Advising pupils on personal problems	XX-2	8	8	4
Checking out equipment	XVI-4	7	10	5
Teaching of health	III-1	6	8	10
Checking attendance	XII-2	8	8	3
Looking after conduct of team	XVIII-5	8	7	5
Advising on other training rules	X-2	7	6	9
Making reports to Superintendent, Board, Principal	XXI-5	8	7	5
Giving tests of athletic skill	XI-4	7	6	9
Looking after locker or basket system	XVI-7	8	7	6

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Name of Activity	No. of Activity	Decile Range on Fre- quency	Decile Range on Impor- tance	Decile Range on Learned in School
Securing obedience to training rules	VII-1	8	7	5
Making curriculum for physical education	I-2	5	8	10
Relays	VIII-6	6	6	10
Scheduling games, meets for school teams	I-5	6	6	8
Determining objectives of physical education program	I-1	4	7	10
Checking stock and estimating needs	XV-1	7	7	5
Storing equipment during off season	XVI-6	7	7	5
Conducting inter-school tournaments	I-7	6	6	8
Securing cooperation of pupil	IX-5	6	8	5
Securing replacements for defective materials	XV-4	7	8	4
Securing best values for money spent	XV-3	6	7	5
Taking care of repair of equipment	XVI-5	7	7	4

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Name of Activity	No. of Activity	Decile Range on Fre- quency	Decile Range on Impor- tance	Decile Range on Learned in School
Serving on faculty committees	XXI-5	8	7	3
Appointing and directing managers	IV-5	7	5	4
Securing cooperation of parent	IX-6	5	8	5
Appointing and directing leaders in charge of equipment	XVI-8	6	6	4
Checking team eligibility	XIII-3	7	6	4
Settling disputes	XX-3	8	4	2
Looking after ventilation, sanitation of gymnasium	I-4	7	6	4
Looking after equipment	XVIII-2	6	6	4
Following up medical exam	IX-3	5	7	6
Arranging for team trans- portation	XVIII-1	7	6	3
Checking up on articles of sports reporters	XXIII-7	6	4	7
Examining and diagnosing defects	IX-1	4	7	8

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Name of Activity	No. of Activity	Decile Range on Fre- quency	Decile Range on Importance	Decile Range on Learned in School
Giving specific exercise for defect	IX-2	4	7	9
Stunts	VIII-8	5	3	9
Recording marks in physical tests and measurements	XII-3	5	5	8
Supplying information to press	VI-1	7	4	3
Taking interest in pupils	XX-6	7	6	2
Marking fields, tennis courts	XVI-2	6	4	7
Providing eating accomoda- tions	XVIII-3	5	8	3
Tumbling	VIII-7	5	4	9
Giving public demonstra- tions of physical education	VI-3	4	4	9
Recording grades of pupils	XII-1	6	5	3
Giving tests of physical fitness	XI-3	5	5	6
Laying out field, track, tennis courts	XVII-2	4	5	8

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(Continued from page 48)

Name of Activity	No. of Activity	Decile Range on Fre- quency	Decile Range on Impor- tance	Decile Range on Learned in School
Removing friction between pupils and faculty members	XX-4	6	5	2
Basketball officiating	XIX-2	3	4	10
Cooperating with dentist or nurse in dental examination	XI-2	4	7	4
Calisthenics	VIII-2	5	2	8
Directing playground	XXII-3	3	4	8
Officiating at track meets	XIX-3	4	3	9
Fitting equipment	XV-8	5	6	2
Dealing with local merchants	XV-6	6	5	1
Planning playground	XVII-3	3	5	8
Visiting homes, meeting parents	XX-5	6	5	2
Football officiating	XIX-1	3	3	10
Regulating diet of team candidate	X-1	5	3	6
Avoiding familiarity with pupils	XX-7	6	5	1
Advising and directing assistant teachers	II-1	4	4	4

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Name of Activity	No. of Activity	Decile Range on Fre- quency	Decile Range on Impor- tance	Decile Range on Learned in School
Promoting swimming meets, tennis meets, etc.	XX-5	3	3	9
Attending social affairs	XX-8	7	4	1
Marching	VIII-1	4	2	8
Securing officials	IV-7	5	5	2
Making budgets	XIV-1	2	5	7
Following up dental exam	IX-4	3	6	4
Controlling team followers	XVIII-6	4	3	5
Sanitary control of pool	XVI-3	2	5	7
Apportioning funds to meet greatest needs	XV-2	5	4	4
Umpiring baseball games	XIX-4	2	3	9
Setting up apparatus	XVII-5	2	5	5
Dancing	VIII-9	2	2	8
Organizing business men's recreation	XXII-3	2	3	6
Providing hotel accomo- dations	XVIII-4	2	6	3
Keeping accounts, office books, etc.	XII-5	5	3	2

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Name of Activity	No. of Activity	Decile Range on Fre- quency	Decile Range on Impor- tance	Decile Range on Learned in School
Giving public addresses	VI-2	3	2	5
Helping organize safety patrols	XXIV-1	2	4	5
Marking floors	XVII-6	2	2	6
Making contacts with homes	XXII-10	4	4	1
Officiating at swimming meets	XIX-5	1	2	9
Officiating in other sports	XIX-6	1	2	8
Taking part in church work	XXII-9	4	3	2
Advising on plans for new building	XVII-1	1	3	6
Giving athletic awards	I-8	5	3	1
Looking after laundry service	XVI-1	4	3	2
Assisting in studies of state department	XIII-4	3	4	2
Handling gate receipts or other income	XIV-2	3	3	3
Light apparatus	VIII-3	2	1	8

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Name of Activity	No. of Activity	Decile Range on Fre- quency	Decile Range on Impor- tance	Decile Range on Learned in School
Making reports to athletic associations, conferences	XIII-2	3	3	2
Dealing with traveling sales representatives	XV-5	4	2	1
Visiting classes, critic work	II-3	3	2	3
Getting officials approved	IV-8	3	4	1
Providing recreational swimming	XXII-4	2	2	4
Making reports to state department	XIII-1	3	2	2
Scouting other teams	IV-6	3	1	3
Supervising construction	XVII-4	1	4	2
Directing scout work	XXII-2	1	2	6
Organizing scouts	XXII-1	1	2	6
Handling sale of season tickets	XIV-6	2	1	2
Writing sports articles	VI-5	2	1	2
Heavy apparatus	VIII-4	1	1	5
Keeping records of publicity	XII-6	4	2	1

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Name of Activity	No. of Activity	Decile Range on Fre- quency	Decile Range on Impor- tance	Decile Range on Learned in School
Handling finances of tournament	XIV-5	1	1	3
Organizing hiking, riding clubs	XXII-7	1	1	3
Taking anthropometric measurements	XI-5	1	1	3
Securing appropriations from the board	XIV-4	1	2	1
Staging minstrel shows, etc. to raise funds	XIV-7	1	1	2
Distributing printed matter	VI-4	3	1	1
Supervising janitors or care-takers	I-3	2	1	1
Ordering by catalog, sample	XV-7	2	1	1
Securing donations from outside school	XIV-3	1	1	1

TABLE V. A COMPARISON OF THE CURRICULUM IN HEALTH AND PHYSICAL EDUCATION AT MICHIGAN STATE COLLEGE WITH THE STANDARDS RECOMMENDED BY THE NATIONAL COMMITTEE OF PROFESSIONAL EDUCATION IN HEALTH AND PHYSICAL EDUCATION.(1)

Courses	Courses Recommended by National Study Committee (in Term Hours)	Courses Required at Michigan State College (in Term Hours)	Variations at Michigan State College
<b>A. <u>Academic</u></b>			
English	(2) 0	9	
Military Science	0	9	
Journalism	0	2	
Speech	<u>0</u>	<u>3</u>	
TOTAL - <u>Academic</u>	0	23	
<b>B. <u>Basic Sciences</u></b>			
Biology	9	0	
Chemistry	9	15-17	
Physics	0	0	Recommended as elective
Anatomy	4½	3	
Physiology	9	12	Kinesiology
Psychology	4½	0	See Professional Education-C

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(1) Committee Report: National Study of Professional Education in Health and Physical Education. Research Quarterly Vol. 6. December 1935. No. 4 pp. 57-61

(2) Read the table thus: This means that the National Study Committee makes no recommendations.

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Courses	Courses Recommended by National Study Committee (in Term Hours)	Courses Required at Michigan State College (in Term Hours)	Variations at Michigan State College
Sociology	4½	0	
Bacteriology	0	3	
Foods and Nutrition	<u>0</u>	<u>3</u>	
TOTAL - <u>Basic Sciences</u>	41	26-38	
<u>C. Professional Education</u>			
Educational Sociology	4½	0	
Introduction to Education	3	0	
History of Education	4½	3	
Educational Psychology	4½	4	
Introduction to Statistical Methods	4½	3	
Elementary Education	4½	0	
Secondary Education	4½	0	
Practice Teaching	6	8	Elective for Certification
Science of Education	0	3	
Psychology	0	4	
Administration of Physical Education	0	3	

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Courses	Courses Recommended by National Study Committee (in Term Hours)	Courses Required at Michigan State College (in Term Hours)	Variations at Michigan State College
Electives	<u>0</u>	<u>2</u>	
TOTAL - <u>Professional Education</u>	36	30	
D. <u>Health and Physical Education</u>			
Interpretation and Objectives	4½	3	
Nature of Play	3	3	
Growth and Development	4½	3	
Physical Education Tests	3	2	Test and Measurements
Interpretation Health Examination	3	0	
Mechanical Anatomical Analysis of Activities	3	2	
Mechanical Analysis of Activities	3	0	
Physiology of Activity	3	3	
Activity Skills	9	29	
Special Methods	10½	-	Included in Activity Skills

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Courses	Courses Recommended by National Study Committee (in Term Hours)	Courses Required at Michigan State College (in Term Hours)	Variations at Michigan State College
Leadership Organization	3	0	Comes under nature of play
Leadership in Protective Practices	3	2	
Teaching Health	3	3	
Intramural Athletics	0	3	
Technique of Officiating	0	2	
Administration of Physical Education	4½	0	See Professional Education-C
Playground Supervision	0	2	
Introduction to Physical Education	3	0	
Hygiene	<u>9</u>	<u>3</u>	
TOTAL - <u>Health and Physical Education</u>	72	60	

TABLE VI. SUMMARY OF COMPARISON OF NATIONAL STUDY COMMITTEE WITH MICHIGAN STATE COLLEGE.

Courses	Total Number Term Hours as Recommended by National Study Committee	Total Number Term Hours as Required by Michigan State College
Academic	0	23
Basic Science	40½	36-38
Professional Education	36	30
Health and Physical Education	<u>72</u>	<u>59</u>
GRAND TOTAL	148½	148-150
Available Electives	51½	52-50

In the committee's report, practice teaching is classified as physical education, and hygiene is classified as a basic science.

#### IV. Summary.

The conclusions as revealed in the foregoing study show the importance of (1) teaching social values of athletics, (2) psychology in athletics, (3) the emphasis placed upon the treatment of athletic injuries, and (4) coaching school teams.

The successful teacher of physical education places more emphasis upon the social values as indicated by the ranking of activities. The emphasis given to teaching players to respect the rules of the game, to accept decisions, and not to boast or alibi was a strong indication to support such a belief. The promotion of hospitality to the visiting team ranked high and should be a responsibility of the athletic director.

The recognition of ability and of individual differences received the highest score. This would seem to indicate the importance of the study of individual differences in students. The coach should have training in developing confidence and cooperation, and also alertness.

The health and general well-being of the boys was another of the essentials which should receive major attention according to this analysis. The prevalent disease "athlete's foot" must be prevented and those that have it must be treated. The administration of First Aid was considered very important; therefore, teacher training should include training in First Aid and preventive taping. Less emphasis was placed upon knowledge of diets and the giving of advice on general training.

The importance of knowing the fundamentals of the sport was emphasized in Table III, p. 29. In Michigan the sports which attract major attention were basketball, baseball, football, and track, in the order named.<sup>(1)</sup> With the large number of schools conducting athletic programs it should be of paramount importance to have a teacher of physical education who is well versed in all games taught. The training necessarily includes rules and their application, the organization of practice sessions, and some training in directing student managers. No importance was given to scouting other teams, as shown by the ranking in Table III, p. 40. The securing of officials received a low ranking but some training in this activity may be useful.

The importance of teaching games in physical education was indicated by its high ranking, being fifth in the list of one hundred forty-eight activities. Relays, being of less importance, ranked forty-eighth in one hundred forty-eight and was followed in rank by stunts and tumbling. Marching and calisthenics also ranked high enough to warrant a limited amount of attention. Heavy and light apparatus work was low in rankings. While it is doubtful if heavy apparatus work should be taught, it was indicated that light apparatus work should be included in teacher training.

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(1) Michigan High School Athletic Association Bulletin. No. 2, Vol. XIII. October, 1936.

Intramural schedules received more attention than the scheduling of games, meets and inter-school tournaments for school teams. The importance for the determining of objectives and making a curriculum showed a high score in teacher training, but the infrequency with which these activities were performed tends to lower their rankings. The conducting of inter-school tournaments was of little importance, as was the handling of finances. The teacher of physical education, in most cases, had very little to do with such matters. However, the making of a budget should be included in teacher training, as indicated in the learning column. The keeping of records was not strongly indicated, the most important being that of keeping records of equipment issued and checking attendance.

The extension of safety to the gymnasium and to the playground was very important. While the teacher of physical education did not indicate that these rules could be taught in teacher training, the frequency that rules were put into effect did give safety an essential place in the work of the teacher of physical education. However, helping to organize safety patrols did not receive high ranking. It is apparent that this work, as yet, was somewhat out of the general scope of the work performed by the coach.

Since there was some emphasis placed upon the use and control of student leaders, teacher training should include work and information in this direction.

The teaching of health subjects was very essential. The frequency of teaching health subjects was low, but its importance in the physical education curriculum was necessary as indicated by the upper ten per cent rating it received in the "Learned in School" column. According to the replies received, more than two periods per week were devoted to the teaching of health. The teaching of other subjects ranked much higher being 8.47 periods per week. The importance of health was also showed by the emphasis placed upon the work of the nurse and the medical doctor and the necessity of securing pupil and parent cooperation.

Corrective work did not rank high in frequency of performance but it did rank high in desirability of learning and in importance. The indication was that the teachers of physical education do recognize the desirability of such work even if they do not perform such tasks.

The training in officiating was important and should be learned in school, as indicated by the ranking the various sports received. The sports, basketball and football, were in the first ten percentile while baseball, track, and swimming were in the second percentile. The other sports were ranked in the third percentile.

The knowledge in the construction of gymnasiums, fields, courts, and pools was quite strongly indicated. Such work as supervising construction was not performed frequently, but advice from the teacher of physical education on some problems may be worthwhile. The athletic director should at least know where to secure necessary information, should the need arise.

There was evidence that the teacher of physical education plays an important part in his relationship with the pupils and faculty. The setting of proper examples of conduct and character, advising pupils on personal problems, taking interest in pupils, encouraging pupils to maintain high scholarship, supporting the policies of the superintendent, and serving on committees ranked high. These activities were not easily taught in teacher training, but their importance must be emphasized.

Taking charge of boys on trips is not easily adapted to school training but the responsibility of team conduct must be stressed because of the part the coach has in it.

Among the other activities which were essential but not readily learned in school were activities which dealt with the physical education plant itself. Among the things which may be taught in teacher training were included the problems which arise in relation to laundry service, care of lockers or basket system, storage, repair of equipment, purchasing of equipment, and the marking of floors and fields. The sanitary control of the pool received a high ranking in the training program but the frequency of performance was in the lower twenty percentile.

The coefficient of correlation between this and Voltmer's study was .87, as determined by the rank-differences method. There were some important differences. (1) In this study serving on faculty committees ranks fifty-six points higher than in Voltmer's study. Attending faculty

meetings ranked fifty-five points higher. This may be a trend toward more cooperation within the school than as was expressed in the past.

(2) The use and control of student leaders was scored forty-eight points higher in this study than in Voltmer's. The idea of using students in developing leadership may be expressed by this result.

(3) The development of community relations scored higher in this study than in Voltmer's. An important factor was noted when it was found that organizing business men's recreation ranked thirty-four points higher in the writer's study. Promoting community swimming ranked thirty-three points higher. This may show that more emphasis is being placed on the development of a community relations program.

The other activities coming under the above heading which scored a higher ranking in this study were: (a) directing playground, (b), giving public demonstrations in physical education, (c) attending social affairs, and (d) giving public addresses. (4) More importance is given to the health of the pupil as indicated by the higher rankings in the following activities: (a) securing cooperation of parent and pupil in corrective work, (b) securing cooperation of pupil in other health activities, and (c) cooperating with school nurse and physician.

More than two periods per week were spent in teaching health. In Voltmer's study less than one period was spent per week in the teaching of health. (5) More emphasis was placed upon the pupils in their relation to the school and society. In intramural competition, the pupils secured more socialization. The advance standing of games taught

in physical education and the teaching of skills showed that teachers are trying to give the pupils something they may do outside of school. The activities, teaching players respect for the rules of the game, teaching players not to boast and alibi, teaching players to accept decisions, setting proper examples of conduct and character, all rank higher in this study. There was a strong indication to support the belief that the trend was towards higher social values. There was more emphasis expressed in the relation with pupils such as the making of contacts with the homes and visiting the parents. The teaching of dancing was scored thirty-three points higher than in Voltmer's study and may also be classed under the development of social activities. There was also more emphasis placed upon conducting inter-school tournaments.

While social values ranked higher in this study than did intramural athletics and games, there was less emphasis placed upon the athletic teams. In the author's study all activities which deal with the development of winning teams ranked lower. These include building up alertness in teams, guarding against over-confidence, giving plays in team sports, developing confidence in style of play, securing obedience and snap on the practice field, securing obedience to training rules, regulating diet of team candidate, football officiating, scheduling games for school teams, giving athletic awards and prizes, appointing and handling managers, supplying information to the press, and scouting. In Voltmer's study winning teams were most important in

securing promotions and in securing higher salaries. The author found that professional training ranked first. The trend as indicated by this comparison may be to higher social values than to winning teams.

Another factor was that of gymnasium activities in which the teaching of calisthenics, marching, heavy apparatus, and light apparatus were scored lower. The scores were forty-seven, fifty-five, forty-two and forty respectively. Among other activities which ranked lower were (1) getting officials approved and securing officials, (2) fitting equipment, (3) dealing with traveling salesmen, (4) attending to sanitation of gymnasium, (5) critic work and advising and directing assistant teachers, (6) providing hotel accommodations for teams, (7) making reports to principal, superintendent, and board, (8) marking floors, (9) apportioning funds to meet greatest needs, and (10) giving tests in physical fitness and marks in tests and measurements.

The following observations regarding the physical education curriculum at Michigan State College may be noted:

(1) Physical Education 315 - "History and Principles of Physical Education" - has been removed from the curriculum.

(2) Physical Education 319 - "Anthropometry and Physical Examinations" has been changed to "Tests and Measurements in Physical Education." The importance of such a step may be noted when the ranking of anthropometric measurements in the activity analysis is studied, Table III, p. 40.

(3) Physical Education 313 - "Organization and Administration" is now given as "Principles and Methods"

(4) Physical Education 460 - "Technique of Officiating" formerly a one credit course, has been made into a two credit course. This eliminated a course entitled, "Technique of Officiating."

(5) Courses in Physics are not required but are strongly recommended as electives.

(6) Mathematics 407 - "Statistics" has been added. This is a step toward meeting the recommendations of the National Study Committee.

(7) Physiology 319 - "Physiology of Muscular Activity" has been added. This is another step toward meeting the National Study Committee's recommendations.

(8) Physiology 317 - "Kinesiology" though given under the Department of Physiology may be classed in the scope of Anatomy.

(9) Education 302 - "Science of Education" is now a three credit course instead of five.

(10) Education 407 - "Educational Psychology" is now four credits instead of five.

## V. Conclusions.

The following suggested changes in the physical education curriculum at Michigan State College may be desirable, as supported by the standards of the National Study Committee and the activity analysis:

(1) Add courses in Sociology. The National Study Committee recommends nine term hours but the physical education curriculum at Michigan State College does not contain any. The activity analysis brings out the necessity of such training.

(2) More training should be given in the teaching of hygiene as indicated by the study made and the standards recommended by the National Study Committee. The committee suggests that nine hours be included in teacher training but the curriculum at Michigan State College now contains three.

(3) Reduce the hours required for Chemistry. There is no evidence to support the belief that so much Chemistry is necessary.

(4) Add courses in Biology to meet the standards recommended by the National Study Committee.

The physical education curriculum at Michigan State College is quite adequately organized as compared with the standards recommended by the National Study Committee, in Table V., p. 54. The course in Bacteriology required by the Department of Physical Education may be important as indicated by the analysis. The emphasis should be placed

upon pool sanitation, treatment of diseases, and the teaching of health. The course in "Food and Nutrition" is not recommended by the National Study Committee but is required by the Department of Physical Education. There is, however, a doubt as to whether this course is necessary. In the analysis it is found that less emphasis was placed upon regulating and advising on diets. The essential points on nutrition could probably be taught in a health or hygiene course.

Two courses are required in psychology and the training in such studies cannot be over emphasized when the activity analysis is studied and the importance of psychology observed.

## VI. List of References

Committee Report: National Study of Professional Education  
in Health and Physical Education.  
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Michigan High School Athletic Association Bulletin. No. 2,  
Vol. XIII. October, 1936.

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VII. Appendix.

TABLE VII. SCHOOLS ATTENDED BY TEACHERS

Name of School	Location	Frequency
University of Michigan	Michigan	26
Michigan State College	Michigan	18
Michigan State Normal	Michigan	17
Western State Teachers College	Michigan	15
Wayne University	Michigan	7
University of Detroit	Michigan	4
University of Illinois	Illinois	3
Central State Teachers College	Michigan	2
Northern State Teachers College	Michigan	2
Northwestern	Illinois	2
Albion College	Michigan	1
College of Physical Education	Illinois	1
College of Physical Education	Massachusetts	1
Dearborn Medical	Michigan	1
Detroit College of Law	Michigan	1
Kalamazoo College	Michigan	1
Lawrence College	Wisconsin	1
LaCrosse State College	Wisconsin	1

(Continued on next page)

(Continued from page 71)

Name of School	Location	Frequency
Superior Normal	Wisconsin	1
University of Wisconsin	Wisconsin	1
Columbia University	New York	1
University of New York	New York	1
College of Pacific	California	1
University of Southern California	California	1
Georgetown College	Kentucky	1
University of Chicago	Illinois	1
Marshall College	West Virginia	1
University of Yale	Connecticut	1
Notre Dame	Indiana	1
Iowa State Teachers College	Iowa	1

One teacher stated that he had secured special training in Canada and England. Eight teachers stated they had a Master's Degree. Six teachers stated that nearly all requirements were completed for their advanced degrees. Many indicated that they had taken summer work but did not indicate that they were working for the higher degree.

The average number of years taught was 10.4. The range of years taught extended from 1 to 29; The most frequent tenure being 8 years while the median was 9 years.

TABLE VII. FACTORS OF IMPORTANCE IN SECURING BETTER POSITIONS.

Factors	Frequency
Professional training	28
Willingness (interest, time, work)	20
Cooperation	15
Personality (in and out of school)	15
Good publicity (public relations	15
Successful teams	13
Progress in present position	12
Making contacts of every kind	11
Experience	8
Ability	7
Character	7
Professional attitude	6
Efficiency (promptness)	6
Handling pupils	5
Careful of details	5
Loyalty and service to school	3
Excellent intramural program	3
Knowledge of present day practices	3
Good location	2

(Continued on next page)

(Continued from page 73)

Factors	Frequency
Leadership	2
Initiative in looking for promotion	2
Adaptability	2
Do not talk too much	1
Responsibility	1
Supervision in lower grades	1
Better demonstrations in physical education	1
Working in harmony with boys	1
Recognizing individual differences	1
Do not try to run school	1
Mind own business	1
Good facilities	1
Keep monthly record of activity	1
Luck	1
Politics	1
Pull	1
Good appearance	1
Good terms with sporting salesmen and companies	1

(Continued on next page)

(Continued from page 74)

Factors	Frequency
Value as an extra-class (curricular) adviser	1
Record (teaching)	1
Influential friends	1
Doing better than other fellow	1
Contacts with other people in same or allied fields	1
School a center of community	1
Rotate teachers	1
Higher standards for men in the field	1

#### Selected Statements from Teachers

##### Indicating Factors Influencing Salary Increase

"Any teacher who proves himself valuable will command a better salary and position."<sup>(1)</sup>

"Give more time and effort to your job than anyone has a right to expect of you and at least keep even or ahead of the rapid changing trends in education."<sup>(2)</sup>

"Advanced training. Personality. Knowledge regarding your work."<sup>(3)</sup>

---

(1) Carr, C. H. Director of Physical Education, Marshall.

(2) Murrar, Roy J. Director of Physical Education, Saginaw.

(3) Stoddard, A. E. Supervisor of Physical Education for Boys in Junior and Senior High School, Kalamazoo

"Cooperation. Promote harmony. Advanced education."<sup>(1)</sup>

"Reputation of having been successful in other position.  
Additional schooling."<sup>(2)</sup>

"Training. Experience. Contacts."<sup>(3)</sup>

"Professional attitude. Professional training leading to  
higher degrees a requisite as in any other teaching branch. Equal  
participation, socially, spiritually and culturally with other teachers  
in all endeavors in the educative process."<sup>(4)</sup>

"Ability to sell yourself. Character. Winning teams."<sup>(5)</sup>

"Advance schooling and self improvement."<sup>(6)</sup>

- 
- (1) Beam, J. M. Supervisor of Elementary Physical Education,  
Battle Creek.
  - (2) Draper, D. M. Central High School, Detroit
  - (3) Treads, M. Director of Physical Education, Ironwood
  - (4) Wuesthoff, E. Denby High School, Detroit
  - (5) Jenks, A. E. Director of Athletics, Dimondale
  - (6) Vander Meulen, N. West Junior High School, Lansing



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