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A proposed program for specialized teacher training in physical education at the University of Richmond, Virginia

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A PROPOSED PROGRAM FOR SPECIALIZED TEACHER
TRAINING IN PHYSICAL EDUCATION AT
THE UNIVERSITY OF RICHMOND,
VIRGINIA

BY

RICHARD ELMER HUMBERT

A THESIS
SUBMITTED TO THE GRADUATE FACULTY
OF THE UNIVERSITY OF RICHMOND
IN CANDIDACY
FOR THE DEGREE OF
MASTER OF SCIENCE IN EDUCATION

JUNE 1947

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*Approved
E. H. Overton 5/15/47*

PREFACE

The purpose and scope of this paper is to show how the University of Richmond can (1) be of a more genuine service to the state and the community; (2) fulfill the desires and needs of the students who are pursuing a vocation in Physical Education; and (3) train better and prepare the student who desires to instruct and administer Health Education in our schools and communities.

The writer wishes to express his appreciation to Dr. Edward F. Overton, Education Department Head of the University of Richmond, Virginia, for his guidance and direction in this thesis. The writer also wishes to extend his acknowledgment and appreciation to Athletic Director Malcolm U. Pitt of the University of Richmond, Virginia for his constructive contributions and suggestions. The seminar class consisting of Mr. Charles E. Cooley, Mr. Jennings B. Springer, and Mr. Karl H. Stutzman read this thesis and made many helpful comments.

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CHAPTER I

PURPOSE AND SCOPE

In Virginia today there are 567 public high schools and 54 private secondary schools all of which have or need administrators and instructors properly trained in physical education.¹ The emphasis by our social and administrative groups on physical and health programs has placed increasing responsibilities on our present teachers. Juvenile delinquency has become a concern of the Community, the State, and the Nation. With proper guidance in recreational and health activities during and after school hours this threat to society could be effectively and efficiently curbed. This guidance can be administered only through well trained and competent teachers, thus challenging the colleges to train properly these individuals in that they may influence better the development of the communities.

In the state of Virginia there are 12 colleges and universities of which only the College of William and Mary

¹
Report of Superintendent Public Instruction,
Virginia, 1945-1946. September, Vol. XXIX, No. 3 (Rich-
mond) Division of Purchase and Printing, 1946), p. 37 and
p. 100.

and the University of Virginia offer teacher training in Health Education and Physical Education.² This low percentage indicates the limited opportunities for students who wish to follow or otherwise might be drawn into the field of Health Education and Physical Education. The University of Richmond could meet the needs and desires of these students by offering a teacher training course in Health Education and Physical Education.

The University of Richmond's athletic program while excelling in intercollegiate sports, lacks the facilities and curriculum for building men who are needed to guide and train the youth of our country. Athletes have a sound training in the major sports with emphasis on character building, sportsmanship, and team play. While this training is probably unexcelled in any other school in Virginia, it is lacking in subject matter and teacher training facilities.

The University of Richmond has many graduates performing coaching duties in secondary schools in various

2

Carter V. Good, A Guide to Colleges, Universities, and Professional Schools in the United States (Ann Arbor Michigan: Edwards Brothers, Inc., 1945) p. 224 and p. 230.

parts of the state. The fact that the Physical Education Department receives numerous requests from many school superintendents indicates that our graduates are rendering acceptable service as physical education instructors. This fine showing under the handicap of inadequate facilities might give some idea of how much more the state and community could be benefited if an adequate and enlarged program were introduced.

The health and physical education program should have as its aims:

1. To coordinate its efforts with other divisions of the University of Richmond in order to develop men of character, personality and foresight to guide the youth of our state.
2. To develop men with a true sense of values as to the importance of health and physical education programs in our community.
3. To offer wholesome instruction in health and physical education activities.
4. To offer teacher training in athletic skills for future teachers and coaches.

CHAPTER II

DEGREE REQUIREMENTS

I. REQUIREMENTS FOR A BACHELOR OF SCIENCE DEGREE

The following requirements are set forth by the University of Richmond for a Bachelor of Science.

I. Candidates for degrees must pass at least 124 semester hours of work and earn at least 120 quality credits. If more than 124 hours are passed, the number of quality credits required for the degree in excess of 120 is increased by the number of additional academic hours passed.

II. REQUIRED SUBJECTS:

| | ... | B.S. | ... |
|-------------------------------|-----|------|------|
| | | Sem. | Hrs. |
| English | ... | | ... |
| Eng. 101-2, 203-4 | ... | 12 | ... |
| Mathematics | | | |
| Math. 101-2 | ... | 6 | ... |
| Math. 201-2 | ... | 6 | ... |
| Math. 204 | ... | ... | ... |
| Foreign Languages | | | |
| First Foreign Language 103-4 | ... | 6 | ... |
| Second Foreign Language 103-4 | ... | 6 | ... |
| Natural Sciences | | | |
| First Natural Science | ... | 8 | ... |
| Second Natural Science | ... | 8 | ... |
| Social Sciences | | | |
| History 107-108 | ... | 6 | ... |
| Second Social Science | ... | 6 | ... |
| Third Social Science | ... | ... | ... |
| Physical Training | ... | 2 | ... |
| III. FIELD OF CONCENTRATION: | | | |
| Major Subject | ... | 30 | ... |
| Related Subjects | ... | 20 | ... |
| IV. FREE ELECTIVE SUBJECTS | ... | 8 | ... |
| | ... | | ... |
| Total Semester Hours Required | ... | 124 | ... |
| V. QUALITY CREDITS REQUIRED | ... | 120 | ... |

II. MAJOR CONCENTRATION IN PHYSICAL EDUCATION

I. The candidate must have completed thirty hours in Physical Education under the guidance of the Physical Education Department head. A minor concentration in Education is suggested with an additional twelve hours in an elective field to fulfill teaching qualifications.

II. Required subjects:

A. History and Principles of Physical Education

Credit: three semester hours

B. Safety Education-First Aid and Care of Athletic Injuries Credit: three semester hours

C. Organization for Community and Camp Activities
Credit: three semester hours

D. Introduction of the Theory, Practice and Teaching of the Major Sports Credit: three semester hours

E. Advanced Theory, Practice and Teaching of the Major Sports Credit: six semester hours

F. Practice Teaching Credit: four semester hours

III. MINOR CONCENTRATION IN EDUCATION

I. The candidate must have completed twenty hours in the field of Education under the direction of the Department Head.

II. Required subjects:

Education 323. Principles of Secondary Education

Credit: three semester hours

Education 324. Problems of The High School Teacher

Credit: three semester hours

Education 325. Child Psychology Credit: three

semester hours

Education 326. Educational Psychology Credit:

three semester hours

Education 327. Guidance in The Secondary School

Credit: three semester hours

Education 328. The Work of The High School

Principal Credit: three semester hours²

IV. TEACHING FIELD

It is desirable that the candidate receive twelve semester hours in a field other than Physical Education or Education. A selection in the field of English, Language, Mathematics, or Social Science is suggested as these fields are most desirable to the teaching coaching profession. The absence of the Natural Sciences in the

²

Ibid., p. 67.

suggested fields is due to the time consuming element connected with laboratory classes. The teacher-coach with his physical education and varsity sports program is very limited in the amount of time he can give to any one subject. In most secondary schools the coach is expected to teach one or more classes in subjects other than Physical Education. The coach who has training in a field other than Physical Education should have a better concept of the values of academic subjects in relation to Physical Education. In contrast, the coach who lacks this training could not be expected to teach the subject satisfactorily or to have a true concept of the importance of academic learning.

CHAPTER III

CURRICULUM AND STAFF

I. PHYSICAL EDUCATION

The courses proposed for this program are as follows:

- A. History and Principles of Physical Education
- B. Safety Education-First Aid and Care of Athletic Injuries
- C. Organization of Community and Camp Activities
- D. Introduction of the Theory, Practice and Teaching of the Major Sports
- E. Advanced Theory, Practice and Teaching of the Major Sports
- F. Practice Teaching
- G. Tests and Measurements of Physical Education
- H. Physical Education Teaching Methods and Administration
- I. Corrective Physical Education

A suggested course which would be appropriate for a student who wishes a major concentration in Physical Education and a minor concentration in Education and an additional teaching field would be:

| | Credit Hours |
|---|-----------------|
| FRESHMAN YEAR | |
| English | 6 |
| Mathematics | 6 |
| Foreign Language, offered for entrance (second year of language) | 6 |
| Social Science | 6 |
| Science | 8 |
| Physical Education | <u>2</u> |
| Total | 34 |
| SOPHOMORE YEAR | |
| English | 6 |
| Mathematics | 6 |
| Second Foreign Language | 6 |
| General Psychology | 6 |
| Second Science | 8 |
| Education 322 (School and Community Health) | <u>2</u> |
| Total | 34 |
| JUNIOR YEAR | |
| Second Foreign Language | 6 |
| Education 323 and 324 | 6 |
| Psychology 310 and 311 | 6 |
| Physical Education A and B | 6 |

| | Credit Hours |
|--------------------------------------|-----------------|
| JUNIOR YEAR (continued) | |
| Physical Education C and D | <u>6</u> |
| Total | 30 |
| SENIOR YEAR | |
| Education 327 and 328 | 6 |
| Physical Education E (two semesters) | 6 |
| Physical Education F | 4 |
| Physical Education Electives | 9 |
| Elective in Teaching Field | <u>6</u> |
| Total | 31 |
| Sum Total | 129 |

III. Suggested Staff:

The staff could include three men with coaching and teaching experiences, at least one of these men having a graduate degree in Physical Education. Members of the University's Coaching Staff could be used as teachers in this program.

A probable teacher load could be:

Teacher A.

History and Principles of Physical Education

Organization for Community and Camp Activities

Introduction of the Theory, Practice and Teaching
of the Major Sports

Teacher B.

Safety Education-First Aid and Care of Athletic
Injuries

Corrective Physical Education

Advanced Theory, Practice and Teaching of the Major
Sports

Teacher C.

Tests and Measurements in Physical Education

Physical Education Teaching Methods and Administra-
tion

Advanced Theory, Practice and Teaching of the Major
Sports

II. EDUCATION

For courses offered in Education see (University of
Richmond Bulletin, Vol. XLIX, April, 1947, No. 3, pp. 66-
68)

CHAPTER IV

DESCRIPTION OF COURSES

A description of the proposed courses is presented with the intent of familiarizing the reader with their content.

I. PHYSICAL EDUCATION

A. History and Principles of Physical Education

The history and the interpretation of the objectives of Physical Education activities under leadership, in terms of development, adjustment, and standards. It is intended that a basic background for further instruction in Physical Education will be established.

B. Safety Education-First Aid and Care of Athletic Injuries

Safety Education in reference to home, school, traffic and sports and emergency care of injuries of all types with reference to first aid and massaging. The intent of this course is to enable the student to make an elementary diagnosis and treatment of common injuries.

C. Organization for Community and Camp Activities

The purpose of this course is to train

the student in leadership and guidance in organization activities of playgrounds, community centers and camps.

D. Introduction of the Theory, Practice and Teaching of the Major Sports

Theory, practice and teaching methods of the fundamentals of offensive and defensive individual skills This course is intended to establish a fundamental background for future studies in the Major Sports.

E. Advanced Theory, Practice and Teaching of the Major Sports

Theory, practice and teaching of team organization, offensive and defensive strategy, individual skills, rules and conference regulations This course should give the student a coaching knowledge of the Major Sports.

F. Practice Teaching

The student teacher should spend at least one period per day, Monday through Friday inclusive, in the University, City, and County school system or recreation center as approved by the head of the Physical Education Department. First as an observer, then gradually the student could assume full responsibilities in the teaching situation. A seminar is conducted one day a week.

G. Tests and Measurements of Physical Education

Standards for evaluation tests, methods of constructing achievement tests and the study of the relationship between capacities, abilities and achievement

H. Physical Training Teaching Methods and Administration

Teaching procedures, problems of the administration and supervision, administration policies and activities of Physical Education

I. Corrective Physical Education

Cause and correction of faulty body mechanics and other abnormal physical conditions, types of corrective play and activity

Table I. is introduced to determine the physical education offerings of thirty-two colleges and universities.

The schools were chosen chiefly from the Southern States with respect to comparable size, educational opportunities, and general social environment. A few other schools were chosen in various areas with respect to the outstanding reputation of their physical education department. As a result of a survey of this kind it might be possible to evaluate the courses offered by the number of times they appear in the curriculum of the various schools.

Although frequency is definitely not a valid evaluation of the courses, it may give some idea as to their popularity and place in the physical education program. Some questions may arise as to the reasons for the popularity of certain courses. Is it the ease with which the course can be offered? Could it be a good fill-in class for college credit? Do the expenses incurred fall within the department budget? In contrast to the popularity of subjects some questions may arise as to the unpopularity of other subjects. Is it that the true value of the subject has not yet been discovered? Is the teaching of the subject extremely difficult? Are the expenses incurred too high? While all of the aforementioned factors may be operating in the selection of the courses offered by the various institutions, it is hoped that this survey might bring out those subjects which would be of value to the physical education program in the University of Richmond.

TABLE I

 PHYSICAL EDUCATION COURSES OFFERED BY
 THIRTY-TWO COLLEGES AND UNIVERSITIES

| Courses | Alabama Univ. | Arkansas State Coll. | Baylor Univ. | Berea Coll. | Birmingham S. Coll. |
|--|---------------|----------------------|--------------|-------------|---------------------|
| *1. History and Principles of Phys. Educ. | X | X | X | X | X |
| *2. Safety Educ.—First Aid and Care of Athletic Injuries | X | X | X | X | X |
| *3. Organization of Com. and Camp Activities | X | X | X | X | X |
| *4. Tests and Measurements | X | X | X | X | |
| *5. Introd. of the Theory, Practice and Teaching of the Major Sports | X | | X | | X |
| *6. Advanced Theory, Practice and Teaching of the Major Sports | X | X | X | | X |
| *7. Phys. Educ. Teaching Methods and Adm. | X | X | X | X | X |
| *8. Corrective Phys. Educ. | X | X | X | X | X |
| *9. Practice Teaching | X | X | X | X | |
| 10. School and Com. Health | X | X | X | | |
| 11. Phys. Educ. for Elem. and Sec. S. | X | X | X | | |
| 12. Swimming and Golf | X | X | X | X | X |
| 13. Human Anatomy | | X | | | X |
| 14. Human Physiology | | | | X | |
| 15. Intramurals | | | | | |
| 16. Protective Practices in Phys. Educ. | | | | | |
| 17. Methods and Material in Phys. Educ. | | | | | |
| 18. Exhibitional Activities | | | | | |
| 19. Adult Recreational Activities | | | | | |
| 20. Principles of Relaxation | X | | | | |
| 21. Hist. of Dance and Related Arts | | | | | |
| 22. Psych. Analysis of Activities | | | | | |

*proposed courses

!see Educ. 322 (University of Richmond Bulletin, Vol. XLIX, April, 1947, Number 3, p. 66.)

TABLE I (continued)
 PHYSICAL EDUCATION COURSES OFFERED BY
 THIRTY-TWO COLLEGES AND UNIVERSITIES

| Courses | California Univ. | Carson-Newman Coll. | Centenary Coll. | Davidson Coll. | Duke Univ. | Florida Univ. | Furmac Univ. | George Wash. Univ. | Georgetown Coll. | Huntingdon Coll. | Illinois Univ. | Kentucky Univ. |
|---------|------------------|---------------------|-----------------|----------------|------------|---------------|--------------|--------------------|------------------|------------------|----------------|----------------|
| 1. | X | | X | | X | X | X | X | X | X | X | X |
| 2. | X | X | X | | | X | | X | X | X | X | X |
| 3. | X | X | X | | X | X | X | | X | X | X | X |
| 4. | X | | | | X | X | | X | X | | X | X |
| 5. | X | X | | | | X | X | X | X | X | X | X |
| 6. | X | X | | X | | X | X | X | X | | X | X |
| 7. | X | X | | X | X | X | X | X | X | | X | X |
| 8. | X | X | | | | X | | X | | | | X |
| 9. | X | X | | X | X | | | X | X | | | X |
| 10. | X | X | X | X | X | X | X | X | | X | X | X |
| 11. | X | X | | | X | X | X | X | X | | | X |
| 12. | | | X | | | X | X | X | | | X | X |
| 13. | | | | | | | | X | | | | |
| 14. | | | | | | | | | | | | |
| 15. | | | | X | | | X | X | | | X | X |
| 16. | | | | | X | | | | | | X | |
| 17. | | | | | | | | X | | | | |
| 18. | X | | | | | | | | | | | |
| 19. | | | | | | | | | | | | |
| 20. | | | | | | | | | | | | |
| 21. | X | | | | | | | | | | | |
| 22. | | | | | | | | X | | | | |

TABLE I (continued)

PHYSICAL EDUCATION COURSES OFFERED BY THIRTY-TWO COLLEGES AND UNIVERSITIES

| Courses | Louisiana Coll. | Mercer Univ. | Miami Univ. | Mississippi Coll. | Mississippi Univ. | North Carolina Univ. | S. W. Louisiana Inst. | Tennessee Univ. | Texas Christian Univ. | Tulane Univ. | Virginia Univ. | Wake Forest Coll. |
|---------|-----------------|--------------|-------------|-------------------|-------------------|----------------------|-----------------------|-----------------|-----------------------|--------------|----------------|-------------------|
| 1. | | X | X | | X | X | X | X | X | | X | X |
| 2. | | X | X | X | X | | X | X | X | X | X | X |
| 3. | | | X | X | X | | X | X | X | X | X | X |
| 4. | | | X | | X | X | | X | X | X | X | |
| 5. | X | | X | X | X | X | | X | X | X | | X |
| 6. | X | | X | X | X | | X | X | X | X | X | X |
| 7. | X | X | X | X | X | X | X | X | X | X | X | X |
| 8. | | | X | X | X | | X | X | X | X | X | X |
| 9. | X | X | X | X | | X | X | X | X | X | X | X |
| 10. | | X | X | X | X | | X | X | X | X | X | |
| 11. | | | | X | X | X | X | | X | | | |
| 12. | | | X | X | X | X | X | X | X | | X | X |
| 13. | | X | | | | X | | | | | | X |
| 14. | | | X | X | X | | X | X | X | X | | |
| 15. | | X | | | | X | X | X | | | | |
| 16. | | | | | | | | X | | | | |
| 17. | | | X | | | | X | | | | | X |
| 18. | | | | | | | | | | | X | |
| 19. | | | | | | | | X | | | | |
| 20. | | | | | | | | | | | | |
| 21. | | | | | | | | | | | | |
| 22. | | X | | | | | | X | | | X | |

TABLE I (continued)

PHYSICAL EDUCATION COURSES OFFERED BY
THIRTY-TWO COLLEGES AND UNIVERSITIES

| Courses | Wash. and Lee Univ. | Wm. and Mary Coll. | Wisconsin Univ. | Total |
|---------|---------------------|--------------------|-----------------|-------|
| 1. | | x | x | 25 |
| 2. | x | x | x | 27 |
| 3. | x | x | x | 27 |
| 4. | | | x | 19 |
| 5. | | x | x | 23 |
| 6. | | x | x | 25 |
| 7. | | x | x | 29 |
| 8. | | x | x | 21 |
| 9. | | x | x | 25 |
| 10. | x | x | x | 26 |
| 11. | | | x | 17 |
| 12. | | x | x | 22 |
| 13. | | | x | 7 |
| 14. | | | | 8 |
| 15. | | | | 9 |
| 16. | | | x | 4 |
| 17. | | | | 4 |
| 18. | | | | 2 |
| 19. | | | | 1 |
| 20. | | | | 1 |
| 21. | | | | 1 |
| 22. | | | | 4 |

Table I ,page sixteen, reveals the consistency with which the proposed courses are offered in the thirty-two institutions. The course, Physical Education Teaching Methods and Administration, leads the list with twenty-nine of the thirty-two schools offering it. The other proposed courses range from nineteen to twenty-seven in the number of times they are offered. While the course, Swimming and Golf, is offered twenty-two times by the various institutions it is not proposed in this program because of the present lack of facilities at the University of Richmond. This course might be introduced into this program as facilities warrant. The course, Physical Education for Elementary and Secondary Schools, is offered seventeen times by the institutions, but is not proposed in this program. The explanation for this omission is that all of the courses proposed are offered for the purpose of teaching and coaching in the elementary and secondary schools.

The courses offered infrequently range from one to nine in the number of times they appear. The unpopularity of these courses may be due to the facts mentioned previously. Some phases of the less popular courses are taught in the proposed subjects. An example of this might be Intramurals, which can be taught with Organization of Community and Camp Activities, or the course, Methods and Materials in Physical Education, which might be included in Physical

Education Teaching Methods and Administration. The author feels that the frequency of the proposed courses as shown by this survey may in some way indicate their practicability and importance to this teacher training program in physical education.

II. EDUCATION

Proposed Education requirements have been listed on page six. Complete description of elective courses in Education will be found in the University of Richmond Bulletin, Vol. XLIX, No. 3. Richmond, Virginia: April, 1947. Pp. 66-68.

CHAPTER V

PRACTICE TEACHING FACILITIES AND PHYSICAL EQUIPMENT

I. UNIVERSITY OF RICHMOND PRACTICE TEACHING FACILITIES

The Physical Education Program offers an excellent opportunity for men in training to participate as teachers during the gymnastic periods of the undergraduates. These men would have the advantage of observing the methods and techniques used by the physical education instructor. The instructor, in turn, could observe and criticize constructively the student while performing his tasks.

The intramural activities would offer an opportunity for the men in training to coach the teams individually and in groups. It would offer administrative experience in setting up and maintaining an adequate program.

Special tutoring classes could be set up in which the men in training could instruct those who are unable to fulfill the requirements of their physical education class. This instruction would include special exercises for those physically handicapped and for those who could not keep up with their regular physical education class. This program would give the men in training experience in

administering corrective physical education. The student would receive individual aid which otherwise could not be obtained because of the limited time the class instructor has for individual cases.

II. COMMUNITY PRACTICE TEACHING FACILITIES

The proximity of the Richmond City Secondary Schools offers excellent opportunity for teacher training experience. The large number of schools would give flexibility to the scheduling problems of the men in training and would also provide a variety of training experiences. While the student teacher is observing and receiving instruction from the physical education instructor he is probably a burden to him. However, it is intended that as he becomes more efficient in his duties he will lessen the teacher's load.

Possibly a plan could be worked out between the University of Richmond and the City Recreation Department or other community recreation centers in which the men in training could be used as instructors or assistants. This training would be valuable because it would offer an opportunity to work with adults as well as with children.

III. PHYSICAL EQUIPMENT

The physical equipment necessary to carry on an adequate program in teacher training of health and physical education should include class rooms, text books and instructional materials, a gymnasium and an athletic field.

The number of students who would enroll in this program if it were offered would determine the quantity of equipment and size of the physical plant. Since there is no precedent for this program at the University of Richmond an approximate estimate could not be made.

The class rooms should be in or near the gymnasium so that the classes would have accessibility to the gymnasium equipment. The class rooms should be constructed so as to give the teacher sufficient area in the front of the room for individual demonstrations. When practical the necessary gymnastic equipment could be moved into the class room for instructional purposes. The rooms should be sound proof to decrease the noises and disturbances created by gymnasium classes. Special lockers could be installed for the storage of visual aids equipment.

Text books and instructional equipment other than the gymnasium equipment should be ordered, and organized by the department head and his assistants. The use of visual

aids can be readily expanded by use of charts, pictures, diagrams and motion pictures. By using motion pictures valuable information might be brought into the class room which otherwise would be impossible. A valuable asset is the slow motion feature which reveals the minute details that otherwise would escape our attention. Coaching skills are largely based on attention to detail and the accuracy of observation. In some of our colleges and professional football teams the coaches use the motion picture as a means of detecting individual and team strong and weak points. These points would probably go unobserved if it were not for the repeated showing of the films in slow motion. The individual skills in track such as coordination, timing and form would probably be explained better through the medium of slow motion pictures.

The University possibly could provide facilities and equipment for the taking and developing of films. These films could be taken of the football practices in various stages. The film could then be taken to the class room for study. The fine points of the skills could be readily observed at this time. The coaching methods and organization of practices might be viewed and studied. Films of complete football games should give excellent opportunity

for the students to view, study, and criticize the individual skills and the team's strategy. It should make possible the better understanding of the coaching situation as to its problems and responsibilities. Taking films of track events may be used as demonstration material by the instructor. The class could analyze the individual's merits and faults and give constructive criticism. These films could be taken of running events as well as field events. An analysis of the runners form in starting, sprinting and striding possibly could be made. A constructive study of individual form and physical characteristics could be made.

The art of swimming, boxing, wrestling, the playing of basketball and baseball, perhaps could be explained and illustrated most advantageously through the medium of the slow motion picture. A large variety of special educational films are obtainable at the various film libraries in the state. These films supplemented by those taken by the physical education department should be an important teaching aid and source of valuable information.

The gymnasium should include the following facilities and equipment:

1. Regulation basketball floor and balls
2. Volley ball court, net and balls

3. Hand ball courts, gloves and balls
4. Gymnastic equipment
 - a. Climbing ropes
 - b. Suspension rings
 - c. Parallel bars
 - d. Horses (adjustable)
 - e. Spring boards
 - f. Mats, wrestling, boxing and tumbling
 - g. Boxing gloves and head pieces

The athletic field should include areas for:

1. Football field which could be used for touch football, soccer, softball diamonds, and track field events
2. Baseball diamond
3. Track

Equipment for the athletic field should include:

1. Football equipment, blocking and tackling dummies, varsity uniforms, and balls
2. Baseball equipment, varsity uniforms, baseballs, bats, masks, and bases
3. Softball equipment, baseballs, bats, masks, and bases
4. Soccer equipment, balls, shin guards, and goals
5. Track equipment
 - a. Varsity uniforms
 - b. Javelin, discus, and shot put
 - c. High jumping standards and pitt

- d. Hurdles
- e. Broad jumping pit
- f. Pole vaulting, pole, standards, and pit

CHAPTER VI

SUMMARY AND CONCLUSION

The general principles of this program have been set up with the idea that the University of Richmond may be of a better service to the state and the community.

The emphasis by the social and administrative groups on physical and health programs has placed increasing responsibilities on the present teachers. This strain is becoming more apparent as the social environment takes on a greater complexity. The inadequacy of the present facilities and personnel training may be a contributing factor to the increasing number of juvenile problems. With proper guidance in recreation and health activities during and after hours these problems might be curbed. The role the University of Richmond is playing in meeting these problems is evident in the increasing number of requests the Athletic Department receives from school superintendents for trained personnel in physical education. This demand would probably be increased if the present insufficient facilities for training personnel were enlarged. With the increased facilities for training personnel the schools could be supplied with more and better trained men.

The proposed program adheres to the academic standards of the University of Richmond and offers a major concentration in Physical Education. Although it is desirable, it is not necessary for a student to participate in intercollegiate sports in order to take this course. A minor field of concentration in Education is suggested since it is related to Physical Education. The required subjects in Education are designed to give the student training in teaching problems.

It is suggested in this proposed program that the student take twelve semester hours in a field other than that of his major or minor concentration, in order that he may be qualified to teach in this chosen field. The coach who has the training in a field other than Physical Education and Education should have a keener appreciation of the values of academic subjects. This academic background linked with the practical teacher training program is intended to develop an individual capable of serving the school and society to a better advantage.

A survey was made of the physical education courses offered by thirty-two colleges and universities. It was found that many of the courses offered were identical with those proposed by the author. This finding may be an

indication of the importance and value of these courses in the proposed physical education program. The schools selected for the survey mostly were from the southern area of the United States. The selection was made with a view toward comparable size, educational opportunity, and social environment. Other institutions from varied areas of the United States were chosen for their reputation in the Field of Physical Education.

There are two subjects offered frequently by the thirty-two institutions that this program of studies does not include. A course in Swimming and Golf is offered in other schools which is not feasible at the University of Richmond because of the present lack of facilities. This training, while probably having its merits, could be introduced into this program as facilities warranted. The other subject frequently offered, but not in this program is Physical Education in Elementary and Secondary Schools. While this subject is not taught as a separate unit attention is given to it in all of the courses proposed for the University of Richmond's Physical Education Program.

The teacher training facilities if properly

expanded should be of great importance in developing the students in training. The variety of experience and training received could be expected to reflect directly on their progress as a teacher. The schools and community, most likely, could be benefited by this additional service .

The physical equipment necessary to carry on this program effectively is such that the uncertainty of enrollment limits the determining of the amount.

The class rooms should be in or near the gymnasium and be of a sound proof construction for elimination of the gymnasium disturbances. The use of visual aids in the class room is probably the most revolutionary step in modern day coaching. The various sports can be brought into the class room by use of motion pictures. These pictures may be those filmed by the Physical Education Department of the various sports or may be those obtained by loan from the film libraries in our state. These films may be analyzed for individual skills, team play and coaching tactics.

The equipment and athletic areas are set forth by the writer as a necessity in carrying out this teacher training program. The equipment should include everything that is necessary to play the four major sports and to carry on an adequate intramural program and undergraduate

gymnastic class program. This equipment should be available for the use of the teacher training classes for instruction and demonstration purposes.

This program has been proposed for use at the University of Richmond with a view to broaden and enrich the present offerings in Physical Education Teacher Training. It is hoped that the student pursuing this program of studies will be trained and developed sufficiently to be of a more genuine service to schools and society.

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