A STUDY OF GENERAL EDUCATION IN MEN'S
UNDERGRADUATE PROFESSIONAL PROGRAMS
IN PHYSICAL EDUCATION

DISSERTATION

Presented in Partial Fulfillment of the Requirements
for the Degree Doctor of Philosophy in the
Graduate School of the Ohio State
University

By

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*****

The Ohio State University
1957

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DEDICATION

To my wife
ACKNOWLEDGMENT

Appreciation is extended to the author's advisory committee for their helpful advice and encouragement:
Dr. Willard P. Ashbrook, adviser, Dr. Delbert Oberteuffer, and Dr. Herman J. Peters.
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CHAPTER I

INTRODUCTION

Introduction to the Study

Birth of General Education

Approximately thirty years ago, with international and national problems steadily increasing, the general education movement was initiated in the United States. It has gained impetus ever since. This movement has been marked by non-specialized education for intelligent living in a world of conflict, tension, and shifting values. It is oriented toward developing attitudes, values, knowledges, and skills necessary for the individual to live a personally full and socially satisfying life.

Our world, presently saturated with war and international tension, has grown increasingly complex. Daily problems arise that have international reverberations, requiring decisions by our world leaders of the utmost magnitude. World Wars One and Two, the Korean War, and other similar world conflicts have caused social and moral upheavals in all areas of the world. Cultural values have been changed throughout Asia and the western world as a result. Moral and spiritual delinquency was manifest in increased crime rates, juvenile difficulties, broken homes, mental health problems, and countless refugees scattered throughout the world.
Paced by the United States, every social order within our world shows signs of increasing complexity. Within the United States our national and local problems, augmented by internal tensions, have continued to challenge the title of "world leader" which has been bestowed upon the United States by its world neighbors.

General Education Reconsidered

The challenge of our world situation has motivated a reconsideration of general education in programs of higher education in the United States. Professional programs of teacher education have within the past decade given increased time and effort to this crucial aspect of teacher education. It has evolved as one of the most important problems facing those interested in the professional preparation of teachers. Anderson and Peik emphasize this: "It is clear from a study of contemporary objectives of teacher education that general education is held to be of high significance. Some writers have indicated that it is the most important aspect of the teacher's education and that it presents the most crucial problems in formulating a curriculum."

Higher education, in general, and, particularly, teacher education within the various fields of specialization have

---

been challenged by an increased responsibility in our troubled world. The physical education teacher must be ready to take his place as citizen, teacher, and leader in both school and community. Snyder and Scott point this out by saying that "the teacher or leader in American is a citizen first, next an educator, and then a specialist in a particular subject or activity in the curriculum."^2

The school and community problems of the average male physical education teacher in the United States have grown increasingly complex. Darwin A. Hindman^3 found in his study, limited to male physical education teachers in secondary schools, that they participated in 290 different activities which were classified under 34 headings. Activities such as money raising campaigns, committee work, record keeping, community welfare projects, religious activities, club membership and many other activities such as these have caused the life of the physical education teacher to become quite complex. These diverse activities present a real challenge to the physical education teacher in general and to teacher education in physical education in particular.

---

^2Raymond A. Snyder and Harry A. Scott, Professional Preparation in Health, Physical Education, and Recreation, p. 46.

Need For General Education

In order to prepare physical education teachers to cope with diverse school and community activities and problems such as have been mentioned above, it is imperative that our professional programs of teacher education give increased attention to general education. Professional programs in physical education must concentrate on providing experiences that will motivate understanding of the moral and spiritual issues of the day. This is the task of general education as an important aspect of professional preparation. Snyder and Scott draw attention to this when they make the following statement:

This background for the individual is not an end in itself; it is a means for a fuller life and for a stronger and freer democracy. In these trying days of international tensions, citizens are needed who are responsible, mature, resourceful, and capable of making sound decisions on critical issues of the day.4

If the physical education teacher is expected to be more than an instructor in activities and sports, if he is going to be a responsible citizen and educator, he must be given the opportunity for a sound general education as part of his professional preparation. The physical education teacher must have a general education that will prepare him for mature and responsible leadership in this atomic age.

---

4Snyder and Scott, op. cit., p. 54.
Purpose of the Study

Specific Purposes

Based upon the above introduction, this study assumes four purposes. These are:

1. To ascertain how the vital aspect of general education is being treated in our undergraduate professional programs of teacher education in physical education.

2. To gain an understanding of the present needs for improving general education within our professional programs.

3. To show through the findings of this study how general education may be improved in our professional programs of physical education.

4. To motivate new thought on the whole problem of general education by faculties responsible for the professional preparation of physical education teachers.

Delimitation of the Study

Limit of the Study

This study is limited to undergraduate male students majoring in professional programs of physical education in four year accredited colleges and universities in the United States.

Review of Related Studies

Related Literature

There have been surprisingly few studies made in the area of general education in teacher education and no previous
studies of general education in the professional preparation of physical education teachers.

There are, however, a number of studies that do relate somewhat to this study.

In 1927, Ruth Elliott\(^5\) made a study of the organization of professional training in physical education in state universities. She investigated professional curricula in physical education for the purpose of determining the existing types of organization in professional programs of physical education. An analysis of seventeen professional curricula in physical education showed that a large amount of such sciences as anatomy, bacteriology, biology, chemistry, physics, physiology and zoology were included in the professional programs of the universities studied. Her research showed that the largest amount of subject matter not directly a part of the professional area of physical education were in the field of science.

During the year 1933, Harry C. Graves\(^6\) constructed a curriculum for the preparation of health and physical education teachers at Wilberforce University. This curriculum was based upon the needs of health and physical education


teachers in Negro high schools. The curriculum that was recommended in this study included general courses in the humanities, social sciences, and natural sciences.

Also, in 1933, the National Survey of the Education of Teachers found that more education along academic lines and in related sciences were advocated by some instructors for professional programs in physical education. The survey also pointed out that this background should be added to the professional programs even if the period of education is lengthened to five years.

In 1934, Darwin A. Hindman recommended in his doctoral study that because of the many varied activities of a physical education teacher in the public schools all professional courses in health and physical education must be taken in conjunction with the courses comprising the general curriculum of the College of Education at The Ohio State University.

During the year 1936, Helen C. B. Boran made an investigation into the subject of chemistry as a requirement


in the professional program of health and physical education. She found that chemistry plays an important role in understanding the terminology used in physiology and hygiene. Her study pointed out that chemical terms, fundamentals of chemistry, or the inference to chemistry occur in most of the literature, especially in readings dealing with physiology of exercise, digestion, absorption, respiration and circulation.

In 1937, Cecile A. Harrison\textsuperscript{10} completed a study of health and physical education in the elementary professional curriculum. It was recommended that elementary teachers, in order to become better prepared to teach health and physical education, be given the opportunity for an improved background in psychology, science and sociology, as part of their general education.

During the year 1943, Louis T. Benezet\textsuperscript{11} studied three separate colleges, Bennington, Sarah Lawrence and Bard, in order to determine the development of educational aims and curriculum methods in general education. He found that the chief contribution of the progressive college to general


\textsuperscript{11} Louis T. Benezet, General Education in the Progressive College, New York: Teachers College, Columbia University, 1943.
education was in the furnishing of methods by which the individual of college age comes to recognize drive and meaning in his study.

In 1946, I. E. Blesh\(^{12}\) reported a study which thirty-five carefully selected experts recommended the following percentages of concentration in the professional preparation of physical education teachers. Academic 21-25 per cent; foundation sciences 18-22 per cent; professional education 15-17 per cent and; health and physical education 33-40 per cent.

In 1947 Irving A. Derbigny\(^{13}\) made an inquiry into the general education programs of twenty Negro colleges. He found that the Negro college in the United States has, with limited resources, made much progress in organizing and carrying out general education programs. He pointed out that while many Negro colleges have only made a beginning, a few are operating general education programs which compare favorably with better types of general education programs.

During the year 1948, Warren C. Lovinger\(^{14}\) made a study


\(^{13}\)Irving A. Derbigny, General Education in the Negro College, Stanford, California: Stanford University Press, 1947.

of programs of general education in four year curricula for elementary school teachers. He found that: (1) 62.9 per cent have formulated statements of the objectives of general education; (2) those that advocate the two-year and the four-year concentration period for general education are almost evenly divided; (3) the most common methods for meeting the objectives of general education are by means of several courses and, also, different types of organized activity; (4) 59 per cent prefer programs of general education in which the needs of students are made the chief concern in their program.

In 1949, Eugene E. Beck\(^{15}\) constructed a professional curriculum for the preparation of male physical education teachers at the University of Wisconsin. General education offerings that were mentioned to be of some value in preparing professional personnel in physical education were English, zoology, endocrinology, speech, medieval civilization and sociology.

**Method of Procedure**

**Specific Procedure**

The procedure followed in order to obtain the necessary

data for this study is related in the following steps:

1. After the dissertation problem was chosen and approved, the proper delimitation of the study was made.

2. Next, area headings under which data for this study might be obtained were listed. These were:

   General Education
   Liberal Education
   Classical Education
   Humanism
   Liberal Arts
   Higher Education
   Learning and Scholarship
   Teacher-Certification U.S.
   Education-Study and Teaching
   Professional Education
   Physical Education and Training
   Culture
   College
   Universities & Colleges
   Curriculum
   Teacher Education
   Education-Higher
   Teacher, Training of
   Research
   Education-Curricula
   Teacher Training

3. The library bibliography card files and periodical indexes were searched under the above area headings.

4. All bibliography references were recorded under the various area headings on separate sheets of paper.

5. After all references were recorded voluminous readings were made picking out the key statements made by various authorities on the following areas of general education:

   Philosophy
   Objectives
   Faculty Preparation
   The Library in General Education
   Humanities
   Social Science
   Amount of General Education
   Administrative Structure
   Science
   Student Evaluation
   Course Organization
   Guidance Implications
   Extra-Curriculum and General Education

6. The key statements in each of the above areas were recorded, along with the title of the reference, on 5 x 8 cards.

7. After these readings were completed the cards were critically examined and the most important aspects of each area were recorded on separate sheets of paper.
8. From these authoritative data the criteria were selected for a questionnaire on general education in men's undergraduate professional programs of teacher education in physical education. This questionnaire contained data on each area listed in Step 5.

9. After the construction and approval of the questionnaire it was sent to the chairmen of men's physical education departments in one-hundred seventy-five colleges and universities of various sizes, in all forty-eight states of the United States. These accredited institutions were carefully selected from a book published by the American Council on Education. The response to these questionnaires was most gratifying because 107 questionnaires or 61.14 per cent were answered. Questionnaires were answered from institutions in forty-five states providing a wide range of coverage for this study. The three states in which institutions did not respond to the questionnaires were Georgia, New Hampshire, and Vermont.

10. The returned questionnaires were analyzed and these data carefully recorded on master sheets representing the various areas of the questionnaire.

11. These data from the returned questionnaires were compared with explanations and recommendations made by a great number of authorities in the area of general education. This procedure provided information on the status of general education in professional programs of physical education. These findings are recorded in the second and third chapters of this study.

12. From the above information, the status of general education was carefully noted, a summary and interpretation of these findings were made


17 All amounts and percentages recorded in the various tables and other parts of this study are based upon this number of answers to the questionnaires.
including recommendations for the improvement of general education in professional programs of physical education. This is contained in chapter four of this study.

**Summary of Chapter I**

The first section of this introductory chapter has attempted to show the need for a sound program of general education in the professional preparation of physical education teachers and also teachers in other areas of education.

It was pointed out that some contemporary writers in the field of teacher education feel that general education is the most important aspect of a teacher's education. World conflict, tension, and shifting values, plus increasingly complex school and community problems, make it imperative that our professional programs of teacher education give serious attention to the problem of general education. The embryo physical education teachers being prepared today will become the community leaders of tomorrow. In our modern age the teacher has an increased responsibility not only toward providing sound leadership for our youth, but also providing mature insights into increasingly complex community problems.

A sound program of general education, in our professional programs of teacher education, can greatly aid the preparation of resourceful and mature teachers who are ready
to analyze and interpret the critical problems of our ever changing world.

The second section of this chapter stated the purpose of the study, emphasizing the importance of ascertaining, by means of this study, how general education is being treated in professional programs of teacher education in physical education, as well as, gaining an understanding of how general education can be improved in our professional programs.

It is seen by a review of related studies that there have been surprisingly few studies made in the area of general education in teacher education and no previous studies of general education in the professional preparation of physical education teachers. However, eleven studies that do relate somewhat to this study were reviewed.

The last section of this chapter describes the method of procedure followed for obtaining the necessary data used in this study. It was shown through twelve steps how the problem was approached by the author and how the criteria for the one hundred seventy-five questionnaires sent, in relation to this study, were obtained.
CHAPTER II

A COMPARISON OF RECOMMENDED ADMINISTRATIVE CONSIDERATIONS IN GENERAL EDUCATION WITH THOSE REPORTED IN MEN'S UNDERGRADUATE PROFESSIONAL PROGRAMS OF PHYSICAL EDUCATION

Statements of Philosophy

The administrative foundations for any program of higher education are extremely important. Through the various aspects of administration, programs in all areas of higher education are developed, evaluated, and improved.

The various administrative considerations in the area of general education have their roots firmly planted in a basic philosophy which has affected the different administrative aspects of general education. This philosophy has permeated the whole general education movement and will be treated in the following sections of this chapter.

Origin of General Education

The general education movement in the United States has precipitated a great deal of thought, discussion, and re-examination with the field of higher education. This movement has tended to broaden student and faculty perspective, check over-specialization and provide a much needed foundation for vocational and professional education. This movement is characterized by non-specialized education oriented toward the interests, needs, and problems of students in a democratic society and world community. The
The National Society for the Study of Education makes this statement:

But the enormous amount of writing, discussion, and invention that has occurred under the designation of "general education" during the past thirty years seems to indicate that there is more to this movement---for movement it is---than a name. It is a movement which began as a re-examination of the nature and purpose of liberal education...18

The general education movement has germinated from seeds of unrest and dissatisfaction with the liberal arts approach to education. This dissatisfaction was nurtured by thoughts and ideas orientated toward the need for non-specialized education, with emphasis upon the problems of everyday living. Snyder and Scott emphasize this when they state that general education is not liberal arts education even though a great many colleges, both junior and senior, have approached general education through the liberal arts. Several distinctions are apparent. General education puts more stress on action and living than does liberal arts education, which emphasizes thinking and contemplation.19

The main difference between general education and liberal arts education seems to be in degree rather than kind. It is the difference of approach between the two. The general education approach is through education for


19 Snyder and Scott, op. cit., pp. 52-53.
social responsibility and citizenship, it is functional by nature. Liberal education focuses its emphasis toward the development of a specialist. The President's Commission on Higher Education interestingly states that

...thus conceived, general education is not sharply distinguished from liberal education; the two differ mainly in degree, not in kind. General education undertakes to redefine liberal education in terms of life's problems as men face them, to give it human orientation and social direction, to invest it with content that is directly relevant to the demands of contemporary society.20

Liberal education is often oriented toward subject matter drawn from the cultural heritage of the western world while general education is more concerned with the problems of contemporary life that face each individual. The National Society for the Study of Education makes this comment: "...liberal education is concerned first with a body of subject matter drawn mainly from the cultural heritage of the western world, while general education is concerned first with the learner as a human being."21

**Fragmentation of the Curriculum**

The great increase in specialized knowledge within the twentieth century has produced many remarkable advances within our civilization but it has also resulted in a fragmentation of the curriculum and over-specialization in


subject matter. The tendency in many institutions has been away from the liberalizing aspect of education and toward specializing considerations. The Association for General and Liberal Education state this fact:

This narrow specialization has produced remarkable advances in human knowledge; it has brought a high development of research and scholarship in America. But it has also made us lose sight of the need for a general education along with intensive professional or technical training. What, for example, has the teacher of English literature in the universities been trying to do? He has been training young scholars who will, he hopes, become experts on Chaucer, Shakespeare, Milton, Pope, or Wadsworth. The teacher of biology has been training plant pathologists and taxonomists. The teacher of chemistry has been training organic chemists, inorganic chemists, bio-chemists, physical chemists.\(^2\)

The general education movement has attempted to add balance to the specializing aspects of liberal education by presenting the type of approach which emphasizes the nonspecialized and nonvocational aspects of education. The American Council on Education says: "...general education refers to those phases of nonspecialized and nonvocational education that should be the common possession, the common denominator, so to speak, of educated persons as individuals and as citizens in a free society."\(^3\)

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\(^3\)American Council on Education, A Design for General Education, p. 7.
General Education and the Good Life

General education is not only oriented toward preparing the individual for leadership and citizenship in our troubled world but it is also directed toward helping the person prepare himself for a full and satisfying life, the cultivation of his personal interests, and the solving of his particular problems. Earl J. McGrath points this out as he comments on general education: "It prepares the student for a full and satisfying life as a member of a family, as a worker, as a citizen—an integrated and purposeful human being. It does not overlook differences in talent, interest, and purpose; nor does it attempt to form everyone in a single mental and spiritual mold."^{24}

Findings

As part of this study questionnaires^{25} were sent to one-hundred seventy-five department chairmen in men's undergraduate professional programs of physical education. One hundred seven or 61.14 per cent of the questionnaires were returned. Two statements which represented the two different approaches to general education which have been discussed

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^{24} Earl J. McGrath et. al., Toward General Education, pp. 8-9.

^{25} Throughout the remainder of the dissertation the questionnaires which were sent to department chairmen in professional programs of physical education, and upon which the tables and statistics in this study are based, will be referred to as "the questionnaires".
were included in the questionnaires. The department chairmen were asked to check the statement which most closely reflected their philosophy on general education. The following table shows their preference:

TABLE I

STATEMENTS ON THE PHILOSOPHY OF GENERAL EDUCATION

<table>
<thead>
<tr>
<th>Statements</th>
<th>Number Checking Each Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education and liberal education differ mainly in degree, not in kind. It is the difference in orientation: the function of general education is not to develop the specialist or the professional technician but to provide for all students a basis for intelligent living, vocational competence, and citizenship, by providing the breadth of view and perspective that make the individual a more effective worker and a more intelligent member of his society and world in general.</td>
<td>93</td>
</tr>
<tr>
<td>General education should be concerned with a body of subject matter drawn mainly from the cultural heritage of the western world. It is specialized education that is provided only for those that have the intellectual ability to profit from this type of experience. The course work in general education should be organized in each particular subject so as to provide the proper foundation for those students that will eventually specialize in the subject area.</td>
<td>9</td>
</tr>
<tr>
<td>Those checking both statements</td>
<td>2</td>
</tr>
<tr>
<td>Those not checking either statement.</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>107</td>
</tr>
</tbody>
</table>
As seen in Table I, page 20, two department heads thought some of each statement was highly desirable but they did not make any specific indication as to which parts they preferred.

It can be determined from the table that 93 or 86.92 per cent of the department chairmen participating in this study have formulated or prefer a philosophy on general education which reflects the viewpoint of the various authorities indicated above.

General Education Not Professional Education

General education cannot be considered professional education by nature for it is education that all students should have no matter what their vocational interests may be. The Jackson's Mill Conference clearly points this out: "...general education at the college level represents those experiences which all students should have without reference to their specialized interests or vocational intentions." 26 The orientation of general education is both social and cultural, helping to give all students a foundation for successful living in our complex social order. The American Association of Teachers Colleges reflect this viewpoint: "...general education can hardly be called professional

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26Jackson's Mill Conference, National Conference on Undergraduate Professional Preparation in Physical Education, Health Education and Recreation, p. 5.
education. Its objectives for the individual are social and cultural. It is the education of all for non-vocational life and should not be considered by professional aims."²⁷

The National Society of College Teachers of Education also supports this idea: "...the content of general education should be highly functionalized for all students but not professionalized for any group. It needs to be related to social needs and contemporary problems."²⁸

Findings

The questionnaires that were sent in connection with this study contained a statement based upon the non-professional viewpoint of general education. Department chairmen were asked to agree or disagree with the statement in the following table:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
<th>Answer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education is not professional by nature and, therefore, should be the same for all students no matter what their professional plans may be.</td>
<td>83</td>
<td>17</td>
<td>7</td>
<td>107</td>
</tr>
</tbody>
</table>

²⁷ American Association of Teachers Colleges, Fifteenth Yearbook, p. 129.
The 83 or 77.57 per cent agreeing with the statement in Table II, page 22, shows that there is accord on this question between the authorities indicated and chairmen of men's physical education departments participating in this study.

**Relationship Among General, Professional, and Specialized Education**

With the establishment of general education as a non-professional, functional type of learning based upon the needs of students, as can be seen by Tables I and II, the next question for consideration is what relationship should exist between general, professional, and specialized education in teacher education? This is a current problem, not only in teacher education, but also in other areas of higher education. The right relationship must be found between general education and the many hundreds of different career opportunities offered in higher education. The President's Commission sums up this important challenge as follows:

> The crucial task of higher education today, therefore, is to provide a unified general education for American youth. Colleges must find the right relationship between specialized training on the one hand, aiming at a thousand different careers, and the transmission of a common cultural heritage toward a common citizenship on the other.\(^{29}\)

General education must not be considered antagonistic to professional and special education in teacher education.

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\(^{29}\)President's Commission on Higher Education, *Higher Education for American Democracy*, p. 49.
The general education experience of the student should complement his professional and special education by helping to make those experiences more meaningful. The President's Commission also emphasizes this idea:

Although general education, as the term is currently used, is concerned with the nonspecialized activities of living, it is by no means antagonistic to vocational education. Rightly conceived, the two are complementary. General education should contribute to vocational competence by providing the breadth of view and perspective that make the individual a more effective worker and a more intelligent member of a society of free men.30

The intervisitation program of the American Association of Colleges for Teacher Education found that general education is making a contribution toward the professional preparation of prospective teachers as well as other groups. Florence B. Stratemeyer interestingly reports the findings of this study relating to general education:

Overwhelmingly the reports of member colleges of the American Association of Colleges for Teacher Education state that general education in the undergraduate curriculum serves the needs of both prospective teachers and other groups. This statement is made as often by singly purpose teacher-preparing institutions as by state colleges and schools of education in universities, and by liberal arts colleges. The Chicago Teachers College adds that "parents and citizens share general education courses with pre-teachers."31

The results of the intervisitation study reported above shows that general education is helping to meet the needs of

30 President's Commission, op. cit., p. 61.
31 Florence B. Stratemeyer in, Teacher Education for a Free People, Donald P. Cottrell (ed.), p. 179.
students in professional programs of teacher education throughout the United States.

Findings

The results obtained from the questionnaires sent in connection with this study indicate that 97 or 90.65 percent of the department chairmen in men's physical education participating in this study believe a relationship should exist between general, professional, and special education in the professional preparation of male physical education teachers. The following table reports these results:

TABLE III

RELATIONSHIP OF GENERAL EDUCATION TO PROFESSIONAL AND SPECIALIZED EDUCATION

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
<th>Answer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education should be considered of equal importance with professional and specialized education in teacher education.</td>
<td>97</td>
<td>10</td>
<td>0</td>
<td>107</td>
</tr>
</tbody>
</table>

One department head indicated that he considered general education to be of greater importance than professional or specialized education in teacher education.

Relationship of Institutional and Personal Philosophies

As a final aspect related to philosophy of general education this study endeavored to find, through the questionnaires
the extent to which the program of general education at each institution reflected the department heads personal philosophy on general education. The following table relates the findings:

**TABLE IV**

RELATIONSHIP OF THE INSTITUTIONAL AND PERSONAL PHILOSOPHIES ON GENERAL EDUCATION AS RELATED BY DEPARTMENT HEADS

<table>
<thead>
<tr>
<th>Statement</th>
<th>Checking Fully</th>
<th>Checking Partly</th>
<th>Not at all</th>
<th>No Answer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program of general education at this institution reflects my own personal philosophy about general education in the following way.............</td>
<td>32</td>
<td>72</td>
<td>2</td>
<td>1</td>
<td>107</td>
</tr>
</tbody>
</table>

It can be seen that 72 or 67.29 per cent of the department chairmen are not in full accord with their institutions on general education. This difference will perhaps eventually motivate modifications in many programs of general education throughout the United States. This difference of philosophy can, also be seen in further sections of this study, especially the section on course organization in general education.
Objectives of General Education

The objectives of general education are numerous and varied, having their roots well established in a basic philosophy of general education, which reflects a non-professional, functional type of approach to this area.

Generally, the objectives tend to promulgate a development of the student toward effective critical thinking, intelligent communication, clear and relevant judgments and the effective discrimination of values.

Typical of the many lists of objectives of general education, and yet comprehensive in nature, are the objectives stated by the President's Commission. This commission lists the following outcomes as desirable:

1. To develop for the regulation of one's personal and civic life a code of behavior based on ethical principles consistent with democratic ideals.

2. To participate actively as an informed and responsible citizen in solving the social, economic, and political problems of one's community, state and nation.

3. To recognize the interdependence of the different peoples of the world and one's personal responsibility for fostering international understanding and peace.

4. To understand the common phenomena in one's physical environment, to apply habits of scientific thought to both personal and civic problems, and to appreciate the implications of scientific discoveries for human welfare.
5. To understand the ideas of others and to express one's own effectively.

6. To attain a satisfactory emotional and social adjustment.

7. To maintain and improve his own health and to cooperate actively and intelligently in solving community health problems.

8. To understand and enjoy literature, art, music, and other cultural activities as expressions of personal and social experience, and to participate to some extent in some form of creative activity.

9. To acquire the knowledge and attitudes basic to a satisfying family life.

10. To choose a socially useful and personally satisfying vocation that will permit one to use to the fullest his particular interests and abilities.

11. To acquire and use the skills and habits involved in critical and constructive thinking.\textsuperscript{32}

The above objectives clearly put emphasis on education for social action, the type of learning that will develop leaders so sorely needed in these trying days. Performance and behavior are the key words for gaining an insight into the goals of a general education based upon social and personal usefulness.

\textbf{Institution Wide Objectives}

Each education institution should develop on an institution wide basis, a written set of objectives for general

\textsuperscript{32}President's Commission, \textit{op. cit.}, pp. 50-57.
education, based on the particular needs of their students. The American Council on Education says that "...the selection of definite objectives for a program of general education in a particular college can be most helpfully made, in the committee's opinion, by studying the needs of students in that college."^33 The faculties of each educational institution are best fitted for the task of developing objectives for general education oriented toward the needs of their students. Each faculty member must take responsibility for helping students obtain the stated objectives. B. Lamar Johnson points this out:

General education is not the sole responsibility of any segment of the program or of any group of the faculty. It is the responsibility of all divisions of the college in and out of the classroom. The acceptance of faculty wide responsibility for general education outcomes in no sense minimizes the need for offering a group of courses, each of which primarily addresses itself to one or more general education outcome.  

Findings

The questionnaires revealed the number of institutions which considered general education a faculty-wide responsibility with all divisions working toward its objectives. Department chairmen in physical education were asked to check

\[^{33}\text{American Council on Education, Cooperation in General Education, p. 209.}\]

\[^{34}\text{B. Lamar Johnson, General Education in Action, p. 52.}\]
the statement related in the following table, if the statement corresponded to current practice at their institutions. The following findings were obtained:

**TABLE V**

GENERAL EDUCATION CONSIDERED TO BE A FACULTY-WIDE RESPONSIBILITY

<table>
<thead>
<tr>
<th>Statement</th>
<th>No. Checking Statement</th>
<th>No. Answer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>At this institution general education is considered to be a faculty-wide responsibility of all the divisions of the college and all work toward its objectives....................</td>
<td>74</td>
<td>33</td>
<td>107</td>
</tr>
</tbody>
</table>

The 74 or 69.16 per cent checking this statement indicates that general education is considered at the majority of institutions participating in this study a faculty-wide responsibility.

**Institution or Departmental Objectives**

Information was also obtained on how many institutions had formulated, on an institution-wide basis, a written set of objectives for general education, or if objectives were not formulated on an institution-wide basis, how many departments of physical education had formulated their own set of objectives. Department heads in physical education were asked to check the statement appropriate to their situation.
The results obtained are shown in the following table.

TABLE VI
OBJECTIVES FOR GENERAL EDUCATION ESTABLISHED ON AN INSTITUTION-WIDE OR DEPARTMENT BASIS

<table>
<thead>
<tr>
<th>Statements</th>
<th>Number Checking Each Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The faculty at this institution, on an institution-wide basis, has formulated for all students a written set of objectives for general education.</td>
<td>44</td>
</tr>
<tr>
<td>There is no written set of objectives formulated on an institution-wide basis but this department of physical education has formulated a written set of objectives for general education.</td>
<td>13</td>
</tr>
<tr>
<td>Those checking both statements</td>
<td>2</td>
</tr>
<tr>
<td>Those not checking either statement</td>
<td>48</td>
</tr>
<tr>
<td>Total</td>
<td>107</td>
</tr>
</tbody>
</table>

As indicated 44 or 41.12 per cent of the institutions have formulated objectives for general education and have done so on an institution wide basis. Only two institutions have objectives for general education on both an institution-wide and departmental basis. The 48 or 44.85 per cent not checking either statement may indicate that many institutions do not have any objectives formulated, either on an institution-wide, or department basis.
Amount of General Education

Various Amounts of General Education

The literature on general education and the various authorities contributing to this movement do not agree on the amount of general education that should be a part of the teacher's professional preparation. There is much agreement that general education should be a part of the teacher's professional program but recommendations vary as to amounts prescribed.

Evidence that the problem is being given much consideration is shown by Leon N. Henderson when he reports that

...a tangible evidence of the recognized need that teachers should have a minimum core of experiences in general education is that about one-half of the states specify prescriptions of general education certification regulations. In the others the requirements in general education are left to the discretion of the preparing institutions.35

Some authorities feel that half of the total hours required for graduation should be devoted to general education. The Jackson's Mill Conference recommended for the professional preparation of physical education teachers: "Of the total semester hours required for graduation, approximately one-half should be devoted to the area of general education, including the foundation sciences basic to physical education."36


36Jackson's Mill Conference, op. cit., p. 18.
Earl J. McGrath also recommends the same concentration of credits:

Yet, as we conceive the practical implication of this program in institutions whose programs we know at first hand, the proposed courses would cover approximately half the total number of hours usually included in the bachelor's degree, that is from sixty to sixty four. Surely not an excessive demand, to those who object that the program too greatly reduces the time available for specialized study, we would reply that the specialization which they demand is one of the disintegrating social forces of our time. If this unit of general instruction makes it impossible to complete specialized study in the four-year period, which we doubt, we say, extend the period. Thus we place general studies at least on a par with vocational and specialized education, where it rightly belongs.37

Some authorities believe that from three-eighths to one-half of the prospective teachers undergraduate experience should be devoted to general education. The American Council on Education states that "at least three-eighths of the college experience of a prospective teacher should have as its primary objectives those properly ascribable to general education."38

The National Commission on Teacher Education and Professional Standards also recommends a similar amount: "It would seem that from three-eighths to one-half of the entire curriculum of a prospective teacher might very well be devoted to general education."39

37 McGrath, et al., op. cit., p. 18.
Twenty-four years ago the National Survey of the Education of Teachers made a recommendation as to the amount of general education prospective teachers should experience. The Survey proposed: "A considerable proportion, at least one-fourth of a total pattern, should consist of general, non-specialized courses..."^40

Earl W. Armstrong proposed a very high percentage of a teachers undergraduate work to be given over to general education: "...we should like to see some 80 to 85 percent of the undergraduates whole time in college given to general education and subject matter concentration."^41

Findings

By means of the questionnaires the amount of emphasis given to general education in professional programs of physical education was obtained. Table VIII on page 35 relates the findings.

^40 National Survey of Education of Teachers, op. cit., p. 150.

### TABLE VII

**THE FRACTIONAL AMOUNT OF GENERAL EDUCATION CREDIT HOURS FOR PROFESSIONAL PROGRAMS IN PHYSICAL EDUCATION**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number Checking Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of the total semester or quarter hours required for graduation of physical education majors the following amount of credit hours is devoted to the area of general education:</td>
<td></td>
</tr>
<tr>
<td>One-half.</td>
<td>28</td>
</tr>
<tr>
<td>Three-eighths</td>
<td>17</td>
</tr>
<tr>
<td>One-fourth</td>
<td>25</td>
</tr>
<tr>
<td>Three-fourths</td>
<td>3</td>
</tr>
<tr>
<td>One-third</td>
<td>13</td>
</tr>
<tr>
<td>One-fifth</td>
<td>2</td>
</tr>
<tr>
<td>Two-fifths</td>
<td>4</td>
</tr>
<tr>
<td>Three-fifths</td>
<td>2</td>
</tr>
<tr>
<td>One-seventh</td>
<td>1</td>
</tr>
<tr>
<td>Three-tenths</td>
<td>2</td>
</tr>
<tr>
<td>One-sixth</td>
<td>1</td>
</tr>
<tr>
<td>Three-sixteenths</td>
<td>1</td>
</tr>
<tr>
<td>No answer</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>107</strong></td>
</tr>
</tbody>
</table>

Five department chairmen indicated various amounts of credit hours for general education, but did not indicate how many hours were required for graduation. These five different amounts were: 66 quarter hours; 54-60 semester hours; 30 hours; 45 hours and from 38 to 44 semester hours respectively.

The table indicates that in the institutions studied 28 or 26.17 per cent of them had physical education major students devoting half of their total hours required for
graduation to the area of general education. Running a close second we find physical education majors in 25 or 23.36 per cent of the institutions devoting one-fourth of their total hours to general education.

**Number of Years Devoted to General Education**

The next topic for consideration within this section is the amount of years that should be devoted to the general education area within the standard four-year requirement for teacher preparation.

Generally speaking we should not think of general education as something that is of a terminal nature. A student's general education must carry on throughout his lifetime, he must continually add to his general knowledge and cultural background. The American Association of Teachers Colleges reflect this idea: "In a professional college designed for the preparation of teachers, we should not think of the general education program as an end in itself or as 'terminal'. A cultural background is never finished but is a continuous process."[42]

The general education area can make important contributions to the students major area of subject matter as well as his professional pedagogical course work. The Harvard Committee points out the relationship of general education

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to subsequent study:

It would be a mistake to set off a certain period for general education leaving the remainder for non-general education, as though general education ceased at a certain point and had no relevance to subsequent study. General education should not be limited to a block of courses which the student is to take and get over with in order to go on with the more interesting and significant special study.\(^\text{43}\)

General education should not be limited to only the first two years of undergraduate preparation nor should it monopolize this period. The American Council on Education takes this position: "While elements of general education may well predominate during the first two college years they should neither monopolize nor be limited to this period."\(^\text{44}\)

Florence B. Stratemeyer also emphasizes this viewpoint:

The college in which all general education is taken in the first two years forces the student, however much he might desire otherwise, to behave in ways contrary to the goals sought. He is required to minimize the attention given, if any, to his further growth in general education. The changing quality of the problems to which the student becomes sensitive as he matures, and the added competence which comes with greater maturity, suggest that certain understandings and skills can be realized only if some work in general education is continued in the later college years. The student needs help in meeting the wider relationships and deeper implications of recurring situations.\(^\text{45}\)

\(^{43}\) Harvard Committee on General Education, General Education in a Free Society, p. 196.

\(^{44}\) American Council on Education, Improvement of Teacher Education, p. 83.

\(^{45}\) Stratemeyer, op. cit., pp. 133-34.
General Education Encouraged Throughout a Four Year Period

A growing tendency toward recommending that general education course work be encouraged throughout the four year period of teacher preparation, moving away from the traditional two year block, is becoming more apparent throughout the literature on general education. This was emphasized in 1947 by the National Conference on Higher Education: "However, if the college has a standard four-year program, the best thinking is that general education should be encouraged to continue throughout the total program."  

Again in 1950, the Conference reiterated the same viewpoint: "...general education should be a four-year process and not restricted to a basic year."

General education presented throughout the four-year period of teacher preparation in diminishing amounts, with the first year containing the largest amount of emphasis, can not only supplement their students' vocational interest, but it may motivate a more favorable point of view by the student toward general education. Snyder and Scott comment upon this plan for general education:

This plan would provide for a large amount of time to be devoted to general education the first year, with decreasing amounts of time used for general education the next three years... Proponents of

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47 Ibid., p. 67
this plan believe that vocational interests should not be delayed or set aside until the third year of college. They argue that the vocational interest may act as a motivating force and that the student has a better opportunity to discover the relationships between general and professional education. Furthermore, the student develops a more favorable point of view toward general education in that it is not merely a requirement to be completed and forgotten before the vocational interests are satisfied. It is further pointed out that general education goes on from the cradle to the grave and that it should both precede and follow specialized education. 48

**Findings**

The questionnaires sent to physical education department chairmen obtained information regarding the number of years physical education majors had course experience in general education. The findings of these questionnaires are reported in Table VIII, page 40.

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48 Snyder and Scott, *op. cit.*, p. 60.
TABLE VIII

THE YEARS OF PROFESSIONAL PREPARATION WHICH PHYSICAL EDUCATION MAJORS HAVE COURSE EXPERIENCE IN GENERAL EDUCATION

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number checking Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>The general education area at this institution for physical education majors is limited to the following years of undergraduate work:</td>
<td></td>
</tr>
<tr>
<td>First Year Only.</td>
<td>1</td>
</tr>
<tr>
<td>Second Year Only.</td>
<td>0</td>
</tr>
<tr>
<td>First and Second Year Only.</td>
<td>32</td>
</tr>
<tr>
<td>All Four Years but in a Diminishing Amount</td>
<td>50</td>
</tr>
<tr>
<td>Equal Amounts in All Four Years.</td>
<td>13</td>
</tr>
<tr>
<td>Unequal amounts in all four years.</td>
<td>1</td>
</tr>
<tr>
<td>Large amount First and Second Years, small Amount Last Two Years.</td>
<td>1</td>
</tr>
<tr>
<td>First Three Years.</td>
<td>2</td>
</tr>
<tr>
<td>First Five Semesters.</td>
<td>1</td>
</tr>
<tr>
<td>Small Amount First Year, Increasing Amounts</td>
<td></td>
</tr>
<tr>
<td>Next Three Years.</td>
<td>2</td>
</tr>
<tr>
<td>No Answer.</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>107</strong></td>
</tr>
</tbody>
</table>

It can be seen that there is a definite trend toward including general education course work in all four years of professional preparation but in decreasing amounts. Fifty or 46.73 per cent of the institutions reported this practice. However, 32 or 29.91 per cent of the institutions reported still having course work in general education limited to the first and second year only.
Administrative Structure

Various Types of Administrative Structure

There are many different types of administrative structures reported in the literature on general education. While no one type of structure has unanimous approval it is recommended that some type of separate administrative structure be provided for general education. This is pointed up by the American Council on Education: "...the committee believes that a division of general studies or a general college or some other form of separate organization should be provided for general education."\(^4^9\)

The departmental type of structure is a type used by many institutions throughout the United States. In this form of organization each department is expected to maintain continued liaison with other departments of the college and the organization of the department should be done cooperatively by the department faculty. The Conference on General Education at Florida State University points this out when it discusses this type of structure: "The department must be so organized as to maintain continued liaison with other departments for general education purposes. The problem of

organizing a department for the achievement of general education is one that should be undertaken cooperatively by the entire membership of the department. 50

Increasingly more is being written in the field of general education on the need to cut across subject matter lines and provide the broadly orientated type course for general education purposes. The trend in this direction has given rise to the divisional type administrative structure which lends itself more adequately to the integrated type course. The National Conference on Higher Education comments on this:

The need to dissolve subject-matter lines becomes immediately apparent when broadening course work. The old departmental lines can no longer be followed. Increasingly, institutions are found to be developing divisional structures for administration and dropping departments... 51

It is also believed that the divisional type of structure can promote better interdepartmental cooperation which is very necessary to the cause which seeks to cut across subject matter lines. The National Conference on Higher Education points out: "While many programs of general education have evolved within existing departmental


organizations, a divisional organization is more effective in providing interdepartmental cooperation.52

Another type of administrative structure for general education, especially within universities is the liberal arts college as a service unit for general education. This type of structure is described by the National Society for the Study of Education: "Within universities there has been a tendency for professional schools to use the liberal arts college as a service unit for general education—either by the techniques of dual registration, or, more commonly, by the requirement of designated general education courses."53 With this type of structural organization students from various departments and professional schools in the university take general education courses within the different departments of the liberal arts college. Each student will take courses, either on an elective or required basis, proposed by his major department for meeting the general requirement.

The interdepartmental type of structure for general education is where several departments within the college cooperate with one another but may remain independent as far as administrative organization is concerned. Snyder and


Scott describe this type of structure: "A second pattern is the interdepartmental arrangement where several departments cooperate and may work independently." This type of arrangement can also lend itself well to the broad type of course that attempts to cut across subject matter lines. For example, with this type of structure departments of humanities, social sciences, and natural sciences may cooperate in providing a broadly oriented course which uses subject matter from all three of these departments.

The general college such as Basic College at Michigan State University or General College at the University of Minnesota is another type of administrative organization for general education. This type of structure is usually found in the larger universities. The Conference on General Education held at Florida State University makes this comment:

Some institutions have arrived at the relatively simple solution of establishing a separate college or an entirely different program. The values of this plan of organization, so far as students are in the separate program are concerned, are quite obvious. If a well-selected faculty directs its attention largely to the general education needs of students and has sufficient control of the instructional program and student life of those enrolled, it can produce an enriched and satisfying experience that can pay important dividends to the students and to our society.

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54 Snyder and Scott, op. cit., p. 58.
55 Conference on General Education, loc. cit., p. 28.
With this type of independent structure each student in the various departments or divisions of the college will fulfill his general education requirement by taking course work offered by the general college. A separate college, as a service unit for general education, will often provide the academic organization and environment necessary for the development of integrated general education course work.

Findings

The questionnaires obtained information on the way the administrative structure for general education was organized at various institutions.

The findings from these questionnaires are shown in Table IX on page 46.
TABLE IX

ADMINISTRATIVE STRUCTURE FOR GENERAL EDUCATION

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number checking Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative structure for general education at this institution is</td>
<td></td>
</tr>
<tr>
<td>organized in the following way:</td>
<td></td>
</tr>
<tr>
<td>Divisional structure (e.g. natural sciences, etc.) brings together related</td>
<td></td>
</tr>
<tr>
<td>subject matter fields and with a broad orientation</td>
<td>30</td>
</tr>
<tr>
<td>A department of general education responsible for all general education</td>
<td>4</td>
</tr>
<tr>
<td>courses</td>
<td></td>
</tr>
<tr>
<td>Interdepartmental structure where departments cooperate but work indepen-</td>
<td>46</td>
</tr>
<tr>
<td>dently.</td>
<td></td>
</tr>
<tr>
<td>A separate college for general education such as Basic College at Michi-</td>
<td>4</td>
</tr>
<tr>
<td>gan State University</td>
<td></td>
</tr>
<tr>
<td>The liberal arts college is responsible for general education</td>
<td>13</td>
</tr>
<tr>
<td>Interdepartmental structure and liberal arts college</td>
<td>2</td>
</tr>
<tr>
<td>Interdepartmental structure, general college and liberal arts college</td>
<td>1</td>
</tr>
<tr>
<td>Department of general education and interdepartmental structure</td>
<td>1</td>
</tr>
<tr>
<td>Divisional structure, general college and liberal arts college</td>
<td>1</td>
</tr>
<tr>
<td>No answer</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>107</strong></td>
</tr>
</tbody>
</table>
Table IX, page 46, shows that the most popular type of administrative structure for general education at the institutions participating in this study is the interdepartmental type since 46 or 42.99 per cent of the department chairmen checked this type of organization. Second is the divisional type which was indicated by 30 or 28.04 per cent of the department heads. It is interesting to note that both of these types of structure lend themselves well to the integrated type of course organization.

Administrative Responsibility

The next consideration within this administrative section is the organization of responsibility for general education. Here, again, there is no unanimous agreement as to what type of administrative responsibility is best for the general education program. However, it is recommended that some type of responsibility be provided for the leadership of the general education program. The Conference on General Education at Florida State University emphasized this: "It is essential that the responsibility for leadership in general education within the college be allocated to an individual or a committee."56

56 Conference on General Education, loc. cit.
The interdepartmental committee is stated as an approach to the problem of adequately providing responsibility for general education. The National Society for the Study of Education describes this approach:

Another approach to the problem of making more adequate provision for general education is the organization of interdepartmental committees. The function of an interdepartmental committee is usually to coordinate courses offered in the respective departments, to develop interdepartmental courses, and to set up fields of specialization that cut across departmental lines.57

The interdepartmental committee type of administrative responsibility is often more conducive to the development of the integrated type course, for an environment of cooperation between subject matter areas is more readily developed through committee responsibility and action.

Often a dean or director of general education, heading a department or division of general studies, will be given responsibility for the general education program. The National Society for the Study of Education reveals this: "The program of general education is ordinarily organized as a lower division by a dean or director. As a rule, the faculty is drawn from the departments or professional schools on a part-time basis, although in some institutions faculty members give their full time to teaching in the division of general education."58

58 Ibid., p. 297.
At times the dean of the college will take responsibility for the general education program as shown by the Conference on General Education at Florida State University: "In some instances, very effective programs have been worked out with the dean taking leadership." 59

A college-wide standing committee is recommended by the Harvard Committee for general education: "We recommend the establishment of a standing Committee on General Education. This standing committee would have very much the same responsibility for general education that the departments, which are also committees of the faculty, have for special education." 60

The respective deans of the liberal arts college or the general college are often given responsibility for general education. Snyder and Scott comment: "This organization is administered by a dean or director who employs a faculty to teach in general education. The General College at the University of Minnesota and the Basic College at Michigan State University are examples of more or less independent structures." 61

The respective deans of the liberal arts college or the general college are often given responsibility for general education.

59 Conference on General Education, op. cit., p. 28.
60 Harvard Committee, op. cit., p. 201.
61 Snyder and Scott, loc. cit.
education. Snyder and Scott comment: "This organization is administered by a dean or director who employs a faculty to teach in general education. The General College at the University of Minnesota and the Basic College at Michigan State University are examples of more or less independent structures."^61

Findings

Department chairmen in physical education indicated the type of administrative responsibility for general education present at their institutions. Many different types of administrative responsibility were reported.

Table X, page 51 depicts the findings.

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^61Snyder and Scott, loc. cit.
### TABLE X

**ADMINISTRATIVE RESPONSIBILITY FOR GENERAL EDUCATION**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number Checking Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative responsibility for general education at this institution</td>
<td></td>
</tr>
<tr>
<td>is organized in the following way:</td>
<td></td>
</tr>
<tr>
<td>Interdepartmental committee coordinates courses offered in respective</td>
<td>32</td>
</tr>
<tr>
<td>departments.</td>
<td></td>
</tr>
<tr>
<td>Dean or director of general education heading a department or division of</td>
<td>10</td>
</tr>
<tr>
<td>general studies.</td>
<td></td>
</tr>
<tr>
<td>College-wide standing committee responsible for all general education.</td>
<td>21</td>
</tr>
<tr>
<td>Dean of the liberal arts college.</td>
<td>15</td>
</tr>
<tr>
<td>Dean of the general college.</td>
<td>9</td>
</tr>
<tr>
<td>University establishes policy.</td>
<td>1</td>
</tr>
<tr>
<td>College-wide standing committee and dean of the liberal arts college.</td>
<td>1</td>
</tr>
<tr>
<td>College-wide standing committee, deans of the liberal arts college and</td>
<td>1</td>
</tr>
<tr>
<td>general college.</td>
<td></td>
</tr>
<tr>
<td>Dean or director of general education and dean of the general college.</td>
<td>1</td>
</tr>
<tr>
<td>Dean of college, directors of divisions and departments.</td>
<td>1</td>
</tr>
<tr>
<td>University council on teacher education.</td>
<td>1</td>
</tr>
<tr>
<td>Dean of lower division of liberal arts.</td>
<td>1</td>
</tr>
<tr>
<td>Director of physical education and athletics.</td>
<td>1</td>
</tr>
<tr>
<td>Educational policies committee and curriculum committee.</td>
<td>2</td>
</tr>
<tr>
<td>Dean of junior college and master of arts program.</td>
<td>1</td>
</tr>
<tr>
<td>Dean of the teachers college.</td>
<td>1</td>
</tr>
<tr>
<td>Dean of the college of education.</td>
<td>1</td>
</tr>
<tr>
<td>No answer.</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>107</strong></td>
</tr>
</tbody>
</table>
Table X, page 51, shows the most prevalent type of administrative organization in general education, at the institutions participating in this study, is the interdepartmental committee, since 32 or 29.91 per cent of the department chairmen checked this type of administrative responsibility. The next most prevalent type is the college-wide standing committee which was indicated by 21 or 19.62 per cent of the department heads. Both of these types of responsibility tend to establish the necessary administrative environment which motivates the development of the general education broad area course.

Faculty Preparation

Specialization of the Doctor of Philosophy Program

There is wide agreement in the literature on general education that the doctor of philosophy program, as it is now organized in most graduate schools today, is good for preparing research personnel, but not for providing the broad divisional type of preparation that teachers of general education need. This is clearly pointed out by the National Society for the Study of Education:

It is evident that those who are committed to a program of general education that is concerned with individual growth (moral and emotional as well as intellectual), with social issues, with knowledge for use, and with faculty cooperation in the creation of an over-all plan of education must be critical of the experience and requirements ordinarily associated with the Ph.D.
degree. For these experiences and requirements are not calculated—whatever their positive virtues—to sensitize prospective college teachers to the wide range of adolescent needs, to develop an understanding of those needs and of how to help in meeting them, to assure examination of educational convictions, to provide apprentice opportunities in teaching, to develop skill in the evaluation of student progress, and to promote breadth of knowledge and insight.62

The Committee of Fifteen reiterated the same point of view about the overspecialization of the doctor of philosophy program:

We readily admitted in our discussion—as it has always been admitted whenever the problem of college-teacher training has been discussed frankly—that the Ph. D. degree, as such, is not a "teaching degree", that it does not certify, and was not created to certify, teaching ability. And yet our graduate schools are, in fact and by historical heritage, training most of the college teachers of the nation. Over half of our young Ph. D.'s go into teaching.63

One becomes immediately aware that a new program of education must be developed in our graduate schools if the general education movement is going to continue forward to the accomplishment of its goals. A program of education oriented toward giving the prospective teacher of general education the divisional type of experience he must have in order to become an effective teacher in this area of

education. The President's Commission calls for this new type of educational preparation:

Unfortunately the training of college teachers is oriented so overwhelmingly toward research in some fields of scholarship that all too few are neither competent to teach general courses or sympathetically inclined to try to do so. A quite different kind of education for college teachers and a new definition of scholarship and the purposes of higher education in America are basic necessities if general education is to move forward to its goals.64

This different kind of education must prepare the general education teacher to see the relationship of his field to other fields and also to help him apply his area to the practical problems of everyday living. B. Lamar Johnson emphasizes this:

A few leaders in graduate education are becoming aware of the general education movement and of its demands for higher standards in the graduate training of teachers. These leaders recognize that the candidate see the relationship of his field to other areas of knowledge and particularly that he understand the applications of his field to the problems of men and women, to the needs of students.65

Difficulty of Obtaining Qualified Faculty

Obtaining qualified personnel with the proper background for teaching general education is one of the greatest problems the general education movement faces today. The

64President's Commission, op. cit., p. 60.

general education program at any institution will stand or fall according to the competency of its faculty. The American Council on Education makes this quite clear: "In the last analysis, the program of general education rests on the faculty who teach the courses and guide the students. Their understanding of the program and their competence in teaching and in counseling almost wholly condition its degree of effectiveness."66 This idea is also emphasized by the Conference on General Education at Florida State University: ". . . the success of any program of general education will depend upon the success of its individual teachers."67

The general education movement necessitates teachers with a broad background of preparation which stimulates enough versatility to effectively teach the broad area type course which cuts across subject matter lines. The necessity for this broad type of preparation is vividly described by Zetiler and Crouch:

...any who attempts to teach general education courses must know not only the subject-matter but also the ways in which it is connected with the other materials in the basic courses. If he is to teach in the area of the humanities, he may well have to establish the relationship between Butler's Erewhon and the theory of evolution. He will have to illuminate the connection by

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67 Conference on General Education, op. cit., p. 91.
discussing the industrial revolution and the English factory system of the nineteenth century. 68

It is imperative that the future graduate preparation of general education teachers reflect a divisional type of education coupled with opportunities for teaching experiences in the area of general education. The American Council on Education hopes to see this type of preparation become a reality within the next decade. The Council makes the following statement:

We may hope that the instructor in general education who begins his work ten years hence will be an able student who did excellent work in a program of general education, whose master's degree represented a divisional rather than narrow departmental training, and whose advanced graduate training was also broadly oriented and included a seminar on the teaching of the field of specialization accompanied by some supervised work involving teaching in a general education course. 69

Findings

The questionnaires sent in connection with this study contained two statements regarding the organization of the doctor of philosophy program for the graduate education of general education teachers and the problem of obtaining qualified faculty personnel for teaching general education courses. Physical education department chairmen were asked to agree or disagree with each statement. Table XI, page 57, shows the results obtained from this questionnaire.


### TABLE XI

**THE ORGANIZATION OF THE DOCTOR OF PHILOSOPHY FOR THE PREPARATION OF GENERAL EDUCATION TEACHERS AND THE PROBLEM OF OBTAINING QUALIFIED PERSONNEL**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Doctor of Philosophy program as it is organized in most graduate schools today is good for preparing research personnel but not for providing the broad divisional type of preparation that teachers of general education need.</td>
<td>72</td>
<td>21</td>
<td>107</td>
</tr>
<tr>
<td>One of the most important problems in general education programs is getting qualified faculty to teach general education courses.</td>
<td>83</td>
<td>24</td>
<td>107</td>
</tr>
</tbody>
</table>

The 72 or 67.29 per cent agreeing with the first statement and the 83 or 77.57 per cent agreeing with the second statement, clearly shows there is an awareness and concurrence with the various literature on the problem of obtaining adequately prepared faculty to teach in programs of general education.

**Preparation of Faculty Persons at Participating Institutions**

The department chairmen participating in this study were asked to generally rate the preparation of faculty persons...
now teaching in the general education program at their institution. The following findings were obtained:

TABLE XII

PREPARATION OF FACULTY PERSONS TEACHING IN GENERAL EDUCATION PROGRAMS

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number checking Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe the faculty persons now teaching in the general education program at this institution are:</td>
<td></td>
</tr>
<tr>
<td>Well prepared</td>
<td>47</td>
</tr>
<tr>
<td>Moderately well prepared</td>
<td>55</td>
</tr>
<tr>
<td>Not well prepared to teach in a program of general education</td>
<td>5</td>
</tr>
<tr>
<td>No answer</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>107</td>
</tr>
</tbody>
</table>

Fifty-five or 51.40 per cent of the department chairmen believed the faculty persons teaching in the general education program at their institution were moderately well prepared and 47 or 43.93 per cent believed they were well prepared. These two percentages show that physical education department chairmen believe the faculty persons responsible for teaching general education courses, which their major students, and students in other areas experience, are for the most part prepared to teach in this area.
The Library in General Education

Importance of the Library

The library is a very important facility for obtaining the objectives of general education. An inadequate library will mean crippled instruction, not only in the general education program, but in all areas of the college.

The importance of the library as a vital intellectual force in the general education program is attested by the Committee on Reading in General Education: "The library is emerging as one of the most important forces in the attainment of the objectives of general education." 70

The general education movement with its broad area courses have motivated greater use of library facilities and many times the construction of new libraries. Louis R. Wilson draws attention to this fact:

The second curricular change that has greatly increased library use has grown out of the interest of colleges in general education. This interest has manifested itself through the survey or orientation course... Their nature required little comment. Their library implications, however, call for consideration. Here at the University of Chicago their library implications are fully considered before they were put into effect. A special library was provided to house the materials selected to support them. 71

70 Committee on Reading in General Education, Reading in General Education, p. 449.

71 Louis R. Wilson, in New Frontiers in Collegiate Instruction, John Dale Russel (ed.), p. 120.
The use of one textbook is wholly inadequate for the integrated general education course as well as most courses on the college level. Lundy and Renfro call attention to this: "A textbook is no longer considered to be more than an introduction to its subject. Students require access to quantities of books and periodicals." 72

The objectives of the library in a program of general education are identical with the objectives of the general education program. The library must be considered an integral part of that program, contributing to all aspects of it. This is emphasized by the National Society for the Study of Education:

The fundamental purpose of the library in education is to help attain the objectives of the educational program. The library is an integral part of the program; it cannot be set aside as a supplement to other educational functions and activities. Accordingly, the objectives of the library are actually identical with those of the educational program. 73

In a program of general education, as should be the case in all programs of the college, the accent is on the use of library materials: using materials for instructional purposes; solving of student problems, and the development of students' habits that will perpetuate self education and


improvement. B. Lamar Johnson emphasizes the use of materials when he says that

...in the years that lie ahead the function of the college library (and particularly that of the college committed to a program of general education) must shift its major emphasis from buying, collecting, and preserving materials to that of using materials—using library materials as aids to the achievement of instructional goals, to the solution of student problems and the development in students of continuing habits of self education.\textsuperscript{74}

There is a wide range of services and materials that can be supplied by the college library in order to supplement instruction. Guy R. Lyle indicates many of these valuable aids to instruction:

With the continuing development of new and improved methods of sound and visual reproduction (recordings, film, radio), the range of materials which the college is utilizing in the instruction of the students is rapidly increasing. Some idea of the number and extent of these teaching materials may be gained by examining the following list of aids: museum objects, models, silent motion picture, still pictures, stereographs, flat pictures, opaque projections, glass slides, film strips, posters, cartoons, maps, charts, graphs, diagrams, phonograph records, radio transcriptions, sound motion film, and other visual materials with sound accompaniment.\textsuperscript{75}

\textbf{Findings}

The questionnaires asked department chairmen in men's programs of physical education to rate the library facilities


at their institutions on carrying out an adequate program of general education. They were asked to check the category, reported in the table below, that best described their institution's facilities. The following findings were obtained.

TABLE XIII

LIBRARY FACILITIES FOR CARRYING OUT AN ADEQUATE PROGRAM OF GENERAL EDUCATION

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number checking Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe the library facilities for carrying out an adequate program of general education at this institution are:</td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>35</td>
</tr>
<tr>
<td>Good</td>
<td>53</td>
</tr>
<tr>
<td>Fair</td>
<td>16</td>
</tr>
<tr>
<td>Poor</td>
<td>3</td>
</tr>
<tr>
<td>No answer</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>107</td>
</tr>
</tbody>
</table>

Fifty-three or 49.53 per cent of the department chairmen believe their library facilities for carrying out an adequate program of general education at their institutions are good. Thirty-five or 32.71 per cent believe their facilities are excellent.

Importance of the Librarian

With the establishment of the library as a very important aspect in any program of general education the contribution
of the library staff toward a program of general education must next be considered.

The librarian can occupy a very important place in the educational sun. When the librarian's duties are directly connected with the educational process, he can occupy a position of importance equal to that of the teacher. This is pointed out by the Committee on Reading in General Education:

Unquestionably, many of the librarian's activities are directly allied with the learning process; to the extent that he emphasizes the human relationships and minimizes the details of organization, records, and administrative routine, he occupies as important and dynamic a position in education as does the teacher.76

This idea is also emphasized by B. Lamar Johnson:

"...administrators, instructors, and students concerned with building programs of general education are becoming increasingly aware of how vital is the role of the librarian..."77

The librarian and other key members of his staff, who are directly contributing to the educational objectives of the college program, not only in the area of general education but in all areas, should be given professional rank along with other faculty members. Julian Park recommends

76 Committee on Reading in General Education, op. cit., pp. 441-42.

77 B. Lamar Johnson, General Education in Action, p. 328.
this when he says that "not only should the chief librarian be a member of the faculty, of course with full professional rank, but many of the staff, certainly department heads, should also be members of the faculty..."78

The National Society for the Study of Education reiterates this trend of considering the librarian a member of the staff:

The librarian, who formerly was frequently thought of as a technician or administrator concerned primarily with library housekeeping, is more frequently considered a member of the staff responsive to the interests of administrator, teacher, pupil, or other colleague or patron, and qualified to participate fully in the planning and accomplishment of the educational purposes of the school and community.79

The general education movement has motivated the development of departmental and divisional libraries with special staff members to operate these libraries. At times these specialists are given additional administrative posts in connection with their library duties. This is shown by the Committee on Reading in General Education:

Separate undergraduate libraries and divisional collections have emphasized the need for librarians who are experts in the departmental and divisional subject-matter fields. An interesting development in this direction is the appointment of the Librarian of Stephens College to the


additional post as Dean of Instruction. Divisional librarians are trained in the library techniques and in the respective subject-matter division of the curriculum.

The duties of the librarian in the area of general education, as well as other areas of the college, are multiple and varied. This is well pointed out by B. Lamar Johnson as he draws attention to the librarians many responsibilities:

In the well-administered college today, however, the librarian is selected with care, for he must be an active and effective participant in administration, curriculum building, program operation, evaluation, and further planning. He then becomes one of the key figures in educational engineering, in program operation and improvement. Particularly must this be so in general education where there are complex demands for the synthesis of many concepts, ideas, and facts from a multiplicity of fields which require not only the standard and the classic in the printed word, but also the experimental and the new.

Findings

The questionnaires attempted to find whether the head librarian and other key members of his staff, working in the general education program, should be members of the faculty with the same professorial rank as other faculty members. They also attempted to gain information from the

80Committee on Reading in General Education, op. cit., p. 445.

81B. Lamar Johnson, General Education in Action, p. 328.
department chairmen as to whether the head librarian and his key staff members held professorial rank at their institutions.

**TABLE XIV**

**THE LIBRARIAN AND HIS STAFF AS FACULTY MEMBERS**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
<th>Answer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The head librarian and key members of his staff working in the general education program should be members of the faculty with the same professorial rank as other faculty members.</td>
<td>90</td>
<td>13</td>
<td>4</td>
<td>107</td>
</tr>
</tbody>
</table>

**Number checking Each**

- Only the head librarian holds professorial rank at this institution. 20
- The head librarian and other key members of his staff hold professorial rank 57
- Those not checking either statement 30
- Total 107

Ninety or 84.11 per cent of the physical education department chairmen agree that the head librarian and key members of his staff should hold professorial rank on the college faculty. Fifty-seven or 53.27 per cent of these department chairmen also indicated that the head librarian and other key members of his staff do hold professorial rank at their institutions.
Summary of Chapter II

Philosophy

The philosophy characterizing the general education movement emphasizes non-technical education oriented toward preparing the student for intelligent living, vocational competence, and intelligent citizenship in his society and world community.

There is a high percentage of department chairmen in agreement with the basic philosophy of the general education movement. Ninety-three or 86.92 per cent stated that they had formulated or preferred a philosophy which reflects that movement.

General education is not antagonistic to vocational education and each area should complement the other. General education contributes to the vocational plans of the student by providing the breadth of view and perspective that will help him become a more effective contributor to his society.

Ninety-seven or 90.65 per cent of the physical education department chairmen agreed that general education should be considered of equal importance with specialized education in teacher education. This seems to point out that, in coming years the general education portion of teacher education programs will be given increased emphasis with movement toward this aspect being considered as important as the special and professional parts of our teacher education curricula.
Objectives

The objectives of general education reflect the basic philosophy of the general education movement. Generally, these objectives emphasize development of the student toward effective critical thinking, intelligent communication, clear and relevant judgments, and the effective discrimination of values.

Each educational institution must develop, on an institution wide basis, a written set of objectives for general education based upon the needs of their students. Developing a written set of objectives for general education, on a faculty-wide basis, necessitates all the divisions of the college accepting the responsibility for the promulgation of general education objectives.

Forty-four or 41.12 per cent of the physical education department heads pointed out that the faculty, at their institutions, on an institution-wide basis, has formulated a written set of objectives. This shows that there is some movement toward the acceptance and formation of institutional objectives for general education.

Amount of General Education

There is no definite agreement as to the amount of general education that should be a part of the teacher's professional preparation. Recommended amounts range from three-eighths to four-fifths. However, there is evidence that the
portion allotted to general education in professional programs of teacher education is increasing. Twenty-eight or 26.17 per cent of the physical education department chairmen, connected with this study, stated that one-half of the total semester or quarter hours required for graduation of physical education majors, at their respective institutions, is devoted to the area of general education.

No definite agreement has been reached in regard to the number of years that should be devoted to general education within the standard four-year requirement for teacher preparation. The number of years devoted to general education in various institutions throughout United States ranges from one to four years. Fifty or 46.73 per cent of the department chairmen in physical education indicated that their major students experienced general education in all four years, but in a diminishing amount. Devoting some portion of all four years to general education, allows the student to, not only, experience a more comprehensive education, but, also, to relate the significant ideas of his major area to his general education course work. Spreading general education work over a four year period, also prevents too great a portion being concentrated in any one year.

Administrative Structure

There are various types of administrative structures reported in the literature on general education. No one type
of structure is given unanimous approval, but it is strongly recommended that there should be some type of separate administrative structure provided for general education.

Types of structure recommended throughout the literature are: divisional, departmental, interdepartmental, or a separate college for general education. Forty-six or 42.99 per cent of the physical education department heads reported that the interdepartmental structure, where departments cooperate but work independently is the type used at their institutions. This type of structure offers the basis for democratic cooperation of departments participating in the general education program. The development and perfection of the broad area integrated course is, also, much easier under this type of administrative structure.

As was the case with administrative structure, there is no definite agreement as to the best type of administrative responsibility for general education. It is agreed though, that some type of separate administrative responsibility for general education should be delegated to an individual or committee.

Types of administrative responsibility discussed throughout the literature include the interdepartmental committee, a director of general education, a college-wide standing committee, and various deans who are given responsibility for general education.
The interdepartmental committee was designated by 32 or 29.91 per cent of the physical education department chairmen as the type of general education administrative responsibility at their institutions. Since the highest percentage of department chairmen indicated the interdepartmental type of organization as the most prevalent kind of administrative structure at their various institutions, it is interesting to note that the highest percentage of department chairmen reported the interdepartmental committee as the most prevalent type of responsibility for general education. This type of responsibility definitely promotes a more democratic approach to the administration of general education.

Faculty Preparation

The doctor of philosophy program, as it is organized in our graduate schools today, is adequate for preparing research workers within the various fields of education, but not for providing the broad divisional type of preparation teachers of general education must have. So often, the preparation of college teachers, who teach in the general education program, is oriented, not only toward research, but, also toward a very specialized concentration in one of the academic disciplines.

Seventy-two or 67.29 per cent of the physical education department chairmen agreed that the doctor of philosophy program, as it is now organized in most of our graduate
schools, is not adequate for providing the broad divisional type of preparation which is needed by teachers of general education. This has created the problem of obtaining qualified faculty personnel for the area of general education. This problem cannot be eliminated until our graduate schools organize an adequate program of preparation for those who are interested in the general education area. A program of general education should be provided that is satisfactorily comprehensive in providing the breadth of experience so essential to the future general education teacher.

The Library

One of the most important facilities of any general education program is the library. Inadequate library facilities can hamper the student's attainment of general education objectives.

As general education courses become broader in scope, there is more need for better library facilities. At some institutions, throughout the United States, special library facilities have been constructed for different aspects of their general education programs. For example, an integrated course, where several different academic areas are brought together, may have a special section of the library devoted to the many books and materials involved in a course of this type.
The librarian and other key members of his staff have an important responsibility in dealing with the multiple and varied duties involved in supplying the materials necessary for the general education program. The librarian becomes a key figure in program operation and improvement. His tasks often parallel those of the teacher and for this reason he should be given faculty rank along with faculty members. Ninety or 84.11 per cent of the physical education department heads agreed that the head librarian and other key members of his staff should be given professorial rank.
CHAPTER III

A COMPARISON OF RECOMMENDED PRACTICES IN THE CONTENT AND ORGANIZATION OF GENERAL EDUCATION WITH THOSE REPORTED IN MEN'S UNDERGRADUATE PROFESSIONAL PROGRAMS OF PHYSICAL EDUCATION

Humanities

The content and organization of general education in the various subject matter fields has changed considerably over the past thirty years. New types of course organization reflecting changes in basic concepts relating to the general education movement have been initiated in institutions of higher education throughout the United States. The increased accumulation of knowledge in all academic fields has contributed to the added content with which general education courses must deal.

The content and organization of general education in the humanities will be the first academic area to be considered relative to general education.

Purpose and Nature of the Humanities

The humanities in general education are primarily concerned with the cultivation of values within the individual. They act as a buffer against the scientific materialism which seems to be eating away the foundation of man's spiritual and esthetic heritage.
The need for balance between the material and non-materialistic aspects of our culture is indicated by the National Society for the Study of Education:

Knowledge and appreciation of the material products of our scientific culture need to be balanced, it is said, by knowledge and appreciation of man's non-materialistic achievements. The descriptive and statistical methods of the natural and social sciences need to be supplemented, it is argued, by the normative and philosophical approach of the humanities, and above all, the concern of the sciences with instruments and means needs to be accompanied by, and guided by, the humanistic formulation and determination of values and ends.82

The humanities strive to contribute toward man's understanding of the good life. This is emphasized by the Committee on the Cooperative Study in General Education:

"...humanities are those disciplines which make man more man in the eulogistic sense of the word; which contribute to a 'good life' based on free and enlightened choice among values. That is, the humanities are those subjects which do not make men merely live, but live the good life."83

The subjects which make up the humanities are composed of disciplines which will promote the development of value judgments within the individual. Speaking of the humanities area Draxten and Pooley reveal: "...the area is

83Committee on the Cooperative Study in General Education, General Education in the Humanities, p. 16.
generally considered to include those disciplines which emphasize the intellectual, esthetic and ethical values of man's heritage."\(^{34}\)

The core of all courses within the humanities is composed of literature and the fine arts. Patricia Beesley attests to this: "Literature and the fine arts constitute the core of all humanities courses..."\(^{35}\) These disciplines provide the foundation upon which a wide variety of course offerings are constructed. The content of these course offerings in the humanities vary widely depending upon the interests and needs of the students in a particular institution. The National Society for the Study of Education draws attention to this by the following: "Courses in the humanities, consequently, vary widely and significantly in content...The subject matter may be anything from automobiles and interior decoration to Michelangelo and Picasso, or from current movies to Chaucer."\(^{36}\)

The Committee on the Cooperative Study in General Education found in their investigation of the humanities in general education that most colleges considered the following

\(^{34}\)Nina Draxten and Robert C. Pooley, in General Education in Transition, H. T. Morse (ed.), p. 121.


fields to compose the humanities area. The Committee states that...

...most colleges consider the following departments' or fields as being "humanities": the arts (literature, music, and the graphic and plastic arts), English composition, speech, foreign languages, philosophy and religion. History, psychology, and library science were also sometimes included. 87

Findings

Information was obtained on what areas of the humanities program in general education physical education majors have course experience. The following table reports the results:

TABLE XV

COURSE AREAS IN THE HUMANITIES PROGRAM IN GENERAL EDUCATION

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number Checking Each Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical education majors have course experience in the following areas as part of the humanities program in general education at this institution:</td>
<td></td>
</tr>
<tr>
<td>Architecture</td>
<td>11</td>
</tr>
<tr>
<td>Literature</td>
<td>97</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>75</td>
</tr>
<tr>
<td>Dance</td>
<td>53</td>
</tr>
<tr>
<td>Philosophy</td>
<td>64</td>
</tr>
<tr>
<td>Music</td>
<td>64</td>
</tr>
<tr>
<td>Religion</td>
<td>39</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>24</td>
</tr>
<tr>
<td>Speech</td>
<td>83</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
</tr>
<tr>
<td>Communication</td>
<td>57</td>
</tr>
</tbody>
</table>

87 The Committee on the Cooperative Study in General Education, op. cit., p. 3.
Two department chairmen listed psychology as an area in the humanities program at their institutions and two listed industrial arts. One department chairman each listed the following areas as being a part of the humanities program at their respective institutions: appreciation of athletics; home economics, geography; and science. It can be seen that 97 or 90.65 per cent of the department chairmen reported their major students had course experience in literature as part of the humanities program in general education. Eighty-three or 77.57 per cent reported speech as the next highest area in which their major students have course experience in the humanities.

**Number and Elective or Required Status of Humanities Courses**

In conjunction with obtaining the above information on course areas in the humanities, the questionnaires also obtained data on the number of general education courses in the humanities that physical education majors experience and whether humanities courses are on an elective or required basis. Department chairmen in physical education were asked to check the number of courses in the humanities that most of the major students in physical education experienced at their respective institutions and also to indicate whether humanities courses at their particular institutions are on an elective basis, required basis, or both.

Table XVI on page 79 reports the findings obtained by the questionnaires.
### TABLE XVI

**NUMBER OF HUMANITIES COURSES IN GENERAL EDUCATION ON AN ELECTIVE BASIS, REQUIRED BASIS, OR BOTH**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number check-ing Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of our major students in physical education take the following number</td>
<td></td>
</tr>
<tr>
<td>of general education courses in the humanities:</td>
<td></td>
</tr>
<tr>
<td>None.</td>
<td>0</td>
</tr>
<tr>
<td>One.</td>
<td>2</td>
</tr>
<tr>
<td>Two.</td>
<td>22</td>
</tr>
<tr>
<td>Three.</td>
<td>16</td>
</tr>
<tr>
<td>Four.</td>
<td>15</td>
</tr>
<tr>
<td>Five.</td>
<td>15</td>
</tr>
<tr>
<td>Six.</td>
<td>6</td>
</tr>
<tr>
<td>Seven.</td>
<td>5</td>
</tr>
<tr>
<td>Eight.</td>
<td>2</td>
</tr>
<tr>
<td>Nine.</td>
<td>1</td>
</tr>
<tr>
<td>Ten.</td>
<td>1</td>
</tr>
<tr>
<td>Eleven.</td>
<td>1</td>
</tr>
<tr>
<td>Over five courses but no specific number given</td>
<td>25</td>
</tr>
<tr>
<td>Twenty-five to thirty hours, no specific number of courses given</td>
<td>1</td>
</tr>
<tr>
<td>Forty-eight quarter hours, no specific number of courses given</td>
<td>1</td>
</tr>
<tr>
<td>Twelve courses in the humanities and social sciences</td>
<td>1</td>
</tr>
<tr>
<td>No answer</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Section One. 107

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number check-ing Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education courses in the humanities for our major students in</td>
<td></td>
</tr>
<tr>
<td>physical education are on an:</td>
<td></td>
</tr>
<tr>
<td>Elective Basis.</td>
<td>5</td>
</tr>
<tr>
<td>Required Basis.</td>
<td>36</td>
</tr>
<tr>
<td>Both.</td>
<td>61</td>
</tr>
<tr>
<td>No answer</td>
<td>15</td>
</tr>
</tbody>
</table>

Total Section Two. 107
The first section of Table XVI, page 79, shows that 25 or 23.36 per cent of the department chairmen participating in this study indicated most of their major students experience over five humanities courses but they did not indicate the exact number. Twenty-two or 20.56 per cent indicated their major students experience two courses in the humanities area.

Section two of the same table shows that 61 or 57.009 per cent of the department chairmen indicated humanities courses for their major students were on both an elective and required basis. Thirty-six or 33.64 per cent indicated humanities courses were on a required basis.

Course Organization in the Humanities

Course organization in the humanities is quite varied. Each course tends to reflect to some degree the basic philosophy of the institution where the course is being taught and the professor teaching it. This has manifested itself in the organization of a wide variety of course offerings ranging from the very traditional type course to the broad integrated course which cuts across subject matter lines. Roy I. Johnson points out this wide variety of course organization: "The types of organization that have been used in basic humanities courses are as varied as the courses themselves."

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88 Roy I. Johnson, Basic Courses in General Education With Special Reference to the Humanities, The Educational Record, XXX (January, 1949), p. 75.
Each educational institution must find the type of course organization which will best meet its individual needs. The Conference on General Education held at Florida State University makes this comment: "Each institution must find its own best approach in terms of the interests and competencies of teachers, the abilities and backgrounds of students, and the materials available."^39

The traditional single introductory type course, taught by a specialist in some particular subject matter area is a type of course organization which is used in the humanities area. It is argued by many of those who advocate this type of course organization in the humanities that no one person can master well enough the many subject areas that are involved in the integrated course. This is brought out by Earl J. McGrath when he comments upon this point of view in relation to the arts: "Music, painting, sculpture, architecture, theatre, cinema, and the dance are too much for any man (barring genius) to master in a lifetime."^90

Another type of course organization which has grown very popular within the last three decades is the survey course. This type of course usually involves a study of the history of civilization. Patricia Beesley comments upon this type of course: "The plan characteristic of the

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^90McGrath, et. al., op. cit., p. 191.
majority of humanities courses involves a survey of the history of civilization—a chronological study of man's cultural achievements through the centuries." An important exception to this orientation toward the history of civilization is the survey course which deals with fundamental aesthetic principles and illustrations. Patricia Beesley describes this plan also: "...the plan based on the study of fundamental aesthetic principles, with illustrations drawn from various arts and with historical orientation of secondary importance." The integrated type of course which cuts across subject lines has grown increasingly popular in the last decade as a type of organization for general education courses in the humanities. Throughout the literature in the area of general education this type of course is being increasingly advocated. Earl J. McGrath emphasizes this growing interest:

There is general agreement also that the more traditional courses, whether in the field of history or literature or in the arts, have not provided a broad and well-integrated interpretation of our cultural heritage. New humanities courses that cut across departmental lines, comprehensive in spirit rather than narrowly specialized or analytic, seem essential to almost all concerned..."
A motivation for the integrated course is the belief that the humanities have more meaning for the student when taught together and that this type of course organization assumes certain advantages that are not present in courses organized around a single subject. The Committee on the Cooperative Study in General Education points this out:

"Another motivation for the general course is the belief that the humanities, when taught, together, gain certain strengths and advantages which are impossible for courses based on a single subject." 94

There are many types of integrated humanities courses in operation throughout the United States. Several of these are described by the Conference on General Education at Florida State University:

In our colleges we can see several types of such integrated courses already in operation. Among the two earliest were the "great books" approach and the general history of Western culture. Another type of course is that which studies a single period within our culture, usually one whose art products are found within the community. Still another type of integrated course is that which arranges itself around a single idea: The conflict between freedom and authority, for example. A last type of integration is that which attempts to bring all the arts together, without regard to history or idea, but in terms of the artistic principles which are common to all art forms. 95

94 Committee on the Cooperative Study in General Education, op. cit., p. 237.

95 Conference on General Education, op. cit., pp. 64-65.
Findings

The questionnaires sent in relation to this study asked department chairmen to indicate the most prevalent type of general education course organization in the humanities at their institutions which male physical education majors experience. The table below reports the findings.

TABLE XVII
GENERAL EDUCATION COURSE ORGANIZATION IN THE HUMANITIES

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number checking Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>The most prevalent type of general education course organization in the humanities at this institution which major students in physical education experience is:</td>
<td></td>
</tr>
<tr>
<td>Traditional, single introductory type course.</td>
<td>46</td>
</tr>
<tr>
<td>Survey course</td>
<td>22</td>
</tr>
<tr>
<td>Integrated course which cuts across subject matter lines.</td>
<td>24</td>
</tr>
<tr>
<td>Traditional, single introductory course and survey course.</td>
<td>8</td>
</tr>
<tr>
<td>Traditional, single introductory course and integrated course.</td>
<td>2</td>
</tr>
<tr>
<td>No answer</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>107</td>
</tr>
</tbody>
</table>

Forty-six or 42.99 per cent of the department chairmen indicated the most prevalent type of general education course organization in the humanities at their institutions to be the traditional, single introductory type course. Twenty-
four or 22.43 per cent indicated the integrated course to be the most prevalent and close behind this 22 or 20.56 per cent reported the survey course the most prevalent.

Social Science

Function and Nature of the Social Studies

One of the main functions of social science in the area of general education is to provide the student with understanding of the society in which he lives. The Committee on the Cooperative Study in General Education emphasizes this: "To provide a genuine understanding of the society within whose frame we live appears to be the most realistically conceived function of instruction in the social studies."96

In these perilous times it is imperative that students have an understanding of the social, economic, and political problems that they must eventually face in a war torn world. This is pointed out by Earl J. McGrath when he brings attention to the common objective of social science in general education:

The most common objective reflects the awareness of social scientists of the complicated social, economic, and political problems which young people will face as they assume the responsibilities of adult life in the modern world. Recognizing that institutions of higher education must prepare youth for these trying responsibilities

96 Committee on the Cooperative Study in General Education, op. cit., p. 3.
many planners of general social science courses have set as the first objective acquainting students with modern social problems—their origin in our contemporary cultural organization, their present character, and the potential contribution of the social sciences to their solution.\(^7\)

The future teacher who will have the opportunity of interpreting the problems of society for our younger generation assumes a special responsibility for understanding not only his immediate society but also the world community. He must become aware not only of the social contribution his particular field of specialization makes toward society but also the social implications of all fields of knowledge. The National Commission on Teacher Education and Professional Standards draws attention to the vital responsibility of social sciences in the general education of teachers:

The special responsibility of the social sciences in the general education of teachers lies in two rather clearly marked areas. Their direct responsibility for helping students acquire the tools of knowledge by means of which they may develop understanding of human values and relationships has been suggested. Added to this is a synthesizing responsibility—the responsibility to help students develop an understanding of the social implications of all fields of knowledge as they affect human life. The social studies must utilize knowledge, from all fields as it relates to the individual's place in his community—local, state, national, and world.\(^8\)

\(^7\) Earl J. McGrath (ed.), *Social Science in General Education*, p. 272.

\(^8\) National Commission on Teacher Education and Professional Standards, *The Education of Teachers*, p. 140.
In order to more graphicly portray to the student his responsibilities in our tension-packed world and also to help him with his general understanding of the problems associated with living in this atomic age, courses have been developed in the social science area in keeping with the objectives of general education. Courses in international relations, contemporary affairs, and great personalities have been created along with a modification of the more traditional offerings in this area. B. Lamar Johnson comments on the general education course offerings in the social science area: "...courses in economics, sociology, geography, anthropology, and government; courses in great personalities, comparative religion, international relations...and contemporary affairs."99

A course in the field of human relations is also recommended by the Harvard Committee to better help man's understanding of one another: "We do, however, wish to recommend that a course in the field of 'human relations' be carefully considered..."100

Also commenting on the area of the social sciences, Harold M. Dorr points out several departments that contribute to this area: "Included within the area is that body of subject-matter which usually is distributed among the departments

99B. Lamar Johnson, General Education in Action, p. 267.

100Harvard Committee on General Education, op. cit., p. 200.
of anthropology, economics, geography, history, political
science and psychology. #101

Findings

The questionnaires attempted to ascertain the areas of
the social science program in general education that physi­
cal education majors have course experience. The following
table reports the findings.

TABLE XVIII

COURSE AREAS IN THE SOCIAL SCIENCE PROGRAM
IN GENERAL EDUCATION

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number Checking Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical education majors have course experience in the following areas as part of the social science program in general education at this institution:</td>
<td></td>
</tr>
<tr>
<td>American history</td>
<td>81</td>
</tr>
<tr>
<td>World history</td>
<td>58</td>
</tr>
<tr>
<td>Economics</td>
<td>56</td>
</tr>
<tr>
<td>Sociology</td>
<td>81</td>
</tr>
<tr>
<td>Geography</td>
<td>35</td>
</tr>
<tr>
<td>Anthropology</td>
<td>12</td>
</tr>
<tr>
<td>Government</td>
<td>72</td>
</tr>
<tr>
<td>Great personalities</td>
<td>8</td>
</tr>
<tr>
<td>International relations</td>
<td>14</td>
</tr>
<tr>
<td>Comparative religion</td>
<td>10</td>
</tr>
<tr>
<td>Contemporary affairs</td>
<td>14</td>
</tr>
<tr>
<td>Citizenship</td>
<td>12</td>
</tr>
<tr>
<td>Human relations</td>
<td>19</td>
</tr>
<tr>
<td>Psychology</td>
<td>79</td>
</tr>
<tr>
<td>Religion</td>
<td>1</td>
</tr>
<tr>
<td>Social forces and institutions</td>
<td>1</td>
</tr>
</tbody>
</table>

#101 Harold M. Dorr in, New Frontiers of Collegiate In­
It can be seen in Table XVIII, page 88, that 51 or 75.70 per cent of the department chairmen indicated that American history and sociology were course areas in the social science program in general education at their institutions. The next highest area was psychology for 79 or 73.83 per cent checked this area.

Number and Elective or Required Status of Social Science Courses

In conjunction with securing the above information on course areas in the general education social science program, the questionnaires also obtained data on the number of general education courses in the social sciences that physical education majors experience and whether social science courses are on an elective or required basis. Department chairmen in physical education were asked to check the number of courses in the social sciences that most of the major students in physical education experienced at their respective institutions and also to indicate whether social science courses at their institutions are on an elective basis, required basis, or both. Table XIX, page 90, indicates the results.
TABLE XIX

NUMBER OF SOCIAL SCIENCE COURSES IN GENERAL EDUCATION ON AN ELECTIVE BASIS, REQUIRED BASIS, OR BOTH

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number Checking Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of our major students in physical education take the following number of general education social science courses:</td>
<td></td>
</tr>
<tr>
<td>None.</td>
<td>0</td>
</tr>
<tr>
<td>One.</td>
<td>1</td>
</tr>
<tr>
<td>Two.</td>
<td>15</td>
</tr>
<tr>
<td>Three.</td>
<td>20</td>
</tr>
<tr>
<td>Four.</td>
<td>29</td>
</tr>
<tr>
<td>Five.</td>
<td>11</td>
</tr>
<tr>
<td>Six.</td>
<td>6</td>
</tr>
<tr>
<td>Seven.</td>
<td>2</td>
</tr>
<tr>
<td>Seven to nine.</td>
<td>1</td>
</tr>
<tr>
<td>Eight.</td>
<td>2</td>
</tr>
<tr>
<td>Eight if student minors in area.</td>
<td>1</td>
</tr>
<tr>
<td>Twelve.</td>
<td>1</td>
</tr>
<tr>
<td>Fifteen.</td>
<td>2</td>
</tr>
<tr>
<td>Over five courses but no specific number of courses given</td>
<td>10</td>
</tr>
<tr>
<td>Twenty hours, no specific number of courses given</td>
<td>1</td>
</tr>
<tr>
<td>Nine to fifteen hours, no specific number of courses given.</td>
<td>1</td>
</tr>
<tr>
<td>No answer</td>
<td>2</td>
</tr>
<tr>
<td>Total Section One</td>
<td>107</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number Checking Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education courses in the social sciences for our major students in physical education are on an:</td>
<td></td>
</tr>
<tr>
<td>Elective basis.</td>
<td>7</td>
</tr>
<tr>
<td>Required basis.</td>
<td>42</td>
</tr>
<tr>
<td>Both.</td>
<td>56</td>
</tr>
<tr>
<td>No answer</td>
<td>2</td>
</tr>
<tr>
<td>Total Section Two</td>
<td>107</td>
</tr>
</tbody>
</table>
Section one, Table XIX, page 90, shows that 29 or 27.10 per cent of the department chairmen indicated their major students in physical education experience four courses in the social sciences. Twenty or 18.69 per cent indicated their major students experience three courses.

Section two, Table XIX, page 90, indicates that 56 or 52.34 per cent of the department chairmen indicated that social science courses in the general education area are on both an elective and required basis for their major students in physical education. Forty-two or 39.25 per cent indicated social science courses were on a required basis for their major students.

Course Organization in the Social Sciences

Course organization in the social sciences is rather varied. The organization of general education social science courses will manifest itself according to the philosophies of the institution where the course is being offered and the professor teaching it. The organization of courses ranges from the traditional type single introductory course to the integrated course which cuts across subject matter lines. The National Conference on Higher Education comments on this variety of approach to general education in the social sciences: "A variety of methods of approach to general
education in the social science area is found among patterns in operation in colleges and universities.\textsuperscript{102}

The traditional single introductory type course taught by a subject matter specialist is a type of course organization found in the social sciences. The course is oriented toward the person that will become a future specialist in a particular area of the social sciences and emphasis is placed upon subject-matter. The National Society for the Study of Education points out this course emphasis on subject matter: 

"...while others place primary, if not exclusive, emphasis upon 'subject-matter' without paying any particular attention to how the course content will ultimately affect the behavior of the individual student."\textsuperscript{103}

The increased introduction of new courses with new titles, such as social institutions or current social problems, within the past decade, indicates a breaking away from the traditional approach to general education in the social sciences and more emphasis being placed upon student needs and the needs of society in general. B. Lamar Johnson draws attention to this when he says that

the introduction of courses with new titles is, in some respects, encouraging because it suggests an awareness, by someone, of new opportunities.


\textsuperscript{103} National Society for the Study of Education, \textit{op. cit.}, p. 121.
It also indicates a desire to break with tradition, when necessary, and to plan new courses based not on past practice, but rather on the basis of student needs and the needs of society. 104

The survey course was one of the first type of courses used in the social sciences to break with the traditional single introductory type of course organization. The survey course usually deals with the historical development of our social institutions or attacks current social problems. Courses that lend themselves to the survey approach are referred to by Earl J. McGrath: "Two other types of courses enjoy about equal popularity: one highlights the historical development of our modern social institutions; the other makes a direct attack upon current social problems." 105

Another variety of course that lends itself to the survey type of course organization is also shown by Earl J. McGrath: "In still another variety of course, historical materials and current problems are intermixed. The most insistent problems of the contemporary world are identified and examined as modern expressions of the same issues which have perplexed mankind from the beginning." 106

In recent years the survey approach to general education in the social sciences has come under increasing attack. The type of survey course which has been often singled out

104 B. Lamar Johnson, General Education in Action, p. 267.
106 Ibid., p. 280.
for attack is the course which dealt with the principles of several social science courses. H. T. Morse points out this dissatisfaction:

No particular type of course construction was singled out by conference participants as offering the most meaningful approach, but there appeared to be a fairly uniform agreement that the disappearance of the "old-fashioned" survey course, which offered a loosely knit summary of the supposedly essential principles of the several social sciences, is a salutary development.

This dissatisfaction with the survey course is also reiterated by the Harvard Committee:

Block-survey courses including largely unrelated segments of three or four of the social sciences seem to us as undesirable... We think that there are many possibilities for courses in the social sciences which are genuinely interdepartmental, but there must be some carefully thoughtout principle of coherence involved or the course will likely fail to attain any unity.

While there are still many institutions throughout the United States offering survey course in the social sciences, a large number are dropping this type of course. Earl J. McGrath draws attention to this: "Though still common the survey type of course is rapidly becoming an extinct species. Scholars generally agree that in a field in which the subject matter is so vast as it is in social science, any attempt to survey the constituent disciplines must necessarily result in superficiality."
The movement away from the survey course has resulted in a search for the best type of integrated course organization which will synthesize the great pool of knowledge surrounding the social science area. The National Society for the Study of Education points out this search: "Social science in general education is at present in a stage of growth and experimentation, in which there is much searching for modes of integration that will provide a meaningful synthesis of knowledge concerning human behavior."\(^{110}\)

This is also attested to by H. T. Morse: "...there is an active search for a course framework that will provide a modus operandi for integration of knowledge and perspectives that will cut across the various disciplines and yet do more than simply summarize selected data."\(^{111}\)

This search has tended to manifest itself in a number of integrated courses which attempt to cut across subject matter lines. Courses which strive to give general education students a more complete understanding about the complex problems of their time. The National Society for the Study of Education describes several types of courses using the integrated approach:

For example, some planners develop their courses around the notion of the preparation for citizenship in the specific sense of acquainting the


\(^{111}\)Morse, et.al., op. cit., p. 103.
student with the institutions and processes of government. Others seek to transmit an understanding of the cultural heritage through courses in contemporary civilization; still others offer a diagnosis of contemporary social, economic, and political problems, or they deal directly with the application of the scientific method to the problems of society, or they emphasize a study of the patterns of cultural organization. ¹¹²

Findings

Information was obtained on the most prevalent type of general education course organization in the social sciences which male physical education majors experience. Table XX, page 97, reports the findings.

The most prevalent type of general education course organization in the social science area at this institution which major students in physical education experience is:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number Checking Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional, single introductory type course</td>
<td>55</td>
</tr>
<tr>
<td>Survey course</td>
<td>17</td>
</tr>
<tr>
<td>Integrated course which cuts across subject matter lines</td>
<td>23</td>
</tr>
<tr>
<td>Traditional, single introductory type course and survey course</td>
<td>5</td>
</tr>
<tr>
<td>Survey course and integrated type course</td>
<td>1</td>
</tr>
<tr>
<td>Traditional, single introductory type course and integrated course</td>
<td>1</td>
</tr>
<tr>
<td>No answer</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>107</td>
</tr>
</tbody>
</table>

The above table shows that the most prevalent type of general education course organization in the social sciences is the traditional, single introductory course for 55 or 51.40 per cent of the department chairmen indicated this. The integrated type of course organization was reported to be the next highest for 23 or 21.40 per cent of the department chairmen designated this.
Objectives and Nature of the Sciences

One of the main objectives of science in the general education program is to help students learn to think clearly and critically. Teaching students how to reason in a constructive manner will enable them to make mature value judgments about all aspects of their daily living in this troubled world. The Workshop in Science in General Education emphasizes the objective of critical thinking:

...first in any general education program in science, the objective of learning to reason critically, imaginatively, and constructively about problems in science...the ability to find how to appreciate and reconcile both idealistic and emotional elements in life with such reasoning in a way to promote mature value judgments, decisions and actions.113

Joseph J. Schwab also discusses the contribution of science in general education toward teaching students how to think: "...in the area of the sciences, ...not the purpose of the college to instruct members of the rising generation what to think, but rather to teach them how to think. It's purpose is not indoctrination but the development of power to form sound judgments."114

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Another principle objective of science in general education is teaching some understanding of scientific methodology. Students learn how problems should be attacked in order to gain workable techniques that they can apply in their own individual situations. Sidney J. French draws attention to this important aspect:

A number of courses have as one of their principle objectives, for example, the teaching of some understanding of scientific methodology. With considerable diversity of approach, such courses attempt to give students some understanding of how problems in science are attacked; what distinguishes a fact from an accepted working principle, a hypothesis from theory; what kinds of evidence are used; and how variable factors are handled.\(^\text{115}\)

The history, philosophy, and great literature of science are also important aspects of science in general education. The student in a general education science course should be given the opportunity to become acquainted with the social and intellectual contributions science has made toward the betterment of humanity. The Harvard Committee points this out:

The claim of general education is that the history of science is part of science. So are its philosophy, its great literature, and its social and intellectual context. The contribution of science instruction to the life of the university and to society should include these elements, since science includes them. A science course so constructed

as to encompass these elements makes an important contribution to general education.\textsuperscript{116}

The science course offerings in the area of general education are found to be quite varied. The natural and physical sciences are usually included in the science course offerings in general education. Earl J. McGrath comments on science course work in general education: "The study of any one of the sciences of physics, chemistry, geology, mathematics, astronomy, biology and psychology...can, of course, contribute toward most of the objectives of general education."\textsuperscript{117}

Often a course in physical science will include course offerings from several areas of science such as chemistry, geology, physics, astronomy and mathematics. These courses are presented in a functional manner dealing with the important aspects of each area of science. The National Commission on Teacher Education and Professional Standards comments upon this practice: "A number of 'functional' general education courses in teacher education institutions lump phases of science and mathematics together."\textsuperscript{118} These various areas of science are often presented in such a

\textsuperscript{116} Harvard Committee, \textit{op. cit.}, p. 222.

\textsuperscript{117} Earl J. McGrath, \textit{Toward General Education}, p. 89.

\textsuperscript{118} National Commission on Teacher Education and Professional Standards, \textit{op. cit.}, p. 147.
manner as to help the student understand the important contributions of these sciences to his daily living.

Science Courses Considered Foundation Courses for Professional Course Work

It has been recommended by the Jackson's Mill Conference on Professional Preparation in Health, Physical Education, and Recreation that the foundation sciences basic to physical education be considered part of the general education requirement at each institution preparing physical education teachers. The Jackson's Mill Conference specifically recommends: "Of the total semester hours required for graduation, approximately one-half should be devoted to the area of general education, including the foundation sciences basic to physical education."119

Findings

The questionnaires sent to physical education department chairmen obtained data on what course areas of the science program in general education male physical education majors experience and also if these courses are counted as science foundation courses for professional course work in physical education. Table XXI, page 102, reports the findings.

119 Jackson's Mill Conference, loc. cit.
TABLE XXI

COURSE AREAS IN THE SCIENCE PROGRAM IN GENERAL EDUCATION INDICATING WHETHER THEY ARE COUNTED AS SCIENCE FOUNDATION COURSES FOR PROFESSIONAL COURSE WORK

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number Checking Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical education majors have course experience in the following areas</td>
<td></td>
</tr>
<tr>
<td>of the science program in general education at this institution:</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>40</td>
</tr>
<tr>
<td>Physics</td>
<td>36</td>
</tr>
<tr>
<td>Biological science</td>
<td>80</td>
</tr>
<tr>
<td>Zoology</td>
<td>46</td>
</tr>
<tr>
<td>Geology</td>
<td>17</td>
</tr>
<tr>
<td>Botany</td>
<td>25</td>
</tr>
<tr>
<td>Mathematics</td>
<td>29</td>
</tr>
<tr>
<td>Anatomy</td>
<td>79</td>
</tr>
<tr>
<td>Physiology</td>
<td>81</td>
</tr>
<tr>
<td>One year of any laboratory science</td>
<td>1</td>
</tr>
<tr>
<td>Physical science</td>
<td>2</td>
</tr>
<tr>
<td>No Science required</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do the above checked general education courses in science count as science</td>
<td>88</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>foundation courses for professional course work in physical education?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Only Zoology is counted</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Only biological science is counted</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Only anatomy and physiology is counted</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None required</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No answer</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>107</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table XXI, page 102, shows that 81 or 75.70 per cent of the department chairmen in physical education indicated physiology to be an area in which their major students have course experience in the science program. Very close behind this 80 or 74.77 per cent reported biological science to be another area their major students experienced. Close behind these two areas anatomy was indicated by 79 or 73.83 per cent of the department chairmen.

A vast majority of the department chairmen, 88 or 82.24 per cent, indicated that the science courses they reported in the first section of the preceding table do count as science foundation courses for professional course works in physical education.

Number and Elective or Required Status of the Sciences

In conjunction with obtaining the above information the questionnaires also obtained data on the number of general education courses in the science area that physical education major students experience and also whether these science courses are on an elective basis, required basis, or both. Table XXII, page 104, indicates the findings.
### TABLE XXII

**NUMBER OF SCIENCE COURSES IN GENERAL EDUCATION ON AN ELECTIVE BASIS, REQUIRED BASIS OR BOTH**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number checking Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of our major students in physical education take the following number of general education courses in science:</td>
<td></td>
</tr>
<tr>
<td>None.</td>
<td>1</td>
</tr>
<tr>
<td>One</td>
<td>3</td>
</tr>
<tr>
<td>Two</td>
<td>17</td>
</tr>
<tr>
<td>Three</td>
<td>12</td>
</tr>
<tr>
<td>Four</td>
<td>26</td>
</tr>
<tr>
<td>Five</td>
<td>16</td>
</tr>
<tr>
<td>Six</td>
<td>4</td>
</tr>
<tr>
<td>Seven</td>
<td>2</td>
</tr>
<tr>
<td>Ten</td>
<td>1</td>
</tr>
<tr>
<td>Twelve</td>
<td>1</td>
</tr>
<tr>
<td>Fifteen</td>
<td>1</td>
</tr>
<tr>
<td>Eighteen</td>
<td>1</td>
</tr>
<tr>
<td>Over five courses but no specific number given</td>
<td>11</td>
</tr>
<tr>
<td>Eight hours but no specific number of courses given</td>
<td>1</td>
</tr>
<tr>
<td>Eighteen to twenty-four hours but no specific number of courses given</td>
<td>1</td>
</tr>
<tr>
<td>Twenty to twenty-six hours but no specific number of courses given</td>
<td>1</td>
</tr>
<tr>
<td>Twenty-two to twenty-four hours but no specific number of courses given</td>
<td>1</td>
</tr>
<tr>
<td>No answer</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Section One</strong></td>
<td>107</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number checking Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science courses for our major students in physical education are on an:</td>
<td></td>
</tr>
<tr>
<td>Elective basis</td>
<td>2</td>
</tr>
<tr>
<td>Required basis</td>
<td>66</td>
</tr>
<tr>
<td>Both</td>
<td>33</td>
</tr>
<tr>
<td>No answer</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Section Two</strong></td>
<td>107</td>
</tr>
</tbody>
</table>
It is pointed out that most male major students in physical education, in the institutions contributing to this study, experience four science courses in the general education area as 26 or 24.30 per cent of the department chairmen indicated this number. Next 17 or 15.89 per cent reported their major students experienced two courses and very close behind 16 or 14.95 per cent reported five courses were experienced.

In the second part of the table a majority of department chairmen, 66 or 61.66 per cent reported general education science courses at their institutions are on a required basis. Thirty-three or 30.84 per cent reported science courses to be on both an elective and required basis.

Laboratory Work

The general education science course has precipitated a good deal of contemplation as to the value and place of traditional laboratory work in general education. Sidney J. French comments on this problem: "...the traditional laboratory work accompanying an orthodox science course is of little value and, indeed, should prove a handicap to a general science course."120 It is felt by many that because of the functional orientation of the general science course toward the problems of society, the history, philosophy and

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120 French, op. cit., pp. 69-70.
literature of science, as well as individual student problems, that traditional type laboratory work described in the literature on general education and while each type does have its advocates no one type is generally recommended by those closely connected with science programs in general education.

A type of laboratory work used by some institutions is where students read about but do not actually perform experiments. Illustrative experiments and case studies from the past may be critically read in order that the student become acquainted with the different varieties of scientific method and the important developmental stages of a certain area of science. The Workshop in Science in General Education comments on the case method:

By selecting a number of our illustrative cases from the past we are enabled to secure a better perspective on a number of relevant influences—scientific, philosophical, economic and social—that are all too often seen out of proportion or not at all when present-day scientific work is examined.\(^{121}\)

Another type of laboratory work that is used in connection with general education courses in science is watching demonstrations of experiments being performed. It is felt that a good demonstration experiment can accomplish the same ends as traditional laboratory work. Earl J. McGrath points out this belief: "It has been shown during the war that good demonstration experiments can accomplish most, if not

\(^{121}\)Workshop in Science in General Education, op. cit., p. 105
all, of the ends of laboratory work in an elementary course. We recommend that in lieu of laboratory work, an adequate number of good demonstration experiments be given with the course."\textsuperscript{122}

Many persons connected with general education courses in science still believe that actually handling laboratory equipment and performing experiments are experiences students should have even if they do not plan to specialize in the field of science. Advocates of the traditional type laboratory experience argue that general education students need the satisfaction derived from successful independent investigation on some laboratory problem. Earl J. McGrath reports in his study of Science in General Education that most scientists have this belief about laboratory work in general education:

Nevertheless, most scientists still feel that the handling of laboratory apparatus, the direct observation of an experiment in progress, and the sense of satisfaction that comes from the solving of an "unknown" are experiences which should be had, even by students who do not intend to become scientists. Hence it may be expected that laboratory work of some type will in the immediate future continue to be an element in general courses in science.\textsuperscript{123}

\textsuperscript{122} Earl J. McGrath, et. al., \textit{Toward General Education}, p. 96.

\textsuperscript{123} Earl J. McGrath, \textit{Science in General Education}, p. 394.
Findings

Findings were obtained on the types of laboratory work that major students in physical education experience in connection with general education course work in science. The department chairmen were asked to indicate the most prevalent type of laboratory course work in which their major students participated. The following table reports the results:

**TABLE XXIII**

**THE TYPES OF LABORATORY WORK FOR GENERAL EDUCATION COURSES IN THE SCIENCES**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number checking Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory work for general education courses in the sciences at this institution which our physical education majors experience consists mostly of:</td>
<td></td>
</tr>
<tr>
<td>Reading about but not actually performing experiments.</td>
<td>7</td>
</tr>
<tr>
<td>Watching demonstrations of experiments being performed.</td>
<td>5</td>
</tr>
<tr>
<td>Actually handling laboratory equipment and performing experiments.</td>
<td>78</td>
</tr>
<tr>
<td>Reading about experiments, watching demonstrations, and actually performing experiments.</td>
<td>1</td>
</tr>
<tr>
<td>Reading about experiments and actually performing experiments.</td>
<td>2</td>
</tr>
<tr>
<td>Watching demonstrations and actually performing experiments.</td>
<td>8</td>
</tr>
<tr>
<td>Reading about experiments and watching demonstrations.</td>
<td>2</td>
</tr>
<tr>
<td>No laboratory experience required for general education science courses.</td>
<td>2</td>
</tr>
<tr>
<td>No answer</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>107</strong></td>
</tr>
</tbody>
</table>
It can be seen in Table XXIII, page 108, that a vast majority of institutions require physical education major students to actually handle laboratory equipment and perform experiments in connection with their general education courses in science. This type of laboratory experience was indicated by 78 or 72.90 per cent of the department chairmen in physical education answering the questionnaire. Next, 8 or 7.57 per cent of the department chairmen indicated that both watching demonstrations and actually performing experiments by students were types used at their different institutions. Very close behind, 7 or 6.54 per cent, reported students reading about experiments as the most prevalent type of laboratory experience at their schools.

Course Organization In the Sciences

The organization of general education courses in science is found to be rather varied ranging from the traditional single introductory type course to the broad area integrated course which cuts across subject matter lines. The 1954 National Conference on Higher education attests to this wide variety of course organization: "We have surveys of the sciences on the one hand, case studies of particular inquiries on the other, single versus multiple science courses, textbooks versus historical materials, laboratory work versus demonstrations."124

The traditional single introductory type course aimed at preparing future specialists in the various areas of science is a type of course organization used at many institutions for meeting general education course requirements in science. From the standpoint of the general education student this type of course organization often leaves much to be desired. Course organization oriented toward the future specialist usually does not concern itself with the problems and needs of the non-specialist student nor does it usually give him insights into the functional uses of science for everyday living. The Harvard Committee draws attention to this problem: "From the viewpoint of general education the principal criticism to be leveled at much of present college instruction in science is that consists of courses in special fields, directed toward training the future specialist and making few concessions to the general student."[^125]

This single introductory type of course organization is also very frequently found on the senior college level with this type of course organization. B. Lamar Johnson points this out:

The approach to general education through science which is most frequently found in junior colleges is that of offering separate courses in the various

[^125]: Harvard Committee, op. cit., p. 220.
ill sciences such as chemistry, zoology, geology, botany, and physics. Unfortunately all too few science instructors succeed in relating their courses to the life problems and concerns of the large majority of students who will not continue their study of science beyond an introductory course. 126

Many institutions of higher education, in order to create science courses more applicable to the needs of general education students, created survey type courses. These courses commonly deal with the important aspects of a combination of several fields such as the physical, biological or natural sciences. The National Society for the Study of Education says that "the first courses in science for 'non-science' students...were based on a survey hypothesis. These courses, stimulated by criticism of narrow field specialization, dealt with the combination of several fields called the physical sciences, the biological sciences, or the natural sciences." 127

In recent years the survey type of course organization has come under criticism. While this type of course organization still has its' advocates, many feel it is too shallow with little time for discussion of ideas. Earl J. McGrath summarizes much of the prevalent feeling about the survey course: "One type of new course for general education has been a 'survey' course which at least mentions a large number of

126 B. Lamar Johnson, General Education in Action, pp. 203-204.
topics. Some claim this gives valuable wide acquaintance; others condemn it as giving a smattering of facts with no time for either thorough treatment or discussion of ideas.\textsuperscript{128}

A relatively new innovation for general education course organization in science is the "block and gap" approach. This type of organization tends to combat the lack of depth criticism leveled at the survey course. One science or a combination of sciences are presented with certain aspects of these subjects being covered intensively in the blocks but with quantities of material that would not interest the general education student being left out in the gaps. The National Society for the Study of Education describes this approach: "A somewhat different plan, the so-called 'block and gap' hypothesis, has been developed...In this plan selected topics or problems (blocks) are dealt with intensively with much of the conventional content omitted in the gaps."\textsuperscript{129}

Another type of general education course organization in science which has been gaining increased attention in recent years is the integrated type course which cuts across subject matter lines. The advocates of this type of course

\textsuperscript{128}Earl J. McGrath, (ed.), \textit{Science in General Education}, p. 1.

\textsuperscript{129}National Society for the Study of Education, \textit{op. cit.}, p. 137.
organization believe that learning in the field of science is expedited by the integrated organization and that understanding the nature of science by the general education student demands an integrated approach. Ival Spafford points out several reasons for the integrated type course organization:

We believe (1) that understanding in science demands a broad, integrated picture; (2) that a basic foundation of concepts should be built during formal school years lest the student never obtain such a foundation; (3) that favorable attitudes toward building upon this broad foundation should be developed. Understanding in science is expedited more by an integrated study of science than by desultory readings.\textsuperscript{130}

The Harvard Committee also calls for a synthesis of knowledge within the areas of science oriented toward the general education student. The committee makes this proposal:

It is necessary, therefore, to provide science courses at the introductory level which have general rather than specialistic education as their primary aim. Such courses should represent a reasonably broad synthesis within the areas of science and mathematics—the physical sciences, for example; or a fusion of physics with mathematics or chemistry; or biology, animal and plant.\textsuperscript{131}

Integrated courses oriented around students problems, or the problems of society as a whole, and which draw upon subject matter from the various areas of science, are often given titles which reflect the broad orientation of these

\textsuperscript{130}Ival Spafford, \textit{Building a Curriculum for General Education}, p. 256.

\textsuperscript{131}Harvard Committee, \textit{op. cit.}, p. 221.
courses. Courses which may draw material from the physical sciences as well as the biological sciences may be given a title which will be generally representative of several different fields. B. Lamar Johnson points this out: "In the physical sciences these courses are, for example, offered under such titles as Man's Physical Universe and Fundamentals of the Physical Sciences." Other such integrated courses may be entitled, science in the twentieth century, or science and the atomic age.

**Findings**

The questionnaires indicate the most prevalent type of general education course organization in the sciences in which male major students in physical education participated. Table XXIV, page 115, shows the results that were obtained.

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TABLE XXIV
GENERAL EDUCATION COURSE ORGANIZATION IN THE SCIENCES

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number Checking Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>The most prevalent type of general education course organization at this institution in the sciences which major students in physical education experience is:</td>
<td></td>
</tr>
<tr>
<td>Traditional, single introductory type course.</td>
<td>55</td>
</tr>
<tr>
<td>Survey course.</td>
<td>15</td>
</tr>
<tr>
<td>Integrated course which cuts across subject matter lines.</td>
<td>18</td>
</tr>
<tr>
<td>Traditional introductory course and survey course.</td>
<td>5</td>
</tr>
<tr>
<td>Traditional introductory course and integrated course.</td>
<td>5</td>
</tr>
<tr>
<td>Traditional course, survey course, and integrated course.</td>
<td>1</td>
</tr>
<tr>
<td>None required.</td>
<td>1</td>
</tr>
<tr>
<td>No answer.</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>107</td>
</tr>
</tbody>
</table>

The table shows that 55 or 51.40 per cent of the department chairmen reported the most prevalent type of general education course organization in the sciences at their institutions to be the traditional, single introductory type course. Only 18 or 16.82 per cent indicated the integrated course which cuts across subject matter lines. Fairly close to this number 15 or 14.02 per cent indicated the survey course.
Importance of Evaluation

Student evaluation in the area of general education, as in all areas of higher education, is a difficult and challenging task. It requires the collective efforts of faculty, administrators and students to put an effective program of evaluation into operation in the area of general education. Ruth E. Eckert brings attention to this fact: "Appraisal of the more important outcomes of general education is a difficult but highly challenging task that demands the collective talent and enthusiasm of faculty, administration, and students."\(^{133}\)

The building of evaluative devices for effective student evaluation is an essential part of any general education program. All evaluative materials should not only measure the effectiveness of the various general education courses but should reflect the overall objectives of the general education program. The American Council on Education points out the importance of building effective student evaluation materials in a program of general education:

An essential part of the development of a course or sequence of courses is the building of necessary evaluation materials, tests, examinations,

and the like. Evaluation materials are important not only as a basis for grading students, but also they are essential as the means for determining to what extent the new courses are effective and where they need further revision and improvement. Properly constructed evaluation materials provide evidence of the degree to which students are attaining each of the important objectives of the course. If the evaluation materials do not reflect the objectives that are sought, the attention of students will be distorted and not properly reflect the efforts which it is hoped they will put forth. Hence, an important step in the development of a program of general education is the construction of the necessary means of evaluation.¹³⁴

Various Evaluative Devices

In order to measure the many different outcomes and objectives sought in a general education program, a wide variety of measuring devices must be employed. H. T. Morse reflects this viewpoint: "A great variety of measuring techniques must be employed ordinarily in order to tap the many different kinds of outcomes sought in general education courses."¹³⁵ The problem is not only to select and use a wide variety of measuring devices but to use these devices in relation to specific objectives within the general education program. Robert O. Pace calls attention to this problem: "The problem is to select or develop measuring instruments


¹³⁵ Morse et. al., op. cit., p. 277.
in relation to specific objectives and to use them appropriately as one part of a broad program of evaluation."\(^{136}\)

Ideally, the best measure of any program of general education is an examination of the lives and activities of alumni. The effectiveness of the general education program and the degree to which it accomplished its objectives will be reflected in the lives of adult men and women. Robert C. Pace emphasizes this:

...an evaluation program is still not complete until evidence has been collected from former students and graduates of the college. A general education should have some measurable results beyond the knowledge, attitudes, ideals, interests and insights which students possess at the time they leave college. Most statements of objectives, in fact, clearly indicate that the ultimate measure of general education must be sought in the lives of adult men and women as citizens, workers, parents, neighbors, and mature individuals.\(^{137}\)

Hugh W. Stickler also stresses the importance of examining the lives of former students:

The effectiveness of a general education can be assessed only in terms of the lives of students who have gone through the program. Are they better human beings? Are they living more effective lives? Perhaps a general education program could be better evaluated ten or twenty years after the student has left college...\(^{138}\)

The most commonly used evaluative devices in general education programs are the objective and essay type tests. These tests are frequently used to measure students

\(^{137}\)Ibid., p. 129.

achievements in various courses within the general education program. Sidney J. French draws attention to the frequent use of these tests:

The most commonly used of all evaluation devices are those which might be characterized as paper-and-pencil achievement tests. Although short-answer tests (frequently called objective) are being adopted more and more frequently by college teachers; the workhorse of college testing is still the written or essay questions.139

The development of standardized achievement tests for general education programs has been given increased emphasis in the last decade. Lead by the University of Chicago and Michigan State University many effective instruments for evaluating student achievement have been developed. The National Society for the Study of Education emphasizes the development of these tests:

Refinements in the direction of making tests more valid instruments raise hopes that we may be able to measure the real outcomes of general education with greater sensitivity. Recently developed objective tests, such as the General Education Development batteries and many of the instruments formulated by the University of Chicago and Michigan State University boards of examiners and other groups seeking to improve this type of test, emphasize more fundamental types of learning, probing students underlying skills, and abilities rather than their knowledge of isolated lists of factual information.140

The nature and objectives of the general education program makes it necessary that not only objective and essay type tests be employed but that a wide variety of other devices be used to measure the attitudes and values developed by students. This type of measurement has motivated the development of inventories, opinionnaires, and rating scales of all types. The 1950 National Conference on Higher Education described many of these new devices being employed in general education programs:

New devices—-inventories, activity-analyses, and opinionnaires—have been necessary and important in measuring outcomes that are complex and difficult to discover. The following are examples of instruments being used: (1) rating sheets, (2) follow-ups of graduates in industry or professional school, (3) disguised measure of consistency and meaningfulness in expressed attitudes, (4) interviews and inventories, (5) sociometric and preference scales, (6) extra curricular records, and (7) records of student-mortality and curriculum changes.141

Students can also be used in the evaluation program in general education. They can rate their peers according to criteria previously constructed by the class as a whole. Rating each others performance on oral reports, blackboard performance and group participation can not only aid the evaluation program of a class but it can also be a valuable educational experience for all concerned. Sidney J. French

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141 National Conference on Higher Education, 1950, op. cit., p. 84.
calls attention to the use of students as evaluative aids in a general education course:

Once criteria for rating have been specified, students may be asked to judge a variety of oral communications of their fellows. There are many other ways in which evaluative techniques applied by peers can be fruitful in the form of increased learning. Asking students to judge each other's blackboard performance, laboratory skill, facility in group participation, or ability to present oral reports all are techniques based upon the same principles of learning.¹⁴²

New Types of Evaluative Devices

There are new devices continually being developed to aid the teacher with his evaluation problems. One such device is called a Thinkometer. Sidney J. French describes this device:

...there is now available at a relatively low cost a device called a group Thinkometer. This device having ten to twenty outlets by which the reaction of a group of people can be obtained quickly. Each outlet, which is in a classroom situation would be located at some part of the classroom, contains a switch enabling a student to respond to a question at some one of five levels. All responses are tabulated and indexed electrically as quickly as switches are thrown at the outlets. Thus the teacher can gain an immediate impression as to how students like or do not like a certain exercise, or what their opinion is of some problem presented to the class.¹⁴³

¹⁴²French, op. cit., pp. 303-303.

¹⁴³Ibid., p. 315.
Another interesting device is a punch type test which allows students to see their mistakes as soon as they are made. Sidney J. French describes this device also:

A device has been developed which provides the educational values of allowing students to see their mistakes as soon as they are made...a student punches holes in the answer sheet corresponding to his answers to test questions. When he punches a correct answer, a bright red dot appears below the hole. When he punches an incorrect answer, the space below the hole is white. He is instructed to punch holes until he has obtained the correct answer to each question. His score is the sum of his punches. (As in golf, a low score is a high score).\textsuperscript{144}

Findings

The questionnaires asked department chairmen in physical education to designate each type of evaluative device used in general education courses at their institutions, which male physical education major students experience. The following table, Table XXV, page 123, shows the findings.

\textsuperscript{144}Ibid., p. 311.
TABLE XXV
THE TYPES OF EVALUATIVE DEVICES
IN GENERAL EDUCATION COURSES

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number Checking Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check each type of evaluative device that is used in general education courses at your institution which physical education majors experience:</td>
<td></td>
</tr>
<tr>
<td>Objective tests</td>
<td>104</td>
</tr>
<tr>
<td>Essay tests</td>
<td>99</td>
</tr>
<tr>
<td>Questionnaire</td>
<td>22</td>
</tr>
<tr>
<td>Conferences</td>
<td>56</td>
</tr>
<tr>
<td>Oral tests</td>
<td>53</td>
</tr>
<tr>
<td>Observations</td>
<td>62</td>
</tr>
<tr>
<td>Rating scales</td>
<td>27</td>
</tr>
<tr>
<td>Audio-visual tests</td>
<td>29</td>
</tr>
<tr>
<td>Student group reactions</td>
<td>16</td>
</tr>
<tr>
<td>Anecdotal records</td>
<td>9</td>
</tr>
<tr>
<td>Student records</td>
<td>23</td>
</tr>
<tr>
<td>Sociometric techniques</td>
<td>8</td>
</tr>
<tr>
<td>Evaluation of the lives and activities of alumni</td>
<td>5</td>
</tr>
<tr>
<td>Discussion groups</td>
<td>1</td>
</tr>
</tbody>
</table>

The findings indicate that the objective type test is the most popular evaluative device used at the institutions participating in this study for 104 or 97.20 per cent of the department chairmen reported this device. Next, 99 or 92.52 per cent voted the essay test as being used in general education courses at their institutions. This amount designates the essay test as the second most popular device used at the institutions participating in this study.
Need For Examinations

Examinations in the area of general education are as necessary as in other areas of higher education. A general education program based upon the belief that as the result of the general education course experience, the individual is changed in several ways, not only through the accumulation of knowledge but also in the way he behaves. This belief necessitates the giving of examinations. The American Council on Education emphasizes this: "The student orientation approach to general education starts with concern that, as the result of general education experience, the individual be different,---not just in knowing more, but different in the way he thinks, believes, and behaves."^145

The data supplied by examinations not only aids the instructor in determining the individual growth that has taken place within each student but in order that grades may be assigned it is also useful for general guidance purposes. Examinations not only help the instructor to become more cognizant of the students strong and weak points, which can help him in suggesting to the student other areas of the general education program that he should experience, but examinations also help the instructor to see necessary modifications or inadequacies in general education program objectives. The American Council on Education makes this

Evaluation data can also be used to give a more accurate picture of the program of individual students, information useful in individual guidance. Furthermore, evaluation data helps to clarify the meaning of some of the objectives formulated for the program and, as these meanings are clarified, they may suggest modifications or inadequacies in some of these objectives.146

Frequency of Examinations

The frequency of examinations given in the area of general education tend to range from; generally the same time examinations are given in other courses within a college program to examinations given only at the end of a four year period.

A great many institutions have no special time designated for examinations in general education courses other than those times designated by the course instructor or the general plan of the college. Some courses may have a mid-term examination and final examination. Others may have several short examinations and then a comprehensive final examination. What ever the examination plan may be it is suggested that a certain minimum standard be established for each general education course. Earl J. McGrath suggests: "Ideally the standard established for required minimal command should be an absolute standard rather than a relative one. The

primary concern is whether or not the student has achieved specific objectives.\textsuperscript{147}

An institution may give examinations covering general education course work at the end of a one year period. The examinations would be comprehensive in character covering the important aspects of the courses experienced by the student. General College at the University of Minnesota has used this plan. The University of Minnesota states:

"...the progress of the General College students was to be determined by comprehensive examinations given at the end of the year."\textsuperscript{148} Course examinations may also be given during the individual course work under this plan but no credit may be earned toward graduation until the student passes the comprehensive examination.

Other institutions use examinations at the end of a two or four year period to evaluate the progress of the general education student. The National Conference on Higher Education held in 1947 comments on this: "For example, many institutions use the general examination at the end of four years in order to assess the progress of the student. Others

\textsuperscript{147} Earl J. McGrath et. al., Toward General Education, p. 216.

\textsuperscript{148} University of Minnesota, The Effective General College Curriculum as Revealed by Examinations, p. 32.
use similar testing at the end of the second year."\(^{149}\) Some of these institutions may give examinations during individual course work while others will depend entirely upon the comprehensive examinations. However, institutions which give comprehensive examinations only at the end of a four-year period usually use them as a basis for assessing the students complete college experience and not as a means of giving individual credit for specific general education course work.

A unique examination plan is the one offered at the University of Chicago for their general courses. In this plan comprehensive examinations are offered several times a year in the major field of knowledge and when a student feels he is adequately prepared, he may take the various examinations. This plan is described as follows by The Faculty of the University of Chicago:

Since great emphasis had from the beginning been placed upon demonstrated competence, the faculty worked out a system of comprehensive examinations in the major fields of knowledge. Students have been given an opportunity to demonstrate the competence they have developed out of whatever educational experiences they found useful and valuable. Comprehensive examinations, offered several times each year to any student who believed that he was adequately prepared, have been administered in each of the fields of knowledge in which the general courses of the College are offered.\(^{150}\)


\(^{150}\) The Faculty of the University of Chicago, \textit{The Idea and Practice of General Education}, p. 274.
Findings

This study obtained information on the various times examinations in general education courses are given which male major students in physical education experience. The following table depicts the findings:

**TABLE XXVI**

THE VARIOUS TIMES THAT EXAMINATIONS ARE GIVEN IN GENERAL EDUCATION COURSES

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number Checking Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinations in general education courses which physical education majors experience are given:</td>
<td></td>
</tr>
<tr>
<td>Generally the same time as in other courses.</td>
<td>104</td>
</tr>
<tr>
<td>Only at the end of each quarter or semester.</td>
<td>0</td>
</tr>
<tr>
<td>Only at the end of a one year period of general education course work.</td>
<td>0</td>
</tr>
<tr>
<td>Only at the end of a two year period of general education course work.</td>
<td>0</td>
</tr>
<tr>
<td>Generally the same time as in other courses and at the end of a two year period</td>
<td>1</td>
</tr>
<tr>
<td>Generally the same time as in other courses and only at the end of each quarter or semester.</td>
<td>1</td>
</tr>
<tr>
<td>No answer.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>107</strong></td>
</tr>
</tbody>
</table>

The table points out that almost a unanimous number of the department chairmen participating in this study, 104 or 97.20 per cent, indicated that examinations in general
education courses which male major students in physical education experience at their respective institutions are given generally at the same time as in other courses.

Course Organization

Trend Toward Integration

There has been a steady trend toward the integration of course work in the area of general education as well as the whole field of higher education within the last twenty-five years.

The literature in the area of general education reflects a definite trend toward course work organized on an integrated basis. It is believed that integrated courses which cut across subject matter lines offer an approach to knowledge which facilitates understanding and learning within the area of general education.

An integrated approach to course organization not only in the area of general education but in all areas of higher education is called for by Judson R. Butler:

When we group the nature and importance of integration in education, when we come to believe that true integration will revolutionize higher education—then effective general education and a great deal else will seem feasible and emerge faster. Furthermore, the means of general education is integrated study, and the end is integrated knowledge and understanding. It has the function
to teach not mere facts, but to utilize facts and principles wherever found as the means for fuller understanding. 151

As early as 1919, courses in history and philosophy were discontinued at Columbia University. In their place an integrated course called Contemporary Civilization was substituted. Snyder and Scott attest to this:

As early as the fall of 1919, the required courses in history and philosophy were discontinued at Columbia University and in their place was substituted a course entitled Contemporary Civilization. This course utilized larger blocks of time, met five days a week, and was required of all freshmen. Most of the changes, however, have been made during the last two decades. These attempts brought breadth in the cultural background, improved teaching by pulling together related areas, and created more of a balance and integration to general and professional education. 152

This trend toward integrated course organization in general education has become quite significant within the last decade. Integrated courses requiring a fairly substantial block of time and planned in relation to each other are not only being recommended more frequently in the literature on general education but are also appearing in many institutions throughout the United States. This contemporary trend

151 Judson R. Butler, "The Integration of General Education", Main Currents in Modern Thought, VI (Summer-Autumn, 1948) pp. 34-35.

152 Snyder and Scott, op. cit., p. 55.
toward integrated courses in the general education area is pointed out by the American Council on education:

The contemporary trend toward balance and integration in general education is significant and deserves support. This implies a basic pattern of broad courses, each developed with the special purposes of general education in mind, each requiring a fairly substantial block of time, and all planned in relation to one another.\textsuperscript{153}

Integrated Courses

The subject matter in integrated courses may be organized around large cores or centers of knowledge which are then related to the development of the human personality. The American Association of Teachers Colleges draws attention to this type of planning:

If in planning general education we advance the integration of knowledge and relate it to the growth of human personality, we shall help youth in their plans of adjustment. The subject matter included is not to be organized as separate entities, that is, in small unrelated courses, each representing a small morsel of knowledge, but it is organized around large cores or centers, with each of the smaller segments contributing to the completeness and unity of the whole. The end sought is the integration of knowledge rather than the accumulation of unrelated facts.\textsuperscript{154}

Courses may also be integrated around the issues and problems of society or the needs and problems of students. B. Lamar Johnson comments upon building general education

\textsuperscript{153}American Council on Education, \textit{The Improvement of Teacher Education}, p. 83.

\textsuperscript{154}American Association of Teachers Colleges, 1939, \textit{op. cit.}, p. 7.
courses around human problems: "...approach to general education is through courses based directly upon problems and areas of living derived from and identified by studies of the characteristics and the needs of students and of the society in which they live and of which they are a part."\(^{155}\)

The literature in the area of general education continually calls for the creation of new courses of the integrated variety within the various subject matter fields. Courses which cut across subject matter lines but are intimately related to the psychological processes which people use in solving their everyday problems. Courses which are functionally oriented toward preparing students for life in our complex and changing world. The President's Commission calls for new courses of this variety:

New courses of a different kind are needed—courses that draw their material from wider divisions of knowledge, courses embodying unusual combinations of subject matter closely related within the systematic, logical development of the subject, but intimately related to the psychological processes which human beings use in dealing with everyday matters. Examples would be courses in "Problems of American Life or in "Science and Civilization."\(^{156}\)

**Findings**

The questionnaires attempted to learn if the department chairmen agreed or disagreed with the idea that general

\(^{155}\)B. Lamar Johnson, *General Education in Action*, p. 44.

\(^{156}\)President's Commission on Higher Education, *op. cit.*, p. 59.
education courses of the integrated variety should be developed; courses oriented toward preparing students to cope with the problems of daily living. The following table reports the results:

**TABLE XXVII**

**THE OPINIONS OF DEPARTMENT CHAIRMEN IN PHYSICAL EDUCATION AS TO WHETHER NEW COURSES OF THE INTEGRATED VARIETY NEED TO BE DEVELOPED**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Dis-</th>
<th>Both</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The objectives of general education necessitate the development of new courses in general education; courses that draw material from wider divisions of knowledge, courses embodying unusual combinations of subject matter not closely related within systematic logical development of a subject, but intimately related to the psychological process which people use in dealing with problems of everyday life.</td>
<td>84</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>107</td>
</tr>
</tbody>
</table>

It can be seen that a vast majority, 84 or 78.50 per cent, of the department chairmen participating in this study indicated they agreed with the idea that integrated courses, oriented toward preparing students to cope with problems of everyday living, should be developed.
Fragmentation of the Curriculum

The trend away from fragmentation in the general education curriculum and toward integration, as shown above, has been made necessary as a result of the ever expanding frontiers of knowledge. As our knowledge has expanded in all fields, during the last half century, the number of college courses has multiplied. Courses, especially in the liberal arts area, have become so numerous no student could even begin to experience all of them. The President's Commission draws attention to the ever increasing number of courses in the liberal arts area:

For half a century and more the curriculum of the liberal arts college has been expanding and dis-integrating to an astounding degree. The number of courses has so multiplied that no student could take all of them, or even a majority of them, in a lifetime. In one small midwestern college, for example, the number of courses increased from 67 in 1900 to 296 in 1930. During the same period the liberal arts college of one of the great private universities lengthened its list of courses from 960 to 1,897.157

The general education movement has tended to counteract this fragmentation through the introduction of integrated courses. These courses have cut across subject matter lines in an attempt to counteract the disintegration so prevalent in the liberal arts area.

157President's Commission, op. cit., p. 47.
Preparing Potential Specialists

As the frontiers of knowledge expanded each department within the liberal arts area began to treat all students, even those concerned with the elementary introductory type courses, as though they were potential specialists. The result was the basic liberal studies became extremely technical with little concern for the important fundamental needs of the students. The National Society for the Study of Education points this out:

Each department began to treat all students, even in elementary or introductory courses, as potential specialists, in spite of the fact that only a few of them would pursue the subject to that point. As a result, basic liberal studies became more and more technical and less and less relevant to fundamental human concerns.158

The result of this situation is the college student faces a bewildering number of intensive courses, oriented toward the future specialist, from which to construct his general education program. The student who experiences a program such as this will not only be devoid of the functional uses of knowledge within the different subject fields but he will not have the essential integrated view of human experience that will help him to understand the social forces within his complex world. The President's Commission emphasizes the problem faced by the student who must

construct a general education program from a curriculum geared to the subject matter specialist:

The net result of the situation is that the college student is faced with a bewildering array of intensive courses from which to make up his individual program...he scatters among courses in other departments which, designed for future specialists in those fields, are so restricted in scope that the student can gain from them only a fragmentary view of the subject. He, therefore, leaves college unacquainted with some of the fundamental areas of human knowledge and without the integrated view of human experience that is essential both for personal balance and social wisdom.159

The Subject Matter Specialist

This fragmentation of the curriculum is but the effect of a deeper cause. With the expansion of the various fields of knowledge, graduate education became more specialized, producing teachers who themselves were the products of highly technical disciplines. These subject matter specialists, in turn, motivated not only fragmentation within the liberal studies but they have also presented their various classes so as to attract potential experts. The Harvard Committee comments upon this problem: "Teachers, themselves products of highly technical disciplines, tend to reproduce their knowledge in class. The result is that each subject, being taught by an expert, tends to be so presented as to attract potential experts."160

159 President's Commission, op. cit., p. 48.

160 Harvard Committee, op. cit., p. 56.
The student, supposedly experiencing a general education, in this type of course presentation, is in reality experiencing a highly technical discipline narrowly presented by a subject matter specialist. Francis M. Rogers also emphasizes this point of view as he portrays the problem in the light of a student from the humanities area who would take a course in elementary science in order to satisfy his general education science requirement:

The student specializing in a subject from among the humanities would take a course in an elementary science to satisfy the requirement. Unfortunately, the course would be taught not from the point of view, and in the interest, of the student of the humanities, or at least so it is argued by the proponents of "general education" but rather from the point of view of a future concentrator in science. It would not present the broad problems of the science, the scientific method, the impact of science in general on modern society, the resulting social problems, and so on.\textsuperscript{161}

Findings

The questionnaires attempted to learn if department chairman agreed or disagreed with the following idea; the traditional introductory type course, taught by a subject matter specialist and oriented toward the student who plans to specialize in the subject area, is not adequate for meeting the general education needs of physical education majors. Table XXVIII, page 138, reports the findings.

\textsuperscript{161}Frances M. Rogers, \textit{Higher Education in the United States}, p. 20.
### TABLE XXVIII

**THE OPINIONS OF DEPARTMENT CHAIRMEN IN PHYSICAL EDUCATION AS TO WHETHER THE TRADITIONAL SINGLE INTRODUCTORY TYPE COURSE IS ADEQUATE FOR MEETING GENERAL EDUCATION NEEDS**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
<th>Other</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The traditional introductory type course taught by a subject matter specialist and oriented toward the student who plans to specialize in the subject area is not adequate for meeting the general education needs of undergraduate physical education majors.</td>
<td>79</td>
<td>21</td>
<td></td>
<td>5</td>
<td>107</td>
</tr>
<tr>
<td>Depends upon the instructor.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depends upon the instructor and area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Seventy-nine or 73.83 per cent of the department chairmen participating in this study agreed that the introductory type course taught by a subject matter specialist is not adequate for meeting the general education needs of male undergraduate majors in physical education.

**Course Organization at Participating Institutions**

In order to learn something about the approach to general education course organization at the institutions.
participating in this study, physical education department chairmen were asked to rate the course organization in general education, from traditional to progressive, which their male major physical education majors experience. The following table shows the findings:

**TABLE XXIX**

**COURSE ORGANIZATION IN GENERAL EDUCATION RATED FROM TRADITIONAL TO PROGRESSIVE**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number Checking Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this institution I would rate the course organization approach to general education work in which undergraduate major students in physical education participate as:</td>
<td></td>
</tr>
<tr>
<td>Traditional</td>
<td>22</td>
</tr>
<tr>
<td>Moderately traditional</td>
<td>45</td>
</tr>
<tr>
<td>Moderately progressive</td>
<td>36</td>
</tr>
<tr>
<td>Progressive</td>
<td>1</td>
</tr>
<tr>
<td>One half moderately traditional, one half moderately progressive.</td>
<td>1</td>
</tr>
<tr>
<td>From moderately traditional to moderately progressive.</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>107</td>
</tr>
</tbody>
</table>

It is pointed out that 45 or 42.06 per cent of the department chairmen indicated the approach to course organization in general education at their respective institutions was moderately traditional. Next, 36 or 33.64 per cent reported course organization at their institutions in general education to be moderately progressive.
Most Favored Course Organization in General Education

The questionnaires also asked physical education department chairmen to indicate the type of course organization in general education that they most favored. The table below reports the findings:

### TABLE XXX

THE TYPE OF COURSE ORGANIZATION IN GENERAL EDUCATION MOST FAVORED BY PHYSICAL EDUCATION DEPARTMENT CHAIRMEN

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number Checking Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>The type of course organization in general education that I most favor is:</td>
<td></td>
</tr>
<tr>
<td>Survey course.</td>
<td>19</td>
</tr>
<tr>
<td>Single introductory type course.</td>
<td>19</td>
</tr>
<tr>
<td>Integrated course which cuts across subject matter lines</td>
<td>62</td>
</tr>
<tr>
<td>Survey course and integrated course.</td>
<td>2</td>
</tr>
<tr>
<td>Introductory type course plus electives in a core area</td>
<td>1</td>
</tr>
<tr>
<td>Combination of all</td>
<td>1</td>
</tr>
<tr>
<td>No answer.</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>107</td>
</tr>
</tbody>
</table>

It can be seen that the vast majority, 62 or 57.94 per cent, of the department chairmen favor the integrated type course for general education which cuts across subject matter lines. Next, 19 each or 17.76 per cent, indicated the survey course and the single introductory course as the types of course organization they most favored.
Guidance Implications

Need For Guidance and Counseling Services

One of the most important means for adapting instruction to the needs of the individual student, in the field of higher education, as well as the area of general education, is a strong guidance and counseling program. With college enrollments rapidly increasing counseling becomes an integral part of any higher education program. The President's Commission calls attention to this: "One of the most important instruments for accomplishing the purposes of higher education outlined in this report is an effective guidance and counseling program. In mass education, counseling provides the most likely means for adapting instruction to the individual student.162

Student personnel services, advising and counseling, are important activities in any general education program. Through testing and counseling students are better able to understand the areas in which they need to take general education course work. Effective counseling can also help the student understand the objectives of general education and aid him in seeing the need for this aspect of his total program. The American Council on Education emphasizes the importance of student personnel services to a program of general education:

162 President's Commission, op. cit., p. 65.
The committee recommends that student personnel services, advising, and counseling be viewed as constructive, dynamic activities in a program of general education. The function of student personnel work in a program of general education is to help in orienting the student to understand and want the objectives of general education, to aid him in keeping at a high level and using them effectively in his educational work. 163

Through effective counseling the student can become cognizant of the relevance of general education to his vocational goal. He can plan a program that will help him obtain the objectives of general education as well as his vocational goal. The President's Commission makes this statement: "...and counseling can lead the student to see the relevance of general education to his vocational goal and to build a program that combines general and vocational education in appropriate measure." 164

Various Types of Guidance and Counseling Plans

The literature in the area of general education reflects the fact that counseling students for general education is being treated in multiple ways.

The instructor-adviser plan is one that is used in a great many colleges throughout the United States, especially in colleges with limited enrollments. In this plan the student is usually assigned to a professor within his major


164President's Commission, op. cit., p. 66.
department who is responsible for counseling the student on all aspects of his college program. B. Lamar Johnson comments on this plan: "In colleges with limited enrollments the instructor-adviser plan may well form almost the total guidance program, not only because trained counselors are not available but also because of the probability of closer personal relationships among administrators, faculty, and students."\textsuperscript{165}

It is argued by those favoring this plan that the instructor that observes a student in class a number of times during the week, better understands the student's needs and, therefore, is in a better position to counsel the student. The Conference on General Education held at Florida State University says that "these faculty persons who see the student in class three to five times per week are in a position to observe the student in his academic progress and his group experience."\textsuperscript{166} If the institution has a student personnel area significant observations can also be transmitted to this area that will aid personnel workers in testing and counseling the student.

The teacher-counselor must help the student plan a general education program that will support and challenge his

\textsuperscript{165}B. Lamar Johnson, \textit{General Education in Action}, p. 59.

\textsuperscript{166}Conference on General Education, \textit{op. cit.}, p. 146.
interests and needs plus generally develop the total personality of the student. Melvene D. Hardee describes some of the important duties of the teacher-counselor:

The teacher-counselor helps the student plan a program of courses which will; (1) support his interests and abilities; (2) challenge his interests; (3) allow him to explore his interests and abilities and develop his personality. In this way, the program of study is "personalized" for the student.167

Some institutions have designated general education counselors who have been prepared to counsel students in all major areas of interest. These counselors help the student plan his general education program as well as his total program in the area of his major. The Conference on General Education held at Florida State University comments on this arrangement:

...a student who enters the University...is assigned to a counselor who has been trained in handling all declared majors of new students, and who works with the student on his academic program throughout the first year, despite the number or kind of majors he may select within that period of time.168

At the University of Chicago faculty members are used as general education counselors and they are relieved of approximately one-third of the instructional duties that would be assigned to them. The Faculty of the University of Chicago describes this plan:

168Conference on General Education, op. cit., p. 144.
The advisers in the College are members of the faculty who are relieved of approximately one-third the instructional duties which would normally be assigned to them... Some advisers counsel students who enter the college after graduation from high school, while others advise only those students who enter after having completed the tenth or eleventh grade. 169

Some institutions use group guidance and counseling techniques to aid general education planning and counseling. Students are advised relative to general education course work and objectives as they participate in general orientation courses with a guidance specialist in charge sponsored on a college-wide basis or by the different subject areas within a college. Much of the general education advising and testing can be accomplished during these orientation courses which will free special counselors and guidance workers to spend more time with the students who present greater problems. B. Lamar Johnson discusses guidance as a group process:

...guidance can be a group process to the extent that members of the group have common needs... This form of group guidance is developed on the now well-established hypothesis that much time and energy of trained counselors and guidance workers can be saved by class and group work. 170

Deans of students, deans of men or deans of women are sometimes stipulated at different institutions to do general

169 The Faculty of the University of Chicago, op. cit. pp. 325-327.

170 B. Lamar Johnson, General Education in Action, p. 164.
education counseling. B. Lamar Johnson points this out: "...colleges have one or more faculty members whose major responsibility is in the field of guidance and counseling, such as deans of students, deans of men, deans of women..."171 These deans at times have as part of their responsibility general educational counseling. In institutions that limit their general education program to the freshmen and sophomore years, first or second year students may receive general education-counseling from these various deans. In situations such as this the student is usually assigned to a professor in his major field of interest for his last two years of college work.

Residence hall counselors may also contribute to the guidance aspects of a general education program. These counselors can often aid students with their problems relating to the general education aspects of their college program. Also, they may discern certain attitudes and behavior of students that will aid teachers and counselors who work with students in the area of personal adjustment. The Conference on General Education held at Florida State University described the contribution residence hall counselors are making to the area of personal adjustment at Florida State University: "...at Florida State University, residence

171Ibid., p. 61.
counselors in their regular weekly meetings discern certain attitudes and behavior of students relating to the objectives and teachings in the area of Personal Adjustment.\textsuperscript{172} These reported attitudes and types of behavior can help teachers and counselors to better understand the needs and problems of students so they can better help them, not only with their problems relating to their general education program, but also with all their problems of personal adjustment. This type of knowledge can help the counselor plan, with the students' aid, a general education program that will help him in solving his problems, strengthening his weaknesses, and generally contribute to the students' total personality.

Findings

The questionnaires endeavored to obtain information on what faculty members were responsible for counseling male physical education major students about general education course work, at each of the institutions participating in this study. Table XXXI, page 143, reports the findings.

\textsuperscript{172}Conference on General Education, \textit{op. cit.}, p. 146.
### TABLE XXXI

**THE FACULTY MEMBERS RESPONSIBLE FOR COUNSELING MALE PHYSICAL EDUCATION MAJOR STUDENTS ABOUT GENERAL EDUCATION COURSE WORK**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number Checking Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>The faculty members responsible for counseling physical education major students for general education courses at this institution are:</td>
<td></td>
</tr>
<tr>
<td>Only professors within the department of physical education.</td>
<td>79</td>
</tr>
<tr>
<td>Only designated general education counselors who counsel students from several departments regardless what their year in college may be.</td>
<td>8</td>
</tr>
<tr>
<td>Only group counseling through a course with a specialist in charge.</td>
<td>0</td>
</tr>
<tr>
<td>Only dean of men does general education counseling.</td>
<td>0</td>
</tr>
<tr>
<td>Only residence hall counselor.</td>
<td>0</td>
</tr>
<tr>
<td>All above checked.</td>
<td>1</td>
</tr>
<tr>
<td>Professors within the department of physical education and designated general education counselors</td>
<td>7</td>
</tr>
<tr>
<td>Professors in the physical education department, general education counselors, and group counseling through a course with a specialist in charge.</td>
<td>2</td>
</tr>
<tr>
<td>General education counselors and group counseling with a specialist in charge.</td>
<td>1</td>
</tr>
<tr>
<td>Professors in the physical education department and group counseling with a specialist in charge</td>
<td>1</td>
</tr>
<tr>
<td>Professors within the physical education department and the dean of men.</td>
<td>5</td>
</tr>
<tr>
<td>Professors within the physical education department, group counseling with a specialist in charge, and the dean of men.</td>
<td>1</td>
</tr>
<tr>
<td>Director of student guidance.</td>
<td>1</td>
</tr>
<tr>
<td>Professor in the physical education department and the registrar.</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>107</td>
</tr>
</tbody>
</table>
It can be seen in Table XXXI, page 148, that the most popular means of counseling students about general education course work is by professors within the department of physical education because 79 or 73.83 per cent of the department chairmen designated this means. Next, 8 or 7.57 per cent reported general education counselors had the responsibility for counseling physical education major students about general education course work at their respective institutions. Very close behind this 7 or 6.54 per cent of the department chairmen disclosed both professors within the physical education department and general education counselors had counseling responsibility at their institutions.

Criteria For Recommending Course Work

In some institutions throughout the United States, as a basis for recommending general education course work, counselors, student advisors, deans, and others doing general education counseling use a series of diagnostic tests which point out the students interests, needs, previous educational achievements, and aptitudes. These tests along with a record of the student's previous educational attainment enables the counselor to help each student develop a program of general education adapted to his particular needs. The President's Commission emphasizes how the various instruments of measurement can aid the counselor: "Skillful use of measures of ability, interest, aptitude, and previous
educational achievement will enable the counselor to help each student to develop a program of courses and activities adapted to his personal needs."  

Diagnostic testing can not only provide the counselor with valuable information that will enable him to gain a much needed insight into the background of each student, but it also can help the instructor teaching in a program of general education. Sidney J. French points out five specific ways diagnostic testing aids both instructors and general education counselors:

1. To learn the range and level of academic ability of the students in the program of general education.
2. To learn to what extent students already possess the knowledges and skills, the attitudes and values we hope they will gain from our courses.
3. To determine by what tools and techniques the students individually and in mass, learn most effectively.
4. To identify the directions and intensities of their interests so that we may determine in what areas of general education we expect to find them most zestfully motivated, and in what areas we may find the going rough if we are to stimulate them to learn little or all.
5. To find out, if we can, to what degree the students have the power to see wholes instead of parts, to tackle unfamiliar problems and walk all around them, to comprehend interrelations and interactions.  

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173 President's Commission, op. cit., p. 66.
174 Sidney J. French, Accent on Teaching - Experiments in General Education, p. 293.
Information obtained from diagnostic testing will not only help those responsible for general education counseling to better understand each individual student but information obtained through these various tests can also help professors teaching the various general education curricula to plan their courses in order to better meet the individual needs of students.

Some institutions build their general education programs upon the interests and felt needs of students with little or no prior testing. In institutions such as Black Mountain College, Stephens, Bennington, and Sarah Lawrence Colleges, student purposes constitute the starting point and the major guiding principle upon which a student's general education program is constructed. Theodore Chen Hsi-En makes this statement:

So important is the function of the student purpose that some colleges are building their entire program on student purposes. In such colleges as Bennington and Sarah Lawrence, one finds that the purposes and interests of the individual student constitute the starting point and the guiding principle of his (or rather, her) curriculum.175

The student during counseling sessions relates his major aims in life, his interests, purpose for coming to college, and any other information that would be helpful in the construction of his general education program. Testing

plays a very minor role in this type of situation and it is only used when the student has difficulty determining his interests, needs, or purpose. With the aid of the general education counselor a program is constructed that will help the student satisfy his felt needs, stimulate new interests and challenge him so further growth is stimulated and he grows sufficiently throughout his general education experience.

Many institutions have a required, established general education curriculum that every student must take with no prior testing or counseling. It is believed that general education occurs at any point in the students experience that he progresses toward the achievement of one or more objectives of general education. B. Lamar Johnson comments upon this:

General education occurs at any point in the students experience as a result of which he progresses toward the achievement of one or more goals of general education. The acceptance of this viewpoint inevitably leads to the conclusion that the general education program must be college-wide.176

Thus, the student will be required to take general education course work, that has been previously set up, from many fields of knowledge within the college. He will usually experience samplings from all academic areas within the college based upon the belief that each area has the potential to motivate the students progress toward one or more

176B. Lamar Johnson, General Education in Action, p. 40.
objectives of general education. This type of program does not attempt to fashion the program for the student but it strives to fit the student to the program. No attempt is made to discover through guidance and counseling techniques the students needs, interests, and aptitudes because this type of program has been established upon the idea that there are sufficient amounts of knowledge in all academic areas to challenge each student and also that there are common learnings in all areas each student must experience.

Findings

Information was obtained on the types of data from which those doing general education counseling recommend course work to male major students in physical education relative to the area of general education. Table XXXII, page 154, indicates the findings.
### TABLE XXXII

**THE TYPES OF DATA FROM WHICH COUNSELORS RECOMMEND GENERAL EDUCATION COURSE WORK**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number Checking Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>The adviser recommends course work in general education to physical education major students only after:</td>
<td></td>
</tr>
<tr>
<td>A series of tests are taken to point out the students interests, needs, and aptitudes.</td>
<td>15</td>
</tr>
<tr>
<td>The student relates his interests and felt needs but with no prior testing.</td>
<td>20</td>
</tr>
<tr>
<td>General education courses are required that every student must take with no prior counseling.</td>
<td>53</td>
</tr>
<tr>
<td>All related above.</td>
<td>2</td>
</tr>
<tr>
<td>A series of tests are taken to point out students interests, needs, and aptitudes but there are also required general education courses that every student must take.</td>
<td>4</td>
</tr>
<tr>
<td>The student relates his interests and felt needs with no prior testing but there are also general education courses every student must take.</td>
<td>11</td>
</tr>
<tr>
<td>A series of tests are taken to point out the students interests, needs, and aptitudes also the student relates his interests and felt needs.</td>
<td>1</td>
</tr>
<tr>
<td>No answer.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>107</strong></td>
</tr>
</tbody>
</table>
Table XXXII, page 154, shows that 53 or 49.53 per cent of the department chairmen reported that at their institutions general education courses are required for all male major students in physical education with no prior counseling. Next, 20 or 18.69 per cent indicated that at their institutions the student relates his interests and felt needs prior to taking general education work but with no prior testing.

**Extra-curriculum**

**Need for Extra-curricular Experiences**

It was believed and propagated, especially during the first three decades of this century, that any worthwhile educational endeavor had to take place within the confines of the classroom. The academicians believed that only through formal course work could learning occur. The pendulum of educational thought has been swinging away from this idea during the last two decades.

The literature within the area of general education has continually stressed the importance of utilizing all the resources in the college and surrounding community in helping students obtain the objectives of general education. The President's Commission on Higher Education stresses the idea that formal courses are not the only sources of general education: "Formal courses are not the only sources of general education, however. There are a great variety of extra
classroom resources in the university community that should be used for educational purposes.\textsuperscript{177}

General education involves all student experiences that will produce a well integrated individual, socially, physically, and psychologically ready for effective living within our society. For this reason no program of general education can be limited to the classroom alone. H. T. Morse emphasizes this:

Since general education involves student-experiences that have a unifying purpose and that provide some common basis for effective living, no program of general education can be limited to classroom experiences alone. As a citizen of the college community, a participant in-campus life, a recipient of various services, of a non-instructional nature, the student develops habits, attitudes, and ideals that have a lasting effect upon his conduct.\textsuperscript{178}

The National Society for the Study of Education also emphasizes the educational importance of the extra-curriculum for the general education of students: "...the purpose of the extra-curriculum, as viewed by general education, is its contribution to the personal development of student participants. The developing personality, intellect as well as behavior, is the basic objective to be achieved through the extra-curriculum."\textsuperscript{179}

\textsuperscript{177}President's Commission, \textit{op. cit.}, p. 60.

\textsuperscript{178}Morse et. al., \textit{op. cit.}, p. 221.

\textsuperscript{179}National Society for the Study of Education, \textit{op. cit.}, pp. 230-231.
Classroom activities are mostly of a vicarious nature while the extra-curriculum presents a means for providing the student with direct learning experiences. The National Society for the Study of Education points this out: "...the content of the extra-curriculum is, therefore, a direct learning experience of facts, attitudes, skills, etc., to be learned and not a secondhand verbal description and analysis of experience." Through direct experience human relationships are developed, attitudes formulated, and skills practiced that would not be experienced through the vicarious activities of the classroom.

Utilizing all Student Activities

In order to help the student better attain the objectives of general education the full range of student activities must be utilized, in all aspects of college life, whether they are social, recreational, or intellectual experiences. The President's Commission on Higher Education draws attention to this:

The full range of student activities---in the dormitories, in student government, in clubs and organizations of all kinds, in all the varied social, recreational, and intellectual life of the college---if used constructively for educational purposes, should contribute immeasurably to the outcomes of general education.\(^\text{181}\)

\(^{180}\text{Ibid.}, p. 241.\)

\(^{181}\text{President's Commission, op. cit.}, p. 61.\)
The American Association of Colleges for Teacher Education found in its institutional visitation program that current emphasis is upon social activities in the extra curricular aspects of college life. Florence B. Stratemeyer calls attention to this:

Further study of these reports of member institutions of the American Association of Colleges for Teacher Education shows that currently the emphasis is upon social activities and that college staffs work more closely with students in these situations than in the many other aspects of college life.182

In order that students may obtain the objectives of general education, which propagate the development of the well integrated type of person, the extra-curricular activities must not only be of a social nature but the intellectual, cultural, psychological, and recreational potential of the extra-curriculum must also receive emphasis. The National Society for the Study of Education recommends the following four types of extra-curricular activities as having possible usefulness in general education:

...the following four types of extra-curricular activities which seem to us to have possible usefulness in general education:

(1) Community and school programs in graphic arts, music, dramatics...
(2) Participation in, and even observation of, athletic contents and outdoor sports...
(3) Special lectures and debates on current social, political, and economic problems...
(4) Active membership in one or more of the many and varied clubs and organizations...183

182Stratemeyer, op. cit., p. 124.

Florence B. Stratemeyer also recommends a number of activities that can contribute to the outcomes of general education:

Life in the college dormitory, membership in clubs and organizations, participation in student government, management of the college bookstore and banking service, activities in the recreation center and in the library, membership on committees responsible for campus safety, religious activities, community service, radio programs, forums, exhibits, and publications—these and other out-of-class student activities can contribute to the outcomes of general education.\textsuperscript{184}

It becomes quite apparent that the so called extra-curriculum is actually an important educational aspect of the general education area within the college program and, therefore, it should be considered a regular part of the college curriculum. The term extra-curriculum is becoming out-moded as more and more educational institutions recognize the general education values of out-of-class activities. As students attitudes, capacities, skills and understandings are developed through out-of-class experiences the so called extra-curriculum is becoming slowly integrated within the total educational programs of our colleges and, therefore, being granted its rightful place in the educational sun.

\textbf{Findings}

The questionnaires obtained data on the types of extra-class activities in which male physical education major

\textsuperscript{184}Stratemeyer, \textit{op. cit.}, p. 119.
students participate. The department chairmen were asked to check the two types of activities with the highest percentage of participants. The following table reports the findings:

**TABLE XXXIII**

**THE TYPES OF EXTRA-CLASS ACTIVITIES IN WHICH MALE MAJOR STUDENTS IN PHYSICAL EDUCATION PARTICIPATE**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number Checking Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of the major students in this department of physical education</td>
<td></td>
</tr>
<tr>
<td>participate in the following extra-class activities: (Check the two</td>
<td></td>
</tr>
<tr>
<td>with the highest percentage of participants only):</td>
<td></td>
</tr>
<tr>
<td>Athletics                    ..................................</td>
<td>105</td>
</tr>
<tr>
<td>Club and organization membership ...........................................</td>
<td>87</td>
</tr>
<tr>
<td>Student government ..........................................................</td>
<td>5</td>
</tr>
<tr>
<td>Religious activities ..........................................................</td>
<td>7</td>
</tr>
<tr>
<td>Community service .............................................................</td>
<td>5</td>
</tr>
</tbody>
</table>

The table shows that athletics is the type of extra-class activity in which most major students in physical education participate for 105 or 98.14 per cent of the department chairmen indicated this activity. Next, 87 or 81.31 per cent of the department chairmen reported club and organization membership to be the type of activity in which most of their physical education majors participate.

**Preparing Student Leaders**

Preparing student leaders and student officers for participation in the extra-class program is recommended as a
means of generally strengthening the program and providing competent leadership that can help those participating in the program to better attain the objectives of general education.

A carefully devised program of student officer training, organized to meet the specific needs of each educational institution, can improve the efficiency of all student organizations and considerably upgrade the extra-class program in general. Roy I. Johnson emphasizes the importance of a program to prepare student leaders: "A carefully devised program of officer training has proved invaluable as a means of improving the efficiency of student organizations and the quality of student leadership." 135

The development of leadership characteristics by individuals participating in extra-class activities is one of the important values derived from this program. Many institutions that do not have a formal program which prepares student leaders for their extra-class program select those students for leadership positions who have developed strong leadership characteristics through extra-class activities. The National Conference on Higher Education held in 1950 stresses the value of leadership development through the extra-class program: "Leadership seems to be the central valve theme of extra-curricula activities. This is stressed

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by the apparent interest of perspective employers in these activities and also by recent alumni reports indicating their value.  

Whether it be by means of a formal program preparing student leaders, or by selecting those students that seem to have developed strong leadership characteristics through extra-class activities, an institution that strives to provide competent student leadership, will improve immeasurably the quality of their extra-class program.

Findings

The questionnaires obtained information as to whether there was a plan in operation at the respective institutions to prepare student leaders and student officers for participation in extra-class programs.

TABLE XXXIV
THE NUMBER OF PLANS IN OPERATION FOR PREPARING STUDENT LEADERS AND STUDENT OFFICERS FOR EXTRA-CLASS PROGRAMS

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number Checking is</th>
<th>Number Checking is not</th>
<th>No Ans.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is; is not; a plan in operation at this institution to train student leaders and student officers for participation in the extra-class program.</td>
<td>44</td>
<td>58</td>
<td>5</td>
<td>107</td>
</tr>
</tbody>
</table>

---

The findings shown in Table XXXIV, page 162, reveal that 58 or 54.21 per cent of the department chairmen indicated there is not a plan in operation at their institutions for preparing student leaders for participation in the extra-class program. Forty-four or 41.12 per cent of the department chairmen reported there was a plan in operation at their institutions for preparing student leaders for the extra-class program.

It is imperative that all extra-class activities are organized and conducted on a democratic basis. Activities so conducted will complement classroom experiences and also add dignity to the total extra-class program. B. Lamar Johnson points this out: "Extra-class activities, organized and conducted democratically, complement and reinforce classroom experiences." 187

### Democratic Practices In Extra-class Programs

An extra-class program cannot profess to be organized and conducted on democratic principles if Negro students or members of other minority groups are denied an opportunity to participate. When minority groups are not allowed to take part in the extra-class program not only are the objectives of general education being violated but the whole structure of the extra-class program is considerably weakened.

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The recent Supreme Court rulings granting Negro students the right to attend public supported educational institutions, plus the moral premise upon which our democratic society has been organized, that all citizens have equal rights within our democracy, provides the democratic foundation upon which all educational institutions can construct their extra-class programs.

Often our general education courses in such fields as sociology, psychology, and philosophy teach respect and dignity for each individual, yet many times students through the extra-class program exhibit snobbery and discrimination. This problem is referred to by B. Lamar Johnson:

Thus, while courses in such fields as sociology, psychology, and philosophy teach respect for the individual and assign to each dignity and worth, students may in their extra-class organizations exhibit snobbery and discrimination with regard to race, creed, and socioeconomic status. Here indeed is an opportunity for teaching.138

An institution through its various courses, its program of preparing student leaders for extra-class activities, and the exhibiting of democratic principles by both administrations and faculty can successfully meet the challenge of discrimination in its extra-class program.

With extra-class programs becoming slowly integrated within the total educational programs of our colleges, thus

138Ibid., p. 285.
being considered more of a curricular than an extra-curricular experience, it is essential that the opportunity to teach democratic principles and ideals be vigorously undertaken by each educational institution. No college can truly meet the objectives of higher education within our democracy until concerted effort is applied to eradicate snobbery and discrimination from its total educational program.

Findings

The questionnaires reported whether Negro students and members of other minority groups are denied an opportunity to participate in extra-class activities along with white students, at the various educational institutions. Table XXXV, page 166, reports the findings from these questionnaires.
TABLE XXXV

A REPORT AS TO WHETHER NEGRO STUDENTS AND OTHER MEMBERS OF MINORITY GROUPS ARE DENIED AN OPPORTUNITY TO PARTICIPATE IN EXTRA-CLASS ACTIVITIES

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number Checking Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>If your institution has Negro students and members of other minority groups are they denied an opportunity to participate in extra-class activities along with white students?</td>
<td></td>
</tr>
<tr>
<td>Yes .......................................</td>
<td>0</td>
</tr>
<tr>
<td>No .......................................</td>
<td>80</td>
</tr>
<tr>
<td>Those not checking either of the above, but a southern school .............</td>
<td>7</td>
</tr>
<tr>
<td>Those not checking either of the above, but a northern school .............</td>
<td>1</td>
</tr>
<tr>
<td>Those institutions indicating they did not have Negro students and not indicating whether they had minority races that would be denied opportunity to participate ..........</td>
<td>7</td>
</tr>
<tr>
<td>Those institutions that indicated they did not have Negro students but members of other minority groups were not denied opportunity to participate ..........</td>
<td>3</td>
</tr>
<tr>
<td>Only Negro students denied an opportunity to participate but other minority groups not denied the opportunity ..........</td>
<td>4</td>
</tr>
<tr>
<td>Negroes stopped from varsity athletic participation and not intramural participation ..........</td>
<td>1</td>
</tr>
<tr>
<td>Negroes stopped from varsity athletic participation and no other indication ..........</td>
<td>1</td>
</tr>
<tr>
<td>All Negro institution .............. ..........</td>
<td>3</td>
</tr>
<tr>
<td>Total .......................................</td>
<td>107</td>
</tr>
</tbody>
</table>
Table XXXV, page 166, shows that a majority of the department chairmen, 80 or 74.79 per cent reported that Negro students and other members of minority groups are not denied an opportunity to participate in extra-class activities along with white students at their institutions.

Evaluation of Extra-class Programs

The department chairmen participating in this study as a last aspect of the extra-curriculum section, were asked to generally rate the total extra-class program at their institutions. They were asked to indicate the degree which they believe the extra-class programs at their institutions are meeting the significant general education needs of their major students in physical education. The following table indicates the findings:

TABLE XXXVI

THE DEGREE TO WHICH DEPARTMENT CHAIRMEN IN PHYSICAL EDUCATION BELIEVE THE EXTRA-CLASS PROGRAMS AT THEIR INSTITUTIONS ARE MEETING SIGNIFICANT GENERAL EDUCATION NEEDS

<table>
<thead>
<tr>
<th>Statement</th>
<th>Number checking Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe the extra-class program at this institution is, fully; moderately; not at all; meeting significant general education needs of the physical education major students at this institution:</td>
<td></td>
</tr>
<tr>
<td>Fully.</td>
<td>21</td>
</tr>
<tr>
<td>Moderately</td>
<td>83</td>
</tr>
<tr>
<td>Not at all</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>107</td>
</tr>
</tbody>
</table>
It is indicated in Table XXXVI, page 167, that 83 or 77.75 per cent of the department chairmen believe the extra-class programs at their institutions are moderately meeting the significant general education needs of their physical education major students. Next, 21 or 10.28 per cent reported they believed the extra-class program at their institutions are fully meeting the significant general education needs of their major students in physical education.

Summary of Chapter III

**Humanities**

The humanities in general education include those academic disciplines which contribute to man's intellectual, esthetic, and cultural values.

Literature and the fine arts constitute the main core of courses in the humanities area. The content of course offerings in the humanities vary widely from institution to institution depending upon the needs and interests of students in particular colleges or universities.

Twenty-five or 23.36 per cent of the department chairmen reported that major students in physical education at their institutions take over five courses in the humanities area, but they did not indicate any specific number. Sixty-one or 57.009 per cent stated that these courses are on both a required and elective basis.
Course organization in the humanities is varied. Each course tends to reflect, to some degree, the philosophy of the institution where the course is taught, and the instructor who is teaching it.

Course organization ranges from the traditional course to the broad integrated course which cuts across subject matter lines. The integrated course organization has become an increasingly popular topic of discussion throughout the literature on general education. However, a wide acceptance of this type of course is rather slow in materializing as can be seen by the findings in this study. Forty-six or 42.99 per cent of the physical education department chairmen stated that the most prevalent type of general education course organization, in the humanities at their institutions which major students experience, is the traditional, single introductory type course.

Social Science

Helping students to understand the important social, economic, and political problems that they must eventually face is a very important function of the social sciences in general education. The future teacher must become acquainted with the major social problems in his society.

In order to aid the student's understanding of the dynamic social forces prevalent in this scientific age, courses from all parts of the social sciences are offered
in the general education program. Some of these are economics, sociology, geography, anthropology, government, American history, citizenship, and international relations.

Twenty-nine or 27.10 per cent of the physical education department heads reported that most of their major students take four general education courses in the social sciences. Fifty-six or 52.34 per cent stated that these courses are on both an elective and required basis.

Course organization in the social sciences is varied. The organization of courses is affected by institutional philosophy as well as the personal philosophy of the instructor. Courses range from the traditional, introductory type course to the broad area integrated course. The social sciences have contributed much to the development of the broad area course.

In recent years, the survey course has come under increased attack. This type of course marks one of the early attempts to integrate subject matter. These courses are often criticized for the lack of a coherent principle and a sketchy presentation of subject matter. The broad area integrated course, which cuts across subject matter lines bringing together different subject areas, and oriented toward the interests, needs, and problems of students, has begun to replace the "old fashioned" survey course. However, movement is slow in the direction of the integrated course. This can be determined by the fact that 55 or 51.40 per cent
of the department chairmen indicated the traditional, single
introductory type course as the most prevalent type of
course organization in the general education social science
program at their institutions.

Science

Developing the ability to form sound judgments, learn­
ing about the effect science has had upon world civilization,
and becoming acquainted with scientific methodology are
three important objectives of the science program in general
education. In the science program in general education,
students should, also, become acquainted with the history,
philosophy, and great literature of science.

There are many subjects included in the area of science
in general education. These include courses from the
natural sciences, physical sciences, biological sciences,
and mathematics.

Twenty-six or 24.30 per cent of the department heads
stated that most of their major students experienced four
general education courses in science. Sixty-six or 61.68
per cent indicated these courses are on both an elective
and required basis. Eighty-eight or 82.24 per cent stated
that these courses do count as science foundation courses
for professional course work in physical education.

Laboratory work in connection with science courses
should be designed to fit the aim and objectives of each
general education course. There is no one type of laboratory experience that will fit all of the different types of general education science courses. The type of laboratory experience which is still the most predominant is the course where students actually handle laboratory equipment and perform experiments.

The organization of course work in the sciences, as in the humanities and social sciences, is varied. Courses range from the traditional, single introductory course to the broad integrated course.

The survey course in the science area has, also, come under attack as it has in other areas. There is definite movement away from the survey course toward the integrated course. As in the humanities and social sciences, this movement is rather slow. This is attested by the fact that fifty-five or 51.40 per cent of the physical education department heads reported that the most prevalent type of general education course organization in the sciences which their major students experience is the traditional, single introductory type course.

**Student Evaluation**

Student evaluation in general education is a difficult and challenging task. Building evaluative devices for effective student evaluation is an essential part of any general education program. The collective efforts of administrators, students, and faculty members must be applied to this problem.
The objectives of general education necessitate a wide variety of evaluative devices being developed and perfected. These devices must be used in relation to the specific objectives of the general education program. Some evaluative devices now in use are the following: objective tests, essay tests, questionnaires, rating scales, conferences, oral tests, and sociometric techniques. The objective and essay type tests are the most common evaluative devices used in general education programs. One-hundred and four or 97.20 per cent of the department chairmen indicated that the objective test was the type of evaluative device most commonly used in general education courses at their institutions.

Examinations in the area of general education are given at many different times depending upon the objectives of each institution and the organization of its general education program. Most institutions give examinations at generally the same time as in other courses, although examinations are given in some institutions only at the end of each quarter or semester. Other schools give general education examinations only at the end of a one or two year period. The department chairmen were almost unanimous in reporting that at their institutions examinations are given in general education courses at generally the same time as in other courses. One-hundred and four or 97.20 per cent stated this.
Course Organization

The most significant trend in general education course organization has been the slow movement away from both the traditional, single introductory type course and survey course, toward the integrated course. This slow movement is indicated by the fact that in the humanities, social science, and science areas, the most prevalent type of course organization is still the traditional, single introductory course.

Eighty-four or 78.50 per cent of the department heads agreed that the development of new courses in general education, which draw their material from wider divisions of knowledge, was needed. The high percentage of agreement on this question indicates that the trend toward the integrated course and away from fragmentation of the curriculum will continue in general education. This interest in the integrated course can be further pointed out as 62 or 57.24 per cent of the department chairmen stated that the type of course organization in general education that they most favor is the integrated course which cuts across subject matter lines. Also, emphasizing this, is the fact that 79 or 73.83 per cent agreed that the traditional introductory course, taught by a subject matter specialist and oriented toward the student who plans to specialize in the subject area, is not adequate for meeting the general education needs of undergraduate physical education majors.
Guidance Implications

Course work in the area of general education must be adapted to the needs of the individual student. This can be accomplished with the aid of a strong guidance and counseling program. With student enrollments rising each year, the student personnel services, both advising and counseling, become an integral part of the general education program. By means of testing, followed by counseling, students are better able to understand their needs in relation to the general education program.

Many different faculty members do general education counseling at various institutions throughout the United States. Often professors within the student's major department will be responsible for this type of counseling. This is the most prevalent plan reported by the physical education department chairmen participating in this study. Seventy-nine or 73.83 per cent indicated this arrangement. Others doing general education counseling include designated specially prepared general education counselors, residence hall counselors, deans of men or women, and professional counselors.

Fifty-three or 49.53 per cent of the department heads stated that, at their institutions, general education courses are required of every physical education student with no prior counseling. Other plans in operation are: tests taken to point out the student's interests, needs, and
aptitudes, also the student's description of his interests and felt needs, but with no prior testing.

**Extra Curriculum**

Learning takes place, not only through the regular course experiences of the general education program, but also, by means of all the experiences within the college and surrounding community. The great variety of extra-class activities should be utilized for their educational purposes by orienting them toward the objectives of general education.

The type of extra-class activity participated in most frequently, as revealed by the physical education department heads, is athletics. One hundred and five or 98.14 per cent designated this activity. In order to better help the student attain the objectives of general education the full range of student activities, whether they are social, recreational, or intellectual, must be encouraged. Activities that contribute immeasurably to the outcomes of general education are club and organization membership, student government, religious activities and community service.

The activity program can be substantially aided with the initiation of a carefully devised program designed to prepare student leaders and officers. A program of this type will, not only improve the efficiency of the extra-class program, but it will, also, provide a means for students to develop leadership characteristics. Forty-four or
41.12 per cent of the department chairmen designated that there was a program of this type in operation at their institutions.

It is imperative that all extra-class activities be organized and conducted on democratic principles. When Negroes and members of other minority groups are denied an opportunity to participate, the objectives of the general education program are being violated. It is gratifying to note that a high percentage of department chairmen reported that Negro students and members of other minority groups are not denied an opportunity to participate in extra-class activities with white students.

The extra-class program should be continually evaluated and improved in the light of the objectives of general education and authoritative recommendations. Constant improvement will insure the kind of program that can effectively contribute to the outcomes of general education.
CHAPTER XV

A SUMMARY AND INTERPRETATION OF THE SIGNIFICANT FINDINGS IN THIS STUDY INCLUDING RECOMMENDATIONS FOR THE IMPROVEMENT OR CONSTRUCTION OF GENERAL EDUCATION PROGRAMS IN MEN'S UNDERGRADUATE PROFESSIONAL CURRICULA IN PHYSICAL EDUCATION

A Summary and Interpretation of the Significant Findings in This Study As Revealed in Chapters Two and Three

The significant findings, as indicated by the literature on general education, and as reported by the department chairmen in men's physical education, are discussed and interpreted below.

Philosophy

(1) A high percentage of the department chairmen indicated that they have formulated, or prefer, a philosophy which closely reflects that of the general education movement. This philosophy, as expressed throughout the literature, is characterized by non-specialized, non-technical education oriented toward preparing the student for intelligent living and competent citizenship in his society and world community. This philosophy was agreed to by 86.92 per cent of the department chairmen.

As all programs of education are founded upon and affected by a basic pattern of beliefs, so is the general education movement. Increased impetus away from the traditional approach in general education, is one of the major
ideas propagated in the literature. It is believed, by the advocates of the general education movement, that the needs of the student, as a citizen in a democratic society and world community, should be a major factor in formulating a program of general education.

As ideas and beliefs formulated into a pattern of philosophy is basic for instituting changes of any kind, the high percentage of department chairmen agreeing with the philosophy of the general education movement becomes very significant. It can be assumed from this evidence that the general education movement will gain in impetus during the next few decades, as it has in the past.

(2) A fairly high percentage of the department chairmen reported that the general education program at their institutions only partly reflects their own personal philosophy on general education. This was reported by 67.29 per cent and was very evident throughout the questionnaires because many of the department chairmen indicated practices in their institution's general education programs which were contrary to the philosophy of the general education movement with which they had previously agreed. Assuming that these department heads will use available opportunities to suggest modifications in their institutions general education programs, many desirable general education practices should become evident in ensuing years.
(3) The literature in the field of general education strongly recommends that general education should not be considered professional by nature. The aim of general education demands that it be organized around social and cultural objectives, related to student's personal needs and contemporary problems. General education is the education of all students for non-vocational life.

General education is education for all students no matter what their professional plans may be. The student preparing to become a physical education teacher should have the opportunity to experience the same kind of general education course work as the students who hope to become doctors, lawyers, or engineers. This idea was agreed to by 77.57 per cent of the department chairmen. Such a high percentage shows that general education will, not only, remain a non-professional type of preparation at most institutions, but will become increasingly divorced from the professional implications surrounding it while it is involved in the traditional type of program. This traditional program contains course work which is often taught by a specialist in a certain academic area and which is oriented toward preparing future specialists. This practice is, however, antagonistic to the non-professional objectives of the general education movement.

(4) Many writers in the area of general education tend to believe that general education should be considered as
equal in importance with professional education. It is pointed out that while general education is concerned with the non-specialized activities of living, it should by no means be considered antagonistic to vocational education. General education will help the student better understand the significant problems of his major field of interest and will, also, aid him in relating his major field to other areas within the program of higher education.

A very high percentage, 90.65 per cent of the department heads agree that general education should be considered of equal importance with professional and specialized education in teacher education. It can be assumed from this evidence that at many colleges and universities general education will continue to be considered as equal in importance with professional education. It may also be assumed that many institutions may re-evaluate their programs, placing general education on a par with professional education. A re-evaluation of this type could considerably upgrade general education programs throughout the United States.

Objectives

(5) The objectives of the general education movement are firmly implanted in the basic philosophy of this movement, which reflects a non-professional, functional approach to education. The literature in the area of general
education emphasizes the importance of each educational institution on a faculty wide basis, working toward the objectives of general education. This immediately puts the responsibility for furthering these objectives upon all divisions of the college.

This study disclosed that 69.16 per cent of the department chairmen indicated that, at their institutions, general education is considered to be a faculty-wide responsibility of all the divisions of the college and all work toward its objectives. A fairly high percentage of department heads indicating this practice seems to indicate that, at many institutions in the United States, all of the instructional divisions are cooperating in the propagation of general education objectives and that the responsibility for promulgating these objectives has not fallen to one area. The acceptance of this important principle will add much strength to the general education movement.

(6) The literature in the area of general education, also, advocates that each institution, on an institution wide basis, formulate a written set of objectives for general education, based upon the particular needs of its students. The objectives of any program are basic to the success of that program, and for this reason, the objectives of general education should be decided upon cooperatively and put in written form for easy referral and to indicate acceptance by all faculty members.
The questionnaires indicated that 41.12 per cent of the department heads stated the faculty at their institutions, on an institution wide basis, has formulated a written set of objectives for general education. However, 44.65 per cent did not report as to whether a written set of objectives had been formulated at their institutions, either on an institution wide basis or on a physical education department basis. This may indicate that there are no objectives whatsoever for general education at these institutions.

Each institution must put forth renewed effort to formulate a written set of objectives for their students. If an institution does not have a written set of objectives, the physical education faculty should compose a set of objectives for general education until institutional objectives have been formulated.

Amount of General Education

(7) Many different amounts of general education are recommended as satisfactory for programs of teacher education. While there is wide agreement among the various writers, that general education should be a part of the teacher's professional program, there is little agreement as to the amount of general education that should be instituted. Recommendations range from three-eights to four-fifths.
It was determined by this study that 26.17 per cent of the department chairmen stated that, of the total semester or quarter hours required for graduation of male physical education majors, one-half of the credit hours are devoted to general education. Close behind this, 23.36 per cent reported that one-fourth of the total hours required for graduation was devoted to general education. Item four in the philosophy section shows that 90.65 per cent of the department heads believe general education should be considered equal in importance with professional education. While this practice is not to be found in the majority of institutions, this belief is held by many and if continued, should eventually have some effect on the amount of credit hours devoted to general education.

The above data may indicate that more credit hours than ever before, are being devoted to the general education area at many of our educational institutions that prepare teachers. As interest in the general education movement grows there will be more credit hours added to programs of teacher education.

(8) Recommendations, as to the number of years that should be devoted to general education, varies throughout the literature. These recommendations range from one year to all four years, but in a diminishing amount.

There seems to be a growing tendency toward recommending that general education course work be encouraged
throughout the total four year period of a teacher's preparation. The four year plan provides for a large amount of time to be devoted to general education during the first year with decreasing amounts of time spent for general education the next three years. Those that favor this plan argue that, by means of it, students will have more opportunity to relate their vocational interests to general education. This may motivate a more favorable point of view within the student toward general education.

A growing interest in the four year plan for general education can be seen by the 46.73 per cent of the department chairmen who related that undergraduate physical education majors take general education course work in all four years, but in diminishing amounts. The next highest report was given by 29.91 per cent of the department heads who stated that general education course work is limited to only the first and second year at their respective institutions. In previous years, having students devote a major portion of their first two years of college work to the general education area was a very popular means of meeting the general education requirements. This usually resulted in postponing student's vocational interests until the last two years of college work. This delay in experiencing vocational course work, many times, prohibited students from discovering, until their third year in college, if they really were as interested in a certain vocational area
as they thought they had been. Also, it afforded little opportunity for the student to relate his general education work to his vocational course experiences. With movement away from the two year block of time and increased interest in distributing general education over a four year period, the professional interests of the student, as well as his personal needs, can more readily be served by the general education area.

**Administrative Structure**

(9) There are many kinds of administrative structure reported in the literature. Although no type has unanimous approval it is recommended that some type exist for general education. The kinds recommended are: departmental; separate college responsible for general education; divisional and; interdepartmental structure.

The development of the integrated course, which cuts across subject matter lines, has tended to cause the divisional and interdepartmental types to grow in popularity. This growth is shown by 42.99 per cent of the department chairmen who indicated that their administrative structure for general education is organized on an interdepartmental basis where departments cooperate but work independently. Next, 28.04 per cent stated that the divisional type was the kind to be found at their institutions. It is also interesting to note that both of these types of structure lend
themselves to the development of the integrated course. With the growth in popularity of these two types of structure, the integrated course has the proper academic environment to germinate and blossom forth as an important type of course organization in the area of higher education.

(10) There is no unanimous agreement as to the type of administrative responsibility that is best for the general education program. However, it is recommended that some type of responsibility be provided for the leadership of the general education program. Writers in the area of general education list several possible types of responsibility and leadership for the general education program. These include: director of general education; college-wide standing committee; the deans of the general college or liberal arts college and; an interdepartmental committee.

In item (9) above, it can be seen that the most prevalent kind of administrative responsibility reported was the interdepartmental type of structure. It is then not surprising to note that 29.91 per cent of the department heads indicated that administrative responsibility, at their institutions, is given to an interdepartmental committee which coordinates courses offered in the respective departments of their institutions.

The trend, for a long period of time, in the field of higher education, has been toward democratic administrative responsibility in all aspects of college administration.
The area of general education seems to be following this pattern, because the literature contains increasing amounts of writings which discuss the attributes to be derived from delegating general education responsibility to more than one individual. The college-wide standing committee was designated as the type of administrative responsibility, at their institutions, by 10.26 per cent of the department heads, which seems to further emphasize interest in a co-operative type of leadership for the general education program.

Both the interdepartmental committee and the college-wide standing committee lend themselves well to the development of the integrated course. Perhaps, as interest increases in these types of administrative responsibility, more integrated courses will be initiated. However, these courses depend heavily upon close cooperation among the various academic areas within the college.

Faculty Preparation

(11) There is wide agreement, in the literature on general education, that the doctor of philosophy degree programs are adequate for preparing research personnel, but not for preparing teachers of general education. The general education teacher must be able to see the relationship of his field to other areas of education. The general education teacher must understand the needs of students as
well as the social issues and problems of the day. He needs a broad divisional type of background that will enable him to see the possible applications of his field to the major problems of civilization.

Of the department chairmen participating in this study, 67.29 per cent agreed that the doctor of philosophy program, as it is organized in most graduate schools today, is good for preparing research personnel, but not for providing the broad divisional type of preparation that teachers of general education need. The fairly high percentage agreeing with this idea shows that there is a growing concern for this problem in the field of higher education. This concern is further indicated by the fact that 77.57 per cent of the department heads agreed that one of the most important problems in general educational programs is getting qualified faculty to teach general education courses. The general education program can only be as good as its individual teachers. Properly prepared faculty members teaching in a program of general education will insure the effectiveness of that program by more adequately helping students attain the objectives of general education.

(12) The questionnaires sent in connection with this study asked department heads to rate the preparation of faculty persons now teaching in the general education program at their institutions in one of the three following
ways: well prepared; moderately well prepared; not well prepared. Over half, 51.40 per cent rated the faculty persons, now teaching in the general education program, as moderately well prepared. This shows that there is some doubt on the part of department chairmen as to the adequacy of preparation possessed by many faculty persons now teaching in general education programs. This is not surprising considering the growing concern over the problem of faculty preparation which is discussed in item (11).

Graduate schools must assume the leadership for solving this problem by instituting a new divisional type of preparation, coupled with many opportunities for teaching experiences, in the area of general education.

The Library

(13) The library is a vital intellectual force in any general education program. The authoritative literature on general education consistently emphasizes this idea.

The development of the integrated course makes necessary increased use of library facilities and services. A wide variety of library materials are valuable aids to the instructional goals of the integrated course.

The objectives of the library in a program of general education must be identical with that program. Service to the student, by helping him with his interests, needs, and problems, becomes a very important part of the library
program in general education as well as in other areas of higher education.

Department chairmen in physical education were asked to rate the library facilities at their respective institutions as "poor", "fair", "good", or "excellent". It was found that 49.53 per cent reported that the library facilities at their institutions are "good" for carrying out an adequate program of general education. It was also ascertained that 32.71 per cent believe their library facilities are "excellent" for carrying out an adequate program of general education. These findings indicate that the library facilities, at most of the institutions which participated in this study, are adequate for a program of general education.

Library facilities, at all institutions, must be continually evaluated and improved, if the general education program is going to remain an effective part of a college's total educational program.

(14) There is a consensus in the literature on general education, that the librarian and key members of his staff should be considered members of the college faculty with the same professorial rank as other staff members. The librarian has multiple responsibilities, not only, in the general education program, but also in other areas of the college program. He is often involved with curriculum building, evaluation, program operation, administration, and further planning.
The general education movement has motivated the development of departmental and divisional libraries which function in connection with integrated courses offered in the various areas of the general education program. These special libraries necessitate specialized preparation on the part of the librarian and very closely involve him in the instructional aspects of the integrated course program. Added responsibility, such as this, points up the need for well prepared librarians who are given professorial rank the same as other faculty members.

It was pointed out by the questionnaire returns that there is a great amount of agreement on this problem because 84.11 per cent of the department heads stated that the librarian and key members of his staff, working in the general education program, should be members of the faculty with the same professorial rank as other faculty members. This same belief may be fairly evident throughout the field of higher education because over half or 53.27 per cent reported that the head librarian and other key staff members do hold professorial rank at their institutions. As this trend increases, not only the general education program, but, also, all areas within the field of higher education will be substantially supplemented and improved.
Humanities

(15) The humanities, in general education strive to help man understand "the good life" through the cultivation of value judgments within the individual.

The subject areas within the humanities program emphasize the intellectual, esthetic, and ethical values of man's heritage. Literature and the fine arts compose the core of all humanities courses. It is interesting to note that 90.65 per cent of the department chairmen reported literature as a course area, in the humanities program, which their major students experience. The second highest area designated as a course in the humanities program was speech because 77.57 per cent of the chairmen stated this subject area. The cultivation of correct habits in regard to speech and the development of public speaking techniques are very valuable attributes for any prospective physical education teacher.

Department chairmen were asked to indicate the number of general education courses in the humanities area which most of their major students experience and 23.36 per cent reported that their majors took over five courses, but did not state a specific amount. This indicates a lack of awareness by many department chairmen as to the number of courses in this area that their major students are experiencing. It is important that those responsible for the teacher education program in physical education become aware of the
number of courses experienced in the humanities area, as well as courses in other areas of the general education program. In order to more effectively evaluate their teacher education program, and, also, to become cognizant of student needs in relation to the various areas within the general education program, collecting information of this type becomes a necessity.

The next largest number of the department chairmen, 20.56 per cent stated that most of their major students experience two general education courses in the humanities. Most teacher education programs, as well as our society tends to emphasize social and scientific learning, so this data is not surprising. However, there is greater need in our modern age than ever before for balance between scientific and esthetic values in all aspects of our culture.

The questionnaires, also, revealed that 57.009 per cent of the physical education department heads stated that humanities courses in the area of general education are on both an elective and required basis. A program based upon the needs, interests, and problems of students will be oriented more toward elective than required courses because enough elasticity must remain so that students can be channeled into the course areas where work is most needed.

(16) Course organization in the humanities is rather varied. The three types of courses most often found are:
traditional, single introductory type course; survey course and; the integrated course which cuts across subject matter lines.

While there has been movement toward the integrated course, in recent years, progress has been rather slow. This can be seen by the fact that 42.99 per cent of the department chairmen indicated that the most prevalent type of course organization in the humanities area, which major students in physical education experience, is the traditional single introductory type course. However, there is a definite sign of movement toward the integrated course because 22.43 per cent of the department heads reported this type of course organization as being most prevalent at their institutions. The survey course seems to be slowly decreasing in popularity because only 20.56 stated this type of organization.

Social Science

(17) Acquainting students with modern social problems is the most common objective emphasized by the social sciences in general education. The social science area provides a wide range of courses which help students understand the social, economic, and political problems of the day.

Both American history and sociology were indicated by 75.70 per cent of the department chairmen as course areas
in the general education social science program in which physical education majors had experience. These subject areas are both very important in helping students understand the many persistent social problems of their culture. This is one of the major objectives of the general education social science program.

Psychology was reported by 73.83 per cent of the department chairmen as a course area in the social science program which major students experience. This subject area is very basic for all students who are preparing to become teachers and, for this reason, it is logical that a high percentage of the department chairmen indicated this subject.

It was disclosed by 27.10 per cent of the department chairmen that most of their major students take four social science courses in the general education area. Also, 15.69 per cent reported that most of their major students experience three general education courses in the social sciences. This data shows that, at the participating institutions, major students probably take a few more courses in the social science general education program than in the humanities program. However, it cannot be conclusively determined because 23.36 per cent of the department chairmen related that their major students experienced over five courses in the humanities area but they were not certain of the total number.
It was, also, indicated by 52.34 per cent, or over half of the department chairmen, that courses in the social science program in general education are on both an elective and required basis for their major students. This compares very favorably with the findings in the humanities area because 57.009 per cent of the department chairmen reported that courses in this area are on both an elective and required basis for their major students. There seems to be a trend away from a rigidly proposed program of course work in both the humanities and social science areas in general education. More courses placed on an elective basis in all areas of the general education program, coupled with a strong program of student personnel services, will better enable the general education program to meet the significant needs of its students.

(18) There are three main types of course organization recommended for the social science area in general education, as there are similar types recommended for the humanities area. These are: the traditional, single introductory type course; the survey course and; the broad integrated course, which cuts across subject matter lines. While the trend toward the integrated course has been rather slow the social science area has contributed much to the development of the integrated course during the last decade.

The traditional, single introductory type course was reported by 51.40 per cent of the department chairmen as the
most prevalent type of course organization in the social science area which is experienced by their major students. This is the same type of course organization most prevalent in the humanities area. See item 16.

It was, also, reported by 21.40 per cent of the chairmen that the integrated course, which cuts across subject matter lines was the most popular kind of course organization at their respective institutions. This compares very closely with the 22.43 per cent who indicated this type of course organization for the humanities area.

The survey course was reported by 15.89 per cent of the department heads to be the most typical type of course organization at their institutions. The survey course in the humanities area was reported by 20.56 per cent of the department heads. The low percentage indicating this type of course organization, plus increased criticism of the survey course, throughout the literature on general education, tends to hinder the growth of this type of course.

While it is very evident that the majority of courses in the humanities and social sciences are still organized along traditional lines, writers in the area of general education are increasingly stressing the attributes of the integrated course. This increased interest plus the popularity of the integrated course over the survey course as revealed in this study, seems to indicate that in the next
few decades, the integrated course could replace the traditional, single introductory course as the most prevalent type of course organization in the humanities and social science areas.

Science

(19) Science, in the area of general education, is concerned with helping students understand its more functional aspects. The techniques of critical thinking and scientific methodology are emphasized along with the history, philosophy, and great literature of science.

Courses in the general education science program are drawn from all areas of science including mathematics.

Professional programs of physical education have, from the beginning, stressed the various sciences, although most emphasis is usually placed upon the biological sciences. Interest in the biological sciences is shown by the fact that 75.70 per cent of the department chairmen stated the specific subject area of physiology was a course in the science program in general education at their institutions which major students in physical education experience. The total area of biological science was reported by 74.77 per cent of the department heads and 73.83 per cent indicated anatomy. It can be seen that these subject areas all relate closely to the functioning of the human body which is of major concern to the physical education area.
The department heads, also, reported that general education courses, in the area of science, do count as science foundation courses for professional course work in physical education. This was strongly recommended in the literature.

With strong emphasis in the professional programs of physical education toward a scientific background, it is not surprising to find department chairmen revealing that their major students experience more course work in the science program in general education than in the humanities or social science programs. It was revealed by 24.30 per cent of the department chairmen that most of their major students take four general education courses in science. Also, 15.89 per cent stated that most of their major students take two courses and 14.95 per cent indicated most of their major students take five general education science courses. From the data reported by those participating in this study, it can be concluded that physical education majors experience most general education course work in the area of science, next social science (see item 17), and lastly, humanities (see item 15).

A large number, 61.68 per cent of the chairmen related that general education courses in science at their institutions are on a required basis for their major students in physical education. Here again the strong emphasis of science upon the teacher education program in physical
education can be seen. Courses in the humanities (see item 15), and social sciences (see item 17), are on both an elective and required basis.

While physical education is closely allied with the area of science, this relationship need not manifest the rigid science requirements found at many institutions. There should be elasticity in the general education science program. Students must have the opportunity to select science work from the general education program which is adapted to their needs, abilities and interests. Only in this manner can the objectives of general education be fully attained and the best interests of all students served.

(20) Writers in the science area in general education have recommended several different types of laboratory experiences that can accompany general education courses in science. These are: reading about experiments; watching demonstrations of experiments and; actually performing experiments. The literature in the area of science reveals that while different types of laboratory experiences are recommended for general education courses, still the most popular type of experience is where the student actually handles laboratory equipment and performs experiments. The findings in this study, also, indicate this type of experience to be the most popular at participating institutions, because 72.90 per cent of the department heads related this type.
As new and different types of general education courses are developed there will be increasing need to adapt the type of laboratory experience to the aim and objectives of each course. Some course experiences will lend themselves to one type of laboratory experience better than others. Through experimentation the correct type of laboratory experience can be found for each general education science course.

(21) The organization of general education courses in the area of science is found to be rather varied. The three types of course organization most prevalent are: the traditional, single introductory type course; the survey course and; the integrated course. These types are, also, the most prevalent in the humanities and social science areas. The type of course organization reported most by the department chairmen was the traditional, single introductory course for 51.40 per cent related this type. Next 16.82 per cent indicated the integrated course and 14.02 per cent stated the survey course. The same order can be observed in the humanities (see item 16) and the social sciences (see item 18).

The survey course is becoming less popular in the science area, as was, also, seen in the humanities and social science areas. Movement away from the survey course has been slowly toward the broad integrated course which cuts across subject matter lines. This type of course is receiving much favorable comment in the literature on science in general
education. This, also, is true in the areas of the social sciences and humanities. The findings in this study, also, seem to indicate that the integrated course is slowly gaining in popularity in the science, humanities, and social science areas.

From the data revealed in this study, it can be seen that the traditional, single introductory type course, the integrated course, and the survey course, in that order, are the most prevalent kinds of course organization in the humanities, social science, and science areas. As the general education movement gains impetus and its basic philosophy and objectives become more widely accepted, there should be increased movement toward the integrated course in general education programs throughout the United States.

Student Evaluation

(22) A successful program of student evaluation, in general education, requires the collective efforts of faculty, administration, and students.

There has been a wide range of devices developed for evaluating the outcomes of general education. Among these are: objective tests, essay tests, questionnaires, oral tests, rating scales, sociometric techniques and audio-visual tests.

It was reported by the physical education department chairmen that the objective test was a type of evaluative
device used in the general education programs at their institutions. This was related by 97.20 per cent of the chairmen. Close to this, 92.52 per cent reported the essay test. These two devices still remain the most frequently used types of evaluative devices in all areas of higher education. However, as new courses are constructed in the area of general education, it will remain necessary to continually experiment and develop evaluative devices that will meet the objectives of these new courses.

The literature in the area of general education reveals that examinations in general education are given in different institutions throughout the United States at many different times. These times range from generally the same time as in other courses, to examinations given, only, at the end of a two year period of general education coursework. It was stated by 97.20 per cent of the department heads that examinations in general education, at their institutions, are given at generally the same time as in other courses. The examination plan for general education, in the last analysis, will depend upon the philosophy and objectives of the program at each individual institution. The literature in the field and, also, the research in this study indicates that the examination plan, at the majority of institutions, in the general education area, is relatively the same as in other areas of higher education.
Course Organization

(23) The literature, in the area of general education, has continued, over the past two decades, to show a great amount of interest in the integrated type of course organization. Writers have continued to call for the development of new courses which draw their materials from wider divisions of knowledge. The interest in the development of such courses can be seen by the fact that 78.50 per cent of the department chairmen agreed that the objectives of general education necessitate the development of courses which draw their materials from wider divisions of knowledge and which are intimately related to the psychological process which people use in dealing with problems of everyday life. Also, in conjunction with this idea, 73.83 per cent of the department chairmen agreed that the single introductory course, taught by a subject matter specialist and oriented toward the student who plans to specialize in the subject area, is not adequate for meeting the general education objectives of physical education majors. In the humanities, social science, and science sections, the most prevalent type of course organization is the traditional, single introductory type course.

It can be concluded, from the above findings, that department chairmen are not in full accord with course organization of this type. Stressing this conclusion even more, is the fact that 57.94 per cent of the department
chairs;men related that the type of course organization, in
general education, they most favored is the integrated
course which cuts across subject matter lines. Only 17.76
per cent of the department heads reported both the survey
course and the traditional introductory course to be the
type they most favored.

From the above data, it can be assumed that course
organization, in general education, will continue to move
toward the integrated course with more institutions adopt­
ing this type of course organization in coming years. This
will better enable students to attain the objectives of
general education at their various institutions.

(24) Department chairmen were asked to rate the course
organization, in general education at their institution, as
either traditional, moderately traditional, moderately pro­
gressive, or progressive. It was reported by 42.06 per­
cent that the course organization at their institution was
moderately traditional. It was, also, stated by 33.64 per­
cent, that their course organization was moderately progres­
sive. While it is difficult to determine something such as
this on an exact basis because of the differences existing
in the interpretation of terminology, the rating given by
the department chairmen seems to be relatively correct. The
initiation of more courses along integrated lines has tended
to keep the course organization in many general education
programs from becoming completely traditional and it has, also, tended to cause others to become moderately progressive.

Guidance Implications

(25) One of the most important ways of adapting the general education program to the needs of students is by means of a strong guidance and counseling program. Through testing and counseling, students are better able to understand the areas in which they need to experience general education course work.

There are several different plans for the advising and counseling of students reflected in the literature on general education. These are: professors within the student's major department responsible for general education counseling; designated general education counselors; deans of men or women doing counseling and; residence hall counselors.

It was determined by this study that, at 73.63 per cent of the participating institutions, faculty members in the department of physical education are responsible for counseling physical education major students in regard to general education courses. However, 49.53 per cent of the department chairmen indicated that general education courses are required of every student without the aid of prior guidance. It can be concluded that at approximately one half of the institutions participating in this study, there
is no diagnostic testing and counseling program working in relation with the general education program. This can, also, be seen by the fact that at 18.69 per cent of the institutions, department chairmen stated that course work in general education is recommended after physical education students relate their interests and felt needs, but without previous diagnostic testing. At only 14.02 per cent of the institutions is a series of tests taken to point out the student's interests, needs, and aptitudes.

If students are going to have the opportunity to be helped by means of the general education area, they must have a sound guidance and counseling program that will aid them in selecting experiences which will contribute to their interests, needs, and problems. Only in this way can experiences in the general education area contribute effectively to the objectives of this movement.

The Extra-curriculum

(26) It is strongly stressed, in the literature on general education, that all of the resources in a college community be utilized in helping students attain the objectives of general education.

Extra-class activities of all types including student government, student organizations, athletics, religious activities, and community service organizations must be utilized in helping students attain desired outcomes in general education.
This study found that athletics was the extra-class activity attracting the highest number of participants among physical education majors. The results showed 98.14 percent of the department chairmen mentioning this activity. The next highest extra-class activity mentioned was club and organization membership with 81.31 percent of the chairmen reporting this.

It is very important that major students in physical education be encouraged to participate in various extra-class activities if the objectives of general education are going to be reached. Concentration of students in only a few of the many extra-class activities will not provide the breadth of experiences so necessary for a teacher and leader in this modern social order.

A definite plan for the preparation of student leaders and student officers should be initiated at all institutions not having a plan of this type. A plan for preparing student leaders will generally strengthen the total extra-class program and better enable that program to meet its objectives.

It was reported by over one half of the chairmen, 51.21 percent, that there was not a plan for preparing student leaders in the extra-class program in operation at their institutions. However, a definite plan for preparing student leaders was in operation at 41.12 percent of the institutions.
Those institutions that do not have a plan for the preparation of student leaders should organize such a program. A student leadership plan in connection with the extra-class program will afford an excellent opportunity for physical education major students to gain valuable leadership experiences. A program of this type will, also, solve many of the problems connected with obtaining leadership for the extra-class program.

(27) All extra-class programs must be organized on democratic principles. This cannot be accomplished if Negro students and members of minority races are denied participation in the extra-class program. Writers in the area of general education strongly stress that the objectives of general education cannot be fully met if any segregation practices are employed.

It is gratifying to note that 74.77 per cent of the department chairmen stated that Negro students and members of other minority groups are not denied opportunities to participate in extra-class activities. It is sincerely hoped that in the light of the recent Supreme Court rulings and, also, in the light of basic moral values, all institutions practicing discrimination will modify their program so it will propagate, at all times, the highest democratic and moral principles.
Department heads were asked to generally rate the effectiveness of the extra-class program at their institutions as fully, moderately, or not at all meeting significant general needs of their major students. It was found that 77.75 per cent indicated that they believed the extra-class program at their institutions was "moderately" meeting the significant general education needs of their physical education majors. Only 10.28 per cent indicated that they believed the extra-class program is "fully" meeting their major students significant general education needs. Continual evaluation and improvement of all extra-class programs must be made in the light of, not only, the objectives of the general education program, but, also, the total educational program of the college. When a program of evaluation and improvement is followed, the students, who are being served by the educational institution, will be assured of a more dynamic and educationally sound extra-class program.

Recommendations for the Improvement or Construction of General Education Programs in Men's Undergraduate Professional Curricula in Physical Education

Based upon the authoritative literature used in this study and the findings reported by department chairmen in men's physical education, the following recommendations are
made for the improvement or construction of general education programs in men's undergraduate professional curricula in physical education:

**General**

(1) It is recommended that all department chairmen and other faculty members responsible for the professional preparation of physical education teachers become thoroughly acquainted, not only with the general education curriculum requirements of their major students but also with their institution's program of general education. Many department chairmen, in answering the questionnaires, indicated they were not thoroughly aware of the general education requirements of their major students or their institution's general education program. It is, also, recommended that all faculty members responsible for the professional preparation of physical education teachers acquaint themselves with the significant problems surrounding the area of general education, perhaps, devoting several staff meetings each year to this important aspect of teacher education.

**Philosophy**

(2) The functional philosophy of the general education movement, characterized by non-specialized, non-technical education oriented toward preparing the student for effective living should be used as a basis for program construction or improvement in general education. Those faculty persons
responsible for the program in the area of general education should adapt a functional philosophy of general education to the needs of their students and institutions.

(3) General education should not be considered professional by nature and, therefore, should be the same for all students no matter what their professional plans may be. Physical education major students as well as students in other areas should have similar opportunities and experiences in the area of general education.

(4) General education should be considered of equal importance with professional and specialized education in men's undergraduate professional programs of teacher education in physical education.

Objectives

(5) General education should be considered a faculty wide responsibility of all the divisions of a college preparing physical education teachers and all college divisions should work toward its objectives.

(6) A written set of objectives for general education should be formulated on an institution wide basis, to fit the particular needs of its students. In institutions where this is not possible at the present time, each department of physical education should formulate a written set of objectives for their students.
Amount of General Education

(7) Of the total semester or quarter hours required for the graduation of physical education major students, from one-fourth to one-half of these credit hours should be devoted to the area of general education. This amount of emphasis will provide the type of background necessary to enable the future teacher to become an effective citizen, teacher, and leader in our troubled world.

(8) General education course work should be taken in all four years of college work but in a diminishing amount. The first and second years should contain the greatest percentage of general education course work with lesser amounts during the last two years. Distributing general education work over a four year period will enable the physical education student to better relate his general education course work to his professional and subject matter experience. It will, also, enable the student to receive a more comprehensive coverage of the general education area, by not having to pack all of his general education courses into the first or second years of his college work.

Administrative Structure

(9) The administrative structure for general education should be organized on some type of interdepartmental or divisional structure. The interdepartmental type of organization where departments cooperate, or the divisional type of structure where subject matter fields are brought together
enables a higher degree of correlation to take place between subject areas. It, also, motivates the development of the broad integrated course which cuts across subject matter lines.

(10) Administrative responsibility for general education should be granted to either an interdepartmental committee or a college-wide standing committee, which will coordinate general education courses offered in the respective departments of a college. Since general education should be the responsibility of all divisions within a college, representatives from each division should be given the responsibility for coordinating general education work. The committee type of responsibility will not only provide a more democratic approach to general education responsibility, but it will establish an environment where closer cooperation between divisions within a college can take place.

Faculty Preparation

(11) Faculty persons teaching within the general education program should have a broad divisional type of graduate school preparation as a qualification for teaching. Graduate schools throughout the United States must take the necessary steps to provide this type of education. The narrow type of preparation, oriented toward preparing research personnel, is not adequate for preparing a teacher for the general education program.
The Library

(12) The library facilities for carrying out a program of general education should be excellent. The library is increasingly carrying a heavier responsibility in the general education area through the materials and services it is called upon to contribute to the course offerings within the general education program.

(13) The head librarian and key members of his staff, working in the general education program, should be members of the faculty with the same professorial rank as other faculty members. The head librarian and other key staff members working with students in the general education program not only aid the students in obtaining necessary course materials but often have opportunities to supplement classroom instruction.

Humanities

(14) Physical education major students should experience general education course work in the humanities area but no arbitrary number or kind of humanities courses can be recommended for all students. Each individual should have the opportunity to elect the number or kind of courses that will meet his particular needs. One student's background and proficiency will be different from another's, and for this reason it will be necessary for students to experience various amounts of course work in the humanities program.
(15) More integrated type courses which cut across subject matter lines should be developed within the humanities program in general education. Courses that offer a broad orientation to a subject area, bringing together wide divisions of knowledge in a functional manner. Courses that allow students to relate course learnings to their own personal problems and the problems of our ever changing world.

Social Science

(16) Physical education major students should experience general education courses in the social science area, but as in the humanities area, no arbitrary number or kind of social science courses can be recommended for all students. Every student should have the opportunity to elect the number or kind of courses that will contribute to his particular needs.

(17) Integrated courses which cut across subject matter lines and which deal with the functional uses of knowledge should continually be developed for the social science program in general education. The social science area lends itself particularly well to the integrated type of course organization because of the close relationship which exists between the many divisions of knowledge within this area.
(18) Physical education major students should experience general education course work in the area of science, but as in the humanities and social science areas, no arbitrary number or kind of science courses can be recommended for all students. Every student should have the opportunity to elect the number and kind of courses that will meet his individual needs.

(19) General education courses in the science area should count, along with other types of science courses, as science foundation courses for professional course work in physical education. The physical education student who takes a general education science course, in the implications of modern science for civilization, can derive many benefits from this type of course, which will help him to better understand his professional course work in physical education.

(20) Laboratory course work for general education courses in science should fit the aim and objectives of each course. If a general education science course is mainly concerned with teaching scientific methodology then students should have the opportunity to handle laboratory equipment and to perform experiments.

If a course is mainly concerned with the history of modern science, the students could profit from reading about past researchers and the monumental scientific experiments of the past.
As new types of general education courses are developed in the area of science, time and effort must also be given to the development of new types of laboratory work which will be in keeping with the aim and objectives of each new course.

(21) New integrated types of general education courses which cut across subject matter lines should be developed for the science area. These courses should draw their materials from wider divisions of knowledge and should be related to the functional aspects of science, as related to the many problems of our civilization.

Student Evaluation

(22) New types of evaluative devices and techniques should be applied and developed for measuring student progress in the general education program. New kinds of preference scales, inventories, and rating sheets should be developed. These devices should be used in relation to the particular aim and objectives of each general education course. Since general education courses are oriented toward the functional uses of knowledge in solving individual student problems, as well as the problems of modern society, the evaluative devices and techniques must in many instances differ from conventional methods.

(23) Examinations for determining student progress in the general education area should be in keeping with each
particular educational institution's policy for giving examinations in the general education program.

**Course Organization**

(24) The objectives of general education necessitate the development of new courses, of the integrated variety, for all areas of the general education program. These courses should draw their material from wider divisions of knowledge not closely related to the internal logic of a subject and they should be correlated to the psychological process which students use in dealing with their everyday problems. Courses should be oriented toward the functional uses of knowledge helping students to better understand the problems of not only their own society but their world in general.

(25) The traditional introductory type of course, taught by a subject matter specialist and oriented toward the student who plans to specialize in the subject area, is not adequate for meeting the general education needs of students. This traditional, specialized, approach is useful for preparing future specialists within a subject area but it is not recommended for attaining the objectives of general education.

**Guidance Implications**

(26) Designated general education counselors, specially prepared for counseling in the general education area, along with a professor from the student's major
department, should be responsible for counseling the student about general education course work. Both the professor and counseling specialist should act as a team in helping the student plan course work throughout his undergraduate experience that will meet his individual general education needs, interests, and problems. A guidance team such as this can better aid each student in planning a functional program, that will not only aid the student's adjustment to college life in general but will prepare him for assuming a role of leadership after graduation from college.

(27) General education course work should be planned by students only after a series of diagnostic tests are taken, to point out the students interests, needs, and aptitudes. This type of testing followed by careful planning will individualize the general education program for each student and more significantly aid the general education area in meeting the individual problems of its students.

Extra-curriculum

(28) The extra-class program should be considered a part of the general education program and each college should continually improve this aspect of it's total program. Also, extra class activities should be continually added to the program on both a college-wide and community-wide basis. All students should be encouraged to participate in a variety of extra-class experiences, oriented toward their individual interests and needs.
(29) Each educational institution should have a plan in operation for the preparation of student leaders and officers for participation in its extra-class program. A program of this type will not only improve the quality of student leadership within the extra-class program, but it will also help this program to better meet the needs of individual students, by providing competent student leadership interested in working toward the objectives of the extra-class program.

(30) Negro students and members of other minority groups must not be denied an opportunity to participate in extra-class activities along with white students. The moral and religious foundations of a democratic society forbids any racial discrimination within the extra-class or total educational programs of our colleges. The extra-class program must at all times be based upon the highest moral and ethical standards if the objectives of general education are to be attained.
A STUDY OF GENERAL EDUCATION IN
MEN'S UNDERGRADUATE PROGRAMS OF TEACHER
EDUCATION IN PHYSICAL EDUCATION

Date________
Name of Institution __________________Location________
Student Enrollment at this Institution_____________________
Name of Individual Supplying Data _________________________
Position________________________________________________

Would you kindly include any mimeographed or printed
data material you have available that will supplement any section
of this questionnaire.

Throughout this questionnaire if you have any additional
comments to make on any section please mark the section
letter on the back of the page and use this additional space.

Section A. Statement on General Education

Here are two statements about general education. Please
read the statements and check (✓) the parenthesis after the
statement which most closely reflects your philosophy on
general education.

1. General education and liberal education differ mainly
in degree, not in kind. It is the difference in orientation:
the function of general education is not to develop the spe­
cialist or the professional technician but to provide for
all students a basis for intelligent living, vocational com­
petence, and citizenship, by providing the breadth of view
and perspective that make the individual a more effective
worker and a more intelligent member of his society and world
in general: (  ).

2. General education should be concerned with a body
of subject matter drawn mainly from the cultural heritage of
the western world. It is specialized education that is pro­
vided only for those that have the intellectual ability to
profit from this type of experience. The course work in
general education should be organized in each particular sub­
ject so as to provide the proper foundation for those stu­
dents that will eventually specialize in the subject area:
(  ).
Please check ( ) the appropriate parenthesis after each of the following statements.

3. General education is not professional by nature and, therefore, should be the same for all students no matter what their professional plans may be: ( ) agree; ( ) disagree.

4. General education should be considered of equal importance with professional and specialized education in teacher education: ( ) agree; ( ) disagree.

5. The program of general education at this institution reflects on my own personal philosophy about general education in the following way: ( ) fully; ( ) partly; ( ) not at all.

Section B. Objectives of General Education

Please read the following statements and check ( ) the parenthesis after the statements which correspond with practice at your institution.

1. The faculty at this institution, on an institution-wide basis, has formulated for all students a written set of objectives for general education: ( ).

2. There is no written set of objectives formulated on an institution-wide basis but this department of physical education has formulated a written set of objectives for general education: ( ).

3. At this institution general education is considered to be a faculty-wide responsibility of all the divisions of the college and all work toward its objectives: ( ).

Section C. Amount of General Education in Your Teacher Education Program

Please read the following statements and check ( ) the appropriate parenthesis.

1. Of the total semester or quarter hours required for the graduation of physical education majors the following amount of credit hours is devoted to the area of general education: ( ) one-half; ( ) three-eighths; ( ) one-fourth; ( ) three-fourths. None of these. Our amount is:_________

2. The general education area at this institution for physical education majors is limited to the following years of undergraduate work: ( ) first year only; ( ) second year
only; ( ) first and second year only; ( ) all four years but in a diminishing amount; ( ) equal amounts in all four years. None of these. Our arrangement is: ________________________

Section D. Administrative Structure for General Education

Please read the following statements and check ( ) the appropriate parenthesis.

1. Administrative structure for general education at this institution is organized in the following way: ( ) divisional structure (e.g., natural sciences, etc.) brings together related subject matter fields and with a broad orientation; ( ) a department of general education responsible for all general education courses; ( ) interdepartmental structure where departments co-operate but work independently; ( ) a separate college for general education such as Basic College at Michigan State University; ( ) the liberal arts college is responsible for general education; ( ) None of these. Our plan is: ________________________

2. Administrative responsibility for general education at this institution is organized in the following way: ( ) interdepartmental committee co-ordinates courses offered in respective departments; ( ) dean or director of general education heading a department or division of general studies; ( ) college-wide standing committee responsible for all general education; ( ) dean of the liberal arts college; ( ) dean of the general college; ( ) None of these. Our plan is: ________________________

Section E. Faculty Preparation for Teaching General Education

Please read the following statements and check ( ) the appropriate parenthesis.

1. One of the most important problems in general education programs is getting qualified faculty to teach general education courses: ( ) agree; ( ) disagree.

2. The Ph. D. program as it is organized in most graduate schools today is good for preparing research personnel but not for providing the broad divisional type of preparation that teachers of general education need: ( ) agree; ( ) disagree.

3. I believe the faculty persons now teaching in the general education program at this institution are: ( ) well prepared; ( ) moderately well prepared; ( ) not well prepared to teach in a program of general education.
Section F. The Library and General Education

Please read the following statements and check (✓) the appropriate parenthesis.

1. The head librarian and key members of his staff working in the general education program should be members of the faculty with the same professorial rank as other faculty members: ( ) agree; ( ) disagree.

2. Only the head librarian holds professorial rank at this institution: ( ).

3. The head librarian and other key members of his staff hold professorial rank: ( ).

4. I believe the library facilities for carrying out an adequate program of general education at this institution are: ( ) excellent; ( ) good; ( ) fair; ( ) poor.

Section G. Humanities and General Education

Please read the following statements and check (✓) the appropriate parenthesis.

1. Physical education majors have course experience in the following areas as part of the humanities program in general education at this institution: ( ) architecture; ( ) literature; ( ) fine arts; ( ) dance; ( ) philosophy; ( ) music; ( ) religion; ( ) foreign language; ( ) speech; ( ) communications. Others not mentioned: ____________

2. Humanities courses for our major students in physical education are on an: ( ) elective; ( ) required basis; ( ) both.

3. Most of our major students in physical education take: ( ) 0; ( ) 1; ( ) 2; ( ) 3; ( ) 4; ( ) 5; ( ) over 5 general education courses in the humanities. Specific number: ____________.

4. The most prevalent type of general education course organization in the humanities at this institution which major students in physical education experience is: ( ) traditional, single introductory type course; ( ) survey course; ( ) integrated course which cuts across subject matter lines.

Section H. Social Science in General Education

Please read the following statements and check (✓) the appropriate parenthesis.
1. Physical education majors have course experience in the following areas as part of the social science program in general education at this institution: ( ) American history; ( ) world history; ( ) economics; ( ) sociology; ( ) geography; ( ) anthropology; ( ) government; ( ) great personalities; ( ) international relations; ( ) comparative religion; ( ) contemporary affairs; ( ) citizenship; ( ) human relations; ( ) psychology; Others not mentioned: ________

2. Social science courses for our major students in physical education are on an: ( ) elective; ( ) required basis; ( ) both.

3. Most of our major students in physical education take: ( ) 0; ( ) 1; ( ) 2; ( ) 3; ( ) 4; ( ) 5; ( ) over 5 general education courses in the social sciences. Specific number:__________

4. The most prevalent type of general education course organization in the social science area at this institution which major students in physical education experience is: ( ) traditional, single introductory type course; ( ) survey course; ( ) integrated course which cuts across subject matter lines.

Section I. Science in General Education

Please read the following statements and check ( V) the appropriate parenthesis.

1. Physical education majors have course experience in the following areas of the science program in general education at this institution: ( ) chemistry; ( ) physics; ( ) biological science; ( ) zoology; ( ) geology; ( ) botany; ( ) mathematics; ( ) anatomy; ( ) physiology. Others not mentioned:__________

2. Do the above checked general education courses in science count as science foundation courses for professional course work in physical education? ( ) Yes; ( ) No.

3. Science courses for our major students in physical education are on an: ( ) elective; ( ) required basis; ( ) both.

4. Most of our major students in physical education take: ( ) 0; ( ) 2; ( ) 3; ( ) 4; ( ) 5; ( ) over 5 general education courses in science. Specific amount:__________
5. Laboratory work for general education courses in the sciences at this institution which our physical education majors experience consists mostly of: ( ) reading about but not actually performing experiments; ( ) watching demonstrations of experiments being performed; ( ) actually handling laboratory equipment and performing experiments. Others not mentioned: ____________________________

6. The most prevalent type of general education course organization at this institution in the sciences which major students in physical education experience is: ( ) traditional, single introductory type course; ( ) survey course; ( ) integrated course which cuts across subject matter lines.

Section J. Student Evaluation in General Education

Please read the following statements and check ( ) the appropriate parenthesis.

1. Check the parenthesis in front of each type of evaluative device listed that is used in general education courses at your institution which physical education majors experience: ( ) objective tests; ( ) essay tests; ( ) questionnaire; ( ) conferences; ( ) oral tests; ( ) observations; ( ) rating scales; ( ) audio-visual tests; ( ) student group reactions; ( ) anecdotal records; ( ) student records; ( ) sociometric techniques; ( ) evaluation of the lives and activities of alumni. Others not mentioned: ____________________________

2. Examinations in general education courses which physical education majors experience are given; ( ) generally the same time as in other courses; ( ) only at the end of each quarter or semester; ( ) only at the end of a one year period of general education course work; ( ) only at the end of a two year period of general education course work. Others not mentioned: ____________________________

Section K. Course Organization in General Education

Please read the following statements and check ( ) the appropriate parenthesis.

1. The objectives of general education necessitate the development of new courses in general education; courses that draw their material from wider divisions of knowledge, courses embodying unusual combinations of subject matter not closely related within the systematic, logical development of a subject, but intimately related to the psychological process which people use in dealing with the problems of every day life: ( ) agree; ( ) disagree.
2. The traditional introductory type course taught by a subject matter specialist and oriented toward the student who plans to specialize in the subject area is not adequate for meeting the general education needs of undergraduate physical education majors: ( ) agree; ( ) disagree.

3. In this institution I would rate the course organization approach to general education work in which undergraduate major students in physical education participate as: ( ) traditional; ( ) moderately traditional; ( ) moderately progressive; ( ) progressive.

4. The type of course organization in general education that I most favor is: ( ) survey course; ( ) single introductory type course; ( ) integrated course which cuts across subject matter lines.

Section L. Guidance Implications for General Education

Please read the following statements and check (✓) each appropriate parenthesis.

1. The faculty members responsible for counseling physical education major students for general education courses are: ( ) professors within the department of physical education; ( ) designated general education counselors who counsel students from several different departments regardless what their year in college may be; ( ) group counseling through a course with a specialist in charge; ( ) dean of men does general education counseling; ( ) residence hall counselor. Others: __________________________

2. The adviser recommends course work in general education to physical education major students only after: ( ) a series of tests are taken to point out the students interests, needs, and aptitudes; ( ) the student relates his interests and felt needs but with no prior testing; ( ) general education courses are required that every student must take with no prior counseling. Others: __________________________

Section M. The Extra Curriculum and General Education

Please read the following statements and check (✓) the appropriate parenthesis.

1. Most of the major students in this department of physical education participate in the following extra-class activities; (Check the two with the highest percentage of participants only) ( ) athletics; ( ) club and organization membership; ( ) student government; ( ) religious activities; ( ) community service. Others: __________________________
2. There ( ) is; ( ) is not; a plan in operation at this institution to train student leaders and student officers for participation in the extra-class program.

3. If your institution has Negro students and members of other minority groups are they denied an opportunity to participate in extra-class activities along with white students? ( ) yes; ( ) no; ( ) only Negro students are denied an opportunity to participate.

4. I believe the extra-class program at this institution is: ( ) fully; ( ) moderately; ( ) not at all; meeting significant general education needs of the physical education major students at this institution.
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AUTOBIOGRAPHY

I, Floyd Douglas Rees, was born in Cleveland, Ohio, October 5, 1925. I received my elementary and secondary school education in the public schools of Cleveland, Ohio.

My undergraduate preparation was experienced at The Ohio State University, where I received a Bachelor of Science degree in education, at the close of the summer quarter, 1948.

After two years of teaching experience at Sullivan High School, Sullivan, Ohio, I attended Colorado State College, where I received the Master of Arts degree in 1951.

I then taught at Rio Grande College and next at Cedarville College, where a leave of absence was obtained in 1953 so that I might work toward a doctor's degree in physical education at The Ohio State University. While in residence there, I had experience as a Recreation Center Director with the Columbus Recreation Department while completing the requirements for the degree Doctor of Philosophy.

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