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AN APPRAISAL OF THE UNDERGRADUATE PHYSICAL EDUCATION

PROFESSIONAL PREPARATION PROGRAM FOR MEN

AT THE UNIVERSITY OF MICHIGAN, 1950 - 1962

by

William Mac Sanders

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Education in
The University of Michigan

1968

Doctoral Committee:

Associate Professor Guy G. Reiff, Chairman
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Abstract

An Appraisal of The Undergraduate Physical Education Professional Preparation Program For Men At The University of Michigan, 1950 - 1962

by

William M. Sanders

Advisor: Dr. Guy Gene Reiff

The Problem:

The specific problems were (1) to appraise the effectiveness and quality of the undergraduate physical education professional preparation program for men at The University of Michigan, 1950 - 1962, inclusive, (2) to determine the factors related to the selection of physical education as a teaching career, or to not entering, or leaving the profession, (3) to provide data related to education experience such as: (a) how education was financed, (b) collegiate and professional sports participation, (c) academic achievement, (d) number of years required to graduate, and (4) professional, social, and economic status.

The subjects were 239 male undergraduate physical education majors of The University from 1950 through 1962. Two hundred and sixteen (90.4 per cent) agreed to participate. Seventy-three (41.3 per cent) of the subjects were interviewed; they were located within 70 miles of Ann Arbor, Michigan. Questionnaires were mailed to the remaining 143; 106 responded (74.1 per cent). The entire response rate was 179 subjects (82.8 per cent).

Conclusions

1. The undergraduate physical education professional preparation program at The University of Michigan was adequate in terms of effectiveness and quality in meeting the needs of its graduates.
2. Curricular offerings should be reviewed for course content.
3. Counseling and placement services need to be improved.
4. The decision to enter physical education and the selection of physical education as a major area was directly related to entering, separating from, or never entering teaching.
5. Graduates in teaching were satisfied, and tended to remain in the teaching profession. They would select physical education as a major if they had the choice to make again, and would matriculate at The University.
6. Lack of financial security was the primary reason for leaving or never entering the profession; those who left, or never entered teaching, generally entered Industry, Sales, or Business.
7. Respondents currently teaching were generally satisfied with their professional, social, and economic status.
8. The physical education department should provide more practical experiences in directed teaching, such as, (1) cadet teaching prior to student teaching (2) greater blocks of time, such as, all morning, all day, etc., and, (3) more realistic experiences, both teaching and administrative.

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My indebtedness to the persons who have made significant contributions to this research project is immense. It seems best not to present a list of names since someone may be unintentionally omitted. Absence of such a list does not lessen the appreciation and gratitude for their efforts.

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CHAPTER I

INTRODUCTION

Criticisms of general and liberal education programs have suggested revisions in curricula [5, 46, 69, 85], and probably in no time in history has more concern been expressed relative to the purposes and processes of education. Similar criticism is also applicable to the professional preparation of teachers of physical education [17, 20, 27, 55]. Nevertheless, research evidence in this area is limited, therefore, the importance and necessity for the appraisal of programs of physical education, based on curriculum research, is essential.

Colleges and universities involved in preparing teachers in the field of physical education must determine how effectively they are meeting the needs of their graduates. Follow-up studies can furnish valuable data, thus enabling schools to continuously evaluate the status of their graduates; this knowledge can be utilized in an effort to more adequately prepare these graduates.

Since most educators agree that curriculum evaluation is an important phase of education, provisions should be made for periodic studies. Hagen and Thorndike [37] noted that evaluation in education signifies describing something in terms of selective attributes, and judging the degree of acceptability or suitability of that which has been described. The "something" that is to be described or judged may be any aspect of the educational scene.

The process of evaluating involves three distinct aspects:

1. Selecting the attributes that are important for judging the worth of the specimen to be evaluated.
2. Developing and applying procedures that will describe these attributes truly and accurately.
3. Synthesizing the evidence yielded by these procedures into a final judgment of worth.

College presidents, as well as administrators of higher education, claim that teachers can be adequately prepared, despite the failure of institutions of higher learning to keep pace with a changing society. Koerner [46] revealed that during the last decade American education has been the object of intense and usually adverse criticism. This criticism, and the responses to it, are identified as the "great debate." He also placed part of the blame for the debacle of teacher education on the academicians. A study by Caplow and Reece [13] also noted that the problems of higher education are serious and are almost certain to become more serious, and claimed that since 1945 universities have grown at an unprecedented rate with very little structural reorganization and little improvement.

The position of physical education in American schools and colleges has improved materially in the last fifty years. Nevertheless, it appears a continuing need exists for curricular revision to speed the development of better programs of physical education, and to determine how well these programs meet the current needs of students. Duncan [23] hypothesized that the fundamental issues facing the physical education profession today are:

1. Understanding just what the profession entails.

2. What is the nature and scope of Physical Education?
3. What is the place of Physical Education to general education?
4. How can Physical Education fulfill its educational destiny?
5. How should Physical Education teachers prepare people to do the job?

Though the teacher training program in physical education has varied markedly in the past and continues to vary in terms of course offerings as well as content, there is additional evidence of the need for a re-evaluation of the programs in the professional preparation of graduates of physical education [7, 20, 80]. It is interesting to note that all of these authors agree that it is time for educators to take a serious look at their curricula, to evaluate strengths and weaknesses, and provide the best possible programs for all students.

The literature indicates that a need exists for a change in teacher training programs if the requirements of prospective teachers are to be met in a changing culture [17, 20, 50, 55, 59]. Oberteuffer [62] in discussing the impact of modern pressures on physical education stated that if physical education changes in the next ten years, will it be because of these modern pressures or because the re-direction of physical education was inevitable? Van Dalen [86] concluded that progress is not possible without change; consequently change is a matter of crucial concern to teachers, coaches, and administrators.

In many other recent reviews and reports virtually all physical educators stressed the need for the appraisal of the professional preparation program in physical education [8, 50, 57, 59]. The reports by Esteva [29] and Meyers [56] are of significance; both authors concluded that college faculties have the responsibility

of carrying on a continuous evaluative process, and that adequate professional preparation in physical education plays a major role in determining the quality of its programs. Daniels [20] concluded that the future of physical education as an educational field will be determined by the quality of professional preparation.

In all of the above reports, the importance of appraising the professional preparation of graduates has been stressed; nevertheless, there are only a limited number of investigations in the literature relative to the field of physical education. It appears that some of these investigations were limited in scope, methodology, and procedures employed. Further, they were limited to the subjective opinions of the investigator which were generally based on content analysis of other curricula [4, 16, 83, 84].

It is of paramount importance that leaders in the field become cognizant of the factors which cause prospective teachers to either select or leave the teaching profession. To obtain information relative to the professional preparation programs in preparing teachers, continuous appraisal is necessary.

From this brief introduction it is apparent that frequent curriculum study is necessary to increase the quality of programs of physical education, and to meet the changing needs of its graduates. This was the primary purpose which motivated this investigation.

The specific problems posed for investigation were:

1. To appraise the effectiveness and quality of the undergraduate physical education professional preparation program for men in The University of Michigan, 1950 to 1962.

2. To determine the factors related to the selection of physical education as a teaching career, and also to determine reasons related to not entering, or leaving the profession.
3. To provide data related to the subjects educational experiences such as (1) how his education was financed, (2) collegiate and professional participation, (3) academic achievement, and, (4) number of years required to graduate.

CHAPTER II

REVIEW OF THE LITERATURE

The research germane to this investigation can be divided into three classifications: (1) appraisal of professional preparation in the field of physical education, (2) teacher retention, job satisfaction and dissatisfaction, and, (3) follow-up studies in other areas of education. All three types of research manifest a direct bearing on this investigation.

There is a scarcity of research relevant to program effectiveness in the field of physical education, however, there have been many similar investigations in other fields of education.

Appraisal of Professional Preparation in the Field of Physical Education.

In a recent investigation at Eastern Michigan University, Adams [1] appraised the effectiveness of a professional preparation program by the use of an instrument designed to accomplish three purposes: (a) to determine the contemporary professional status of a sample of physical education major graduates; (b) to determine if the program effectively prepared graduates to organize and conduct programs in health and physical education from kindergarten through grade twelve and, (c) to determine the relationship between the graduates' perception of their professional preparation and the employers' appraisal of their teaching effectiveness. He found that 88 per cent of the graduates were currently working in the field of education, their base teaching salary was in the modal interval of \$4500 - \$5999, and 78 per cent

recognized the need for additional training and had enrolled in graduate school; to date they had accumulated an average of 21 to 25 semester hours and their grade point average was 2.9. He found no significant difference in the grade point average of athletes and non-athletes. In six categories designed to measure competencies, the graduates appraised their professional preparation in 1 per cent of the 115 competencies as excellent; 63 per cent, above average; 35 per cent, average; and 1 per cent, below average. He also found a positive significant relationship between the graduates' appraisal of preparation and the employers' appraisal of teaching effectiveness.

In a follow-up study of Northwestern State College graduates in physical education at Natchitoches, Louisiana, Thomas [8] reported that approximately 65 per cent of the physical education major graduates were currently teaching or coaching, and 35 per cent were separated from the field. These graduates indicated positive values in their ability to organize, however, negative values were indicated in their ability to deal effectively with the public and speaking correctly.

Thorsen [83] examined the curriculum of 17 departments of physical education for men and found in the general academic area inadequacies in public relations, program planning, and routine administration. She also reported that more adequate preparation in the social studies and more extensive work in speech was needed.

At State University College in Cortland, New York, Corey [18] reported weaknesses in the following areas:

1. Procedures and problems involved in the preparation of a master schedule.

2. Preparation and administration of a physical education budget.
3. Purchase of equipment and supplies.
4. Using the resources of the school and community in curriculum development.
5. Planning and caring for physical education facilities.

The importance of a broad educational curriculum in physical education was indicated by Tierney [84] who stated that:

While progress has been made in the training of physical education teachers, needs exist for curricula revision, and that a firm foundation in the physical, biological and social sciences is directly related to competence in teaching physical education. He also noted that 25 per cent of the curriculum should be so ascribed.

Bucher [9] and Forbes [31] recognized a similar need:

There is a need for a curriculum in physical education which will provide for a broad cultural background, one which is flexible to the extent that teachers of physical education will emerge as well-rounded individuals who are competent to guide the daily activities of children.

Person [68] compared physical education graduates employed in related occupations with those in other vocations. He observed that:

Primary patterns of vocational interest in physical education majors who remain in the profession are predominantly in the social science area, while the pattern of those who do not enter or leave the profession is in the business occupations, and those who leave are most apt to wind up in sales and business positions. He also noted that the job satisfaction of physical education graduates is partially measured by income, but more principally, by the chance he feels he has for advancement and his feelings of making a worthwhile contribution to life.

Conversely, Gregg [36] reported that "low salaries were indicated as the most frequent cause for leaving the profession." It is interesting to note that the investigation by Person was conducted six years after that of Gregg; this might account for the difference in findings.

In an analysis of the physical education majors at the University of Kentucky, Clay [16] made the following observations:

1. That the quality of particular course offerings be upgraded.
2. That admission standards be revised in order to be more selective of those who would enter physical education as a profession.
3. That a greater emphasis should be placed upon the preparation for interpretation of the purposes of school programs in physical education.
4. That careful attention be given to academic guidance of professional students.
5. That teacher training institutions should be able to adjust their academic policy to the needs of the training situation.
6. That all teachers of physical education should receive instruction in physiology and applied anatomy.

Baker [4] reported similar findings in an investigation in seven state-supported institutions of higher learning in Arkansas. He believed that institutions should consider increasing the number of credit hours for anatomy and kinesiology, and provide

an adaptive course in physical education.

The report by Bucher [8] is also of great importance in professional preparation of physical education graduates. He stated that:

In order to insure further progress in these specialized fields, professional preparing institutions must examine their roles as trainers of future leaders. They must study the candidates they are accepting, the experiences they provide these trainees, the professional standards they have set, and the extent to which they aid their graduates.

Donald Swegan [80] also emphasizes the need for an analysis of the professional preparation programs by stating:

All educators interested in the professional preparation of teachers of health and physical education have been aware of frequent direct and indirect attacks on the major programs. Those in physical education are fortunate to have the opportunity to aid in education through the medium of physical activities. To prepare for this responsibility, teachers need adequate preparation which can be achieved only by an educationally sound professional curriculum in physical education.

Renard [75] observed in the relationship of teacher attitudes to curriculum revision in selected secondary schools that physical education teachers seem to lag behind others in both professional activities and adopting newer points of view. If substantiated by further evidence, experimentation to alter reactions appears necessary.

Crammer ('92) indicated that the need for continued improvement of the teaching minor programs in health education is imperative since most of the health education classes are assigned to teachers with the teaching minor in health education. He also noted that the employment and assignment practices involving men trained in physical education are very inconsistent and need to be changed.

The desire for continued appraisal was further expressed by Duncan [24].

Teachers in physical education should have adequate professional training in physical education and related fields, and that provisions should be made for continuous evaluation of the physical education curriculum.

Polansky [71] recognized this need by stating that the need to evaluate all aspects of the program is shared by virtually all physical educators at the college level, and that the need for a critical appraisal of the relative worth of physical education programs for men exists.

Bundgaard [11] collected data from 72 high schools by personal visits and interviews with 77 teachers of physical education. His observation of classes indicated that negligible attention was given to teaching skills, and to the use of special techniques to provide for motivation, re-enforcement of learning, understanding, individual differences, and transfer of training. Most of the teachers conducted their classes in an informal manner, and in most cases almost no effort was made to present activities in order of progression.

It is significant to note throughout the literature in physical education that there is one fact demonstrably evident, that is, physical education has varied markedly in the past. However, it fails to define and measure but rather makes inferences without factual evidence. The central thesis of these findings indicates a critical need for continued appraisal of the relative worth of physical education programs. Only in this way can changes be made.

The findings by Beggs and Buffie [6] also have relevance to program appraisal. They concluded that:

Physical education is due for an overhaul in both emphasis and instructional procedures. The reform may come from outside the field, but new approaches

to instruction can only come from within the profession, if significant improvements are to be implemented.

Less obvious is the point expressed by Oberteuffer [63] who suggests that:

Perhaps in order to preserve our status at the college level we may have to destroy a "few sacred cows" but that might be a good thing for physical education. When we cannot support physical education as a learning process in a worthwhile area of this culture, then we are vulnerable not only to criticism but possibly to destruction.

Most significant is the view held by Hand [38] who hypothesized that:

Physical education should "roll with the punches" something we should be skilled in doing. We can endeavor to correct whatever shortcomings are attributed to physical education or insist, as did proponents of Latin and Greek, that everyone else is wrong, that their goals are unimpeachable, that their methods of attaining these goals are adequate, and, like Latin and Greek, disappear from the curriculum of colleges and universities.

Another implication is that of Daniels [20]:

We need to adjust our sights in professional preparation today not only to meet new needs in our culture, but to a reasonable degree, to influence the manner in which people satisfy their needs.

Of paramount importance is the statement by Esslinger [27] who concluded that:

We have learned from experience that in some colleges and universities those concerned with teacher education in our areas are either not interested in doing a quality job or lack resources for doing so, thus, it becomes clear why the profession must assume the responsibility of insuring that our teacher education programs produce competent professional personnel.

Most sophisticated statements of the impact for an educationally sound professional curriculum in physical education was made by the members of the Professional Preparation Conference at Washington, D. C. in 1962 [28].

1. Fifty per cent of the four year undergraduate programs be devoted to the general education aspect of the curriculum.
2. Five years of professional preparation were considered essential for the basic preparation of personnel in each of the areas of health and safety education, physical education, and recreation.
3. Professional preparation is not completed with the attainment of the bachelor's degree.
4. The profession itself should determine the nature of professional preparation.
5. A curriculum designed to prepare professional personnel for a changing society must be responsive to change.
6. The program of professional preparation should be evaluated frequently in terms of the basic concepts and purposes of the profession.

The investigations reported in this section are representative of the research related to the field of physical education. Other investigations deemed pertinent to this study will now be reviewed.

Teacher Retention, Job Satisfaction and Dissatisfaction

Investigators reporting on teacher retention, job satisfaction and dissatisfaction present a dichotomous picture. Laird and Scholson [47] carefully analyzed the teacher shortage and presented an interesting hypothesis. The authors concluded that in the case of teacher shortage three major alternatives can be recognized:

1. If standards for teaching are lowered sufficiently, the shortage might be eliminated by employing less qualified personnel.
2. If standards are maintained and salaries are held rigid, then the shortage becomes permanent until basic market conditions of supply and demand change.
3. If standards are maintained, the shortage may be eliminated by raising salaries.

Those most interested in quality education generally prefer the latter alternative.

It is interesting to note the disparity in evidence reported by investigators on teacher retention, job satisfaction and dissatisfaction. The investigation by Harper [39] on why certified teachers fail to enter the teaching field indicated that the decision to reject teaching seems to be the result of circumstances, regardless of the experiences or pressures that are brought to bear upon them, and that no difference existed in those who taught and those who did not teach.

Nelson's study of selected factors relating to the demand for and supply of teachers in Michigan [61], concluded that many persons who are prepared to teach and certificated do not teach; others who accept teaching assignments may remain only a year or two. He believes that the teaching profession has not kept pace with wage gains in other accepted occupations, however, insufficient salary was far down on the list.

In the report by Davis [22] the inability of the teaching salary to cover family obligations was given as the basic reason for dropping out of the teaching profession.

The survey of job satisfactions and dissatisfactions of teachers in selected

schools in Indiana by Byrnes [12] indicated that the causes were found mainly in the areas of administration, physical conditions, relationship with the community, within the faculty and with students and parents. He further commented that financial return was not the chief cause of job dissatisfaction.

Data by Knox [45] revealed that the graduate evaluated job opportunities on a personal basis rather than on a materialistic one and that the most satisfied seemed to manifest a more tolerant attitude toward salary.

Manning [51] found that the rural teachers were slightly better satisfied with their administration and supervision than were urban teachers, but urban teachers were better satisfied with salary and general living conditions than were rural teachers.

Livingston [48] completed a study which was concerned with the separation of teachers from the teaching profession. Her findings disclosed that restricted social activities, greater services elsewhere, and the desire to study in another field were just as important as inadequate salaries. Similar findings were evidenced by Walker [39] in a study of factors which cause teachers to leave the profession in Oklahoma. Reasons given for leaving the state were more security in another type of work, better conditions in another state, and better retirement and salary.

The investigation by Reiner [74] attempted to analyze the reasons why male respondents failed to enter the teaching profession. The results revealed that economic conditions, working conditions, dissatisfaction with the profession, administrative problems, personal motivations, and more satisfaction in new job were most important.

Data by Millheim [58] revealed problems in administrative and supervisory

policies and practices, lack of teaching experience, class size, community factors, teaching load, and lack of opportunity for in-service training were responsible for dissatisfaction in the teaching profession.

Hill [43] found that personal and professional reasons for withdrawal were ahead of economic reasons.

Thomas [82] in a study of factors associated with the retention of teachers in selected public school systems indicated the lack of financial rewards in determining dissatisfaction.

In an investigation at Michigan State University, Clark [15] found that teachers who remained in the teaching field were engaged in outside employment to supplement their teaching salary.

In 1954, in an investigation of factors involved in the recruitment and retention of teachers in Michigan, Pepper [67] found that slightly over 40 per cent left teaching for reasons other than those of a financial nature; the most important reason for leaving teaching was the lack of economic opportunity.

Follow-Up Investigations in Other Areas of Education

Follow-up studies to ascertain program effectiveness in other areas of education, though they differ in presentation, have contributed significant evidence pertinent to this investigation.

There have been numerous follow-up studies in the appraisal of doctoral programs in institutions of higher learning [7, 14, 32, 90, 91]. The findings of these studies have relevance to quality and effectiveness, strengths and weaknesses, present status of graduates, and suggestions and recommendations for program improvement.

A majority of the investigations indicated that the respondents were engaged primarily in teaching or administrative work, they were employed at the college or university level, graduates were generally satisfied with their professional growth, present positions, and the financial, professional and social status achieved. Consensus of the investigations revealed a positive attitude toward professional preparation, however, several reported inadequacies in placement, counseling and guidance services. In all of these previous studies periodic evaluations were suggested to insure continual improvement in the professional preparation program.

The investigation by Nelson [61] contributed significant evidence relative to the number of graduates currently in the teaching field. In general, it was found that approximately 58 per cent of Industrial Arts graduates of North Texas State College were in the field of teaching. McCullough [53] reported that 50 per cent of the graduates of George Peabody College for Teachers were, at the time of completing the questionnaire, in the field of education. Paradise [65] also reported similar results of mathematics graduates of Colorado State College. Similar data were reported by Gourley [34] in a follow-up study of graduates of Northern Illinois University.

There is evidence that graduates were cognizant of the need for further professional training; in all instances graduates had earned advanced degrees or had completed some additional study since graduation. Graduates were stable individuals in terms of family life, social vocation, and professional status. Finally, based upon this research, graduates agreed that the professional preparation and services offered by their respective universities were adequate for their needs.

Conversely, Pittman [70] revealed that the majority of the graduates of McNeese State College (Louisiana) indicated that their training was inadequate to meet the demands they encountered in their work in most of the areas covered in both professional and subject matter preparation.

Garrison [33] in an analysis of the preparation program in educational administration at George Peabody College for teachers concluded that major weaknesses were the lack of opportunity to learn how to apply principles of administration to on-the-job situations, and failure of the program to focus preparation on the job performance. Swanson [79] and McIntosh [54] reported similar findings in their evaluation of teacher educational professional preparation programs.

Studies by Reed [73], Vesey [88], and Zulauf [92] are of particular significance concerning difficulties experienced by beginning teachers. The data from the three separate studies are quite similar. Problems encountered during the first years of teaching were: adapting to the needs, interest and abilities of the students, evaluating students, and maintaining discipline.

In addition, many recent reviews and reports [30, 43, 58, 75] suggest a need for more personal and vocational guidance, broader laboratory experiences prior to directed teaching, and teaching experience on a full-time basis in more than one subject area.

Summary

It seems reasonable to conclude, based upon the research presented, that a need exists for the continual appraisal of professional preparation programs. Assuming that a professional program of preparation can be improved, it is axiomatic that

colleges and universities remain aware of how their graduates fare in their work; a valid method is to obtain data from their graduates to determine its strengths and weaknesses. Research pertinent to this investigation indicates a need for curricula revision, and that leaders in the field should become more conscious of factors related to the appraisal of professional preparation programs in physical education.

There is evidence that major graduates in physical education experience difficulty in the organization and conduct of programs, public relations, and the area of speech. Another implication is that greater emphasis should be placed upon the objectives of teacher preparation programs in physical education. More attention should be given to academic counseling and guidance. Most significant is that admission standards should be upgraded in order to be more selective of those who would enter physical education as a profession.

Studies on teacher retention and job satisfaction and dissatisfaction, revealed that reasons for leaving the profession are many and varied, however, economic conditions, relationships within the community, and administrative problems seem most common. Some investigators have indicated that the profession is in a continuous state of flux, however, recent research studies suggest a lower rate of teacher separation in the coming years.

Data on graduate follow-up studies to ascertain program effectiveness generally concluded that in most cases graduates were working in the field of Education, they were satisfied with their professional growth, present positions and social status. Graduates also recognized the need for advanced professional training. The evidence further suggests that difficulties encountered in the first year of teaching tend to be in pupil evaluation, adapting to the needs, interests and abilities of

students, and maintaining discipline. In interpreting these findings the relative importance of continuous program appraisal is of utmost importance for determining its effectiveness in adequately preparing all prospective teachers.

A limiting factor in the research pertaining to physical education has been, in many instances, the study design. Questions can be raised concerning the validity of sampling techniques and the subsequent generalizations. Less obvious, however, has been the time interval used in previous studies. The question, naturally, arises as to whether the time intervals studied were of sufficient length to permit reliable conclusions.

Since there has been no previous research investigation to appraise the undergraduate professional preparation program in physical education for men from The University of Michigan, this study was initiated. For the purpose of this investigation the appraisal of the professional preparation program represents the judgments of the graduates, and comparisons will be made between those who teach and those who do not teach as well as athletes and non-athletes to determine whether these sub-groups perceive a difference in their preparation and follow different career patterns.

CHAPTER III

METHODS OF PROCEDURE

This study was designed: (1) to appraise the effectiveness and quality of the undergraduate physical education professional preparation program for men at The University of Michigan, 1950 - 1962, inclusive, (2) to determine the factors related to the selection of physical education as a teaching career, and also to determine reasons related to not entering, or leaving the profession, (3) to provide data related to the subjects educational experiences, such as: (a) how his education was financed, (b) collegiate and professional sports participation, (c) academic achievement, (d) number of years required to graduate, and (4) to determine the professional, social and economic status of the graduates.

In order to conduct this investigation it was necessary to select a sample of physical education undergraduate majors, define a suitable time period, and conduct a valid and reliable questionnaire-interview instrument based primarily on a number of open-end questions which would provide sufficient opportunity for self-expression and yield a more quantitative measure. These procedures will now be described.

Selection of Sample

A complete list of names of all physical education major graduates from 1950 to 1962, inclusive, was compiled from the permanent records located at the Undergraduate Office of Education at The University of Michigan. Addresses were

verified from the permanent records of the Office of Alumni Records. Graduates of the years 1950 to 1962, inclusive, were selected for the analysis because:

1. Revisions in the physical education curriculum occurred during this period.
2. Sufficient time had elapsed for the graduates to establish some stability with respect to service in the Armed Forces, and occupations.

A total of 242 men had graduated in this period. It was later discovered that three had died, thus the sample n was reduced to 239. This total n represented a substantial, adequate number for analysis; therefore all the graduates of this time period were included. Table I presents the classification of the subjects by number and year of graduation.

The 239 subjects in the sample were sent a letter (Appendix A) describing the purposes of the study, and were also asked to indicate their willingness to participate. A total of 216, representing a preliminary response rate of 90.4 per cent, returned postal cards indicating their willingness to participate. Of this group 131 or (60.6 per cent) were currently teaching, 42 or (19.4 per cent) had once taught and left the teaching profession, and 43 or (19.9 per cent) had never taught. These results are reported in Table 2. It is interesting to note that 80 per cent had entered the teaching profession after graduating.

In order to insure maximum efficiency in this investigation it was decided that personal interviews of one-third of the total sample would provide a higher degree of validity to the study. An inspection of the geographical distribution revealed that approximately one-third of the graduates were located within a radius

TABLE 1

THE SAMPLE AND THE RESPONSE RATE OF PHYSICAL EDUCATION
MAJOR GRADUATES OF THE UNIVERSITY OF MICHIGAN
TO THE INITIAL INQUIRY

Year	Graduates	Number Responding	Per Cent
1950	18	18	100
1951	31	31	100
1952	16	16	100
1953	11	9	82
1954	14	13	93
1955	15	12	80
1956	15	12	80
1957	22	19	86
1958	14	12	86
1959	22	21	95
1960	20	19	95
1961	15	15	100
1962	26	19	73
Total	239	216	90.4

TABLE 2
OCCUPATIONAL CLASSIFICATION FOR PHYSICAL EDUCATION
MAJOR GRADUATES OF THE UNIVERSITY OF MICHIGAN
1950 - 1962

Year	Currently Teaching		Once Taught		Never Taught		Total Graduates by Year	Total
	Per		Per		Per		N	N
	N	Cent	N	Cent	N	Cent		
1950	6	33	3	17	9	50	18	18
1951	15	48	6	20	10	32	31	31
1952	11	69	2	12	3	19	16	16
1953	6	67	1	11	2	22	11	9
1954	6	46	5	38	2	16	14	13
1955	8	67	3	25	1	8	15	12
1956	6	50	2	17	4	33	15	12
1957	13	68	4	21	2	11	22	19
1958	7	58	4	33	1	9	14	12
1959	16	76	3	14	2	10	22	21
1960	11	58	3	16	5	26	20	19
1961	12	80		13	1	7	15	15
1962	14	74	4	21	1	5	26	19
Totals	131	61	42	19	43	20	239	216

of 70 miles from The University of Michigan. Thus 73 subjects were interviewed.

Development and Pre-testing of the Questionnaire-Interview

The first step in the development of the basic design was a detailed study of questionnaires used in previous investigations. After careful review and consideration as to the depth and quality of responses germane to the basic objectives of this investigation the open-end and alternative-response questions were utilized. These permitted the respondents: (1) more "in depth" response, (2) greater freedom of choice in answering, and (3) sufficient opportunity for self-expression.

The self-administered questionnaire form was pre-tested utilizing 22 graduate students enrolled at The University of Michigan (all had teaching experience), four seniors in physical education who were doing directed teaching in the local public schools, and two staff members of the physical education department at The University of Michigan. The subjects were asked to complete the questionnaire and suggest changes where the meaning of the question was not exactly clear, or which the subjects were unable to answer.

The next step was to pre-test the instrument as an interview. Eleven subjects were interviewed, composed of two recently appointed staff members of the physical education department of The University of Michigan, five physical education major graduates currently employed in the teaching profession, and four graduate students enrolled in the School of Public Health who had prior teaching experience in the field of physical education. The subjects were instructed to indicate whether the meaning of the question was clear, if not, they were asked to re-phrase the question so that it would become more clear to them.

As a result of the pre-testing the questionnaire-interview was revised by the elimination of some questions, and severe editing and editorial work on other items. The revised form was then administered to five other people in the physical education field before final editorial improvements. The final form was then prepared by a professional printing firm. The entire process, e.g. preliminary research, preparation, pre-testing, re-editing, and refinement, encompassed a time-interval of approximately fifteen weeks.

Questionnaire-Interview on Mail Sample

A packet which contained a letter re-stating the specific objectives of the study the questionnaire-interview form, and a stamped, self-addressed return envelope was mailed to the remaining sample of 143 physical education major graduates. Follow-up letters were mailed at approximately three week intervals (Appendix B). Before the cut-off date for responses, five follow-up letters were mailed.

A return of 106 (74.1 per cent) was obtained from the mailed questionnaire. Of this group 65 or (61.3 per cent) were currently teaching; 20 or (18.8 per cent) had left the teaching profession; and 21 or (19.8 per cent) never entered teaching (Table 3).

Administration of Interviews

As previously stated the decision was to interview approximately one-third of the sample who had indicated a willingness to participate in the study. Seventy-three physical education major graduates were interviewed; all were located within a radius of 70 miles from The University of Michigan.

TABLE 3

NUMBER OF PHYSICAL EDUCATION MAJOR GRADUATES OF THE
UNIVERSITY OF MICHIGAN WHO RESPONDED TO THE
MAILED QUESTIONNAIRE

Year	Currently Teaching N	Once Taught N	Never Taught N	Total N
1950	4	1	4	9
1951	7	3	4	14
1952	6	0	2	8
1953	4	1	2	7
1954	1	2	1	4
1955	5	2	0	7
1956	3	0	3	6
1957	5	3	1	9
1958	5	2	1	8
1959	9	1	0	10
1960	4	2	2	8
1961	6	2	1	9
1962	6	1	0	7
Total and Per Cent of Total	65 61.3	20 18.8	21 19.8	106 74.1

The structured form of the personal interview guide was used in order to collect the same information from each respondent. All interviews were pre-scheduled and took place either in the school where the respondent was employed, at the home of the respondent, or, as in some cases, respondents were interviewed at the Physical Education Building for Men at The University of Michigan. Interviews were scheduled at the convenience of the respondent.

At the scheduled time of the interview the subject was given an explanation of the project, and its importance to the professional preparation program at the University was emphasized. The interviews were structured to engender interest, and to establish rapport and a personal relationship between the interviewer and the interviewee. The questions were always asked in the same manner, and all responses were recorded in writing during the interview. The respondent's reaction was generally favorable. It appeared that the subjects enjoyed discussing their professional preparation, current positions, and suggestions for the improvement of the program. All respondents made a distinct effort to give accurate and thoughtful responses. Interviews averaged approximately 40 minutes. In the group interviewed, the data revealed that 48 or (65.8 per cent) were currently teaching; 15 or (20.5 per cent) had left the teaching profession; and 10 or (13.7 per cent) had never taught (Table 4).

The total response rate from the mailed questionnaires and the personal interviews is presented in Table 5. Responses were obtained from 179 subjects (82.8 per cent). Of this group 113 (63.1 per cent) were currently teaching, 35 (19.5 per cent) had left the teaching profession; and 31 (17.3 per cent) had never entered teaching.

TABLE 4

NUMBER OF PERSONAL INTERVIEWS OF PHYSICAL EDUCATION
MAJOR GRADUATES OF THE UNIVERSITY OF MICHIGAN

Year	Currently Teaching N	Once Taught N	Never Taught N	Total N
1950	2	2	2	6
1951	7	2	3	12
1952	4	2	0	6
1953	2	0	0	2
1954	2	0	1	3
1955	3	1	0	4
1956	1	2	0	3
1957	5	1	2	8
1958	2	2	0	4
1959	5	1	0	6
1960	6	0	1	7
1961	6	0	0	6
1962	3	2	1	6
Total and Per Cent of Total	48 65.8	15 20.5	10 13.7	73 41.3

Statistical Analyses

Analysis and reporting of these data were limited generally to descriptive statistical techniques, as opposed to inferential statistics, with the exception of the Chi Square test for independence.

The study sample is represented by a defined population, and the complete population of physical education major graduates from 1950 to 1962, inclusive, was studied. It is not the intent of the investigator to make inferences about other samples or populations of physical education major graduates of The University of Michigan, or elsewhere, outside of this time period. This study was designed to reveal opinions and judgments of the population defined, relative to the appraisal of the undergraduate physical education curriculum, to describe the socio-economic status of this population, and factors which were related to their decision to enter, leave, or not to enter the teaching profession.

Summary

The subjects originally included in this investigation were 239 male undergraduate physical education majors representing the years 1950 to 1962, inclusive. From this group 216 or (90.4 per cent) indicated a willingness to participate in the study, and of these 179 or (82.8 per cent) responded to either the questionnaire or interview. Approximately one-third of these subjects were interviewed, the remainder returned a mail questionnaire.

TABLE 5

TEACHING STATUS OF PHYSICAL EDUCATION MAJOR
GRADUATES OF THE UNIVERSITY OF
MICHIGAN ENTIRE SAMPLE

Year	Graduates N	Currently Teaching N	Once Taught N	Never Taught N	Total N
1950	18	6	3	6	15
1951	31	14	5	7	26
1952	16	10	2	2	14
1953	9	6	1	2	9
1954	13	3	2	2	7
1955	12	8	3	0	11
1956	12	4	2	3	9
1957	19	10	4	3	17
1958	12	7	4	1	12
1959	21	14	2	0	16
1960	19	10	2	3	15
1961	15	12	2	1	15
1962	19	9	3	1	13
Total and Per Cent of Total Responding	216	113 63.1	35 19.5	31 17.3	179 82.8

CHAPTER IV

RESULTS

The major problems concerning this research were: (1) to appraise the effectiveness and quality of the undergraduate physical education professional preparation program for men at The University of Michigan, 1950 to 1962, inclusive, (2) to determine the factors related to the selection of physical education as a teaching career, and the reasons related to not entering, or leaving the profession, (3) to provide data relative to educational experiences, such as: (a) how education was financed, (b) academic achievement, (c) collegiate and varsity sports participation, (d) number of years required to graduate, and, (4) to determine current professional, social and economic status.

A list of 239 graduates from 1950 to 1962, inclusive, was obtained from the Undergraduate Office of the School of Education. Of this original list of 216 (90.4 per cent) indicated a willingness to participate in the study. Seventy-three subjects were interviewed, representing approximately one-third of the group. The remainder were mailed questionnaires. The response rate for both interviews and mail questionnaires was 82.8 per cent, or 179 respondents.

The purpose of this chapter is to present the findings germane to the problems stated above. The data represent graduates who were currently teaching, who had once taught and left the teaching profession, those who had never taught, and athletes and non-athletes. These sub-groups were not independent of the teaching

classification. The data will be presented in four areas, namely: (1) program appraisal, (2) factors related to the selection and retention of physical education as a teaching career, (3) educational experiences, and (4) professional, social and economic status.

Respondents were asked a series of open-end questions, therefore, each response is not independent in itself, and in some cases the number of responses is greater than the number of subjects.

Program Appraisal

The graduates' appraisal of the undergraduate professional preparation program for men is presented in Tables 6 - 8. The data disclosed little or no difference between the subjects currently teaching, subjects who once taught and were now separated from teaching, and subjects who never entered the teaching profession, therefore, the findings represent the opinions and suggestions of all subjects currently teaching.

Table 6 reveals that professional preparation for the first teaching position was judged adequate. A greater per cent of the non-athletes rated their professional preparation inadequate as opposed to the other sub-groups. Table 7 discloses that when subjects were asked "how their academic preparation could have been improved," there was little difference among groups when the reasons were ranked. The responses indicated that the subjects desired more practice teaching, more practical work, and a more diversified program in physical education. Although the recommendation of more practice teaching and more practical work appear as separate entities, they are really not independent. A more diversified program was defined as a program which would provide additional teaching

TABLE 6
NUMBER AND PER CENT OF RESPONDENTS' INDICATING ADEQUACY OF
PROFESSIONAL PREPARATION FOR FIRST TEACHING POSITION

	Currently Teaching		Once Taught		Athletes		Athletes	
	N	Per Cent	N	Per Cent	N	Per Cent	N	Per Cent
Very adequate	41	36.4	15	48.3	37	34.6	23	32.0
Adequate	60	53.1	13	42.0	53	49.5	37	51.3
Inadequate	12	10.5	3	9.7	17	15.9	12	16.7
Total	113	100.0	31	100.0	107	100.0	72	100.0

TABLE 7
RESPONSES OF THE UNIVERSITY OF MICHIGAN PHYSICAL
EDUCATION MAJOR GRADUATES WHEN ASKED HOW THEIR PROFESSIONAL
PREPARATION COULD HAVE BEEN IMPROVED

Responses	Currently Teaching		Athletes		Non- Athletes	
	N	Rank	N	Rank	N	Rank
More stress on coaching techniques	10	5	9	4	4	5
More practical work	17	2.5	13	2	9	3
More practice teaching contact	20	1	15	1	10	2
Organization and administration of the physical education program	15	4	10	3	8	4
More emphasis in a minor area	3	6	3	6	1	6
A more diversified program of physical education	17	2.5	8	5	13	1
Total	82		58		45	

TABLE 8

NUMBER AND RANK OF THE RESPONSES OF UNIVERSITY OF
MICHIGAN PHYSICAL EDUCATION MAJOR GRADUATES
INDICATING RECOMMENDED CHANGES
IN PROFESSIONAL PREPARATION

Responses	Currently Teaching		Athletes		Non- Athletes	
	N	Rank	N	Rank	N	Rank
More coaching techniques	25	2	20	2	12	4
Varied teaching experience	14	6	15	4	8	5
Practice teaching earlier	19	4	11	5.5	13	3
More emphasis in minor area	16	5	11	5.5	7	6
A more diversified physical education program	22	3	16	3	14	2
A realistic counseling program	6	7	5	7	4	7
A more realistic physical education program	26	1	27	1	20	1
Total	128		105		78	

experiences in elementary, junior, and senior high school physical education programs.

Further appraisal of the respondents' undergraduate professional preparation program is reported in Table 8. Athletes and those currently teaching, suggested a more realistic program in physical education as a first choice, coaching techniques second, and a more diversified program in physical education third. Non-athletes indicated a more realistic physical education program as a first choice, a more diversified program second, and practice teaching earlier third. It is interesting to note that the non-athletes did not mention a need for coaching techniques. Their interest seemed to be concerned with the teaching of physical education, and not coaching.

Specific courses that the respondents would have desired in their program are presented in Table 9. Those currently teaching designated a more diversified program in physical education as their first choice, while subjects who left teaching, and those who never entered, indicated a broad general education program. It seems apparent that respondents who left, or never entered the teaching profession were more concerned with a program which offered additional competencies in other areas, and which might prepare them for occupations other than the teaching of physical education. Also, there was a difference in the opinions of athletes and non-athletes. Athletes suggested a more diversified program in physical education as a first choice, while non-athletes indicated a desire for more coaching techniques.

In summarizing the findings relative to undergraduate professional preparation, the data suggest that the subjects' professional preparation for this first

TABLE 9

NUMBER AND RANK OF THE RESPONSES OF THE UNIVERSITY
OF MICHIGAN PHYSICAL EDUCATION MAJOR GRADUATES
INDICATING COURSES DESIRED IN THE
PHYSICAL EDUCATION PROGRAM

Responses	Currently Teaching		Once Taught		Never Taught		Athletes		Non- Athletes	
	N	Rank	N	Rank	N	Rank	N	Rank	N	Rank
Techniques of coaching	24	2	4	3	2	5.5	17	2	13	1.5
Problems course in physical education	10	6	3	4.5	3	4.0	8	5	6	7.5
More emphasis on science courses	12	3.5	2	6.5	4	2.5	7	6	11	3
Methods course in physical education	7	8	2	6.5	2	5.5	3	8	8	5
Diversified physical education Program (K - 12)	29	1	8	2	1	7.0	25	1	13	1.5
Athletic injuries, conditioning, and weight training	11	5	1	8	0	8	5	7	7	6
Broad general education program	9	7	10	1	6	1	15	3	10	4
More practice teaching	12	3.5	3	4.5	4	2.5	13	4	6	7.5
Total	114		33		20		93		74	

teaching position was adequate, but that the program could be improved by: (1) more practical work, which would include more practice teaching, (2) a program which would give the subjects experience in the teaching of physical education at the elementary, junior, and senior high school levels, (3) more experiences in the organization and administration of physical education programs, with real problems, and possible solutions, (4) a broad general education program, and, (5) more emphasis on coaching techniques.

The rating of the academic counseling of the respondents is presented in Table 10. The data revealed that the academic counseling was adequate, however, a slight, but significant difference existed which disclosed that subjects currently teaching were more critical of their academic counseling than those who left, or never entered the teaching profession.

Recommendations for the improvement of academic counseling are presented in Table 11. All respondents who were teaching tended to agree on the need for more opportunity for counseling as a first recommendation, and more personal contact with advisors second. Respondents who left the teaching profession recommended more personal contact as their first choice, and more opportunity for counseling as their second choice.

It was interesting to note the agreement between the respondents on suggestions to improve their academic counseling. Although the subjects rated their counseling as adequate, the recommendations strongly suggest that there could be more personal contact between student and advisor, and better guidance into a suitable teaching minor.

TABLE 10

CHI SQUARE ANALYSIS OF THE UNIVERSITY OF MICHIGAN
PHYSICAL EDUCATION MAJOR GRADUATES
RATING OF ACADEMIC COUNSELING^a

Group	Inadequate	Adequate	Very Adequate	Total
Currently teaching	29	51	33	113
Once taught	6	21	8	35
Never taught	5	21	5	31
Total	40	93	46	179

^a $\chi^2 = 6.49081$. Significant at the 0.05 level

TABLE 11

RESPONDENTS' SUGGESTIONS FOR IMPROVEMENT
OF ACADEMIC COUNSELING

Responses	Currently Teaching		Once Taught		Never Taught		Athletes		Non-Athletes	
	N	Rank	N	Rank	N	Rank	N	Rank	N	Rank
More personal con- tact	17	2	13	1	6	2	22	2	15	2
More opportunity for professional coun- seling	41	1	10	2	13	1	30	1	34	1
More staff specifically for counseling	9	4	4	3	1	4	8	4	7	3
Guidance into a suitable minor area	16	3	3	4	2	3	15	3	6	4
Total	83		30		22		75		62	

TABLE 12
PROBLEMS EXPERIENCED IN THE FIRST YEAR OF
TEACHING BY THE RESPONDENTS

Responses	Currently Teaching		Once Taught		Athletes		Non-Athletes	
	N	Rank	N	Rank	N	Rank	N	Rank
Discipline	30	2	9	2	25	2	14	3
Administrative	15	4	3	5.5	9	4	9	4
Grading and Testing	8	6	3	5.5	8	5.5	3	6
Teaching outside major or minor areas	5	7	3	5.5	6	7	2	7
Limited practice teaching	28	3	7	3	20	3	13	2
Organization of classes and materials	54	1	15	1	39	1	30	1
No problems	9	5	3	5.5	8	5.5	4	5
Total	149		43		115		77	

TABLE 13
RESPONDENTS' INDICATION OF HOW PROBLEMS WERE RESOLVED

Responses	Currently Teaching		Once Taught		Athletes		Non-Athletes	
	N	Rank	N	Rank	N	Rank	N	Rank
Experience and maturity	82	1	20	1	58	1	44	1
Help from others	26	2	9	2	17	2	18	2
Resigned position	9	3	5	3	9	3	5	3
Additional training	6	4	1	4	6	4	1	4
Total	123		35		90		68	

The findings of this section were an attempt to determine the problems experienced by the graduates and how these problems were solved; courses in the physical education curriculum and elective courses considered most and least beneficial by the subjects; the graduates' desire to matriculate at The University of Michigan if he had to make the choice again; and the selection and retention of teaching as a career by the respondents who graduated from 1950 through 1956, and 1957 through 1962.

There was a great deal of agreement on the problems experienced in the first year of teaching. Table 12 shows the problems which generally occurred most often were: (1) organization of classes and materials, (2) discipline problems, and (3) limited practice teaching experiences.¹

Of primary interest was the way in which respondents resolved these problems. Table 13 shows that problems were resolved through experience and maturity, help from others, and, in some cases, when the subjects were unable to solve these problems, resignation.

Respondents were asked to list the three courses they considered most beneficial in meeting job requirements. It was assumed that these would be listed in order of importance. Thus, course rankings are based on the order in which they were mentioned, and are presented in Table 14. Anatomy, Kinesiology and Physiology were selected as the most beneficial courses in the physical education major. Training and Conditioning, and Tests and Measurements were selected next.

¹ Defined as the limited time and experience in practice teaching.

TABLE 14

RESPONDENTS' INDICATION OF THE PHYSICAL
EDUCATION COURSES MOST BENEFICIAL

Responses	Currently Teaching		Once Taught		Athletes		Non Athletes	
	N	Rank	N	Rank	N	Rank	N	Rank
Anatomy, Kinesiology, Physiology	72	1	21	1	61	1	32	1
Training and Conditioning	26	2	13	3	18	4	21	2
Tests and Measurements	22	3	16	2	19	3	19	3
Practice Teaching	15	4	9	4	24	2		
Methods in Physical Education	11	5					8	5
Administration of Physical Education			6	5	15	5		
Block courses							13	4
Total	146		65		137		93	

It was interesting to note the inclusion of Practice Teaching by athletes, while none of the non-athletes chose this course. Non-athletes placed a higher priority value on the "block courses" (courses concerned with skills in athletic sports) than did athletes.

Physical education major courses rated least beneficial appear in Table 15. The respondents agreed that History and Principles of Physical Education, Public Health courses, Camping, and Youth Agencies were the courses considered least beneficial in meeting job requirements.

Table 16 shows that Educational Psychology, Speech or Public Speaking, Zoology, English, and Sociology were the educational courses considered most beneficial. It appears that these courses were related to the functions and duties of the physical education major graduate.

Elected courses outside the Department rated least beneficial are reported in Table 17. It seems that respondents agreed that General Psychology, Sociology, Geology, and Geography were the four elective courses least beneficial in meeting job requirements. However, Astronomy was mentioned by the athletes, while the non-athletes listed History of Education.

Some of the comments made by the subjects concerning this question are of interest. Examples were: "In a number of cases it was the teacher and not the course." "Kinesiology as a course for physical education majors went too much in depth." "The presentation in tests and measurements could have been more practical." "Too much emphasis, poor instructor," "Curriculum seems geared toward graduate students." "Kinesiology not practical in application." "Of the block courses, swimming, gymnastics, and wrestling were the best." "History of Physical

TABLE 15
RESPONDENTS' INDICATION OF THE PHYSICAL
EDUCATION COURSES LEAST BENEFICIAL

	Currently Teaching		Once Taught		Athletes		Non-Athletes	
	N	Rank	N	Rank	N	Rank	N	Rank
History and Principles of Physical Education	24	1	11	1	20	1	15	1
Public Health	20	2	9	2.5	17	2	12	3
Football	10	5			9	6		
Camping	15	4	9	2.5	16	3	7	4
Youth Agencies	16	3	8	4	10	4.5	14	2
Basketball			5	5				
Community Recreation					10	4.5	6	5
Total	93		42		82		54	

TABLE 16

RESPONDENTS' INDICATION OF ELECTIVE COURSES
OUTSIDE THE PHYSICAL EDUCATION CURRICULUM MOST BENEFICIAL

Responses	Currently Teaching		Once Taught		Athletes		Non Athletes	
	N	Rank	N	Rank	N	Rank	N	Rank
Educational Psychology	42	1	17	1	39	2	20	2
Speech, Public Speaking	33	2	9	3	40	1	22	1
Zoology	25	3	8	4.5	17	4	16	3
English	18	4	10	2	21	3	7	5
Sociology	13	5	8	4.5	13	5	8	4
Total	131		52		130		73	

TABLE 17
RESPONDENTS' INDICATION OF ELECTIVE COURSES
OUTSIDE THE PHYSICAL EDUCATION CURRICULUM LEAST BENEFICIAL

Responses	Currently Teaching		Once Taught		Athletes		Non-Athletes	
	N	Rank	N	Rank	N	Rank	N	Rank
Geography	9	4	4	3.5	13	1		
General Psychology	12	2.0	7	1	11	2	8	2.5
Geology	12	2.0	4	3.5	10	3	6	4.5
Astronomy			4	3.5	8	4		
Sociology	12	2.0	4	3.5	7	5	9	1
Educational Psychology	6	5					6	4.5
History of Education							8	2.5
Total	51		23		49		37	

Education should have been offered in the senior year, rather than the freshman year; as a freshman I could not appreciate the course."

Table 18 indicates that there were no significant differences among the respondents relative to matriculating at The University of Michigan if they had to make the choice again. Most all would repeat their original choice. The data also revealed that no difference existed among the athletes and non-athletes (Table 19).

Respondents who indicated that they would not select The University of Michigan, if they had to make the choice again, felt that the University was not suitable for the young high school graduate because of a detached, impersonal, and cold attitude, which in some cases resulted in failure, or not working up to capacity. These subjects would have preferred going to a junior college, or a small four-year college for the first two years, and then transferring to the University.

In 1957, the Physical Education Department made an administrative change. Table 20 reports the results of this change with respect to the subjects who entered, left, or who never entered the teaching profession, from 1950 through 1956, and 1957 through 1962. The data revealed that a greater number of the respondents who graduated with a major in Physical Education, left, or never entered teaching during the period of 1950 through 1956, than did those from 1957 through 1962. The rating of the academic preparation of these two sub-groups revealed no significant differences.

The mean years of teaching experience for respondents currently in the teaching profession was 9.7; these data are summarized in Table 21. Of those subjects who left the teaching profession, the mean years of teaching experience was 4.3.

TABLE 18

CHI SQUARE ANALYSIS OF THE RESPONSES OF GRADUATES
TO THE QUESTION, "WOULD YOU COME TO
THE UNIVERSITY IF YOU HAD THE
CHOICE TO MAKE AGAIN?"^a

Classification	Yes	No	Undecided
Currently teaching	89	12	12
Once taught	31	4	0
Never taught	25	3	13
Total	145	19	15

^a $\chi^2 = 3.9784$. Not significant at the 0.05 level.

TABLE 19

CHI SQUARE ANALYSIS OF THE RESPONSES OF ATHLETES AND
NON-ATHLETES TO THE QUESTION, "WOULD YOU
COME TO THE UNIVERSITY OF MICHIGAN,
IF YOU HAD THE CHOICE TO MAKE AGAIN?"^a

Classification	Yes	No	Undecided
Athletes	91	10	6
Non-athletes	54	9	9
Total	145	19	15

^a $\chi^2 = 1.5164$. Not significant at the 0.05 level.

TABLE 20

CHI SQUARE ANALYSIS OF THE SELECTION AND RETENTION
OF TEACHING AS A CAREER BY RESPONDENTS WHO
GRADUATED FROM 1950 THROUGH 1956,
AND FROM 1957 THROUGH 1962^a

Classification	1950 - 1956 N	1957 - 1962 N	Total
Currently teaching	51	62	113
Once taught	18	17	35
Never taught	22	9	31
Total	91	88	179

^a $\chi^2 = 6.414$. Significant at the 0.05 level.

TABLE 21

NUMBER AND MEAN YEARS OF TEACHING EXPERIENCE FOR
PHYSICAL EDUCATION MAJOR GRADUATES CURRENTLY
TEACHING, AND WHO LEFT TEACHING

Classification	Number	Mean Years
Currently teaching	113	9.7
Once taught	35	4.3
Total	148	

TABLE 22

RESPONDENTS' INDICATION AS TO HOW FIRST
TEACHING POSITION WAS OBTAINED

Response	All Respondents		Athletes		Non- Athletes	
	N	Rank	N	Rank	N	Rank
Own initiative	57	1	22	2	21	2.5
Placement bureau	43	2	34	1	23	1
Recommended by others	42	3	21	3	21	2.5
Athletic department	13	4	10	4	3	4
Physical education department	2	5	1	5	1	5
Total	157		88		69	

Data on how the first teaching position was obtained are summarized in Table 22. The subjects secured their first teaching position by their own initiative; this was interpreted as having received no aid from either the athletic or physical education department, or the placement bureau. Employment was generally secured in the home-town, or nearby community. In some cases, employment was obtained at the high school from which they graduated.

These findings suggest the cementing a closer relationship between student and department, as was mentioned earlier in this investigation, and probably a better follow-up program by the physical education department.

Summary

The findings of this section suggest that the respondents were generally satisfied with their professional preparation. However, they indicated a need for more practical experiences in practice teaching, and a more diversified program in physical education, one which included training at the elementary, junior, and senior high school levels. More stress on coaching techniques was also indicated. More academic counseling was suggested, as well as more contact between student and advisor.

Problems experienced in their first year of teaching were organization of classes and materials, and disciplinary problems. These problems were resolved mostly through experience and by help from others.

Physical education courses rated most beneficial were in the sciences, Training and Conditioning, Tests and Measurements, and Practice Teaching. Courses in physical education considered as least beneficial by the subjects were:

History and Principles of Physical Education, Public Health, Camping, and Youth Agencies.

Elective courses which were listed as most beneficial were: Educational Psychology, Speech or Public Speaking, Zoology, and English Composition. Elective courses least beneficial were: General Psychology, Geography, Geology, and Astronomy. In a number of cases subjects felt that it was not the course but the teacher. The evidence seems to suggest that departments should be very careful in their assignment of teachers for freshman and sophomore courses.

In general graduates indicated very little help from the Department of Athletics, Department of Physical Education, or the placement bureau in securing their first teaching position.

A high degree of satisfaction was indicated relative to matriculation at The University of Michigan by the respondents, and in general, they would come to the University if asked to make the choice again.

Factors Related to the Selection and Retention of Physical Education as a Teaching Career

The purpose of this section is to determine the factors related to entering, leaving, or not entering the teaching profession. Table 23 presents data bearing on when graduates decided to enter Physical Education as a major field. Of those currently teaching 61 (54 per cent) selected physical education before matriculating at the University, 18 (51 per cent) who left the teaching profession selected physical education prior to entering the University, and 9 (29 per cent) who never entered teaching selected physical education during this same period. Fifty-five (51 per cent) of the athletes revealed a preference for physical education before entering

TABLE 23

TIME PERIOD OF RESPONDENTS' DECISION
TO ENTER PHYSICAL EDUCATION

Classification	Currently Teaching		Once Taught		Never Taught		Athletes		Non- Athletes	
	N	Cent	N	Cent	N	Cent	N	Cent	N	Cent
College	43	38	16	46	21	68	44	41	36	50
High School	49	43.3	15	43	8	26	46	43	26	36
Junior high school	8	7.1	2	5	0	0	6	5	4	6
Elementary school	4	3.5	1	3	1	3	3	3	3	4
While in armed services	8	7.1	1	3	1	3	7	7	3	4
At no particu- lar time	1	1	0	0	0	0	1	.11	0	0
Total	113	100	35	100	31	100	107	100	72	100

the University, while 33 (46 per cent) of the non-athletes chose physical education at this time.

In summarizing these data it seems that subjects who were currently teaching, and those who left the teaching profession tended to select physical education before entering the University, and were more likely to remain in the profession, while subjects who never entered the teaching profession selected physical education after entering the University. Therefore, on the basis of the data reported there is evidence that the time period in the selection of physical education is an important factor in the decision to enter, or not enter the teaching profession.

Of equal importance are the findings associated with the decision to select physical education as a major area. The analysis reported in Table 24 indicate that 97 or (79 per cent) of those currently teaching selected physical education because of their interest in athletics and physical education, as well as their desire to coach and teach physical education. Twenty seven or (69 per cent) of those who left selected physical education for similar reasons. Respondents who never entered the profession indicated a greater interest in athletic coaching than the teaching of physical education. Athletes and non-athletes tended to agree with subjects who were currently teaching. Their decision to enter physical education as a major area was because of their interest in physical education and athletics, as well as an interest in coaching and teaching physical education.

There was a significant difference in the selection of physical education as a major field, if the respondents had to make the choice again. Subjects who had left teaching, and those who never entered indicated that they would not select physical education, while those who were currently teaching stated they would

TABLE 24

FACTORS RELATED TO THE RESPONDENTS' DECISION TO
SELECT PHYSICAL EDUCATION AS A MAJOR AREA

Responses	Currently Teaching		Once Taught		Never Taught		Athletes		Athletes	
	N	Cent	N	Cent	N	Cent	N	Cent	N	Cent
Interest in Physi- cal Education and Athletics	48	39	12	31	14	45	44	42	30	34
Interest in Coaching and Teaching Physi- cal Education	49	40	15	38	6	21	39	37	31	36
Influence of Others	15	12	6	16	3	10	14	13	10	11
Family Influence	4	3.2	2	5	1	3	3	3.1	4	5
More Job Opportunities	1	.8	0	0	1	3	1	.9	1	1
Second Choice	5	5	4	10	6	19	4	4	11	13
Total	122	100	39	100	31	100	105	100	87	100

choose physical education again. Athletes and non-athletes agreed with those who were currently teaching.

Table 25 indicated that the respondents agreed that a desire to do something else was their primary reason for not selecting physical education as a major area, if asked to make the selection again. Subjects currently teaching, and non-athletes revealed they would minor in physical education as their second choice, while graduates who left, or never entered the teaching profession, as well as athletes, suggested insufficient salary for the responsibility. Respondents generally agreed that a greater demand for major graduates in other areas was a third reason for not selecting physical education.

A further analysis of the respondents' decision to accept a position in the teaching profession is presented in Table 26. The data suggest an interest in the coaching and teaching of physical education as well as an interest in working with people. These observations are also supported by the evidence presented in Table 24.

The data in Table 27 suggest few differences regarding the rewards received from the teaching profession. Subjects agreed on their first and second choices, achievement and satisfaction of working with young people, and some measure of athletic success. Athletes tended to slightly disagree only on their third choice. They place a greater value on the "challenge" in athletics as a reward, rather than on the association with their peer group.

The primary reasons for accepting a position outside the teaching profession appears in Table 28. Subjects indicated the need for more financial security, and greater opportunities in other areas. Other investigators have reported similar findings [25, 43, 74, 89].

TABLE 25

RESPONDENTS' REASONS FOR NOT SELECTING PHYSICAL
EDUCATION AS A MAJOR IF THEY HAD THE
CHOICE TO MAKE AGAIN

Response	Currently Teaching		Once Taught		Never Taught		Athletes		Non- Athletes	
	N	Rank	N	Rank	N	Rank	N	Rank	N	Rank
A greater demand for majors in other areas	4	3	6	3.5	4	3	8	4	6	3
Training too specialized in physical education	1	6.5	1	5	0	6.0	1	6.0	1	5.5
Insufficient salary for the responsibility	2	4.5	8	2	6	2	12	2	4	4
Desire to do something else	18	1	10	1	8	1	19	1	17	1
Lack of classroom experience	1	6.5	0	6.5	0	6.0	1	6.0	0	7
Would minor in physical education	13	2	6	3.5	2	4	10	3	11	2
Undecided	2	4.5	0	6.5	0	6.0	1	6.0	1	5.5
Total	41		31		20		52		40	

TABLE 26

FACTORS RELATED TO THE RESPONDENTS' DECISION TO
ACCEPT A POSITION IN THE TEACHING PROFESSION

Response	Currently Teaching		Once Taught		Athletes		Non-Athletes	
	N	Rank	N	Rank	N	Rank	N	Rank
Training and interest in coaching and teaching in physical education	78	1	20	1	58	1	40	1
Close to the University, and interest in graduate work	6	5	2	4	4	6	4	4
Financially feasible at the time	5	6	3	3	5	4.5	3	5.5
Interest in working with young people	23	2	1	5.5	14	2.5	10	2
Advice of others	7	4	1	5.5	5	4.5	3	5.5
Opportunity present at the time	14	3	6	2	14	2.5	6	3

TABLE 27

RESPONDENTS' INDICATION OF REWARDS RECEIVED
FROM THE TEACHING PROFESSION

Response	Currently Teaching		Once Taught		Athletes		Non-Athletes	
	N	Rank	N	Rank	N	Rank	N	Rank
Achievement and satisfaction of working with young people	83	1	23	1	58	1	48	1
Peer group Association	19	3	5	3	14	4	10	3
Some measure of athletic success	26	2	14	2	29	2	11	2
The challenge in athletics	15	4	2	4	15	3	2	5
Financial security	11	5	1	5.5	6	5	6	4
Other	0	6	1	5.5	0	6	1	6
Total	154		46		122		78	

TABLE 28

FACTORS RELATED TO THE DECISION TO ACCEPT A POSITION
OUTSIDE THE TEACHING PROFESSION

Group	Once Taught Per N Cent		Never Taught Per N Cent	
	N	Cent	N	Cent
Greater opportunity in other areas	8	16.7	10	29
Financial security	28	58.3	20	59
Administrative problems	5	10.4	0	0
Undue pressure in teaching	4	8.3	2	6
Not prepared to teach	0	0	2	6
Problems within the field	1	2.1	0	0
Other	2	4.2	0	0
Total	48	100	34	100

TABLE 29

THE RESPONSE OF THE GRADUATES TO ENTERING
OR RE-ENTERING THE TEACHING PROFESSION
AS BASED ON IMPROVED CONDITIONS

Classification	Yes		No	
	N	Per Cent	N	Per Cent
Once taught	22	63	13	37
Never taught	12	39	19	61
Total	34		32	

With respect to entering or re-entering the teaching profession, 22 (63 per cent) of the subjects who left the teaching profession indicated they would return to the profession, while 19 (61 per cent) of the respondents who never entered indicated no desire to enter the profession (Table 29).

Table 30 shows the conditions on which respondents would enter or re-enter the teaching profession. Of the subjects who left teaching 16 or (70 per cent) would re-enter providing salaries were increased, and 8 (80 per cent) of those who never entered indicated salary was a basic consideration.

The probability of working in education ten years hence appears in Table 31. One hundred and three (91 per cent) of the subjects currently teaching indicated the chances were fairly good to very good; 27 (77 per cent) of the respondents who left teaching reported the probability as from somewhat poor to extremely poor, and 25 (80 per cent) of those who never entered indicated the chances were somewhat poor to extremely poor.

Summary

The data disclosed that respondents who entered the teaching profession selected physical education before they matriculated at the University, while subjects who did not enter the profession selected physical education after they entered The University of Michigan. Furthermore, respondents who entered physical education were interested in coaching and teaching physical education, while those who never entered teaching were interested in athletic sports first, and teaching physical education, second.

The data relative to the subjects' selection of physical education as a ma-

TABLE 30

THE GRADUATES' RESPONSE TO THE QUESTION,
"WHAT CONDITIONS WOULD YOU ENTER OR
RE-ENTER THE TEACHING PROFESSION?"

Classification	Increase in Salary		Better Working Conditions	
	N	Per Cent	N	Per Cent
Once taught	16	70	7	30
Never taught	8	80	2	20
Total	24		9	

TABLE 31

THE GRADUATES' RESPONSE TO THE QUESTION, "WHAT
IS YOUR PROBABILITY OF WORKING IN AN
EDUCATIONAL SYSTEM TEN
YEARS FROM NOW?"

Response	Currently Teaching Per N Cent		Once Taught Per N Cent		Never Taught Per N Cent		
Extremely poor	1	.9	19	54	24	77.4	-
Somewhat poor	2	1.8	8	23	1	3.2	
Average	7	6.2	4	11	2	6.5	
Fairly good	15	13.2	3	9	3	9.7	
Extremely good	88	77.9	1	3	1	3.2	
Total	113	100	35	100	31	100	

for area if asked to do it over again are interesting. Graduates currently teaching would choose physical education again, if they had it to do over again, whereas, those who left, or never entered teaching would not select physical education as a major area. The primary reason was a desire to do something else.

There was agreement concerning the rewards associated with teaching. Those who separated, or never entered teaching claimed that the primary reason was insufficient salaries.

The data further suggested that respondents who accepted a position outside the teaching profession did so because of a greater need for financial security, and they had little desire to enter or re-enter the teaching profession.

Educational Experiences

The purpose of this section was to indicate how the respondents' education was financed, to determine if a significant difference existed in grade point average, length of time required to graduate, and collegiate and professional sports participation.

In most cases the subjects indicated a combination of sources in financing their education. Therefore, the methods were classified as follows: (self-parents, parents), (G. I. Bill, loan), (G. I. Bill, athletic scholarship), (academic scholarship), and (R.O.T.C.).

The primary sources of money were personal and family income, closely followed by athletic scholarships, and a combination of a loan, G.I. Bill, and athletic scholarship (Table 32).

The mean grade-point average of the subjects is reported in Table 33.

TABLE 32

RESPONDENTS' INDICATION AS TO
HOW EDUCATION WAS FINANCED

Classification	Number	Rank
Self, self and parents, or parents	87	1
Athletic scholarship	82	2
G.I. Bill, loan, or G.I. Bill-Athletic scholarship	53	3
Academic scholarship	7	4
R.O.T.C.	2	5
Total	231	

TABLE 33

MEAN GRADE POINT AVERAGE OF THE UNIVERSITY OF
MICHIGAN PHYSICAL EDUCATION MAJOR GRADUATES^a

Scale	Currently Teaching	Once Taught	Never Taught	Athletes	Non- Athletes	Athletic Participation Non-Letter Winners
3.75 - 3.99						
3.50 - 3.74						
3.25 - 3.49	5			5		
3.00 - 3.24	7	3	1	7	3	1
2.75 - 2.99	23	8	5	23	8	5
2.50 - 2.74	45	9	10	45	9	10
2.25 - 2.49	25	13	14	25	13	14
2.00 - 2.24	8	2	1	8	2	1
Total	113	35	31	107	45	27
Mean	2.64	2.59	2.55	2.59	2.65	2.65

^a Scale: A = 4, B = 3, C = 2, D = 1, E = 0

Respondents currently teaching recorded a 2.64 which was slightly higher than that of the subjects who left (2.59), or those who never entered the teaching profession (2.59). No significant differences were noted among the athletes and non-athletes. Athletes who participated in varsity sports, but did not earn a varsity letter, and non-athletes were slightly higher (2.65) than athletes who earned varsity letters (2.59).

Table 34 revealed that 46 (43 per cent) of the athletes earning varsity letters were in football, 13 (12 per cent) baseball, 10 (9 per cent) gymnastics, 9 (8 per cent) track and field, 8 (7 per cent) swimming, and 7 (7 per cent) in basketball, 1 (1 per cent) tennis, 4 (4 per cent) hockey, 2(2 per cent) golf, and 7 (7 per cent) wrestling.

Table 35 shows that 13 (48 per cent) of the baseball varsity letter winners participated in professional baseball, 7 (26 per cent) in football, 3 (11 per cent) in swimming, 2 (7 per cent) hockey, and 1(4 per cent) in tennis and wrestling.

A majority of the subjects completed their undergraduate academic preparation in four years. These data are reported in Table 36. A greater per cent of the respondents currently teaching and athletes completed their programs in less time than the non-athletes, or subjects who left, or never entered teaching. It is reasonable to conclude that a majority of the non-athletes, subjects who left, and those who never entered the teaching profession selected physical education as a second choice.

TABLE 34

NUMBER AND PER CENT OF THE TOTAL
EARNING VARSITY LETTERS

Sport	Number	Per Cent
Baseball	13	12
Basketball	7	7
Football	46	43
Golf	2	2
Gymnastics	10	9
Hockey	4	4
Swimming	8	7
Tennis	1	1
Track and Field	9	8
Wrestling	7	7
Total	107	100

TABLE 35

NUMBER AND PER CENT OF THE RESPONDENTS EARNING VARSITY
LETTERS PARTICIPATION IN PROFESSIONAL SPORTS

Sport	Number	Per Cent
Baseball	13	48
Basketball	0	0
Football	7	26
Golf	0	0
Gymnastics	0	0
Hockey	2	7
Swimming	3	11
Tennis	1	4
Track and Field	0	0
Wrestling	1	4
Total	27	100

TABLE 36
RESPONDENTS' INDICATION OF LENGTH OF TIME
REQUIRED TO GRADUATE

Classi- fication	Currently Teaching		Once Taught		Never Taught		Athletes		Non- Athletes		Total
	N	Cent	N	Cent	N	Cent	N	Cent	N	Cent	
Four years or less	91	81.0	15	42.8	14	45.1	76	71.0	44	61.0	120
Four years plus one semester	12	10.1	11	31.5	11	31.5	22	20.6	12	16.7	34
Four years plus two semesters	1	.9	3	8.6	2	6.5	3	2.8	3	4.2	6
Five years or more	9	8.0	6	17.1	4	12.9	6	5.6	15	18.1	19
Total	113	100	35	100	31	100	107	100	72	100	179

Summary

Education was generally financed by a combination of sources, principally personal and family incomes, and athletic scholarships. There were only minor differences in grade-point averages.

A greater per cent of the athletes earned varsity letters in football, however, a greater per cent of the athletes who earned letters in baseball participated in professional sports. A greater per cent of the subjects currently teaching completed their educational programs in less time than respondents who left, or never entered teaching.

Professional, Social and Economic Status

The results concerning academic preparation are interesting. Table 37 discloses that 156 (87 per cent) of the respondents attended graduate school. Twenty-three (13 per cent) had received the master's degree, 78 (44 per cent) had completed work beyond the master's degree, 3 (2 per cent) were the recipients of an intermediate degree, and 7 (4 per cent) had been awarded a doctorate degree. The data further revealed that 63 (55 per cent) of the respondents currently teaching had completed study beyond the master's degree, while only 7 (20 per cent), and 8 (26 per cent) of the subjects who left, and never entered the teaching profession had completed preparation beyond the master's level.

It is interesting to note the data on athletes and non-athletes concerning the highest degree earned. Sixty-four (70 per cent) of the athletes had earned the master's degree plus additional credits, while only 57 (65 per cent) of the non-athletes had earned the master's degree plus additional graduate credits (Table 38).

TABLE 37

RESPONDENTS' INDICATION OF THE HIGHEST DEGREE EARNED

Classification	Currently Teaching		Once Taught		Never Taught		Total	
	N	Per Cent	N	Per Cent	N	Per Cent	N	Per Cent
Bachelor's degree	3	2.7	8	23	12	39	23	13
Bachelor's degree + additional credit hours	24	21.2	13	37	8	26	45	25
Master's degree	16	14.1	6	17	1	3	23	13
Master's degree + additional credit hours	63	55.8	7	20	8	26	78	44
Intermediate degree	3	2.7	0	0	0	0	3	2
Doctorate degree	4	3.5	1	3	2	6	7	3
Total	113	100	35	100	31	100	179	100

TABLE 38

NUMBER AND PER CENT OF THE ATHLETES' AND NON-ATHLETES' INDICATION OF HIGHEST DEGREE EARNED

Classification	Athletes		Non-Athletes		Total
	N	Per Cent	N	Per Cent	
Bachelor's degree	15	14.0	8	11.1	23
Bachelor's degree + additional credit hours	28	26.2	17	23.6	45
Master's degree	16	14.9	7	9.8	23
Master's degree + additional credit hours	42	39.3	36	50.0	78
Intermediate degree	3	2.8	0	0	3
Doctorate degree	3	2.8	4	5.5	7
Total	107	100	72	100	179

Data are presented in Table 39 indicating the fields in which additional graduate work was pursued. Fifty-five (35 per cent) of the subjects indicated physical education, 49 (31 per cent) educational administration, 15 (10 per cent) in counseling and guidance, 11 (7 per cent) in science and mathematics, 6 (4 per cent) in business, and 20 (13 per cent) indicated other areas. These areas were: History and Government, Industrial Arts, Social Work, Industrial Engineering, English, and Recreation. The data further disclosed that a greater percentage of the non-athletes did their graduate work in the areas of educational administration, and guidance and counseling, than did the athletes. A slightly higher percentage of the respondents who left, or never entered teaching, indicated some form of non-college training than did subjects who were currently teaching (Table 40). In most instances, the non-college training as indicated by the subjects was in the areas of sales, insurance, and business.

The occupational level held by the respondents appears in Table 41. Twenty-two (19.5 per cent) were employed in university or college positions, 1 (0.9 per cent) worked in junior college, 72 (63.7 per cent) in high school, 8 (7.1 per cent) junior high school, and 10 (8.8 per cent) in elementary school. Table 42 revealed administrative positions held by the subjects. Eleven (33.3 per cent) were department chairmen, 7 (21.2 per cent) worked in counseling or guidance, 2 (6.1 per cent) were superintendents, 5 (15.2 per cent) principals, 3 (9.1 per cent) assistant principals, 4 (12.1 per cent) administrative assistant, and 1 (3.0 per cent) was employed as a consultant of physical education and athletics.

Thirty-eight were teaching in their minor field. The areas most frequently mentioned were: Science 14, Social Studies 14, Mathematics 7, English 2,

TABLE 39

NUMBER AND PER CENT OF THE RESPONDENTS' INDICATION
OF ADDITIONAL FIELDS OF GRADUATE WORK

Areas	All Respondents		Athletes		Non- Athletes	
	N	Per Cent	N	Per Cent	N	Per Cent
Physical education	55	35	39	44	16	24
Administration(education)	49	31	26	29	73	34
Guidance-counseling	15	10	6	7	9	13
Science-mathematics	11	7	5	6	6	9
Business	6	4	5	6	1	2
Other	20	13	7	8	13	18
Total	156	100	88	100	68	100

TABLE 40

RESPONSE OF THE GRADUATES TO THE QUESTION,
"DID YOU RECEIVE NON-COLLEGE TRAINING?"

Group	Yes		No	
	N	Per Cent	N	Per Cent
Currently teaching	28	25	85	75
Once taught	20	57	15	43
Never taught	16	52	15	48
Total	64		115	

TABLE 41

THE GRADUATES' RESPONSE INDICATING THEIR
PRESENT OCCUPATIONAL LEVEL

Classification	Number	Per Cent
College or university	22	19.5
Junior college	1	.9
High school	12	63.7
Junior high school	8	7.1
Elementary	10	8.8
Total	113	100.0

TABLE 42
EDUCATIONAL RESPONSIBILITIES ASSUMED
BY THE RESPONDENTS

Classification	Number	Per Cent
Department Chairman	11	33.3
Counseling Guidance	7	21.2
Principal	5	15.2
Administrative Assistant	4	12.1
Assistant Principal	3	9.1
Superintendent	2	6.1
Consultant, Physical Education and Athletics	1	3.0
Total	33	100.0

and French 1. Only three of the respondents were teaching outside their major or minor area. Eleven of the graduates were employed in an area outside the teaching profession before entering teaching, and three of the subjects entered teaching, left, and later re-entered the teaching profession.

Of the 35 respondents who left the teaching profession 13 entered industry, 9 business, 7 sales, 4 insurance, and 2 went into real estate.

The 31 subjects who never entered the teaching profession indicated that 12 were employed in sales, 5 industry, 4 social work, 3 business, 3 made a career in the Armed Forces, 2 were commercial airline pilots, 1 worked in recreation, and 1 was a minister.

There was a significant relationship when membership in professional organizations was considered. These data are summarized in Table 43. One hundred and four (92 per cent) of the teachers reported membership in one or more professional organizations, while only 29 (44 per cent) of the non-teachers belonged to a professional organization. The types of membership held by the respondents appear in Table 44. Fifty-seven were members of a State Education Association, 51 belonged to a State and Regional Coaches Association, 38 were affiliated with the National Coaches Association, 37 the National Education Association, 33 held membership in a professional association related to their specific field or profession, 22 were members of Phi Epsilon Kappa, 19 identified with the American Association for Health, Physical Education and Recreation, 13 the Michigan Physical Education Association, and 13 with Phi Delta Kappa.

TABLE 43

CHI SQUARE ANALYSIS OF THE RESPONSES OF THE GRADUATES
TO THE QUESTION, "ARE YOU CURRENTLY A MEMBER
OF A PROFESSIONAL ORGANIZATION?"^a

Group	Yes		No		Total
	N	Per Cent	N	Per Cent	
Teachers	104	92	9	8	113
Non-teachers	22	44	37	56	66
Total					179

^a $\chi^2 = 50.47589$. Significant at the 0.05 level.

TABLE 44

RESPONSE OF THE GRADUATES RELATIVE TO MEMBERSHIP
IN PROFESSIONAL ORGANIZATIONS

Organizations	Number	Rank
State Educational Association	57	1
State and Regional Coaches Association	51	2
National Coaches Association	38	3
National Education Association	37	4
Association related to the graduates specific field of training	33	5
Phi Epsilon Kappa	22	6
American Association for Health, Physical Education and Recreation	19	7
Michigan Association for Health, Physical Education and Recreation	13	8.5
Phi Delta Kappa	13	8.5

Summary

The findings relative to the professional status of the respondents indicated that 156 (87 per cent) had attended graduate school, 63 (55.8 per cent) of the subjects currently teaching had completed study beyond the Master's level, which was slightly higher than those who left, or never entered the teaching profession. The data further revealed that the athletes earned more graduate credits than did the non-athletes. Graduate work was generally pursued in the areas of educational administration, physical education, guidance and counseling, science and mathematics, business, and other areas.

Non-college training was in the areas of sales, insurance, and business. Subjects who left, or never entered teaching reported most of the non-college training. These data suggest that specificity was necessary for entrance into these areas, and this no doubt accounts for a greater per cent of the respondents currently teaching pursuing graduate study than did subjects who left, or never entered the teaching profession.

It was interesting to note the respondents indication of membership in professional organizations. Fifty-seven and 37 reported belonging to a State and National Education Association, however, in a number of school districts this is a requirement. Since a majority of the subjects were athletes, and have coaching responsibilities, membership in coaching associations is necessary, if they expect to keep abreast of current coaching techniques.

Most surprising was the number who affiliated with State and National Physical Education Associations, 13 and 19 respectively. These data suggest that physical education teachers seem to lag behind others in professional organizations,

therefore, greater emphasis on professional organizational membership should be stressed during the graduates' course of study, on the part of teachers with some means of follow-up.

Social Status

The findings disclosed that 172 (96 per cent) of the subjects were married (Table 45). It is also interesting to note that only one of the respondents was divorced or widowed, which is an indication of the social stability of the graduates. The mean number of children for the respondents was 2.43. For the subjects currently teaching the mean number of children was 2.42, subjects who left the teaching profession 2.57, and those who never entered teaching 2.31. No significant difference was noted between teachers and non-teachers (Table 46).

An interesting hypothesis revealed in previous research suggested that respondents who were born or reared in urban communities generally select smaller communities in which to work, and those born or reared in rural communities select urban communities. Table 47 suggests relatively little difference in the physical education major graduates of The University of Michigan to support this generalization.

Table 48 revealed that no significant difference existed between the respondents when teachers and non-teachers were compared regarding their participation in civic or community organizations. It can also be noted that approximately half of the subjects indicated membership in civic or community organizations. The evidence presented suggests that both teachers and non-teachers should be more active in community organizations, if they expect to be considered

TABLE 45
MARITAL STATUS OF RESPONDENTS

Classification	Currently Teaching		Once Taught		Never Taught	
	N	Per Cent	N	Per Cent	N	Per Cent
Married	109	96	33	94	30	96.8
Single	3	3	2	6	1	3.2
Widowed or divorced	1	1	0	0	0	0
Total	113	100	35	100	31	100

TABLE 46
MEAN NUMBER OF CHILDREN FOR THE UNIVERSITY OF MICHIGAN
PHYSICAL EDUCATION MAJOR GRADUATES

Classification	Mean
Currently teaching	2.42
Once taught	2.57
Never taught	2.31

TABLE 47

RESPONSE OF THE GRADUATES INDICATING THE SIZE OF THE
COMMUNITY IN WHICH THEY ACCEPTED THEIR
FIRST TEACHING POSITION IN RELATION
TO THE SIZE OF THEIR HOME COMMUNITY

	Number	Per Cent
Larger than home town	53	30
Smaller than home town	58	32
Same size as home town	68	38
Total	179	100

TABLE 48

CHI SQUARE ANALYSIS OF THE RESPONSES OF THE GRADUATES
TO THE QUESTION, "DO YOU HOLD MEMBERSHIP
IN CIVIC ORGANIZATIONS?"^a

Classification	Yes	No	Total
Teachers	58	55	113
Non-teachers	37	29	66
Total	95	84	179

^a $\chi^2 = 0.37478$. Not significant at the 0.05 level.

permanent members of the communities in which they are employed. Data from other investigations revealed that this was one of the reasons for leaving the teaching profession.

Types of membership held in civic or community organizations appear in Table 49. Thirty-two of the respondents indicated membership with a local church group, 15 with the Junior Chamber of Commerce, 13 the Young Men's Christian Association, 12 were affiliated with a special civic organization, 8 with the Parent Teachers Association, 7 in the local Michigan Alumni Association, 5 in the Elks, Kiwanis and National Association for the Advancement of Colored People, and 3 with the Lions.

Summary

The evidence reported in this section disclosed that 96 per cent of the respondents were married, with 2.43 mean number of children. There was very little difference in the population of the respondent's home town and the community in which he accepted his first teaching position. Approximately one-half of the subjects reported membership in local civic or community organizations. Approximately one-third affiliated with a church organization, while the others were divided among a number of organizations.

Economic Status

Table 50 indicated a \$7,500 - \$9,999 modal salary interval of the subjects from teaching alone. When teachers and non-teachers were compared concerning their combined salary, the findings revealed a modal salary interval of \$10,000 - \$14,999 for both groups, however, 63 (95 per cent) of the non-teachers reported a

TABLE 49

RESPONSE OF THE GRADUATES RELATIVE TO
MEMBERSHIP IN CIVIC ORGANIZATIONS

Classification	Number	Rank
Church group	32	1
Junior Chamber of Commerce	15	2
Young Men's Christian Association	13	3
Special civic organizations	12	4
Parent teachers association	8	5
Local Michigan Alumni Association	7	6
Elks	5	8.0
Kiwanis	5	8.0
National Association for the Advancement of Colored People	5	8.0
Lions	3	10
Total	105	

TABLE 50

MODAL INTERVAL OF SALARY OF TEACHERS

Interval	Teachers	
	N	Per Cent
\$15,000 or more	4	3.5
\$10,000 - \$14,999	29	25.7
\$ 7,500 - \$ 9,999	53	46.9
\$ 6,000 - \$ 7,499	23	20.4
\$ 5,000 - \$ 5,999	4	3.5
Total	113	100

TABLE 51

MODAL INTERVAL OF TOTAL SALARY FROM ALL SOURCES
OF TEACHERS AND NON-TEACHERS

Interval	Teachers		Non Teachers	
	N	Per Cent	N	Per Cent
\$15,000 or more	17	15.1	11	46.9
\$10,000 - \$14,999	67	59.2	32	48.5
\$ 7,500 - \$ 9,999	29	25.7	3	4.6
\$ 6,000 - \$ 7,499	0	0	0	0
\$ 5,000 - \$ 5,999	0	0	0	0
Total	113	100	66	100

combined salary of \$10,000 or more, compared to 84 (74 per cent) for teachers (Table 51).

Table 52 disclosed that 94 (85 per cent) of the subjects currently teaching reported extra pay for activities engaged in during the regular school term. The activity most frequently mentioned by the subjects for which they received additional compensation was coaching, followed by: recreation, intramurals, driver education, and a variety of other activities (Table 53). The investigator did not attempt to ascertain the sport the subjects were coaching, nor the amount they received for the conduct of these additional duties.

On the whole no released time was given for the conduct of these duties. This pattern of receiving extra remuneration for non-teaching activities has been indicated in previous investigations.

A further analysis to determine the adequacy of salaries for subjects currently teaching, and those who left the teaching profession revealed that 50 (43 per cent) of the subjects currently teaching, and 15 (44 per cent) of the respondents who left teaching were engaged in extra work for additional compensation outside the school during the regular nine month school term (Table 54).

When respondents were asked, "Why did they accept the extra work?" 41 (54 per cent) indicated the need for additional finance, 31 (41 per cent) stated they enjoyed the work, and 4 (5 per cent) said they did it to help improve the athletic program of the school (Table 55).

Respondents were asked to indicate whether their summer employment was related or unrelated to their major field. The findings disclosed that 90 (68 per cent) of the subjects currently teaching, and respondents who left teaching were employed

TABLE 52

GRADUATES' RESPONSE TO THE QUESTION, "DO YOU RECEIVE
COMPENSATION FOR SUPERVISING EXTRACURRICULAR
ACTIVITIES DURING THE SCHOOL YEAR?"

Classification	Yes		No	
	N	Per Cent	N	Per Cent
Currently teaching	94	85	16	15
Once taught	22	73	8	27
Total	116	83	24	17

TABLE 53

RESPONDENTS' INDICATION OF TYPES OF ACTIVITIES
FOR WHICH EXTRA COMPENSATION RECEIVED

Classification	Number	Rank
Coaching	107	1
Recreation	17	2
Intramurals	12	3
Driver Education	10	4.5
Other	10	4.5
Total	153	

TABLE 54

GRADUATES' RESPONSE TO THE QUESTION, "DO YOU RECEIVE
COMPENSATION FOR WORK OUTSIDE THE
SCHOOL DURING THE SCHOOL YEAR?"

Classification	Yes		No	
	N	Per Cent	N	Per Cent
Currently teaching	50	43	67	57
Once taught	15	44	19	56
Total	65		86	

TABLE 55

REASONS FOR ACCEPTING EXTRA WORK FOR PAY OUTSIDE
THE SCHOOL DURING THE REGULAR SCHOOL TERM

Classification	Number	Per Cent
Extra compensation	41	54
Enjoyed the work	31	41
Help to improve the athletic program of the school	4	5
Total	76	100

in positions directly related to their major area (Table 56).

Summary

On the basis of the data reported the modal interval salary from teaching alone was \$7,000 - \$9,999, and the combined salary was \$10,000 - \$14,999. Non-teachers indicated a slightly higher modal salary than did the teachers.

Eighty-five per cent of the respondents currently teaching revealed extra pay for activities engaged in during the regular school term, and 43 per cent of the respondents were employed for extra pay outside the school during the regular nine month school term. The reason for accepting the additional work was to implement their teaching salary. In general, respondents disclosed that they were engaged in summer employment which was directly related to their major field.

TABLE 56

GRADUATES' RESPONSE TO THE QUESTION,
"IS YOUR SUMMER EMPLOYMENT RELATED
OR UNRELATED TO PHYSICAL EDUCATION?"

Classification	Currently Teaching		Once Taught		Total	
	N	Per Cent	N	Per Cent	N	Per Cent
Related	73	70	17	59	90	68
Unrelated	31	30	12	41	43	32
Total	104	100	29	100	133	100

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS, AND DISCUSSION

It will be recalled that the four purposes motivating this study were: (1) to appraise the effectiveness and quality of the undergraduate physical education professional preparation for men at The University of Michigan, 1950 to 1962, inclusive, (2) to determine the factors related to the selection of physical education as a teaching career, and the reasons related to not entering, or leaving the profession, (3) to provide data relative to educational experiences such as: (a) how education was financed, (b) academic achievement, (c) professional and varsity sports participation, (d) number of years required to graduate, and (4) to determine current professional, social and economic status.

The process of data collection involved a population of 239 male undergraduate physical education majors of The University of Michigan from the years 1950 to 1962, inclusive. Letters were mailed to these 239 subjects to determine their willingness to participate in the study. Two hundred and sixteen (90.4 per cent) respondents agreed to participate. These subjects comprised the basic population of the study. It was then decided to interview all subjects located within a radius of 70 miles from the city of Ann Arbor. The number interviewed was 73 (41.3 per cent). Questionnaires were mailed to 143 graduates, with a response rate of 106 (74.1 per cent). The entire response rate was 82.8 per cent, or 179 subjects.

The four problems stated served as a basis for this investigation. The following conclusions seem justified within the scope of this study and the findings presented.

Program Appraisal

Findings:

1. In general, the undergraduate physical education professional preparation program for men at The University of Michigan was adequate, as interpreted by its effectiveness and quality in meeting the needs of its graduates.
2. Weaknesses were reported in:
 - a. directed teaching
 - b. counseling services
 - c. broad general education program
 - d. diversified program in physical education, K - 12.
3. The physical education department and staff should increase its efforts in assisting its graduates to secure employment.
4. The University of Michigan presented a detached, impersonal and disinterested attitude toward its students.

Choice of Career

Findings:

1. The decision to enter physical education by those currently teaching and those who left the profession was made prior to entering the University, whereas, graduates who never entered teaching selected physical education after enrolling in the University.

2. The decision to select physical education as a major area was because of interest in coaching and teaching physical education. Those who left, or never entered the profession were interested primarily in athletics as a participant, but not as a teaching profession.

3. The decision to accept a position in the teaching profession was based on the respondents' training and interest in coaching and teaching physical education.

4. The basic rewards received from the teaching profession were the achievement and satisfaction of working with young people, as well as the association with their peer group, and the challenge inherent in coaching and teaching physical education.

5. The decision to accept a position outside the teaching profession were: (a) greater opportunities for advancement in other areas, (b) responsibilities too great for the financial remuneration, and (c) lack of financial security in the teaching profession.

6. Subjects who left teaching would re-enter providing salaries were increased, while those who never entered the profession had little desire to enter the teaching profession.

Educational Experiences

Findings:

1. An analysis of the data revealed that the graduates' education was financed by: (a) athletic scholarship, and (b) personal and family income.

2. No significant differences existed among the subjects in mean grade-point average.

3. More varsity athletes earned varsity letters in football than any other sport.
4. A greater number of varsity athletes who earned varsity letters in baseball participated in professional sports.

Professional Status

Findings:

1. A substantial majority who were currently teaching earned more graduate credits beyond the bachelor's degree than did subjects who left, or never entered teaching.
2. The greater percentage of the respondents who entered teaching earned graduate credits in the area of physical education, while non-athletes when compared with athletes tended to pursue graduate work in educational administration.
3. Non-college training in Business, Industry, and Sales was engaged in by respondents who left, or never entered the profession more so than subjects who were currently teaching.
4. Very few of the respondents indicated current membership in professional organizations.

Social Status

Findings:

1. A majority of the male physical education major graduates of The University of Michigan were married, and had a mean of 2.4 children.

2. No difference was found in the size and population of the home town of the respondent and the size or population of the community in which he accepted his first teaching position.

3. Graduates on the whole exhibited little desire to participate in civic organizations. There was no significant difference among teachers and non-teachers.

Economic Status

Findings:

1. The modal salary of respondents currently teaching was \$7,500 - \$9,999.

2. Analysis of salaries from all sources showed that salaries of non-teachers were slightly higher than that of teachers.

3. A significant majority of the subjects currently teaching supervised activities during the regular school term for extra pay. Coaching was generally listed as the activity, and no released time was given in the performance of these duties.

4. Approximately one-fifth of the graduates currently teaching were employed outside the school during the regular school term in an effort to supplement their teaching salary.

5. During the summer months over one-half of the respondents currently teaching were employed in areas related to physical education.

Conclusions and Recommendations

The appraisal of the undergraduate physical education professional preparation

program for men in The University of Michigan is based on the graduates' judgments about the program, the degree to which they were able to meet the responsibilities demanded of them, the educational experiences provided by the University, and the degree to which they were able to accomplish their professional objectives. It must be recognized that such judgments are limited as appraisals of a program.

Based on the evidence presented it can be concluded that the undergraduate physical education professional preparation program for men in The University of Michigan, although adequate in meeting the responsibilities of its graduates, needs to be strengthened in the area of directed teaching. Graduates were not afforded, to a large extent, participation in actual teaching situations and practical experiences in their directed teaching, therefore, the physical education department should include a variety of practical experiences, and a broader laboratory experience prior to student teaching which related the teaching situation to teacher preparation. Emphasis should be placed on the organization of classes and materials, thereby providing the subjects with realistic problems and probable solutions to the problems they will likely encounter.

Furthermore, effort should be expended in the preparation of a "generalist", which would include provisions for the teaching of physical education at the elementary, junior, and senior high school levels. This hypothesis is substantiated by other researchers.

The findings revealed that all courses are not equally valuable as offered, and some should be considered for revision or deletion. It is concluded, therefore, that curricular offerings should be re-evaluated to determine if they are providing

the necessary essentials, with a view toward eliminating unnecessary repetition.

It is also concluded that there were some weaknesses in the counseling and placement services. It is therefore recommended that consideration be given in an effort to determine inadequacies in matters relating to counseling and placement, and that these services be enlarged to provide more contact between advisee and advisor; provisions for more opportunity for professional counseling. Further, the department should involve itself more in assisting its graduates in job placement, provide information relative to the availability of scholarships, fellowships, assistantships, and in-service training in the field of physical education, as well as a continuous follow-up program of its graduates.

The time of the graduates' decision to enter physical education and into the teaching profession is crucial for administrators of physical education programs. Also a careful screening of students in regard to reasons for the selection of physical education as a major must be considered. These data suggest that the graduates' decision has a direct bearing on their desire to enter or not enter physical education as a teaching profession.

The results further revealed that approximately twenty (20 per cent) of the graduates separated from teaching, and seventeen (17 per cent) never entered the teaching profession. It is therefore suggested that provisions be made for graduates who will reject teaching as a career, and that they be made aware of the existence of job markets outside teaching and should be advised as to appropriate elective courses.

The findings further indicated that a majority of the physical education major graduates of The University of Michigan who are currently teaching revealed

that their preparation was adequate to meet the demands they encountered in their work in both professional and subject-matter preparation. Respondents currently teaching indicated a high degree of satisfaction from the teaching profession and generally remain in teaching in some capacity. They would enter teaching and select physical education as a major area if they had the choice to make again, and would matriculate at the University.

Graduates who are currently teaching are cognizant of the need for further professional study as evidenced by the fact that approximately ninety-seven (97 per cent) had completed some additional study beyond the bachelor's degree. Their graduate work was generally in the area of administration, and twenty-nine (29 per cent) indicated administrative positions at the time of the study.

The primary pattern for those who leave, or never enter teaching was generally to enter the areas of Industry, Sales, or Business; additional training was usually of a non-college nature. They indicated a lack of financial security inherent in the teaching profession as a primary reason for leaving or never entering the profession. Further, the evidence points toward a lower rate of withdrawal, and a higher rate of entering the teaching profession by physical education major graduates of The University of Michigan.

On the basis of the findings presented it can be concluded that respondents currently teaching were satisfied with their social, economic, and professional status. However, these graduates experienced problems with social acceptance, and most felt that they were more restricted socially than were members of other leading professions. Active civic and professional membership was limited, therefore, they did not consider civic or professional membership important as is

generally publicized.

The inability of teaching salaries to cover family obligations was a basic reason for the graduates' leaving, or never entering the teaching profession. Graduates currently teaching accepted positions outside the school or supervised extracurricular activities to supplement their teaching salary.

The social, economic, and professional status of the graduates are important aspects of the physical education program, and should be taken into account by those responsible. These data indicate that certain definite relationships exist between these characteristics and have a direct bearing on the graduates' decision to leave, or never enter the teaching profession.

Discussion

Involved in this study is an attempt to learn more about the needs of the undergraduate students trained in physical education. It goes without saying that a university should provide the means for a continuous appraisal of its graduates to see if they are adequately preparing prospective teachers for the type of positions available. One of the most accurate methods to discover a graduate's satisfaction with the program is to determine his opinions concerning his program of studies in relation to his experiences.

If selected aspects of the undergraduate professional preparation program in physical education at The University of Michigan are to be improved, concerned effort should be directed toward analyzing the content and purposes of its program in terms of the needs of its graduates.

It is not the intention of this investigation to formulate a new design in

the undergraduate physical education curriculum. Nevertheless, the findings may be of value in determining some of its weaknesses and strengths, and consideration might be given in the preparation of future students for a career in the teaching of physical education.

The appraisal of the Physical Education curriculum at The University of Michigan utilizing the interview-questionnaire technique, revealed no significant difference among the two groups. Nonetheless, consideration should be given to the fact that the respondents consisted of graduates who completed their education under two different administrations which manifested their opinions and suggestions. Nevertheless the investigator was able to discern more accurately, by the use of the two techniques, the respondents' actual feelings toward their professional preparation.

In determining the adequacy of the program, generally the graduates' first reaction was to indicate that it was adequate; upon further examination however, they revealed some weaknesses inherent in the program. Following this explanation they exhibited confusion in trying to determine whether it was adequate or inadequate. Their final expression was, "I guess it was adequate." This investigator is of the opinion that a majority of the respondents reacting to the mailed questionnaire experienced similar findings.

Of primary concern was their views with regard to ways in which their preparation could have been improved, and courses desired in the curriculum. Graduates were unanimously in agreement on ways and means for program improvement.

Respondents registered dissatisfaction with the "block courses" in physical education. Their main complaint was the method of presentation. A case in point

was basketball, football, and track and field. If the subject was a varsity athlete, the course had little value because the instructor failed to teach or discuss the organization of practice sessions, and current coaching techniques; the same was true of non-athletes. However, the respondents did not feel that this criticism was true of all the courses. They were satisfied with the course in gymnastics, tennis, swimming, and wrestling. Furthermore, respondents felt that the history and principles of physical education, public health, camp counseling, and youth agencies had no place in the curriculum for the physical education major graduate, in relation to the responsibilities they assumed in their first teaching position.

Although the subjects revealed a great deal of satisfaction from the science courses in physical education, training and conditioning, tests and measurements, and practice teaching, they suggested a need for a more practical application of these courses to the teaching situation. For example, in tests and measurements, the knowledge of computing T and Z-scores, standard deviation, and correlation is useless if the subject is unable to apply this knowledge in a practical situation. The course in Kinesiology was good, but too much in depth for high school work. Practice teaching failed to acquaint the subjects with methods and procedures of organizing large classes with limited facilities and equipment, or the indecision among the subjects who indicated they would not select physical education as a major area. In preference to physical education, they revealed an interest in medicine, dentistry, law, and business.

The investigator attempted to hypothesize the real need for the respondents acceptance of extra work for pay for the supervision of activities during the regular school term, extra work for remuneration outside the school during the regular

nine month school term, and his salary from teaching. On the basis of the data reported it seems reasonable to conclude that the need for financial security was not always the primary reason for the subjects leaving or never entering the teaching profession. It appears that the physical education major graduate of The University of Michigan is aggressive, diligent, vibrant, and unrelenting in his desire for aggrandizement in relation to his peer group.

There have been numerous studies on why prospective teachers leave, or never enter the teaching profession. In most instances salary was listed as one of the primary reasons. In this investigation it was interesting to observe the subjects and analyze their responses to determine if salary was their initial reason. It was the feeling of this investigator that some of the subjects who indicated responses other than salary made an attempt to conceal their true reason. This, however, was the exception and not the rule.

From the data reported it can readily be seen that the undergraduate physical education major of The University of Michigan show a desire for academic preparation beyond their bachelor's degree. Less obvious, however, are the reasons associated with this avid aspiration for additional academic preparation. Graduates indicated such reasons as:

1. Low tuition
2. Close to home, convenient location
3. Excellent school, program and staff
4. Received a fellowship, scholarship or assistantship
5. Spouse was completing her degree at the University

This seems to be in keeping with the general hypothesis evidenced by other

investigators, who revealed that a person's desire to continue his academic preparation is related to his proximity to the educational institution.

The lack of participation in civic or community organizations by the respondents is primarily due to the position he holds, and the duties inherent to the position. Further, he finds it necessary to accept extra duties for extra pay to supplement his teaching salary, and finds little time for civic or community organizations.

It may be noted that when respondents were asked, "would they select The University of Michigan, if they had it to do again," in general, the data suggest a positive opinion; however, a careful review of the data reveals some indecision among the graduates. A major criticism was that the University was too large, unfriendly, cold, and impersonal to the young immature high school graduate. He was confused and found it very difficult to make the necessary adjustment, which resulted in poor work during his first two years, and failure in some cases. Some of the subjects suggested attending a small four-year college, or junior college their first two years to "bridge the gap" between the small high schools and the University.

Finally, researchers generally agree on the need for the appraisal of professional preparation programs. They also agree that universities should provide the means for continuous program appraisal, as a guide to determine its strengths and weaknesses, and to make available information vital to the professional growth of its graduates.

Therefore, within the scope of this investigation it is suggested that provisions for a continuous follow-up study of the undergraduate physical education

majors of The University of Michigan should be directed toward understanding the curricular needs of the graduates, make provisions for these needs, and to validate the findings of this investigation.

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APPENDIX A

Questionnaire-Interview Instrument

QUESTIONNAIRE INTERVIEW

1. What year did you first enter The University of Michigan? _____

1A. Minor(s) (1) _____ (2) _____ (3) _____

2. Did you ever serve in the Armed Forces of the United States? _____

2A. Branch of Service _____ From _____ To _____
Mo. Yr. Mo. Yr.

3. Did you participate in varsity sports at The University?

YES NO

3A. (If YES) In what sports did you earn a varsity letter?

4. Have you had any professional sports experience?

YES NO

4A. (If YES) What Sport(s) _____, _____

4B. Length of time _____ Organization _____

5. To what professional organizations do you belong?

6. To what civic or community organization do you belong?

7. THIS QUESTION IS APPLICABLE TO ALL RESPONDENTS

Occupational History: Please list all positions held since receiving the Bachelor's Degree.
Begin with your present position. Do not include summer employment.

Employer and Location	Position*	Dates From - To	Duties**

Note: * If you teach or coach indicate whether College, High School, Jr. High School, etc.

** If coaching specify sport(s). If teaching specify courses.

NOW I WOULD LIKE TO ASK YOU A FEW QUESTIONS ABOUT YOUR UNDERGRADUATE PROGRAM AT THE UNIVERSITY OF MICHIGAN.

8. How did you finance your undergraduate education, that is, just thinking about tuition, room, board and books?

9. When did you first decide on physical education as a major field?

- 9A. Why did you select physical education?

10. As a result of your experiences, what features of your undergraduate program would you desire changed?

- 10A. What type of courses would you want included?

11. How would you rate the academic counseling you received from members of the physical education department?

a. Very adequate

b. Adequate

c. Inadequate

- 11A. If you checked either b or c how do you think it could have been improved?

12. If you were starting your college experience over again, and had a choice, would you come to The University of Michigan?

YES

NO

12A. (If you checked NO) Why wouldn't you?

12B. Would you select physical education as your major?

YES

NO

(If you checked NO) Why wouldn't you?

13. What is the highest college degree that you have completed?

14. Have you taken any additional graduate work?

YES

NO (Skip to Question 15)

14A. (If YES) How many semesters or quarter hours was this work?

14B. (If YES) In what field(s) was it?

14C. (If YES) At what college or university did you do this work?

14D. (If YES) Why did you select this institution?

15. What non-college training have you had since receiving your Bachelor's Degree? (Example: sales manager, insurance broker.)

IF YOU NEVER ENTERED THE TEACHING PROFESSION, SKIP TO QUESTION 25.
IF YOU ONCE TAUGHT OR ARE CURRENTLY TEACHING, CONTINUE WITH
QUESTION 16.

16. How did you obtain your first teaching position?

17. Please explain briefly what circumstances led to your taking a position in the teaching field?

- 17A. What are the rewards you feel you have received from the teaching field?

18. How would you rate your physical education preparation for your first teaching position? (Check applicable)

- a. Very adequate (excellent)
- b. Adequate
- c. Inadequate

- 18A. If you checked either b or c how do you think this preparation could have been improved?

19. Considering the physical education courses you took in the undergraduate program, which three (3) would you consider most beneficial in helping you to meet job requirements?

- (1) _____
- (2) _____
- (3) _____

- 19A. Which three (3) courses would you consider least beneficial?

- (1) _____
- (2) _____
- (3) _____

20. Thinking of undergraduate courses you had that were not in physical education, which three(3) were most beneficial in preparing you to meet job requirements?

- (1) _____
- (2) _____
- (3) _____

20A. Which three (3) courses would you consider least beneficial?

- (1) _____
(2) _____
(3) _____

21. Most beginning teachers in physical education experience certain problems during their first year of teaching. List in order of importance to you the problems you experienced.

- (1) _____
(2) _____
(3) _____
(4) _____

21A. How did you resolve these problems?

- (1) _____
(2) _____
(3) _____
(4) _____

22. (Were) are you paid extra during the regular school term for any of the following activities? (Please check only those for which you are paid extra).

- a. Coaching
b. Driver Education
c. Director of Intramural Program
d. School Recreational Program
e. Any others? _____

(Please
specify) _____

22A. (Were) are these considered a part of your regular teaching load?

YES NO

22B. (If YES) What proportion of time?

23. (Were) are you doing any extra work for pay outside the school during the regular school term?

YES NO

23A. (If Yes) What is the nature of this work?

23B. (If YES) Why did you select this type of employment?

24. Please list the types of summer jobs you have held since graduating from The University of Michigan.

Job Title	Year	Duties

IF YOU ARE CURRENTLY TEACHING, SKIP TO QUESTION 27.

25. Please explain briefly what circumstances led to your taking a position outside the teaching profession.

26. If these things could be changed would you now consider entering, or re-entering, the teaching profession?

YES

NO (Skip to Question 27)

26A. (If YES) Under what conditions?

27. What type of work do you expect to be doing 10 years from now (even though your plans may be indefinite).

27A. Ten years from now what is the probability that you will be working in a school system in some capacity?

- a. Very good
- b. Fairly good
- c. Average
- d. Somewhat poor
- e. Extremely poor

28. Indicate the approximate population of the community in which you were brought up.

Less than 2,500
2,500 - 9,999
10,000 - 24,999
25,000 - 99,999
100,000 or more

29. What was the approximate population of the community in which you were first employed?

Less than 2,500
2,500 - 9,999
10,000 - 24,999
25,000 - 99,999
100,000 or more

30. What is your marital status?

a. Married
b. Widowed, Divorced
c. Single

30.A. (If a or b) Number of children _____

31. Which of these income groups represents your total combined family income for 1966?

\$5,000 - \$5,999
\$6,000 - \$7,499
\$7,500 - \$9,999
\$10,000 - \$14,999
\$15,000 or over

32. What was the gross income from your teaching position in 1966?

\$5,000 - \$5,999
\$6,000 - \$7,499
\$7,500 - \$9,999
\$10,000 - \$14,999
\$15,000 or over

33. If married, separated from the teaching field or never taught how much of the combined income did the wife contribute?

APPENDIX B

Introductory and Follow-Up Correspondence

THE UNIVERSITY OF MICHIGAN

Ann Arbor, 48104

Physical Education for Men

January 25, 1967

Dear Michigan Graduate,

The Physical Education Department of The University of Michigan is currently undertaking an extensive research project investigating the effectiveness of the preparation of its undergraduates. We urgently need your cooperation in order to obtain the information so vitally needed. The specific objectives of the study are: (1) to determine the quality and effectiveness of undergraduate professional preparation, and, (2) to consider recommendations which may improve this program. The findings of this research will have great significance for present and future students, as well as the faculty.

The initial phase of the study requires that we ascertain your correct address, and identify the nature of your employment. During the latter phase of the study, some of you will be contacted for personal interviews; questionnaires will be mailed to others. To begin with, please fill out and return the enclosed postal card within the next few days so that we may proceed with the preliminary part of the study.

I would like to assure you that all responses will be kept strictly confidential. No individual respondent will be identified with the results. If you desire, an abstract of the findings will be made available to you at the conclusion of the study. Thank you again for your cooperation; we will look forward to receiving your reply.

Very cordially,

Paul A. Hunsicker
Chairman, Department of
Physical Education, Men

PAH/nea
Enclosure

Example of Postal Card

Name _____
 Last First Middle

Home Address _____
 Number Street

 City State Zip Code

Please check the appropriate line:

- ☐ I am currently in the teaching field.
- ☐ I have taught and am now separated from the
teaching field.
- ☐ I never entered the teaching field.
- ☐ Other: (please explain) _____

Comments: _____

THE UNIVERSITY OF MICHIGAN

Ann Arbor, 48104

Physical Education for Men

March 9, 1967

Dear Michigan Graduate,

About a month ago we sent you a letter in which we outlined a study of our physical education graduates that is currently in progress. In this letter we enclosed a postal card which we asked you to fill out and return. Two weeks ago we sent a follow-up letter. It has occurred to us that the two original mailings may have been misplaced and that this may be why we have received no answer from you to date. Therefore, we are sending you another postal card.

We have received excellent cooperation from the great majority of our graduates contacted through our first two letters. However, in order to put this study on a thoroughly scientific basis, we need to include all of you. We request once more your kind cooperation. Will you please take a few moments from your busy schedule to fill out and send us the enclosed card? We are anxiously awaiting your reply.

Very cordially,

Paul A. Hunsicker
Chairman, Department of
Physical Education, Men

PAH/nea
Enclosure

THE UNIVERSITY OF MICHIGAN

Ann Arbor, 48104

Physical Education for Men

May 17, 1967

Dear Michigan Graduate,

We deeply appreciate your prompt response to our initial letter advising you of the objectives of this follow-up study of our graduates. Just to refresh your memory, the specific objectives are: (1) to evaluate the effectiveness of undergraduate professional preparation, and, (2) to make recommendations which may improve this program.

Now we need a half hour from your busy schedule so that you may complete the enclosed questionnaire, and return it immediately in the enclosed envelope. Please answer the questions in detail, and feel free to make any additional comments you may desire. The accuracy and completeness of your responses are of utmost importance.

Once again I wish to assure you that your replies are confidential; no respondent will be identified with the results. When your questionnaire is returned, the cover sheet will be detached immediately; this assures that as the replies are tabulated you will remain anonymous.

Some of you have already indicated that you would like an abstract of the results; we will be happy to accommodate you when the study is completed. In the meantime, we will look forward to your prompt reply.

Very cordially,

Paul A. Hunsicker
Chairman, Department of
Physical Education, Men

PAH/nea
Enclosures

THE UNIVERSITY OF MICHIGAN

Ann Arbor, 48104

Physical Education for Men

June 8, 1967

Dear Michigan Graduate,

A few weeks ago we mailed you a questionnaire in which we asked you to evaluate your undergraduate professional preparation.

If you have not returned the questionnaire please take a half-hour from your busy schedule, fill it out, and drop it in the mail today. If the questionnaire has been misplaced let us know and we will be very happy to send you another.

We urgently need your response in order to proceed with the analysis of the data. We look forward to your early reply.

Very cordially,

Paul A. Hunsicker
Chairman, Department of
Physical Education, Men

PAH/mjb

THE UNIVERSITY OF MICHIGAN

Ann Arbor, 48104

Physical Education for Men

July 6, 1967

Dear Michigan Graduate,

We understand that you must be very occupied these days, but the pressure of events forces us to turn to you once more for your cooperation.

A few weeks ago we sent you a questionnaire, and since we have received no reply to date, it has occurred to us that the mailing must have been misplaced. We have received fine cooperation from an overwhelming number of our graduates contacted through our first two letters. However, in order to keep this study on a thoroughly scientific basis, we need to include all our graduates.

Please take the 20 to 30 minutes necessary to complete and return the questionnaire. We need this information desperately and are eagerly awaiting your response.

Very cordially,

Paul A. Hunsicker
Chairman, Department of
Physical Education, Men

PAH/na

THE UNIVERSITY OF MICHIGAN

Ann Arbor, 48104

Physical Education for Men

July 25, 1967

Dear Michigan Graduate,

Over the period of the past few months we have written you three letters asking you to please complete a short questionnaire relative to your undergraduate experience at The University of Michigan.

We feel this study is extremely important, well conceived, and will have an impact on our future curriculum changes. Please fill out and return the questionnaire immediately. We need your response urgently so that we may complete the study.

Cordially,

Paul A. Hunsicker
Chairman, Department of
Physical Education, Men

PAH/na