A SURVEY OF THE PHYSICAL EDUCATION ACTIVITY PROGRAM FOR WOMEN IN STATE COLLEGES AND UNIVERSITIES IN THE UNITED STATES

by

RUTH ELIZABETH WARNKE

A THESIS

submitted to the

OREGON STATE AGRICULTURAL COLLEGE

in partial fulfillment of
the requirements for the
degree of

MASTER OF SCIENCE

June 1934

APPROVED:

Redacted for privacy

Professor of Education In Charge of Major

Redacted for privacy

Head of Department of Education

Redacted for privacy

Chairman of School Graduate Committee

Redacted for privacy

Chairman of College Graduate Council

2 Nov '39. G. Author. est. 850 Bind. .90
ORE-2-3-3065

ACKNOWLEDGMENTS

The writer desires to acknowledge her indebtedness to all those who have assisted her in any way in working out her problem. She is most deeply indebted to Dr. F. W. Parr, her major professor, for his helpful criticisms, valued suggestions and generous cooperation.

Further, the writer wishes to thank Miss Laura C. McAllester, Head of the Women's Physical Education Department at Oregon State College; Miss Jeanette Brauns, instructor of physical education at Oregon State College; and Mr. Ralph O. Coleman, Director of Intramural Athletics at Oregon State College, for their assistance in the development and organization of the questionnaire. Thanks are due, also, to the directors of physical education of the respective state colleges and universities for their cooperation in filling out the questionnaires.

TABLE OF CONTENTS

Chapter		Page
I	INTRODUCTION	
	A. Nature and Purpose of the Investigation	1
	B. Importance of the Problem	3
	C. Scope of the Investigation and Method of Procedure	4
	D. Related Investigations	10
	E. Summary	13
II	PRESENT STATUS OF THE PHYSICAL EDUCATION ACTIVITY PROGRAM IN STATE COLLEGES AND UNIVERSITIES	
	A. Organization of the Program	14
	B. General Activities in State Colleges and Universities	20
	C. Specific activities	24
	D. Intramural Activities	36
III	ANALYSIS OF SPECIFIC ACTIVITIES IN THE GENERAL GROUPS	
	A. Aquatics	39
	B. Gymnastics	43
	C. Individual Sports	46
	D. Rhythmics	50
	E. Team Sports	54
IV	SUMMARY AND CONCLUSIONS	
	A. Summary	58
	B. Conclusions	60
	C. Limitations	61
	D. Recommendations	62
	BIBLIOGRAPHY	63
	APPENDIX	65

LIST OF TABLES

Table		Page
I	Classification of State Colleges and Universities by Size and Geographical Location	8
II	Physical Education Requirement in Years According to Size of State Colleges and Universities	15
III	Physical Education Requirement in Years According to Location of Institutions	16
IV	Organization of the Instructional Program According to Size of the Institution	17
V	Organization of the Instructional Program According to Location of State Colleges and Universities	18
VI	General Activities Offered According to Size of Schools	21
VII	General Activities Offered According to Location of Schools	21
VIII	Specific Activities According to Size of State Colleges and Universities	26
IX	Specific Activities According to Location of State Colleges and Universities	28
X	Comparison of Frequency and Time Ranking of "Core" Activities	31
XI	"Core" Activities According to Geographical Location of State Colleges and Universities	33
XII	"Core" Activities According to Size of State Colleges and Universities	34
XIII	Percentage of Institutions Requiring "Core" Activities	35
XIV	Intramural Activities Offered in State Colleges and Universities	37
XV	Comparison of Frequency and Time Rank of Aquatics . .	40
XVI	Aquatic Activities Offered According to Size of Schools	40
XVII	Aquatic Activities Offered According to Location of Institutions	41

Table		Page
XVIII	Comparison of Frequency and Time Rank of Gymnastics	43
XIX	Gymnastic Activities Offered According to Size of Institutions	44
XX	Gymnastic Activities Offered According to Location of Schools	45
XXI	Comparison of Frequency and Time Rank of Individual Sports	47
XXII	Individual Sports Offered According to Size of Institution	48
XXIII	Individual Sports Offered According to Location of Schools	49
XXIV	Comparison of Frequency and Time Rank of Rhythmics . .	51
XXV	Rhythmic Activities Offered According to Size of Institutions	52
XXVI	Rhythmic Activities Offered According to Location of Schools	53
XXVII	Comparison of Frequency and Time Rank of Team Sports .	55
XXVIII	Team Sports Offered According to Size of Institutions.	56
XXIX	Team Sports Offered According to Location of Schools .	56

LIST OF CHARTS

Chart		Page
1.	Geographic Distribution of Colleges and Universities. .	9
2.	Comparative Value of General Activities According to Percentage of Time Taught	22

A SURVEY OF THE PHYSICAL EDUCATION ACTIVITY PROGRAM FOR WOMEN IN STATE COLLEGES AND UNIVERSITIES IN THE UNITED STATES

CHAPTER I

INTRODUCTION

A. NATURE AND PURPOSE OF THE INVESTIGATION

The purpose of this study is to discover the present practices in physical education for women in state colleges and universities. This purpose is expected to be accomplished by the fulfillment of three aims.

The first aim is to learn what specific activities are being offered in the women's physical education activity program in state colleges and universities. Several definite points in regard to the program which this study attempts to investigate are:

1. The range of activities offered in the classes which satisfy the college physical education requirement for graduation.
2. The importance attached to any one or more of these in the entire program. This emphasis will be indicated by the amount of time each activity occupies in teaching days in relation to the total time available for instruction in the school year.
3. The method of organizing the classes. This refers to the three usual types of organization: (1) the entire program prescribed, the student having no choice; (2) the entire program elective, in which the student selects all of the activities; (3) the combined program which prescribes one or more activities for all

students, and allows the student to choose the remainder.

The second aim of this investigation is to determine what specific activities are being offered in the women's physical education intramural program in state colleges and universities. The points to be determined in this regard are:

1. The range of activities offered in the women's intramural program.
2. The importance attached to any one or more of these in the entire program.

The third aim of this investigation is to furnish, if possible, some indication of a present trend towards a general form of physical activity for women in state colleges and universities. This trend may show itself in both the physical education classes and the intramural program.

The trend of activities in the physical education classes may be influenced by several factors. The three listed here may be considered among the important ones, and will be studied in some detail:

1. The size of the state college or university as determined by the number of women students enrolled.
2. The geographical location of the state college or university.
3. The organization of the teaching program.

The intramural program for women may be influenced by the following factors:

1. The size of the institution as determined by the number of women students enrolled.
2. The geographical location of the institution.

B. IMPORTANCE OF THE PROBLEM

This study is of value for several reasons: first, because there has been a scarcity of information about the physical education activity program in state colleges and universities. Studies have been made which deal with the physical education program in colleges for women, but, to the writer's knowledge, no collective study has been made of the activity program in state colleges and universities, the college and university catalogues having been the only available source for such information.

Secondly, the information presented in this survey will be of value to new teachers in the state colleges and universities since it is helpful when going into a new and different situation to have some means of familiarizing oneself with what is done there, and what is possible. Since there are not, as yet, any specific standards set up for physical education programs, the mere collection of present practices is important as a preliminary step toward evaluation and standarization of such programs.

In the third place, this study will be an aid to present heads of departments. A department which finds itself at some variance from the other colleges and universities of its type, or which is rendering a limited service, will have some indication of what is being done in other institutions and of possibilities for expanding its own program.

Fourthly, teacher-training colleges, desiring to give a comprehensive program, will derive benefit from this study. Any institutions giving professional courses in physical education should

be aware of the possible activities the students will need in their teaching positions, so that these students, going out into a wide variety of educational institutions, may be prepared to teach as many activities as possible. A comprehensive program will be their best protection.

C. SCOPE OF THE INVESTIGATION AND METHOD OF PROCEDURE

This study is limited to the four-year, fully accredited state colleges and universities with two exceptions, Rutgers and Cornell, which are not state universities in the true sense of the word but are the best representatives of the state-university type in their respective states. This survey deals only with the physical education activity program and does not include the following: Physical and medical examinations; health education program; aims and objectives of the program; the athletic association activities; equipment and staff; and professional courses in women's physical education.

A list of publicly controlled colleges and universities was secured from the Biennial Survey of Education 1926-28 (18)* and checked with Patterson's American Educational Directory 1933 (17). From this list, the state colleges and universities were selected and checked with the list given in Robertson's "American Universities and Colleges" (23). The final list, which included sixty-three state colleges and universities,was used in this study. Of the sixty-three questionnaires

---

* The number indicating the source of quotation refers to the reference number in the bibliography.

sent out, fifty-seven, or ninety per cent, were returned. However, only fifty-one, or eighty per cent, of the replies were usable.

Because one of the original assumptions of the study is that the size of the state college and university is a factor in determining the possible range of activities, the institutions are classified according to the enrollment of women students. The state college or university with a maximum enrollment of 500 women students is a frequent one. Colleges and universities with an unlimited enrollment, some of which approach 4000 women students, have an entirely different aspect. The state college or university with an enrollment of women students varying between 500 and 1000 possibly presents a mid-point, having some of the advantages and disadvantages of each of the others. An arbitrary division has therefore been made, with the number of enrolled women students as the guide: State colleges and universities having less than 500 women students are designated as "small; those institutions having an enrollment of more than 500 and less than 1000 women students are termed "medium"; and the schools having more than 1000 women students are called "large".

Following another of the assumptions, i.e., that the geographical location of the institution has some effect upon the activities offered, a classification is made under the following five divisions of the United States: New England, Middle Atlantic, Southern, Central and Western States.

In formulating a check list, the activities are classified under five groupings corresponding to the divisions used by Margaret C. Barr (3) in her study: Aquatics, gymnastics, individual sports,

rhythmics and team sports. The specific activities under each general group were decided upon after a sampling of college catalogues, and after consulting Barr's questionnaire and an intramural questionnaire by Jeanette Brauns (4). The final group came from the check list on the questionnaire blank sent out to the directors of physical education of the sixty-three state colleges and universities. (See Appendix B for copy of blank). The information asked for on these blanks included the following points:

1. General information. The number of women students enrolled in the institution; the extent of the physical education requirement in years; and the amount of time in the school year.
2. The organization of the instructional program, and the inclusion or exclusion of a swimming requirement for graduation.
3. The scope of the instructional program. The number of times an activity is taught in a week; the number of weeks it is taught in a term or semester; the number of terms or semesters the activity is taught during a year; and whether it is a required activity, or one which may be elected.
4. The scope of intramural activities. The number of weekly meetings of the group; the number of weeks taught in a term or semester; and the number of terms or semesters the activity is offered during the year.

Information secured from these blanks is presented in the form of raw data, in numerical and percentage forms in tables and charts.

Utilizing the questionnaire information, the length of time in the school year is computed for each state college and university by

the number of semesters or quarters in a year, weeks in that semester or quarter and the number of teaching days in the week. The number of school days available is totalled for all the colleges and universities and a numerical average obtained. This is used as an index for determining percentages of emphasis for any one activity in the composite program of the institutions and is referred to hereafter as the "average total number of days available".

In the range of activities, each director was asked to check the ones required and those considered elective. In addition she indicated the number of times an activity is taught in a week, the number of weeks taught in a semester or quarter, and the number of semesters an activity is taught in a year. These three figures when multiplied together give the number of days or the amount of time an activity occupies in the school year. This figure for each activity is added for all the colleges and universities offering it, and again a numerical average obtained. This is termed the "average number of days of a specific activity". To determine the relative emphasis of any specific activity in the entire program, it is necessary to get the percentage of available time given to this activity. Such an index is determined by dividing the "average number of days of a specific activity" by the "average total number of days available".

However, the procedure used to determine the emphasis of a specific activity in its general group is slightly different. Here, the average total time devoted to aquatics (for example) is computed, and used with the "average number of days for swimming" to get the relative importance of swimming in the aquatic program. The same

procedure applies to diving, boating, and life-saving in the aquatic program. The specific activities under each of the general heads are treated similarly and the results appear in tables and charts listed.

Questionnaires with the desired information were returned by fifty-one of the sixty-three directors of physical education in state colleges and universities. Table I, indicating the size and geographical location of these institutions shows that of the fifty-one replies, twenty-four were received from the medium-sized state colleges and universities, fifteen from the large schools and twelve from the small state institutions.

TABLE I

CLASSIFICATION OF STATE COLLEGES AND UNIVERSITIES BY SIZE AND GEOGRAPHICAL LOCATION

Geographical section	Small	Medium	Large	Total
New England	3	1	0	4
Middle Atlantic	2	3	1	6
Central	1	7	7	15
Southern	1	5	3	9
Western	5	8	4	17
Total	12	24	15	51

Geographically, the Western section is represented by seventeen state colleges and universities; the Central section by fifteen; the Southern section by nine; the Middle Atlantic section by six; and the New England section by four. Chart 1 illustrates the geographical distribution of the colleges represented in the survey.

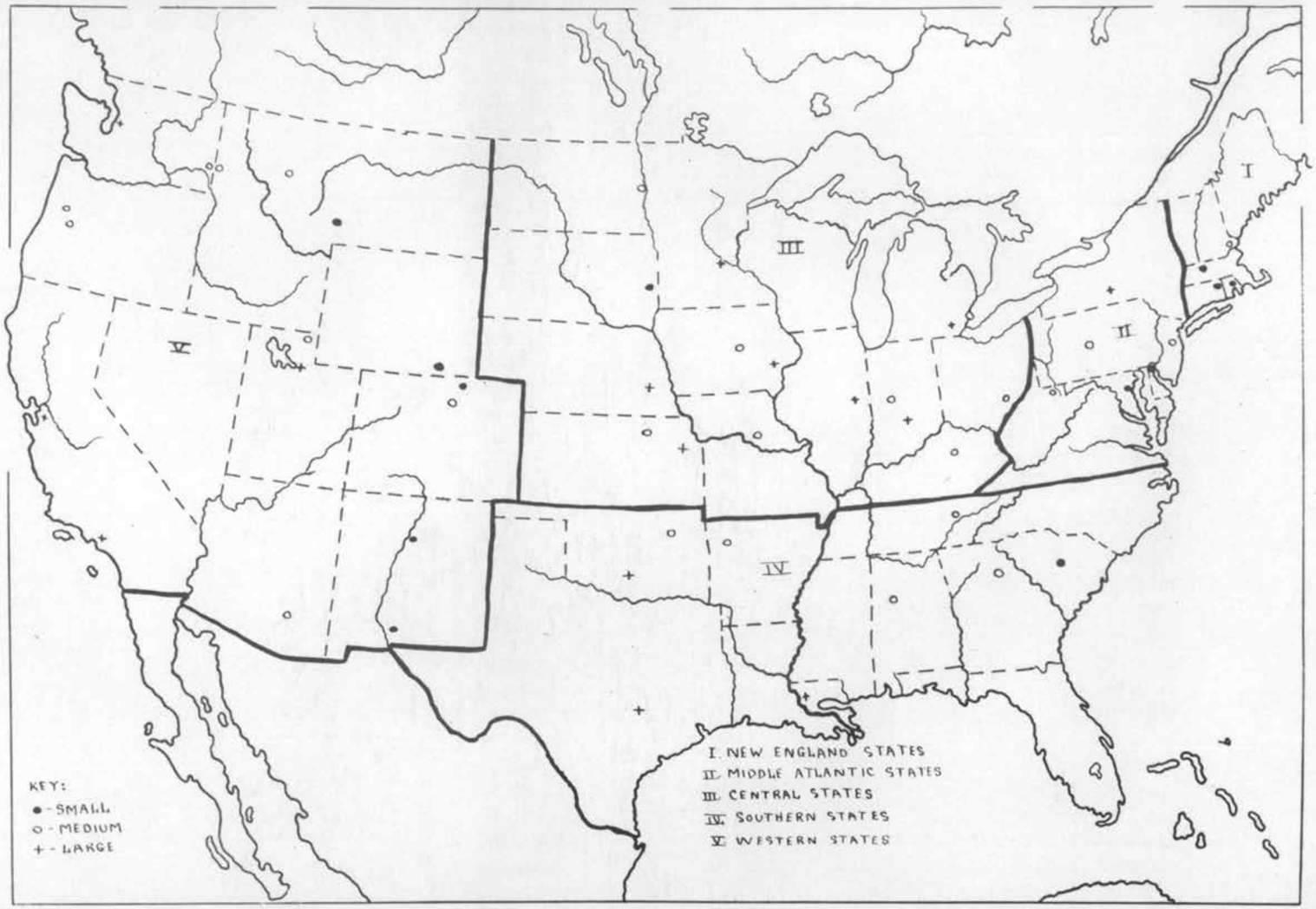

CHART 1 GEOGRAPHICAL DISTRIBUTION OF COLLEGES AND UNIVERSITIES

In addition to the information supplied by the questionnaire, further facts for this study were obtained from the following general sources:

1. Several investigations were found which dealt with physical education in colleges and universities. Of these, a thesis written by Margaret C. Barr of the University of Southern California was of much value in preparing the questionnaire and compiling the results of the investigation.
2. Personal conferences. Discussions with members of the physical education staff of Oregon State College in regard to the preparation of the questionnaire and the content of the thesis were invaluable.
3. Library facilities. College catalogues, books and magazine articles dealing with physical education furnished a supplement to the other data secured.

D. RELATED INVESTIGATIONS

In formulating the study presented in this thesis, the writer surveyed literature dealing with related phases of her problem. A brief description of several of the best studies is given in this section.

The study most closely related to the present investigation is the one made by Barr (3). In a survey of sixty-one colleges for women, Barr planned to determine four points regarding the physical education activities: (1) The range of activities taught; (2) the importance of any one of these in the entire program; (3) the organization of the program; (4) the culmination of the program.

The conclusions reached by Barr in regard to the above four points follow:

1. Eighty-seven activities are included in the physical education programs in colleges for women. The greatest number of these are in the individual sport group, followed by gymnastics, team sports, rhythmics and aquatics in that order.
2. The most important specific activities in the various programs are, in order: Individual gymnastics, character dancing, swimming, diving, fieldball, tennis, golf, Danish gymnastics, folk dancing and apparatus.
3. The organization of the program is definitely toward a combined form which prescribes one or more activities and allows the student to elect the remainder. The purely elective program and the prescribed program are found in a relatively small number of colleges. The college physical education requirement for graduation in these schools tends toward three and four years, sixty-four per cent requiring three or more years of the students.
4. The culmination of the program in the various activities is widespread and general, all but four of the colleges reporting some form of tournament, meet or test. This takes place in the regular class time in nearly one-third of the group, in time outside of class in a larger number, while a few departments utilize time in class and outside as well.

A survey made by Marie M. Ready (20) deals with American colleges and universities, eighty of which are public and one hundred

and two are private. The bulletin outlines the "present status of opportunities afforded the rank and file of students in colleges and universities. It is a study of the status of physical education, military training, and hygiene". Ready found that the scope of the required work usually includes special corrective gymnastics, light apparatus, calisthenics, folk and gymnastic dances, indoor and outdoor games and sports, track activities, relays and swimming. The programs of activities vary somewhat in different localities on account of different climatic conditions. The large amount of outdoor equipment provided by all the institutions indicates that the tendency of all institutions is to stress outdoor activities as far as possible. Forty-eight of the colleges and universities in this study submitted information that a swimming test, or participation in swimming classes, is a requirement for graduation.

Schott (24) made a thorough survey of physical education in the ten colleges of the United Lutheran Church, covering the following points: Equipment; administration of the department of physical education programs and policies; personnel; physical education for women; summary and recommendations. In summary of the chapter on women's physical education in seven of the Lutheran colleges, Dr. Schott states: "Physical education is being recognized as an integral part of the whole scheme of education. In the Lutheran colleges at present, facilities for women are very meager, Physical education is not required by all the colleges. Three of the colleges conduct intercollegiate basketball for women, but intramural athletics for women are very little emphasized. The range of activities offered is entirely too limited. Basketball was

offered by each college department. Other activities which might also have been offered are: Tennis, archery, quoits, land hockey, handball, hiking and dancing."

E. SUMMARY

This chapter of the thesis has given introductory material along four lines: (1) Nature and purpose of the investigation; (2) importance of the problem; (3) scope of the investigation and method of procedure; and (4) related investigations. Chapter II is devoted to a discussion of the present status of the physical education activity program and takes into consideration the following phases: (1) Organization of the program; (2) general activities offered in state colleges and universities; (3) specific activities offered in state institutions; and (4) intramural activities offered in state schools. Chapter III gives an analysis of the specific activities in the five general groups: Aquatics, gymnastics, individual sports, rhythmics and team sports. The conclusions and recommendations are presented as a summary in Chapter IV.

CHAPTER II

PRESENT STATUS OF THE PHYSICAL EDUCATION ACTIVITY PROGRAM IN STATE COLLEGES AND UNIVERSITIES

A. ORGANIZATION OF THE PROGRAM

In discussing the organization of the physical education program, the following two phases will be considered: (1) The physical education requirement in years; and (2) the form of organization of the program.

The physical education requirement in years is a matter determined by the individual state college or university, and presents considerable variation as is shown both in this study and in other surveys and investigations. According to Ready (20) there is a general tendency toward requiring physical education for two years. Cummings (7) expresses a similar viewpoint when she says, "Every woman student should be required, throughout her first two under-graduate years at least, to devote not less than three and preferably four periods a week to some recognized form of motor activity." It is Elliott's (8) opinion that the most outstanding evidence of the attitude of our colleges and universities toward physical education is the fact that physical education is practically a universal requirement, ranging from one to four years.

The results of this investigation, presented in Table II, show that when the state colleges and universities are classified according to size, the majority, eleven out of the fifteen, of the large institutions require two years of physical education. Of the remaining institutions, one requires a year of physical education; another has a three year

requirement, while two have no physical education requirement at all. Twenty-one of the twenty-four medium sized state colleges and universities have a two-year requirement; two have a three year requirement; and one has a four-year requirement. Eleven of the small institutions have a two-year requirement, and one has a three-year requirement.

TABLE II

PHYSICAL EDUCATION REQUIREMENT IN YEARS ACCORDING TO SIZE OF STATE COLLEGES AND UNIVERSITIES

Number of years required	Small	Medium	Large	Total
0			2	2
1			1	1
2	11	21	11	43
3	1	2	1	4
4		1		1
Total	12	24	15	51

These results show that the large majority of the institutions, forty-three, or 84.3 per cent, of the fifty-one schools, have a two-year requirement; four, or 7.8 per cent have a three-year requirement; while only one each has a one and four-year requirement, respectively. One small state college is changing from a three-year to a two-year requirement in September 1934, and a large university is changing from a two-year to a one-year requirement.

The results of this investigation classified according to the geographical location of the various institutions are shown in Table III. Two state universities, one in the Central section and one in the Western

section, do not have a physical education requirement for graduation. In the four New England institutions, three require two years of physical education and one require three years. In the Middle Atlantic section, five of the six state institutions have a two-year requirement and the sixth has a four-year requirement. Fourteen of the fifteen institutions in the Central section have a two-year requirement.

TABLE III

PHYSICAL EDUCATION REQUIREMENT IN YEARS ACCORDING TO THE LOCATION OF INSTITUTIONS

Number of years required	New England	Middle Atlantic	Central	Southern	Western
0			1		1
1					1
2	3	5	14	8	13
3	1			1	2
4		1			
Total	4	6	15	9	17

In the nine Southern schools, eight have a two-year requirement, and one has a three-year requirement. The greatest differences in requirements are found in the Western section: Thirteen of the seventeen schools having a two-year requirement; two having a three-year requirement; and one having a one-year requirement. The college changing its requirement from three years to two years is in the Western section; the university changing from a two-year requirement to a one-year requirement is in the Central section.

In considering the forms of organization, the three following plans were found to be in use: The prescribed program; the elective program; and the combined program which is partly prescribed and partly elective.

The prescribed program, which designated all the activities and gives the student no choice, has a few enthusiastic supporters. One of them, Cummings (7), who advocates at least two years of undergraduate physical education, goes on further to say that this requirement should be met during the freshman year by prescribed activities when indicated and with increasing freedom of choice during the balance of the college course.

The results of this investigation, which are shown in Table IV, indicate the number of institutions classified according to size using each of the three plans.

TABLE IV

ORGANIZATION OF THE INSTRUCTIONAL PROGRAM ACCORDING TO SIZE OF THE INSTITUTIONS

Size	All activities prescribed	All activities elected	Combination of prescribed and elective
Small	1	2	9
Medium	1	8	15
Large	2	5	8
Total	4	15	32

Referring to this table it is noted that the prescribed program is offered in four, or 7.8 per cent of the state colleges and universities. Of these, one is a small institution; one medium sized; and two are large universities.

Table V shows the results of the investigation according to location of state colleges and universities.

TABLE V

ORGANIZATION OF THE INSTRUCTIONAL PROGRAM ACCORDING TO LOCATION OF STATE COLLEGES AND UNIVERSITIES

Location	All activities prescribed	All activities elected	Combination of prescribed and elective
New England		1	3
Middle Atlantic	1		5
Central		4	11
Southern	3		6
Western		10	7
Total	4	15	32

Three state universities in the Southern section and one state university in the Middle Atlantic section offer an all prescribed program. The other three sections do not include this type of program organization.

A great deal more is said and more still is done about the elective program in which the student selects all the activities. Elliott (8) makes the statement, "The elective system has taken the place of universal prescription."

The results of this investigation, classified by size of the

institution in Table IV, show that fifteen state institutions, or 29.4 per cent, use the elective form of organization. Of these, two are small schools; eight are medium-sized; and five are large state colleges and universities.

The institutions in this investigation using an elective program, when classified according to geographical location as shown in Table V, are confined to three sections: One institution in the New England section; four in the Central section; and ten in the Western section. The Middle Atlantic and Southern sections are not represented.

In the combined program, one or more activities are required, and the student is allowed to elect the remainder of the program. The requirement is not always definite, but indicates the type of activity to be taken.

Results of this investigation according to the size of state colleges and universities show that of the thirty-two, or 62.7 per cent, schools using a combined program, nine are small state colleges and universities; fifteen are medium-sized institutions, and eight are large schools.

Results of the investigation according to location of state colleges and universities show that all sections of the country include this type of organization in their physical education program: The New England section being represented by three institutions; the Middle Atlantic section by five institutions; the Central section by eleven; the Southern section by six; and the Western section by seven.

B. GENERAL ACTIVITIES IN STATE COLLEGES AND UNIVERSITIES

The term, "general activity", is used in this study to denote each of the five inclusive groups into which the activity program is divided: Aquatics, gymnastics, individual sports, rhythmics, and team sports. The emphasis on these five general groups, shown graphically in Chart 2, indicates the percentage of time devoted to each general activity in relation to the total time possible for teaching purposes. Individual sports occupy the most prominent place in the general activities of state colleges and universities with 36.96 per cent of the total time available, and gymnastics is next with 20.31 per cent. Rhythmics with 19.27 per cent, team sports with 13.63 per cent and aquatics with 9.83 per cent are third, fourth, and fifth, respectively.

Considering the number of state colleges and universities presenting these five general groups, as shown in Table VI, the order is changed. Individual sports and team sports lead with all of the fifty-one institutions offering them. Rhythmics is in second place with fifty institutions represented; gymnastics is third with forty-six colleges and universities; and aquatics last with forty-one.

The emphasis on general activities, according to the size of the institutions, is illustrated by Table VI which shows the number of shcools offering each of the general activities. In the twelve small state colleges and universities, when classified according to size, gymnastics, team sports, and individual sports lead with all of the institutions offering these three general activities. Rhythmics is offered in eleven schools, and aquatics in seven of the twelve. In the twenty-four medium-sized schools, rhythmics, team sports, and individual

sports tie for first place with all of the institutions offering them.

TABLE VI

GENERAL ACTIVITIES OFFERED ACCORDING TO SIZE OF SCHOOLS

Activities	Large	Medium	Small	Total
Aquatics	14	20	7	41
Gymnastics	13	21	12	46
Individual sports	15	24	12	51
Rhythmics	15	24	11	50
Team sports	15	24	12	51

Gymnastics is next with twenty-one schools represented; and aquatics is third with twenty institutions offering this general activity. In the fifteen large state colleges and universities, three general activities, rhythmics, team sports, and individual sports, tie for first place with all of the institutions represented in each group. Aquatics is second with fourteen institutions; and gymnastics is nearly equal with thirteen schools included.

In Table VII the same data are shown according to geographic location.

TABLE VII

GENERAL ACTIVITIES OFFERED ACCORDING TO LOCATION OF SCHOOLS

Activities	New England	Middle Atlantic	Central	Southern	Western
Aquatics	3	4	12	6	16
Gymnastics	3	5	14	9	15
Individual sports	4	6	15	9	17
Team sports	4	6	15	9	17

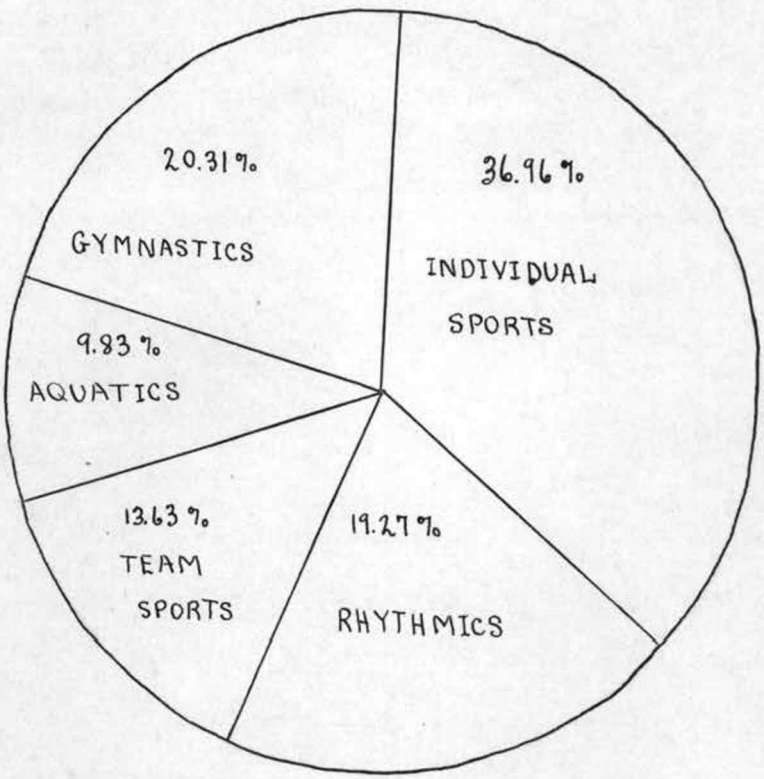

CHART 2 COMPARATIVE VALUE OF GENERAL ACTIVITIES ACCORDING TO PERCENTAGE OF TIME TAUGHT

The New England section is represented by four state colleges and universities, all of which include rhythmics, individual sports, and team sports in their programs. Three of the four offer gymnastics and aquatics. The Middle Atlantic section is represented by six schools, all of which include rhythmics, individual sports, and team sports in their programs; five of the six offer gymnastics; and four offer aquatics. The Central section is represented by fifteen institutions all of which include rhythmics, individual sports, and team sports. Fourteen of the fifteen institutions offer gymnastics, and twelve offer aquatics. All of the nine institutions in the Southern section offer rhythmics, team sports, individual sports and gymnastics in their physical education programs. Six of them offer aquatics. Individual sports and team sports are included in the program of the seventeen Western state colleges and universities. Sixteen of the institutions offer rhythmics and aquatics; and fifteen of the total number offer gymnastics.

One of the assumptions of this study is that the size and geographical location of the colleges and universities will influence the trend of the activity program. In the large state college and university the trend of general activities, as judged by the number offering them, is toward rhythmics, team sports, and individual sports, since all three activities are offered in every large state college and university. In the medium-sized state institution, rhythmics, team sports and individual sports again receive major attention, being offered in all the schools of this size. Team sports and individual sports receive the most attention in the small state college and university, being included in the programs of all the small state schools.

In the New England institutions the trend of general activities, as judged by the number offering them is toward rhythmics, individual sports and team sports. The same trend is evident in the Middle Atlantic sections, as rhythmics, individual sports and team sports are again included in the program of all the Middle Atlantic schools. Rhythmics, team sports and individual sports are also offered by all the state institutions in the Central section. The schools in the Southern section offer four general activities in all of their programs: Rhythmics, team sports, individual sports and gymnastics. The trend in the Western section is toward individual sports and team sports, these two general activities being included in the program of all Western institutions.

C. SPECIFIC ACTIVITIES

The preceding division gave facts concerning general activities which are the five inclusive groups into which the activity program is divided. This section relates to specific activities or those making up each of these general groups.

To get data concerning these specific activities, the director of physical education at each institution was asked to check which of the forty-six activities listed on the questionnaire were offered in her department and to add any activities that were not already on the list. Fourteen specific activities were added, making a total of sixty activities to be considered in compiling the following data. In reading Table VIII, which lists the specific activities offered in state colleges and universities, classified according to size, it is advisable to keep

TABLE VIII

SPECIFIC ACTIVITIES ACCORDING TO SIZE OF STATE COLLEGES AND UNIVERSITIES

Activities	Small(12)	Medium(24)	Large(15)	Total(15)
AQUATICS:				
Boating (canoeing)		2	1	3
Diving	2	14	8	24
Life-saving	4	19	10	33
Swimming	7	20	14	41
*Water gymnastics			1	1
GYMNASTICS:				
Danish	3	9	8	20
German		3	1	4
Individual	3	17	9	29
Natural	5	6	1	12
Swedish	1	5		6
Apparatus	7	7	6	20
Pyramids	7	8	2	17
Stunts	6	13	8	27
Tumbling	8	15	9	32
*General exercise			1	1
*Formal gymnastics		1		1
*Exercise patterns		1	1	2
*Fundamentals			1	1
INDIVIDUAL SPORTS:				
Archery	8	20	12	40
Badminton	3	12	5	20
Bowling		2	1	3
Deck tennis		15	6	21
Fencing	2	3	7	12
Golf	2	18	13	33
Handball	1	1	5	7
Hiking	2	6	2	10
Quoits	1	8	3	12
Riding	4	11	9	24

TABLE VIII (CONTINUED)

Activities	Small(12)	Medium(24)	Large(15)	Total(51)
Rifle	4	4	5	13
Skating (ice)	1	3	3	7
Skiing	1	3	2	6
Snowshoeing	1	3	1	5
Squash		1		1
Tennis	10	23	15	48
Track and field	8	12	5	25
*Shuffle board		2	1	3
*Ping pong		3	1	4
*Fundamentals		1		1
*Horseshoes			1	1
RHYTHMICS:				
Aesthetic	1	4	3	8
Character (tap, clog)	11	24	15	50
Classic		1	1	2
Folk	7	17	13	37
Gymnastic and athletic	1	7	1	9
Interpretative	4	13	9	26
Natural	7	12	6	25
*Toe dancing	1			1
*Correctives	1			1
*German	1			1
*Fundamentals		1	1	2
TEAM SPORTS:				
Baseball	12	23	12	47
Basketball	11	23	14	48
Cricket				
Field ball		5	3	8
Field hockey	11	20	15	46
Lacrosse			2	2
Soccer	4	16	11	31
Speedball	3	11	4	18
Volleyball	10	22	11	43
*Kickball		1		1

* The activities starred have been added to the original list by the directors of physical education.

in mind the number of schools in each size grouping.

The small institutions offer forty activities, thirty-seven of which are on the original list, and the other three were added by directors in filling out the questionnaire. All three of the additional activities are in the rhythmics group and are offered only in institutions of this size. The medium sized schools offer programs which include fifty-one activities, forty-four of which appear on the original list and seven additional activities. Of these additional activities, three are offered exclusively in this size institution. The large state colleges and universities also offer fifty-one activities in their physical education programs. Eight of these are additional and forty-three are found on the original list. Four of the additional activities found in the aquatics, gymnastics and individual sports groups, are offered only in this size institution.

The list of activities offered by the colleges and universities when classified according to geographic location, together with the number of institutions making up each geographical group, is found in Table IX. It is intersting to note that the Central section offers the widest range of activities, including forty-eight specific activities; the Western section is next offering forty-six activities; the Southern section offers forty-two activities; the Middle Atlantic section offers thirty-five activities; and the New England section offers thirty-three activities.

The twenty-five activities most common to the fifty-one colleges and universities, as judged by the number of institutions

TABLE IX

SPECIFIC ACTIVITIES OFFERED ACCORDING TO LOCATION OF STATE COLLEGES AND UNIVERSITIES

Activities	New England (4)	Middle Atlantic (6)	Central (15)	Southern (9)	Western (17)
AQUATICS:					
Boating (canoeing)		1	1		1
Diving	2	2	5	5	10
Life-saving	2	2	10	6	13
Swimming	3	4	12	6	16
*Water gymnastics					1
GYMNASTICS:					
Danish		3	5	5	7
German			2	2	
Individual	2	3	9	6	9
Natural	1	1	2	3	5
Swedish	1		3	2	
Apparatus	2	2	4	7	5
Pyramids		2	3	4	8
Stunts	1	3	8	7	8
Tumbling	2	4	7	8	11
*General exercise					1
*Formal gymnastics	1				
*Exercise patterns				1	
*Fundamentals				1	
INDIVIDUAL SPORTS:					
Archery	3	4	12	6	15
Badminton	2	2	4	4	8
Bowling	1		1	1	
Deck Tennis		3	7	4	7
Fencing	1	1	1	2	7
Golf		3	14	5	11
Handball		1	2	3	1
Hiking	2	1	2	2	3
Quoits		2	2	3	5
Riding	2	3	4	6	9
Rifle	2	2	2	4	3
Skating (ice)	2		4		1
Skiing	2		2		2
Snowshoeing	2		2		1
Squash			1		
Tennis	3	4	15	9	17
Track and field	3	3	8	6	5

TABLE IX (CONTINUED)

Activities	New (4) England	Middle (6) Atlantic	Central (15)	Southern (9)	Western (17)
*Shuffle board		1	2		
*Ping pong		1	1		2
*Fundamentals			1		
*Horseshoes					1
RHYTHMICS:					
Aesthetic	2		2	2	2
Character (tap, clog)	4	6	15	9	16
Classic				2	
Folk	2	4	11	9	11
Gymnastic and athletic	2		2	4	1
Interpretative	2		10	6	8
Natural	3	5	4	4	9
*Toe dancing			1		
*Correctives					1
*German					1
*Fundamentals			2		
TEAM SPORTS:					
Baseball	4	6	14	9	14
Basketball	4	5	14	9	16
Cricket					
Field ball			5	1	2
Field hockey	4	5	14	9	14
LaCrosse		1			1
Soccer	2	4	11	6	8
Speedball		2	5	5	6
Volleyball	2	5	13	8	15
*Kickball				1	

* The activities starred have been added to the original list by the directors of physical education.

offering them, may be termed the "core" curriculum. Since an assumption of this phase of the investigation is that the average amount of time, or number of days an activity is taught in relation to the total number of school days available for teaching will be an index of its importance in present practice, the time emphasis on activities in the "core" curriculum was determined. This emphasis is found by getting the percentage of the average number of days for each activity to the average total number of teaching days available, which is 198. Table X presents the activities in decreasing rank order according to the number of colleges offering them and furnishes a means for comparing the frequency rank and the time rank of "core" activities.

Swimming ranks first in time and seventh in frequency, being taught an average of 76.08 days, or 38.42 per cent of the time, in forty-one state colleges and universities. Interpretative dancing is second in the percentage of time and sixteenth in frequency rank with an average of 71.72 teaching days, or 36.22 per cent, in twenty-six institutions. Individual gymnastics, natural dancing, and diving are third, fourth and fifth, respectively in time rank, but have a frequency rank of 14, 17.5 and 19.5 respectively.

Table XI shows this same group of activities with the institutions classified geographically to show the distribution of these important activities in the various locations. Character dancing, basketball, baseball and field hockey are the most important of the "core" activities in the New England section and are offered in all of the institutions in that section. Character dancing and baseball are the two most important activities in the Middle Atlantic section, being

TABLE X

COMPARISON OF FREQUENCY AND TIME RANK OF "CORE" ACTIVITIES

Activities	Number of schools offering	Frequency rank	Average no. days taught	Per cent of total time	Time rank
Character dancing	50	1	53.17	26.85	7
Basketball	48	2.5	40.34	20.37	17
Tennis	48	2.5	52.81	26.67	8
Baseball	47	4	34.00	17.17	24
Field hockey	46	5	33.65	16.99	25
Volleyball	43	6	39.90	20.15	18
Swimming	41	7	76.08	38.42	1
Archery	40	8	51.50	26.01	10
Folk dancing	37	9	49.32	24.90	13
Life-saving	33	10.5	50.24	25.37	11
Golf	33	10.5	46.96	23.71	15
Tumbling	32	12	36.87	18.62	23
Soccer	31	13	37.17	18.77	21
Individual gymnastics	29	14	71.66	36.19	3
Stunts	27	15	37.76	19.07	20
Interpretative dancing	26	16	71.72	36.22	2
Track and field	25	17.5	39.65	20.02	19
Natural dancing	25	17.5	61.30	30.95	4
Diving	24	19.5	58.85	29.72	5
Riding	24	19.5	58.68	29.63	6
Deck tennis	21	21	49.06	24.77	14
Badminton	20	23	51.57	26.04	9
Danish gymnastics	20	23	50.05	25.27	12
Apparatus	20	23	36.95	18.66	22
Speedball	18	25	41.40	20.90	16

offered in every program. In the Central section, character dancing and tennis are the most important activities and are taught in all of the fifteen institutions comprising that section. Six activities are of equal importance in the nine Southern schools: Character dancing, basketball, tennis, baseball, field hockey and folk dancing. Tennis is the only "core" activity offered in the seventeen Western state colleges and universities.

This grouping of "core" activities arranged according to the size of the institutions is shown in Table XII. In the small state college and university, baseball is the most important of the "core" activities and is the only one offered in all of the small institutions. Character dancing is the most important activity in the medium-sized institutions and is offered in the twenty-four institutions making up this size group. Three activities are of equal importance in the large state colleges and universities: Character dancing, tennis and field hockey. The following activities are of the next importance in each group, being offered in all except one of the institutions: In the small schools, character dancing, basektball and baseball; in the medium-sized state colleges and universities, basketball, tennis and baseball; in the large state colleges and universities, basketball and swimming.

In checking the list of specific activities, the directors were asked to indicate which activities are required of all students, and which are elective. The results presented will be concerned only with the twenty-five activities found in the "core" curriculum, since using activities offered in only a few institutions would distort the picture.

TABLE XI

"CORE" ACTIVITIES ACCORDING TO GEOGRAPHICAL LOCATION OF STATE COLLEGES AND UNIVERSITIES

Activities	New England (4)	Middle Atlantic (6)	Central (15)	Southern (9)	Western (17)
Character dancing	4	6	15	9	16
Basketball	4	5	14	9	16
Tennis	3	4	15	9	17
Baseball	4	6	14	9	14
Field hockey	4	5	14	9	14
Volleyball	2	5	13	8	15
Swimming	3	4	12	6	16
Archery	3	4	12	6	15
Folk dancing	2	4	11	9	11
Life-saving	2	2	10	6	13
Golf		3	14	5	11
Tumbling	2	4	7	8	11
Soccer	2	4	11	6	8
Individual gymnastics	2	3	9	6	9
Stunts	1	3	8	7	8
Interpretative dancing	2		10	6	8
Track and field	3	3	8	6	5
Natural dancing	3	5	4	4	9
Diving	2	2	5	5	11
Riding	2	3	4	6	9
Deck tennis		3	7	4	7
Badminton	2	2	4	4	8
Danish		3	5	5	7
Apparatus	2	2	4	7	5
Speedball		2	5	5	6

TABLE XII

"CORE" ACTIVITIES ACCORDING TO SIZE OF STATE COLLEGES AND UNIVERSITIES

Activities	Small(12)	Medium(24)	Large(15)	Total(51)
Character dancing	11	24	15	50
Basketball	11	23	14	48
Tennis	10	23	15	48
Baseball	12	23	12	47
Field hockey	11	20	15	46
Volleyball	10	22	11	43
Swimming	7	20	14	41
Archery	8	20	12	40
Folk dancing	7	17	13	37
Life-saving	4	19	10	33
Golf	2	18	13	33
Tumbling	8	15	9	32
Soccer	4	16	11	31
Individual gymnastics	3	17	9	29
Stunts	6	13	8	27
Interpretative dancing	4	13	9	26
Track and field	8	12	5	25
Natural dancing	7	12	6	25
Diving	3	13	8	24
Riding	4	11	9	24
Deck tennis		15	6	21
Badminton	3	12	5	20
Danish	3	9	8	20
Apparatus	7	7	6	20
Speedball	3	11	4	18

For example, an activity offered in only one institution and required by that institution would give one hundred per cent requisition. The percentage of institutions requiring an activity, shown in Table XIII was determined by dividing the number of schools requiring that activity by the number offering it. The rank according to percentage is also indicated.

TABLE XIII

PERCENTAGE OF INSTITUTIONS REQUIRING "CORE" ACTIVITIES

Activities	Number of institutions offering	Number of institutions requiring	Per cent of institutions requiring	Rank as to per cent
Character dancing	50	14	28.00	3
Basketball	48	9	18.75	14
Tennis	48	3	6.25	21
Baseball	47	11	23.40	9
Field hockey	46	12	26.30	5
Volleyball	43	10	23.25	10
Swimming	41	15	36.58	2
Archery	40	6	15.00	17.5
Folk dancing	37	10	27.02	4
Life-saving	33	0	0	25
Golf	33	1	3.33	24
Tumbling	32	5	15.62	15
Soccer	31	7	22.58	11
Individual gymnastics	29	13	44.82	1
Stunts	27	7	25.92	6
Interpretative dancing	26	4	15.38	16
Track and field	25	3	12.00	19
Natural dancing	25	6	24.00	8
Diving	24	1	4.58	22
Riding	24	1	4.16	23
Deck tennis	21	2	9.52	20
Badminton	20	3	15.00	17.5
Danish gymnastics	20	4	20.00	13
Apparatus	20	5	25.00	7
Speedball	18	4	22.22	12

Individual gymnastics is required more frequently than any other activity, Table XII indicating that thirteen, or 44.72 per cent of the twenty-nine schools offer it. Swimming is next in order, being required in fifteen, or 36.58 per cent of the forty-one institutions offering it. Character dancing, required in fourteen, or 28 per cent, of fifty shcools, folk-dancing, required in ten, or 27.02 per cent, of thirty-seven institutions, and field hockey, required in twelve, or 26.3 per cent of forty-six schools are next in order. Stunts, apparatus, natural dancing, baseball and volleyball are the next five in order of requisition. It is intersting to note that life-saving is the only one of the twenty-five activities that is not required by any institution.

D. INTRAMURAL ACTIVITIES

Intramural activities are those carried on outside of the regular physical education classes, and for which no academic credit is given. That practices vary in the organization and administration of the intramural programs is indicated by the fact that some institutions provide weekly hours for intramural instruction, while others offer the instruction in regular physical education activity classes with the tournaments taking place outside of the regular class time. Various statements obtained from the questionnaires regarding intramural activities and competition are found in Appendix C. No attempt at classificiation of the statements was made in this study.

The range of intramural activities offered in the state colleges and universities is found in Table XIV. It is impossible to give facts

other than the number of institutions offering each activity because of the various ways of organizing the intramural program. However, this list will give an indication of the present trend in the intramural program.

TABLE XIV

INTRAMURAL ACTIVITIES OFFERED IN STATE COLLEGES AND UNIVERSITIES

Activity	Number of institutions offering	Activity	Number of institutions offering
AQUATICS:		INDIVIDUAL SPORTS:	
Swimming	38	Tennis	45
Boating	1	Archery	37
Diving	3	Deck tennis	23
Life-saving	2	Golf	19
Water polo	1	Riding	17
		Track	16
RHYTHMICS		Badminton	14
Character		Hiking	13
(tap, clog)	13	Fencing	7
Folk dancing	9	Ping pong	7
Natural dancing	9	Horseshoes	6
Interpretative	7	Shuffleboard	5
Social	2	Bowling	3
		Bicycling	2
TEAM SPORTS:		Croquet	2
Basketball	45	Quoits	2
Baseball	43	Foul pitching	2
Volleyball	38	Roller skating	1
Hockey	15	Winter sports	1
Soccer	4	Posture contest	1
Hitpin baseball	2	Bridge	1
Soccer baseball	1	Checkers	1
Speedball	1		
Mass ball	1	GYMNASTICS:	
		Tumbling	9

Intramural activities are offered in forty-eight, or 94.1 per cent of the fifty-one institutions and include a total of forty-three specific activities. Tennis and basketball are the two outstanding intramural activities, since forty-five or 93.7 per cent of the forty-eight institutions offer them. Baseball is next with forty-three, or 89.5 per cent of the schools offering it; volleyball and swimming are included in thirty-eight, or 79.1 per cent of the programs; and archery is offered in thirty-seven or 77 per cent of the institutions.

CHAPTER III

ANALYSIS OF THE SPECIFIC ACTIVITIES IN THE GENERAL GROUPS

In the preceding chapter, a section was devoted to the discussion of general activities and one to specific activities which are offered in state colleges and universities. This chapter gives an analysis of the specific activities within each of the five groups in the following order: Aquatics, gymnastics, individual sports, rhythmics and team sports.

A. AQUATICS

Aquatics, as the name implies, include those activities which are carried on in the water. The five activities making up the aquatics list in this survey are: Swimming, life-saving, diving, boating and water gymnastics. The first four were on the checking list and are the major activities, while the other is mentioned only by the one institution adding it to the list.

The comparison of the specific aquatic activities in regard to time rank and frequency rank is shown in Table XV which gives the number of institutions offering the activity, the rank according to frequency, the average number of days taught, the percentage of time in the aquatic program and the rank as to the percentage of time. Only the four major activities are used in computing the percentage, since the fifth activity appears only once. Swimming ranks first in the number of institutions offering it and also in the percentage of time devoted to it, being taught in forty-one schools for an average of 76.08 days, or

34.29 per cent of the aquatic program. Diving is next in percentage of time since it is taught 58.85 days, or 26.52 per cent of the time, and

TABLE XV

COMPARISON OF FREQUENCY AND TIME RANK OF AQUATIC ACTIVITIES

Activities	Number of schools offering	Frequency rank	Average no. days taught	Per cent of total time	Time rank
Swimming	41	1	76.08	34.29	1
Life-saving	33	2	50.24	22.64	3
Diving	24	3	58.85	26.52	2
Boating (canoeing)	3	4	36.66	16.52	4
Water gymnastics	1				

is offered by twenty-four colleges and universities, a frequency rank of third. Life-saving is third in time rank but second in frequency rank while boating is fourth both in time and frequency rank.

Table XVI shows the activities offered according to the size of the institutions.

TABLE XVI

AQUATIC ACTIVITIES OFFERED ACCORDING TO SIZE OF SCHOOLS

Activities	Small(12)	Medium(24)	Large(15)	Total(51)
Boating (canoeing)		2	1	3
Diving	2	14	8	24
Life-saving	4	19	10	33
Swimming	7	20	14	41
Water gymnastics			1	1

Swimming ranks first in each size group, but life-saving is a close second in the medium-sized group, being offered in only one less institution. Boating is offered in only the medium-sized and large colleges and universities and the additional activity, water gymnastics, is found in a large institution. Life-saving is the second most important activity in all size groups according to the number of schools offering it, and diving, although not as important in frequency ranking, is offered in institutions of all sizes.

Aquatic activities offered according to location of institutions are shown in Table XVII. Boating is offered only in the Middle Atlantic, Western and Central sections.

TABLE XVII

AQUATIC ACTIVITIES OFFERED ACCORDING TO LOCATION OF INSTITUTIONS

Activities	New England (4)	Middle Atlantic (6)	Central (15)	Southern (9)	Western (17)
Boating (canoeing)		1	1		1
Diving	2	2	5	5	10
Life-saving	2	2	10	6	13
Swimming	3	4	12	6	16
Water gymnastics					1

Water gymnastics is an activity peculiar to the Western section, being offered in this section only. The other three aquatic sports, swimming, diving and life-saving are found in each of the five geographical sections. In the New England section, swimming is first in number of institutions offering it, while diving and life-saving are of equal

importance. This is also true in the Middle Atlantic section. Swimming is most important in the Central section, followed by life-saving and diving in the order mentioned. The same number of institutions offer swimming and life-saving in the Southern section, and one less offers diving. The Western section follows the same trend as the Central section: Swimming is offered by the largest number of institutions with life-saving and diving next in order.

The director, in filling out the questionnaire, was asked to indicate the swimming requirement for graduation. These requirements vary to a considerable extent and a list of them is given in Appendix D. The importance of a swimming requirement is indicated by the latest edition of Sheffields' book (25) which says that "a swimming and life-saving test should be one of the graduation requirements in every institution of learning, from the elementary through the advanced." Only eleven, or 21.5 per cent of the fifty-one institutions in this survey have a specified requirement for graduation; one has a freshman and sophomore requirement; another has a departmental requirement; a third recommends swimming and life-saving; while four of the schools have no swimming pool available.

The trend of the aquatic program is toward swimming, as is indicated by the fact that it ranks first in both time and frequency. Life-saving is second in frequency rank according to the size and location of the institutions. Aquatic activities are offered more frequently in the medium-sized schools than in the large or small sized, which are second and third, respectively. The aquatic sports are most popular in the Western Section, followed by the Southern, Central, New

England and Middle Atlantic sections in the order named.

B. GYMNASTICS

The gymnastic activities in this study include the various national systems that have been a part of the program at various times, and the forms that seem to be much in use at present. There are nine separate types on the original questionnaire and four other activities have been added by the directors filling out the blank. In determining the emphasis on each activity in the gymnastic group, as shown in Table XVIII, the number of days each activity is taught is divided by the total number of days gymnastics occupy in the activity program; nine major activities being used in computing the percentage.

TABLE XVIII

COMPARISON OF FREQUENCY AND TIME RANK OF GYMNASTIC ACTIVITIES

Activities	Number of schools offering	Frequency rank	Average no. days taught	Per cent of total time	Time rank
Tumbling	32	1	36.87	8.04	9
Individual	29	2	71.66	15.63	2
Stunts	27	3	37.76	8.23	7
Danish	20	4.5	50.05	10.91	4
Apparatus	20	4.5	36.95	8.06	8
Pyramids	17	6	40.70	8.87	6
Natural	12	7	42.36	9.24	5
Swedish	6	8	64.00	13.96	3
German	4	9	78.00	17.01	1
*Exercise patterns	2				
*Fundamentals	1				
*General exercise	1				
*Formal gymnastics	1				

* These activities have been added to the original list.

German gymnastics are first in the percentage of time with an average of 78 days, or 17.01 per cent of time in the gymnastic program; however, they are offered by the fewest institutions. Individual gymnastics are second in the percentage of time and also in the number of institutions offering them, being offered an average of 71.66 days, or 15.63 per cent, in twenty-nine schools. Swedish gymnastics are third in percentage of time, being offered 64 days, or 13.96 per cent, of the time, but, as in the case of German gymnastics, they are offered in a relatively small number of institutions, four out of fifty-one, or eighth in frequency ranking.

Table XIX shows the gymnastic activities offered according to the size of state colleges and universities.

TABLE XIX

GYMNASTIC ACTIVITIES OFFERED ACCORDING TO SIZE OF INSTITUTIONS

Activities	Small(12)	Medium(24)	Large(15)	Total(51)
Danish	3	9	8	20
German		3	1	4
Individual	3	17	9	29
Natural	5	6	1	12
Swedish	1	5	0	6
Apparatus	7	7	6	20
Pyramids	7	8	2	17
Stunts	6	13	8	27
Tumbling	8	15	9	32
General exercise			1	1
Formal gymnastics		1		1
Exercise patterns		1	1	2
Fundamentals			1	1

Tumbling is the most important activity in the small school in terms of the number of institutions offering it; apparatus and pyramids are next.

Individual activities are offered in the largest number of medium-sized institutions with tumbling and stunts next. Individual gymnastics and tumbling are offered by the same number of institutions in the large group, and are followed by Danish gymnastics and stunts also offered by an equal number. German gymnastics are not offered in small institutions and Swedish gymnastics are not found in large schools.

Gymnastics offered according to location of the institutions are found in Table XX.

TABLE XX

GYMNASTIC ACTIVITIES OFFERED ACCORDING TO LOCATION OF SCHOOLS

Activities	New(4) England	Middle(6) Atlantic	Central (15)	Southern (9)	Western (17)
Danish		3	5	5	7
German			2	2	
Individual	2	3	9	6	9
Natural	1	1	2	3	5
Swedish	1		3	2	
Apparatus	2	2	4	7	5
Pyramids		2	3	4	8
Stunts	1	3	8	7	8
Tumbling	2	4	7	8	11
General exercise					1
Formal gymnastics	1				
Exercise patterns				1	1
Fundamentals				1	

The New England section does not offer Danish, German or pyramids in their gymnastic program. Individual gymnastics, apparatus and tumbling are offered by the largest number of schools in this section. The Middle Atlantic section does not offer German or Swedish gymnastics, and emphasizes tumbling. The Central section includes all of the major

forms of gymnastics, with the largest number offering individual gymnastics, followed by stunts and tumbling in that order. All types of gymnastics are also offered in the Southern section, with tumbling given the first place according to number of institutions offering, followed by stunts and apparatus. German and Swedish gymnastics are not offered in the Western section, while tumbling and individual gymnastics are offered in the largest number of schools.

The trend in gymnastics is toward tumbling and individual gymnastics according to the frequency ranking when institutions are classified both by size and geographical location. Gymnastics, as a group, are offered most frequently in the small institution, followed by large schools in second place, and medium-sized schools last. According to geographical location, the South offers gymnastics most frequently, followed by the Western, Middle Atlantic, Central and New England section. The Southern and Central sections favor Danish, German and Swedish gymnastics.

C. INDIVIDUAL SPORTS

Individual sports are those which permit participation by a single individual, and number seventeen on the original list with four additional ones supplied by the directors in various institutions. Only the activities on the original check list are used in computing the percentage of emphasis found in Table XXI. Squash is first in percentage of time being taught an average of 72 days or 8.53 per cent of the time, but it is offered in only one school, a frequency ranking of seventeenth.

TABLE XXI

COMPARISON OF FREQUENCY AND TIME RANK OF INDIVIDUAL SPORTS

Activities	Number of schools offering	Frequency rank	Average no. days taught	Per cent of total time	Time rank
Tennis	48	1	52.81	6.25	5
Archery	40	2	51.50	6.10	7.5
Golf	33	3	46.96	5.56	11
Track and field	25	4	39.65	4.69	13
Riding	24	5	58.68	6.95	4
Deck tennis	21	6	49.06	5.81	9
Badminton	20	7	51.57	6.11	6
Rifle	13	8	48.80	5.78	10
Fencing	12	9.5	62.50	7.40	3
Quoits	12	9.5	51.50	6.10	7.5
Hiking	10	11	68.50	8.11	2
Skating (ice)	7	12.5	39.33	4.66	14
Handball	7	12.5	36.83	4.36	16
Skiing	6	14	37.20	4.40	15
Snowshoeing	5	15	41.00	4.85	12
Bowling	3	16	36.00	4.26	17
Squash	1	17	72.00	8.53	1
*Ping pong	4				
*Shuffle board	3				
*Horseshoes	1				
*Fundamentals	1				

* These activities have been added to the original list.

Hiking is second, being taught an average of 68.5 days or 8.11 per cent of the time, but is limited to ten institutions, ranking eleventh in frequency. Fencing is third with an average of 62.5 days or 7.5 per cent being offered in twelve colleges and universities, a rank of 9.5 per cent. The tendency seems to be to devote more time to those activities not so commonly known and less frequently offered.

Table XXII shows the individual sports offered according to size of the institutions. The small institutions do not include squash,

TABLE XXII

INDIVIDUAL SPORTS OFFERED ACCORDING TO SIZE OF INSTITUTIONS

Activities	Small(12)	Medium(24)	Large (15)	Total(51)
Archery	8	20	12	40
Badminton	3	12	5	20
Bowling		2	1	3
Deck tennis		15	6	21
Fencing	2	3	7	12
Golf	2	18	13	33
Handball	1	1	5	7
Hiking	2	6	2	10
Quoits	1	8	3	12
Riding	4	11	9	24
Rifle	4	4	5	13
Skating (ice)	1	3	3	7
Skiing	1	3	2	6
Snowshoeing	1	3	1	5
Squash		1		1
Tennis	10	23	15	48
Track and field	8	12	5	25
Shuffle board		2	1	3
Ping pong		3	1	4
Fundamentals		1		1
Horseshoes			1	1

deck tennis or bowling in their programs. Tennis is offered by the largest number of institutions with archery next in order. No additions were made to the original individual sports list by institutions of this size. The medium-sized schools offer all the original activities and added three more to the list. Tennis is offered in the largest number of schools of this size, followed by archery. The large institutions do not offer squash, but add three activities to the original list, thus including nineteen individual sports in the program. The range of the medium-sized group is twenty, and the small group is fourteen.

Tennis has the highest frequency rank in the large schools, followed by golf and archery in that order.

Individual sports offered according to location of colleges and universities are shown in Table XXIII.

TABLE XXIII

INDIVIDUAL SPORTS OFFERED ACCORDING TO LOCATION OF SCHOOLS

Activities	New(4) England	Middle(6) Atlantic	Central (15)	Southern (9)	Western (17)
Archery	3	4	12	6	15
Badminton	2	2	4	4	8
Bowling	1		1	1	
Deck tennis		3	7	4	7
Fencing	1	1	1	2	7
Golf		3	14	5	11
Handball		1	2	3	1
Hiking	2	1	2	2	3
Quoits		2	2	3	5
Riding	2	3	4	6	9
Rifle	2	2	2	4	3
Skating (ice)	2		4		1
Skiing	2		2		2
Snowshoeing	2		2		1
Squash			1		
Tennis	3	4	15	9	17
Track and field	3	3	8	6	5
Shuffle board		1	2		
Ping pong		1	1		2
Fundamentals			1		
Horseshoes					1

The New England section does not include deck tennis, golf, handball, quoits or squash, and makes no additions to the original list. Their range, therefore, includes twelve individual sports with tennis, archery and track being offered in the largest number of institutions. The Middle Atlantic section adds two activities, but does not include bowling,

squash, ice skating, skiing or snowshoeing. The range includes fourteen activities with tennis and archery offered the most. The Central section offers all the activities on the original list and three additional ones, having a range of twenty activities with tennis and golf included in the largest number of the programs. The Southern section offers a range of thirteen activities, all of them on the original list. Tennis is offered in the largest number of schools with track, archery and riding next in order and of equal importance.

The trend of the individual sport program is toward tennis, with archery a close second. The large institutions offer individual sports most frequently, followed by the medium-sized and small schools, respectively. The New England section offers individual sports most frequently, with the Southern, Western, Central and Middle Atlantic sections next in the order named. The New England, Central and Western sections are the only ones offering winter sports.

D. RHYTHMICS

Rhythmic activities, those associated with music and usually having a musical accompaniment, have been taught in colleges for many years, but not always as a part of the physical education program. Colby (9) remarks that, "In the days of our fathers and mothers, dancing was regarded largely as an 'accomplishment'. It is within the last twenty years that dancing has been adopted as a part of a physical education program." In the matter of content, Colby advises that since no one type can satisfy the varying factors of age, sex, interest and previous training, a program of natural, folk and national, character

and clog dancing will most nearly measure up to educational standards.

The emphasis on specific activities in the rhythmic group is shown in Table XXIV.

TABLE XXIV

COMPARISON OF FREQUENCY AND TIME RANK OF RHYTHMIC ACTIVITIES

Activities	Numberof schools offering	Frequency rank	Average no. days taught	Per cent of total time	Time rank
Character (tap, clog)	50	1	53.17	12.23	5
Folk	37	2	49.32	11.34	7
Interpretative	26	3	71.72	16.49	2
Natural	25	4	61.30	14.12	4
Gymnastic and Athletic	9	5	52.00	11.96	6
Aesthetic	8	6	66.20	15.22	3
Classic	2	7	81.00	18.63	1
*Fundamentals	2				
*Correctives	1				
*German	1				
*Toe dancing	1				

Some of the descriptive terms will be defined in order to clarify the nature of the activity referred to in this section. Character dancing, which includes tap and clog, is a response to music that is joyous and satisfying. The rhythms, steps and pantomimic action are appropriate to and consistent with the mood, story, or characterization; their choice depends upon the content and quality of the music (10). Natural dancing is along the line of natural movements, with the purpose of developing a greater freedom, a better poise and control; there should be an infinite opportunity for individual expression (5). The folk dance is a titled composition with clearly defined steps and movements and

with special music (19). Aesthetic dancing is made up of many positions of the arms and feet, particularly in arm and foot combinations, with trunk and head movements performed in addition(19). Classic dancing, similar to aesthetic, involves combinations of arm movement performed in a certain sequence with accompanying foot combinations. There is no opportunity for individual variation.

Considering the specific type of rhythmic activity, this study shows that classic dancing, although offered by only two institutions, a frequency rank of seventh, is first in percentage of time, being taught an average of 81 days, or 18.63 per cent of the time. Interpretative dancing, offered in twenty-six schools and third in frequency, is second, with an average of 71.72 days or 16.49 per cent of the time. Aesthetic, natural and character dancing are third, fourth and fifth in time rank, but are sixth, fourth and first respectively in frequency.

Table XXV shows the rhythmic activities offered when the colleges and universities are classified according to size. The small

TABLE XXV

RHYTHMIC ACTIVITIES OFFERED ACCORDING TO SIZE OF INSTITUTIONS

Activities	Small(12)	Medium(24)	Large(15)	Total(51)
Aesthetic	1	4	3	8
Character (tap, clog)	11	24	15	50
Classic		1	1	2
Folk	7	17	13	37
Gymnastic and athletic	1	7	1	9
Interpretative	4	13	9	26
Natural	7	12	6	25
Toe dancing	1			1
Correctives	1			
German		1		1
Fundamentals		1	1	2

institutions offer a range of nine activities, six of which are on the original list and three are additional. Character dancing is offered in the largest number of institutions, followed by natural and folk dancing, while classic dancing is not offered in any of the small schools. The medium-sized institutions include all seven of the original activities and make one addition. Character dancing is most important in this group, followed by folk dancing. The large institutions follow the same trend as the medium-sized schools; that is, they offer all seven of the original activities and add one extra activity. Likewise, character dancing is most important in this group, with folk dancing second.

The rhythmic activities offered according to the location of colleges and universities are shown in Table XXVI.

TABLE XXVI

RHYTHMIC ACTIVITIES OFFERED ACCORDING TO LOCATION OF SCHOOLS

Activities	New(4) England	Middle(6) Atlantic	Central (15)	Southern (9)	Western (17)
Aesthetic	2		2	2	2
Character (tap, clog)	4	6	15	9	16
Classic				2	
Folk	2	4	11	9	11
Gymnastic and athletic	2		2	4	1
Interpretative	2		10	6	8
Natural	3	5	4	4	9
Toe dancing			1		
Correctives					1
German					1
Fundamentals			2		

The New England section has a range of six activities, all of these being on the original list. Classic dancing is not offered in this section, and character dancing is of the greatest importance. Character dancing, natural dancing, and folk dancing are the only three types of rhythmics offered in the Middle Atlantic section, and rank in the order listed. The Central section offers eight rhythmic activities, six of them on the original list and two additional ones. Character dancing is offered in the largest number of schools, followed by folk dancing. The Southern section offers all the original activities, with folk dancing and character dancing offered in the largest number of schools. It is interesting to note that this section is the only one offering classic dancing. The Western section offers six original activities and two additional ones, with character and folk dancing offered in the largest number of schools in the order named.

The trend of rhythmic activities, according to both size and location of schools, is toward character and folk dancing, which are first and second, respectively in frequency ranking. The medium-sized, large and small institutions, in the order named, offer rhythmics most frequently. According to geographical location, the Southern section is first in emphasis on rhythmics and the New England, Central, Western and Middle Atlantic sections are next in the order named.

E. TEAM SPORTS

The time and frequency rank of team sports, those allowing group participation, is shown in Table XXVII. Speedball is first in time rank, but sixth in frequency rank, being offered 41.4 days, or 13.45 per cent of the time, in eighteen institutions. Lacrosse ranks

TABLE XXVII

COMPARISON OF FREQUENCY AND TIME RANK OF TEAM SPORTS

Activities	Number of schools offering	Frequency rank	Average no. days taught	Per cent of total time	Time rank
Basketball	48	1	40.34	13.11	3
Baseball	47	2	34.00	11.05	7
Field hockey	46	3	33.65	10.94	8
Volleyball	43	4	39.90	12.97	5
Soccer	31	5	37.17	12.08	6
Speedball	18	6	41.40	13.45	1
Field ball	8	7	40.12	13.04	4
Lacrosse	2	8	41.00	13.32	2
Cricket	0	9			
Kickball	1				

second in time and eighth in frequency, being offered for 41 days, or 13.32 per cent of the time, in only two schools. Basketball is third in time rank and first in frequency; field ball is fourth in time and seventh in frequency; while volleyball is fifth in percentage of time and fourth in frequency of institutions offering it.

As shown in Table XXVIII, an analysis of team sports offered according to the size of the institutions, indicates that baseball is offered in the largest number of small institutions, followed by basketball and field hockey. Neither cricket nor lacrosse are offered in institutions of this size. In the medium-sized schools, baseball and basketball are of first importance followed by volleyball. As in the small-sized institutions, neither lacrosse nor cricket are offered; however, one addition to the list is made. Hockey leads in the large schools, followed by basketball and baseball in order. Lacrosse is

TABLE XXVIII

TEAM SPORTS OFFERED ACCORDING TO SIZE OF INSTITUTIONS

Activities	Small(12)	Medium(24)	Large(15)	Total(51)
Baseball	12	23	12	47
Basketball	11	23	14	48
Cricket				0
Field ball		5	3	8
Field hockey	11	20	15	46
Lacrosse			2	2
Soccer	4	16	11	31
Speedball	3	11	4	18
Volleyball	10	22	11	43
Kickball		1		

offered in two of the large institutions, this being the only times it appears in the physical education programs.

Team sports offered according to location of colleges and universities are found in Table XXIX.

TABLE XXIX

TEAM SPORTS OFFERED ACCORDING TO LOCATION OF SCHOOLS

Activities	New(4) England	Middle(6) Atlantic	Central (15)	Southern (9)	Western (17)
Baseball	4	6	14	9	14
Basketball	4	5	14	9	16
Cricket					
Field ball			5	1	2
Field hockey	4	5	14	9	14
Lacrosse		1			1
Soccer	2	4	11	6	8
Speedball		2	5	5	6
Volleyball	2	5	13	8	15
Kickball				1	

The New England section stresses baseball, basketball and hockey, but does not offer field ball, lacrosse, speedball, nor cricket. The Middle Atlantic section offers baseball in the largest number of schools, followed by basketball, hockey and volleyball, which are of equal importance. Baseball, basketball and hockey are of equal importance in the Central section, being offered in all of the institutions and followed closely by volleyball. The Southern section offers baseball, basketball and hockey in all of the institutions, and volleyball is of next importance. This section is the only one to offer an additional activity, kickball. Basketball is most popular in the Western section, followed by volleyball, baseball and hockey. The Middle Atlantic and Western sections are the only ones offering lacrosse.

The trend in team sports is toward basketball, baseball and hockey, which are first, second and third, respectively, in frequency ranking according to size and location of the institutions. The medium--sized schools, followed by the large and small institutions, offer team sports most frequently. Team sports are found in greatest frequency in the Southern section, followed by the Central, Middle Atlantic , Western and New England sections.

CHAPTER IV

SUMMARY AND CONCLUSIONS

This chapter is divided into four sections as follows: (1) Summary of the study, (2) conclusions based upon the results of the investigation, (3) limitations of the present survey, and (4) recommendations for future studies.

A. SUMMARY

The purpose of this study is to discover the present practices in physical education for women in state colleges and universities by the fulfillment of three aims: (1) To learn (a) what specific activities are being offered in the women's physical education activity program in state colleges and universities, (b) the importance attached to any one or more of these in the entire program, and (c) the method of organizing the classes; (2) to determine (a) what specific activities are being offered in the women's physical education intramural program, and (b) the importance attached to any one or more of these in the entire program; and (3) to furnish some indication of a present trend toward a general form of physical activities for women in state colleges and universities. The trend of the activities may be influenced by the size of the institution, by the geographical location of the institution, or by the organization of the teaching program.

The results of the study, obtained by means of a questionnaire from the directors of women's physical education at fifty-one state colleges and universities, indicate that a wide range of specific activities, sixty in number, is offered in physical education activity

classes, and these are divided into five general groups: Aquatics, gymnastics, individual sports, rhythmics, and team sports.

Among the general groups, individual sports occupy the most prominent place when the emphasis is placed on the percentage of time occupied in the physical education program, and individual and team sports are most popular when the emphasis is placed on the number of institutions offering them.

The ten specific activities found most frequently in the physical education activity program are, in order: Character dancing, basketball, tennis, baseball, field hockey, volleyball, swimming, archery, folk dancing and life-saving.

In the intramural program forty-three specific activities are offered, of which the ten most frequent are, in order: Basketball, tennis, baseball, swimming, volleyball, archery, deck tennis, golf, rifle and riding.

This study shows that a two-year physical education requirement is found in the majority of institutions, forty-three or 83.3 per cent of the fifty-one schools having this requirement. Four, or 7.8 per cent have a three-year requirement; one each has a one and four-year requirement, respectively, while two have no requirement at all.

In regard to the program organization, the combined program, which is partly prescribed and partly elective, is used in preference to the purely prescribed or elective program in the majority of state colleges and universities.

B. CONCLUSIONS

1. There is a trend toward a two-year physical education requirement in the institutions studied.
2. The trend in program organization is toward the combined program, which is partly prescribed and partly elective.
3. The range of activities taught are not influenced to any great extent by the size of the institution, as shown by the data presented. There are minor variations and exceptions to this, of course.
4. The geographical location has little effect on the range of activities taught.
5. Climatic conditions apparently have no influence on activities taught except in the matter of winter sports.
6. The trend in the general activity groups is toward individual sports, team sports and rhythmics.
7. The trend in the individual sports program is toward tennis.
8. Character dancing is the most popular activity in the rhythmics group.
9. The trend in the gymnastic group is toward tumbling.
10. Basketball is the most popular of the team sports.
11. The trend in the aquatics group is toward swimming.
12. Individual gymnastics and swimming are required more frequently than any other specific activities.
13. Tennis and basketball are the most popular intramural activities.
14. Gymnastics, rhythmics and team sports are offered more frequently in the Southern institutions than in any others.
15. Aquatics are more popular in the Western institutions than in those of any other section.

16. Individual sports are more prevalent in the New England section than in any other.
17. Aquatics, rhythmics and team sports are offered more frequently in medium-sized schools than in large or small institutions.
18. Individual sports are more prevalent in large institutions than in small or medium-sized schools.
19. Gymnastics are more important in small schools than in large or medium-sized institutions.

C. LIMITATIONS

Several limitations which have proven a handicap in this study are as follows:

1. An ambiguous question in the questionnaire. In inquiring the number of terms, quarters, or semesters the activity was taught, it should have been made clear that one year was the period of time being considered. Also, this question meant the number of terms an activity was offered in a year, and not the number of terms a student is allowed to enroll for the activity.
2. Failure to instruct the directors to check an activity twice if both required and elective, rather than checking just one of the two.
3. Failure to have adequate types of intramural organization to offer for checking. The class meeting was the one specified, and although the majority of the institutions had this organization, additional forms of organization were added by the directors.

D. RECOMMENDATIONS

Having found the present practices in terms of the number of state colleges and universities offering certain physical education activities, and the time devoted to each of these individually and in general groups, it would be well to have another study conducted in which these activities are evaluated. Such a study would furnish data to determine the value of the activities now taught, and the service rendered the students.

A survey similar to this one of the programs in private colleges and universities would furnish some means of comparing the activity programs and of setting up a minimum list of activities, or establishing a standard program.

A more detailed study might be made of intramural activities taking into consideration the amount of time devoted to specific activities as compared with the number of institutions offering them, and also the effect of the program organization upon the range and content of the activities.

BIBLIOGRAPHY

BIBLIOGRAPHY

1. Ainsworth, D. S., The History of Physical Education in Colleges for Women. A. S. Barnes and Company, New York, 1930.

2. Almack, John C., Research and Thesis Writing. Houghton Mifflin Company, Boston and New York, 1930.

3. Barr, M. C., The Physical Education Activity Program in Colleges for Women. Thesis 1933, University of Southern California, Los Angeles.

4. Brauns, Jeanette, Study of Intramural Programs in Forty-four Colleges and Universities. (An unpublished study from Oregon State College.)

5. Colby, G. R., Natural Rhythms and Dances. A. S. Barnes and Company, New York, 1924.

6. Cubberley, H. J., Field Hockey Analyzed. A. S. Barnes and Company, New York, 1928.

7. Cummings, M. L., "Minimum Essentials in the Organization and Administration of Physical Education for College Women". American Physical Education Review, 32:210-212, (March 1927)

8. Elliott, Ruth, "Modern Trends in Physical Education". The Research Quarterly of the A.P.E.A., 1:74-85, (May 1930).

9. Frost, Helen, Clog and Character Dances. A. S. Barnes and Company, New York, 1926.

10. Frost, Helen, Tap, Caper and Clog. A. S. Barnes and Company, New York, 1931.

11. Frymir, A. W., Basketball for Women. A. S. Barnes and Company, New York, 1928.

12. Glassow, Ruth, "Basic Considerations in Planning the College Program for Women". The Research Quarterly of the A.P.E.A., 1:111-117, (May 1930).

13. Hillas, Marjorie, Tap Dancing. A. S. Barnes and Company, New York, 1931.

14. Koos, L. V., The Questionnaire in Education. MacMillan Company, New York, 1928.

15. Montgomery, K. W., Volleyball for Women. A. S. Barnes and Company, New York, 1928.

16. Palmer, G. E., Baseball for Girls and Women. A. S. Barnes and Company, New York, 1929.

17. Patterson, H. L., American Educational Directory, American Education Company, Chicago, 1933.

18. Phillips, F. M., Biennial Survey of Education 1926-28. U. S. Department of Interior, Office of Education, Bulletin No. 16 (1930).

19. Rath, Emil, Aesthetic Dancing. A. S. Barnes and Company, New York, 1924.

20. Ready, M. M., "Physical Education in American Colleges and Universities". U. S. Department of Interior, Office of Education Bulletin No. 14, (1927).

21. Reeder, W. G. How to Write a Thesis. Public School Publishing Company, Bloomington, Illinois, 1925.

22. Rice, E. A., A Brief History of Physical Education. A. S. Barnes and Company, New York, 1926.

23. Robertson, D. A., American Universities and Colleges. Charles Scribners' Sons, New York, 1928.

24. Schott, C. P., Physical Education in the Colleges of the United Lutheran Church in America. Teachers College, Columbia University, New York, 1929.

25. Sheffield, L. and N., Swimming Simplified. A. S. Barnes and Company, New York, 1931, Revised Edition.

26. Wayman, A. R., Education Through Physical Education. Lea and Febiger, Philadelphia and New York, 1925.

27. Williams, J. F., The Principles of Physical Education. Saunders, Philadelphia and London, 1928.

APPENDIX

APPENDIX A

LIST OF COLLEGES AND UNIVERSITIES STUDIED ARRANGED ACCORDING TO SIZE AND GEOGRAPHICAL LOCATION

New England Section

Medium:

1. University of New Hampshire, Durhan, New Hampshire.

Small:

2. Connecticut State College, Sotrrs, Connecticut.
3. Massachusetts State College, Amherst, Massachusetts.
4. Rhode Island State College, Kingston, Rhode Island

Middle Atlantic Section

Large:

5. Cornell University, Ithaca, New York.

Medium:

6. Rutgers University, New Brunswick, New Jersey.
7. Pennsylvania State College, State College, Pennsylvania.
8. West Virginia University, Morgantown, West Virginia.

Small:

9. University of Delaware, Newark, Delaware.
10. University of Maryland, College Park, Maryland.

Central Section

Large:

11. University of Illinois, Urbana, Illinois.
12. Indiana University, Bloomington, Indiana.
13. State University of Iowa, Iowa City, Iowa.
14. University of Kansas, Lawrence, Kansas.
15. University of Michigan, Ann Arbor, Michigan.
16. University of Minnesota, Minneapolis, Minnesota.
17. University of Nebraska, Lincoln, Nebraska.

Medium:

18. Purdue University, La Fayette, Indiana.

19. Iowa State College, Ames, Iowa.
20. Kansas State College, Manhattan, Kansas.
21. University of Kentucky, Lexington, Kentucky.
22. University of Missouri, Columbia, Missouri.
23. University of North Dakota, University, North Dakota.
24. Ohio University, Athens, Ohio.

Small:

25. South Dakota State College, Brookings, South Dakota.

Southern Section

Large:

26. Louisiana State University and College, Baton Rouge, Louisiana
27. University of Oklahoma, Norman, Oklahoma.
28. University of Texas, Austin, Texas.

Medium:

29. University of Alabama, University, Alabama.
30. University of Arkansas, Fayetteville, Arkansas.
31. University of Georgia, Athens, Georgia.
32. Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma.
33. University of Tennessee, Knoxville, Tennessee.

Small:

34. University of South Carolina, Columbia, South Carolina.

Western Section

Large:

35. University of California, Berkeley, California.
36. University of California at Los Angeles, Los Angeles, California.
37. University of Utah, Salt Lake City, Utah.
38. University of Washington, Seattle, Washington.

Medium:

39. University of Arizona, Tuscon, Arizona.
40. University of Colorado, Boulder, Colorado
41. University of Idaho, Moscow, Idaho.
42. University of Montana, Missoula, Montana.
43. Oregon State College, Corvallis, Oregon
44. University of Oregon, Eugene, Oregon
45. Utah State Agricultural College, Logan Utah.
46. Washington State College, Pullman, Washington

Small:

47. Colorado Agricultural College, Fort Collins, Colorado.
48. Montana State College, Bozeman, Montana.
49. University of New Mexico, Albuquerque, New Mexico.
50. New Mexico State College, State College, New Mexico.
51. University of Wyoming, Laramie, Wyoming.

APPENDIX B

21 N. 27th Street
Corvallis, Oregon
January 21, 1934

Director of Physical Education

To the Director:

I am making a study of three phases of Women's Physical Education in State Colleges and Universities, and would like to have your cooperation in contributing certain information. The phases to be considered are: the activity program, the intramural program, and the professional Physical Education program. This information will be incorporated in an investigation offered as a Master's Thesis which I am submitting to Oregon State College.

The study plans to investigate the content of the activity program and to get facts concerning the following:

1. The activities taught in the program which satisfy the College Education Requirement for Graduation.
2. The emphasis placed on some one type of activity, or activities, in these colleges and universities, i.e., the present trend.
3. The influence of climatic conditions, geographical location, size of college, and method of organization of the activities taught in the various institutions.
4. Whether there is a group of activities common to all of these colleges and universities.

The study plans to investigate the content of the intramural program and to collect facts on the following:

1. The activities offered in the intramural program.
2. The emphasis placed on the intramural program in Women's Physical Education, i.e., the present trend.
3. The emphasis placed on some one type of activity, or activities, in the intramural program.
4. Whether there is a group of intramural activities common to all of these colleges and universities.

The study plans to investigate the professional Physical Education program and to ascertain the following information:

1. The emphasis placed on professional Physical Education in these colleges and universities, i.e., the present trend.
2. The variation in required credit hours in professional Physical Education in these colleges and universities.

The problem is important for several reasons. There is no organized information available on these three phases of Women's Physical Education in State Colleges and Universities. There is a need for and an interest in the collection and presentation of such facts. There will be value in such a study for the heads of departments who find their departmental program at some variance from those taught elsewhere, and desire to present a more diversified group of instructional and intramural activities. The results of this study of the program and activities of State Colleges and Universities will furnish data for comparison with a similar survey carried on last year in Colleges for Women by Margaret C. Barr of the University of Southern California.

I am enclosing a stamped, self-addressed envelope for your reply. If you would be interested in knowing the results of the investigation, I will be glad to send you a copy of the findings. I should like to complete the survey by March 10, and would, therefore, appreciate an early return of the questionnaire.

Very sincerely,

Ruth E. Warnke

I am interested in the survey which Miss Warnke is making, and add my appreciation to her's of the attention you may give this questionnaire.

Laura C. McAllester, Chairman
Dept. of Physical Education for Women
Oregon State College
Corvallis, Oregon

QUESTIONNAIRE ON WOMEN'S PHYSICAL EDUCATION IN STATE COLLEGES AND UNIVERSITIES

I. GENERAL INFORMATION:

A. Name of College or University_____

B. Number of women students enrolled in the institution:
Check (✓) in the space provided.

( ) Less than 500 women students,

( ) More than 500, less than 1000 women students,

( ) More than 1000 women students.

C. Number of years of Physical Education required:
Circle correct number-- 0 1 2 3 4

D. School year consists of:
Circle correct number and word-- 1 2 3 4 semesters
quarters

E. School semester or quarter consists of:
Circle correct number-- 10 12 14 15 16 17 18 19 20
weeks

F. School week consists of:
Circle correct number-- 4 5 6 days

G. Length of class period:
Circle correct number-- 30 45 50 60 90 120 minutes.

H. Is a major course offered in professional Physical Education?
Circle correct answer-- yes no.
Insert number of semester credit hours required_____

I. Is a minor course offered in professional Physical Education?
Circle correct answer-- yes no.
Insert number of semester credit hours required_____

J. Are additional elective credits offered in professional Physical Education?
Circle correct answer-- yes no.
Insert number of semester credit hours offered_____

K. Is graduate work offered in professional Physical Education?
Circle correct answer-- yes no.
Insert number of semester credit hours offered_____

II. ORGANIZATION OF INSTRUCTIONAL PROGRAM:

The statements below refer to methods of organizing the activity program. Check (✓) in the space provided, the method most nearly applying to your own situation.

( ) All activities are prescribed, student has no choice in activities, but participates in required courses in physical education.

( ) One or more activities prescribed, student elects rest of program.

( ) Student elects every activity, none prescribed.

Regardless of the form of organization, circle the correct answer in the following statement.

Swimming requirement for graduation? yes no.

If yes, what is it?_____

_____

_____

III. SCOPE OF THE INSTRUCTIONAL PROGRAM:

The activities on this list are arranged in large groups under the general heads of aquatics, gymnastics, individual sports, rhythmics, and team sports. The list seems long and fairly comprehensive, but possibly omits many activities taught in some departments. Add any others that your own department offers (in the regular instruction program) in the blank spaces left for the purpose.

NOTE: Only those activities taught in the classes which satisfy the College Physical Education Requirement for Graduation are to be considered here.

Directions: Insert in the appropriate column opposite the activity the information asked for under each heading. (For the activities taught in the classes required for graduation.)

Check (✓) the activity as one which is required of all students, or one which may be elected, in the first columns.

Activity	Required	Elective	No. times class meets each week	No. weeks taught in term or semester	No. terms or semesters taught
AQUATICS:					
Boating					
Diving					
Life-saving					
Swimming					
Others:					
GYMNASTICS:					
Danish					
German					
Individual					
Natural					
Swedish					
Apparatus					
Pyramids					
Stunts					
Tumbling					
Others:					
INDIVIDUAL SPORTS:					
Archery					
Badminton					
Bowling					
Deck tennis					
Fencing					
Golf					
Handball					
Hiking					
Quoits					
Riding					
Rifle					
Skating (ice)					
Skiing					
Snowshoeing					
Squash					
Tennis					
Track & field					
Others:					

Activity	Required	Elective	No. times class meets each week	No. weeks taught in term or semester	No. terms or semesters taught
RHYTHMICS:					
Aesthetic					
Character (tap, clog)					
Classic					
Folk					
Gymnastic & Athletic					
Interpretative					
Natural					
Others:					
TEAM SPORTS:					
Baseball					
Basketball					
Cricket					
Field ball					
Field hockey					
La Crosse					
Soccer					
Speedball					
Volleyball					
Others:					

IV. SCOPE OF INTRAMURAL ACTIVITIES:

A. Are intramural activities offered?
Circle correct answer-- yes no.

The activities on this list are arranged in large groups under the general heads of aquatics, gymnastics, individual sports, rhythmics, and team sports. The list seems fairly comprehensive, but possibly omits many activities offered in intramurals. Add any others that your own department offers (intramural only) in the blank spaces left for the purpose.

Directions: Insert in the appropriate column opposite the activity, the information asked for under each heading.

Activity	No. of times class meets each week	No. of weeks taught in term or semester	No. of terms or semesters taught
AQUATICS: Swimming			
Boating			
Others:			
GYMNASTICS: Tumbling			
Others:			
INDIVIDUAL: Archery			
Badminton			
Deck tennis			
Fencing			
Golf			
Hiking			
Tennis			
Riding			
Rifle			
Track			
Others:			
RHYTHMICS: Natural			
Character (tap, clog)			
Folk			
Interpretive			
Others:			

Activity	No. of times class meets each week	No. of weeks taught in term or semester	No. of terms or semesters taught
TEAM SPORTS: Basketball			
Volleyball			
Baseball			
Others:			

Would you be interested in learning the results of this investigation?
Circle yes no.

If so, I will be glad to send you a copy of the findings.

Thank you for your cooperation.

Return blank to:

Ruth E. Warnke
21 N. 27th Street
Corvallis, Oregon

APPENDIX C

ORGANIZATION AND ADMINISTRATION OF INTRAMURAL PROGRAMS

These statements are taken from the questionnaires filled out by the directors of physical education in the state colleges and universities:

1. We do not have intramural classes. The girls complete a required number of practices and then compete in tournaments. From eight to ten practices is usually the minimum number.

2. A series of events, competitive or otherwise, are scheduled for the activities indicated and are termed "intramural".

3. Competition but no class periods.

4. Intramural activities are not offered in class but in extra-curricular time.

5. Intramurals are not taught in classes. Students sign up in teams for team play-off and a schedule of games is drawn up by the intramural head.

6. There are round robin tournaments in each activity in intramurals. The number of games depends on the number of entries. Each group plays about eight games in each activity entered. There are two weeks of practice before the games begin and usually not more than two games for each group each week.

7. They do not meet as classes, are most informal and cannot be listed as any definite hours for a week. Some weeks a girl may come often and other weeks come not at all.

8. The meetings are irregular due to the variation in the size of the groups. We require seven practices before a student is allowed to compete in intramurals. Students may obtain the number of practices in regular physical education classes or in special practices which are scheduled several times a week during the season.

9. Intramurals are not taught as a separate type of activity, but with regular elective classes. Intramural competition is offered.

10. There is no teaching in connection with intramurals. Those participating practice individually and then meet in competition in tournaments.

11. The activities are not taught under the head of intramurals. Competition between non-sorority groups and sorority groups is carried on throughout the year, with no special instruction other than in classes included in the curriculum.

12. Intramurals are conducted on the participation basis. Practices beyond the minimum requirements of various sports are decided by the team managers.

13. We do not have classes in intramural, only tournaments, and the the girls learn the activities in regular college classes.

14. Intramural activities are governed by W. A. A..

APPENDIX D

SWIMMING REQUIREMENTS

For Graduation:

1. Dive off into the deep end, stay up in deep water five minutes and swim two lengths of the pool.

2. Jump in and swim the length of the pool -- 75 feet.

3. All freshmen are required to take a swimming test. If failed they are required to take a quarter of swimming the spring of freshman year.

4. Jump in the deep end, tread for one minute, float one minute, swim one length on back and return, using any stroke in good form. The test is passed consecutively, without stopping from beginning to end.

5. Required by choice. No statement appears in catalogue. Freshmen and sophomores are all exposed to a quarter. Twenty yards any stroke is considered swimming. It is a 100 per cent tradition here rather than a requirement and more effective than though it were mandatory.

6. A student must be able to swim at least fifty yards.

7. All freshmen girls who can't swim a stroke are required to have three weeks or six lessons in beginning swimming -- breast stroke.

8. University swimming test to be passed by end of sophomore year. Test as follows: From the edge of the pool fall in head first. Come up and tread water for two minutes; then swim and float for thirteen minutes. During this time you must swim 100 yards, which is five lengths, using any stroke or strokes that you may wish. You will be allowed to use the elementary back stroke and back crawl only twenty yards, one length of tank.

9. Dive or jump into deep water. Tread water one minute. Swim once around pool on back (in good form). Swim around the pool, using side stroke (in good form). Pool is small - 30' x 40'.

10. The minimum requirement is the ability to swim 100 yards and to be able to float.

11. Swim length of pool three times.

General Requirements:

1. Swimming is a freshman and sophomore physical education requirement.

2. No requirement because we have no indoor pool; otherwise such a requirement would be made.

3. Swimming and life-saving are recommended.

4. All physically able to do so must elect one quarter of swimming, but this is a departmental ruling.