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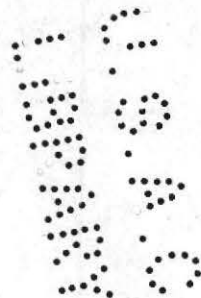
**A STUDY OF THE UTAH STATE AGRICULTURAL COLLEGE
MALE PHYSICAL EDUCATION GRADUATES FROM
1928 TO 1947**

**by
Ralph B. Maughan**

**A thesis submitted in partial fulfillment
of the requirements for the degree**

**of
MASTER OF SCIENCE
in
Physical Education**

1948



**UTAH STATE AGRICULTURAL COLLEGE
Logan, Utah**

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I am also greatly indebted to my wife, whose valuable aid and patience helped very much toward the completing of this thesis.

Ralph B. Maughan

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WESTERN BOND



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CHAPTER I.

INTRODUCTION

Teacher training for physical education majors at the Utah State Agricultural College was instituted in 1923-24.

Because of the great demand for trained leaders in community recreation, playground managers, directors of physical education for high schools, and high school coaches, the physical education department offers an opportunity to major or minor in physical education. (6, p.231)

Each year since teacher training for physical education majors and minors was instituted, a group of male physical education students has been graduated from this institution. These graduates have been placed in coaching, physical education instruction or recreational positions; or they have gone into graduate work; or they have found work in other fields. Many of these "placed" students remained in physical educational positions a few years and then sought employment in some other field. The men leaving the physical educational field each year opened up new positions which were filled by the new physical education graduates. It would be of great importance to the physical education department to know whether it is placing its graduates; how long the graduates remain in physical education, and the apparent reasons why many of them leave the profession.

Importance of the Problem. With the trend to upgrading the educational system, there has been an increased enrollment; consequently, there has been an accompanying increase in the importance placed upon the training of the students for future jobs. John W. Withers states:

The fundamental change in the character and purpose of education, in which the schools have been transformed from a selective institution catering to the needs of a chosen few to a non-selective institution ministering to the needs of the masses, calls for a corresponding transformation of our policies and practices in the professional education of teachers for these schools. (4,p.27)

If investigations indicate that students are being trained for non-existent jobs, then a problem certainly exists. In the past, it has been said that this overcrowding of the physical education field was an actuality rather than a possibility. If this is true today, it is the problem of the colleges to adapt its training of physical education graduates to this condition. Floyd R. Eastwood has this to say,

Without a doubt there is a need of placing a cortical halter on the professional preparation procedures in the field of general education, and in the field of physical education in particular. Increased enrollment has meant financial security to the institutions. Nevertheless, with this institutional security the student is placed in an extremely unpedagogical situation. If we agree on the precept that learning continues in a face to face contact, then the law of diminution of learning from increased numbers will be the natural result. Proper student selection and guidance provides one of the halters. (4,p.101)

The results of this investigation should show whether or not the Utah State Agricultural College is graduating too many physical education students. There is a possibility that a number of those not obtaining jobs here in our nearby cities and communities, or in the surrounding states, may migrate, securing positions in more distant states.

If the study reveals that too many students are being given training in the physical education field at the Utah

State Agricultural College, this fact is of importance to the physical education department. By guidance of the study, students may be informed of the number trained and what their chances of employment will be. Whether or not the students will fully consider these facts is another thing. If such a condition exists and the physical education department makes it known, it would seem that it has fulfilled its duties in this respect. If the students choose to major in physical education, then, such a decision is their own choice. Jay B. Nash had this to say about the training of students,

Professional training in physical education must be based on some of the characteristics of the society for which it is preparing leadership. As yet no cross-section of our society has been able to agree on what it wants the future society to be; hence, training for leadership becomes exceedingly difficult. It becomes necessary to forecast the characteristics of the changing society and synchronize training of leadership with these hypotheses. (4,p.8)

On the other hand, the problem may have significance in the opposite direction. As previously mentioned, if studies show that most of the physical education students from this college are being placed, there will be a basis for continuing to train students for coaching, physical education instruction or recreational positions without cutting down on the number trained. If the trends for future needs for more physical education graduates is shown, it is possible that the number could be increased. James E. Rogers has indicated the possible needs in the field:

During the period, 1918 to 1923, the problem was one of under-supply and over-demand.

Today the problem is over-supply, but not under-demand. There is a steady demand in two fields: replacement, and new jobs. (4,p.168)

The placement of the graduates may depend upon the excellence of instruction; the rapid development of the field of physical education; expanding of communities, and consolidation of schools. Rogers also says:

In normal times, throughout the country there will be a regular annual demand for replacement to fill old positions. Teachers will get married, leave, become ill, change jobs.

After the depression is over there will be a slow, definite, steady, yearly increase for full-time teachers in our cities, but not at the phenomenal rate during the past ten years.

There will be an increasing demand in our smaller cities, consolidated high schools, and rural districts for physical education teachers with teaching minors. Therefore, teacher training institutions should recognize this fact and prepare for the multiple job. (4,p.171)

Further importance of the problem to the physical education department is the knowledge of how many physical education graduates leave the field of physical education, and the type of work they enter after they leave the physical education profession.

This study should contribute considerably toward showing the value of the course to those who take it. A student can readily see what to expect after he graduates. He can determine for himself whether or not the results which he can reasonably expect are worthy of his consideration. He can take up the study of physical education with a fairly definite idea of what he can expect if he continues in the work. F. C. Borgeson states:

If the guidance program functions as anticipated, those most likely to succeed in the field of physical education will be attracted into that area of professional service. (4,p.161)

Statement of Problem. The purpose of the present study is to determine the following: (1) the areas from which the future physical education graduates enter the Utah State Agricultural College; (2) how many physical education graduates of the college are placed each year; (3) the areas in which these physical education graduates are placed; (4) the type of work and kinds of institutions the physical education graduates entered after graduation; (5) the number of physical education graduates who didn't enter the physical education profession and the apparent reasons why they didn't enter (6) types of work the physical education graduates who didn't enter the physical education profession did enter when they graduated; (7) types of work the physical education graduates who didn't enter the physical education field are now in; (8) the present location of the physical education graduates who are still in the physical education profession; (9) the number of physical education graduates who have left the physical education profession and their apparent reasons for leaving; (10) the number of years the physical education graduates remained in the physical education profession before leaving; (11) the types of work the physical education graduates entered after leaving the physical education profession; (12) types of work the physical education graduates who have left the physical education field are now in.

There were a number of interesting avenues of investi-

gation that could have been followed. However, this study has been primarily concerned with the placement of the physical education graduates; where they were placed; what they did after they were placed, and where they are presently located. George E. Myers has this to say about the follow-up study of graduates,

There is no better way of ascertaining the kinds of work which are open to youth leaving schools and the number of youth required for each position than by finding out what those youth are doing who have left school recently. (3,p.334)

Scope or Limitations of the Study. This study was limited to an investigation of the male physical education graduates of the Utah State Agricultural College. It includes a study of the graduates from the time they entered the Utah State Agricultural College up until the present time.

The School of Education at the Utah State Agricultural College was authorized by enactment of the State Legislature in 1927 and had for its specific function the training of teachers for the various certificates and diplomas authorized by the State Board of Education. (7,p.46) The physical education graduates of the last twenty years were studied because the first physical education graduates weren't listed in the College Bulletins until such time.

Sources of Data and Method of Procedure. Most of the data obtained came from the physical education graduates of the last twenty years. Much data for this study were contributed by the Director of the Utah State Agricultural

College Physical Education Department. Another source of data was the files of the Utah State Agricultural College Alumni Association, Registrar's Office, and Placement Bureau. The College Bulletins and library books were other important sources of data.

The data, other than those obtained at the Utah State Agricultural College, were secured by personal interviews where it was at all possible. In contacting graduates who were working outside the community, it was necessary to use the questionnaire method to get the desired information.

In securing the information needed for this investigation, it had been planned to interview as many of the physical education graduates as possible. However, upon checking over names of the graduates it became evident it would be practically impossible to interview all of them, for the students had scattered over the United States upon graduation. The use of the questionnaire was then relied upon to obtain the necessary information from the graduates who weren't interviewed. Although not the strongest means of research, the questionnaire has two advantages as set forth by Grote;

The advantages of the use of the questionnaire are not so numerous, but two of them are quite outstanding and justify the use of this method of study. One is the opportunity which the questionnaire offers for thoughtful, well-considered replies. The other is that it is possible to secure information from a large number of cases more readily by this method than by any other. (1, p.60)

Accordingly, a questionnaire form was set up and

revised several times. It was submitted to the head of the physical education department and to several staff members for criticism and suggestions. Finally it was given to the members of a class in the department for their criticisms. After the questionnaire was complete, it and an accompanying letter explaining the purpose of the survey were sent to the graduates who weren't interviewed. After an interval, the questionnaire and letter were sent to request cooperation from those who had not yet replied. A copy of the questionnaire and accompanying letter may be found in the appendix.

During the last twenty years there have been 174 male physical education majors graduate from the Utah State Agricultural College. Of the 174 graduates, 105 are still in the physical education profession; 3 are dead; 3 are in the army, and 63 never entered, or have left the physical education profession. The 63 physical education graduates who have left the physical education field, or who never entered it were the graduates the writer personally interviewed or contacted by questionnaire. Of the 63 graduates, the writer personally interviewed 20, and a letter and questionnaire were sent to each of the remaining 43 not interviewed. As a result of the letter and follow-up, replies were received from 40 of the 43 graduates, or 93 per cent of the number sent. The total number of graduates accounted for was 171, or 98 per cent of the total number. The results of the information supplied is presented in tabular

form, with such explanation given as will aid in interpreting the tables and figures.

Definition of Terms. For clearness in interpretation, the following terms will be used:

Class "A" schools: High schools with total enrollments of more than 500 students.

Class "B" schools: High schools with total enrollments of less than 500 students.

Graduate students: Utah State physical education majors who entered graduate work immediately after their graduation.

Non-placed students: Utah State physical education majors who weren't placed in physical education positions when they graduated.

Physical Education graduates: Male physical education majors who graduated from the Utah State Agricultural College during the years of 1928-47.

Placed students: Physical education majors who were placed in physical education positions when they graduated.

WESTERN BOND

ENCLOSURE

CHAPTER II.

REVIEW OF LITERATURE

In the search for related investigations many studies were found on the broad field of physical education, but only one could be found on the follow-up study of physical education graduates. The one study found was conducted by L. F. Keller of Oberlin College, Ohio, in 1929, and was entitled A Study of the Status of Oberlin College Graduates Who Majored in Physical Education.

Keller states the purpose of his study as follows:

- (1) To determine the number of graduates that do not enter the field of physical education after graduation, and the reasons why they did not enter the physical education field;
- (2) To determine the number of graduates who left the physical education field, and the reasons why they left;
- (3) To determine the type of work and kinds of institutions these graduates entered after graduation;
- (4) To determine the number of years these graduates remained in physical education;
- (5) To determine how the graduates felt concerning the course they pursued;
- (6) To determine if they were happy in their vocation, or if they regretted having taken up physical education as a life work;
- (7) To determine what qualities contributed to the success or failure of a teacher in this work.

A questionnaire was sent to each man and woman who had graduated from the physical education course at Oberlin College from 1895 to 1929. The questionnaire was sent to 491 graduates. Of this group 361 were women and 130 were men. The women returned 193 or 53 per cent and the men 89 or 68 per cent. Some of the best known leaders in physical education today are graduates of Oberlin College.

Since the present study is on male physical education graduates only, the writer will review only the facts of Keller's study which pertain to the present study.

Table 1. Reasons why Oberlin physical education graduates didn't enter the physical education field

| Reasons | No. of Cases |
|----------------------------|--------------|
| Entered business | 11 |
| Practice of medicine | 6 |
| Other teaching | 3 |
| Ministry | 1 |
| Law | 1 |
| More opportunity elsewhere | 4 |
| Not fitted | 1 |
| Low salary | 1 |
| Total | 28 |

From these statistics it is readily seen that those who did not choose to teach physical education made their decisions not because they did not believe it to be a good profession, but because other, possibly more attractive opportunities, were offered to them. In only one case was the decision made because it seemed that the work would not be profitable.

Table 2. Reasons why Oberlin physical education graduates left the physical education field

| Reasons | No. of Cases |
|-------------------------------|--------------|
| To enter business | 7 |
| Other teaching | 4 |
| Practice of medicine | 3 |
| Poor health | 1 |
| Boy Scout work | 1 |
| Joined the Army | 1 |
| Y. M. C. A. General Secretary | 1 |
| No financial future | 1 |
| Total | 19 |

Keller, in summarizing this table says,

The reasons given seem to show that those who discontinued physical education teaching did so not because they did not enjoy the work, or because it was not profitable, but usually because other more favorable opportunities presented themselves. Many of the changes were made into fields that are rather closely related to physical education. In only one or two cases was a change made because of the fact that the profession was considered not profitable.

Dr. Keller also stated that 25 men discontinued the work. Of these 25, however, six returned after a length of time, leaving a total of 42, or approximately 68 per cent of those who started, still in the profession.

Table 3. Type of work and kinds of institutions the Oberlin graduates entered after graduation

| Type of Institution | No. of Cases | Per Cent |
|---------------------------|--------------|----------|
| Elementary Schools | 9 | 15 |
| High Schools | 23 | 38 |
| Y. M. C. A. | 3 | 5 |
| College or university | 22 | 36 |
| Playground and Recreation | 4 | 6 |
| Total | 61 | 100 |

These facts seem to show that 74 per cent of the graduates were placed in high schools and colleges.

Table 4. Number of years Oberlin graduates remained in physical education

| Number of Years | No. of Cases | Per Cent |
|-----------------|--------------|----------|
| 1 | 7 | 36 |
| 2 | 6 | 32 |
| 3 | 1 | 6 |
| 4 | 0 | 0 |
| 5 | 2 | 11 |
| 6 | 3 | 15 |
| Average | 3.2 years | |

These facts seem to show that the men who did not remain in the teaching of physical education were inclined to change within three years and rarely continued more than six years. Keller stated that it was fairly safe to say that if a man remains in the teaching of physical education for six years, he will in most cases continue with the work and will probably not change his profession.

In order to obtain some idea as to how the men who took the physical education course at Oberlin College felt concerning their choice of major in college and vocation after graduation, Keller asked the question, "Do you feel that you made a mistake in going into Physical Education?"

Table 5. Did Oberlin's graduates feel that they made a mistake by going into physical education?

| Answers | No. of Cases | Per Cent |
|--------------|--------------|----------|
| No | 53 | 60 |
| Yes | 4 | 5 |
| Doubtful | 2 | 2 |
| Not Answered | 30 | 33 |
| Total | 89 | 100 |

These figures seem to illustrate rather conclusively that those people who majored in physical education at Oberlin College were happy in their choice, or were at least not sorry that they chose as they did. It is evident that even though the financial gain of a physical education vocation was not adequate, nevertheless, those who pursued this course were in the main, happy and satisfied with their choice.

Keller's study to determine what qualities contributed to the success or failure of a teacher in physical education work was obtained by answers to the questions, "Why is or isn't physical education a good vocation?" and "What Qualities make for success in Physical Education?" These are listed below in the words of the men themselves.

Why is Physical Education a Good Vocation?

Meets a growing need.
Renders a big service.
Keeps one in good condition.
Fine opportunity to develop citizens.
Interesting work - valuable service.
Health building for self and others.
Fair future and congenial work.
Wide acquaintance - general all around contact.
Health, good contacts.
Pleasant work and useful.
So important to young people.
Opportunity to help build character.
Helps others to good health.
Pleasant contacts, human interest.
Highest paid teaching work.
Influential contact with students.
Good future - can make a good living.
Affords recreational and enjoyment.
Opportunity for developing habits and rational living.
Healthy, pleasant, clean.
Keeps you young.
Pleasurable, valuable.
Enjoyable.
Serves humanity - affords satisfaction.
Community service - keeps one young.
Personal contacts.
Meets a great need in society.
Fine opportunities with young men.
Among young men.
I like it - it is not confining.
Greatest opportunity to reach boys.
Interesting, healthy, unlimited possibilities.
Pleasant work. Conducive to good health.
Interesting and pleasant work.
Opportunity for teaching in informal way.
Educational, interesting, pleasant.
Opportunity for being of service.

Satisfactory.
I enjoy it.
Performing service to mankind.
Like to work with boys.
Pleasant and interesting work.

The predominant points which are stressed by these men and which were stated many times are, "interesting work; pleasant and close contacts; develops character; healthy; pleasurable, and opportunity to be of service."

Why Isn't Physical Education a Good Vocation?

Uncertainty of tenure of position.
Coaching end of it is a drain on nervous energy.
Lack of scholarship in the profession is discouraging to scholarly men.
field overcrowded.
Tends to be a young man's profession.
Financially a grave mistake.
Alumni frequently have too much to say.
Income too low.
Rather strenuous, long hours, frequently not accepted on same basis as other subjects.
Not thought quite on the same scholastic level with other subjects.
Business offers better financial rewards to successful men.
Possibilities limited.
No future. Limited financial return.

Of this list there is no one or two outstanding points. It shows, however, that there are, in the eyes of some, disadvantages connected with the profession which might well be considered. It seems, nevertheless, that the preponderance of favorable points demonstrated that at least in the eyes of those who were directly concerned, physical education was counted by the men to be a fairly good vocation with which to be connected.

What Qualities make for success in Physical Education?

Type who likes to play.

Good natured - strong personality.

First an athlete, second anyone interested in corrective gymnastics.

One who is active and self controlled.

One who has been athletic all his life.

Strong physique and good personality.

Even tempered person.

The athletic leader with brains and drive.

One whose nervous and muscular reactions are quick and well controlled.

Sympathetic understanding of the education of youth.

Good personality, active, fairly good athlete.

Forceful, attractive personality and high character - loves physical activity.

One who can work with others.

Strong personality and character.

Strong personality and good physique.

Educationally minded.

Good personality, know how to handle boys and men.

One who likes athletics and who likes young people.

One who enjoys physical activity and enjoys young people.

One with good personality, leadership, education, ability, to cooperate.

A man's man. Athletic and good mixer.

Well trained, hard worker, with outstanding personality.

Person of moderate physical ability, good training, intelligent, attractive personality, good character.

One that is not looking for a snap - not a star athlete.

Radiant personality. Exemplary character. Efficient performer.

A student with strong personality and some motor ability.

One who enjoys physical activity and has a commanding personality.

One with personality, good health, energy - not too much prompted by desire for monetary gains.

One who likes to work with boys and young men. Able performer.

Energetic, ambitious, original, good morals. Not athletic star but all around man with good personality and active brain.

A summary of these statements seems to reveal that a man to be successful must first possess a strong personality, be a natural leader and a fairly good organizer. He must be even tempered, cooperative, ambitious and athletically

inclined. He must have a good physique, be healthy and above all must enjoy working with young people.

Conclusions drawn by Dr. Keller that seemingly have bearing on the present study are as follows:

A student who finishes the course and is at all qualified will in a very large percentage of cases be able to obtain a fairly good position if he so desires. The type of position which he is able to secure will depend somewhat upon his abilities.

The trend in the kind of openings which are available for Oberlin Graduates seems to be toward the High Schools and Colleges.

If a person enters the field of physical education with the intention of changing his profession he should plan to do so within three or four years for in a very large percentage of cases those who teach four years or more never change.

Those who do plan to follow physical education as a life work and who are desirous of advancing in the profession as fast as possible should continue their study and endeavor to procure graduate degrees, for increase in salary goes hand in hand with graduate study.

If he hopes to be successful in this line of work he must keep himself physically fit, must be cooperative, energetic and ambitious and be willing to do more than his part. He must be even tempered, optimistic and above all must take a genuine interest in young people.

A study entitled Registration Trends at the Utah State Agricultural College, conducted by A. Vernon Obray in 1940, was also felt to be of value in the present study.

The purpose of Obray's study was to reveal the geographical distribution of Utah State Agricultural College students, showing the extent to which the college is reaching each community through its instructional services. The relative stability of attendance by counties and the

extent to which the sexes have reached educational equality.

The following general conclusions which are important to the present study are as follows:

1. Cache, Box Elder, Salt Lake, Utah, and Weber Counties are sending the largest numbers to the college. This may be expected because these counties are the wealth and population centers of the state.
2. High school graduation figures for each county compared with Utah State Agricultural College freshman registration from each county showed that the highest proportion came from Cache, Box Elder, Davis, Juab, and Rich Counties.
3. The data for the last two interval years disclose a marked tendency for out-of-state enrollment to increase to proportion to the total student body enrollment. There were 36 states and 6 foreign countries represented in 1939.
4. Interest is growing in the graduate field at the Utah State Agricultural College. Since the 1915 interval graduate men have shown a steady increase in numbers. The total number of graduate students has grown as follows: 27 in 1920, 36 in 1925, 62 in 1930, 96 in 1935, and 174 in 1939. Modern competition and specialization make it necessary to reach a higher level of education.

CHAPTER III.
ANALYSIS OF DATA

It will be recalled that the first problem involved in the study was to determine the areas from which the future physical education graduates enter the Utah State Agricultural College. Figure 1 and Table 6 show the findings in this respect.

It will be noted in Figure 1 that more than three-fourths, or 75.1 per cent of the students who graduated in physical education from the Utah State Agricultural College entered the college from schools in Utah.

Twenty per cent came from schools in Idaho, which is to be expected, since the college is located only twenty miles from that state. The state of Wyoming, only sixty miles from the college campus, contributed 2.4 per cent of the physical education graduates. Arizona and Nevada, surrounding states of Utah, each sent .6 per cent of the men who graduated in physical education from the college. No students came from Colorado, the only remaining surrounding state not mentioned.

It is interesting to note that one man came from New York to major in physical education at the Utah State Agricultural College.

Table 6 shows that more of the students who graduated in physical education from Utah State entered the institution from Logan High School than any other school in the state of Utah. This is probably due to the fact that the college is

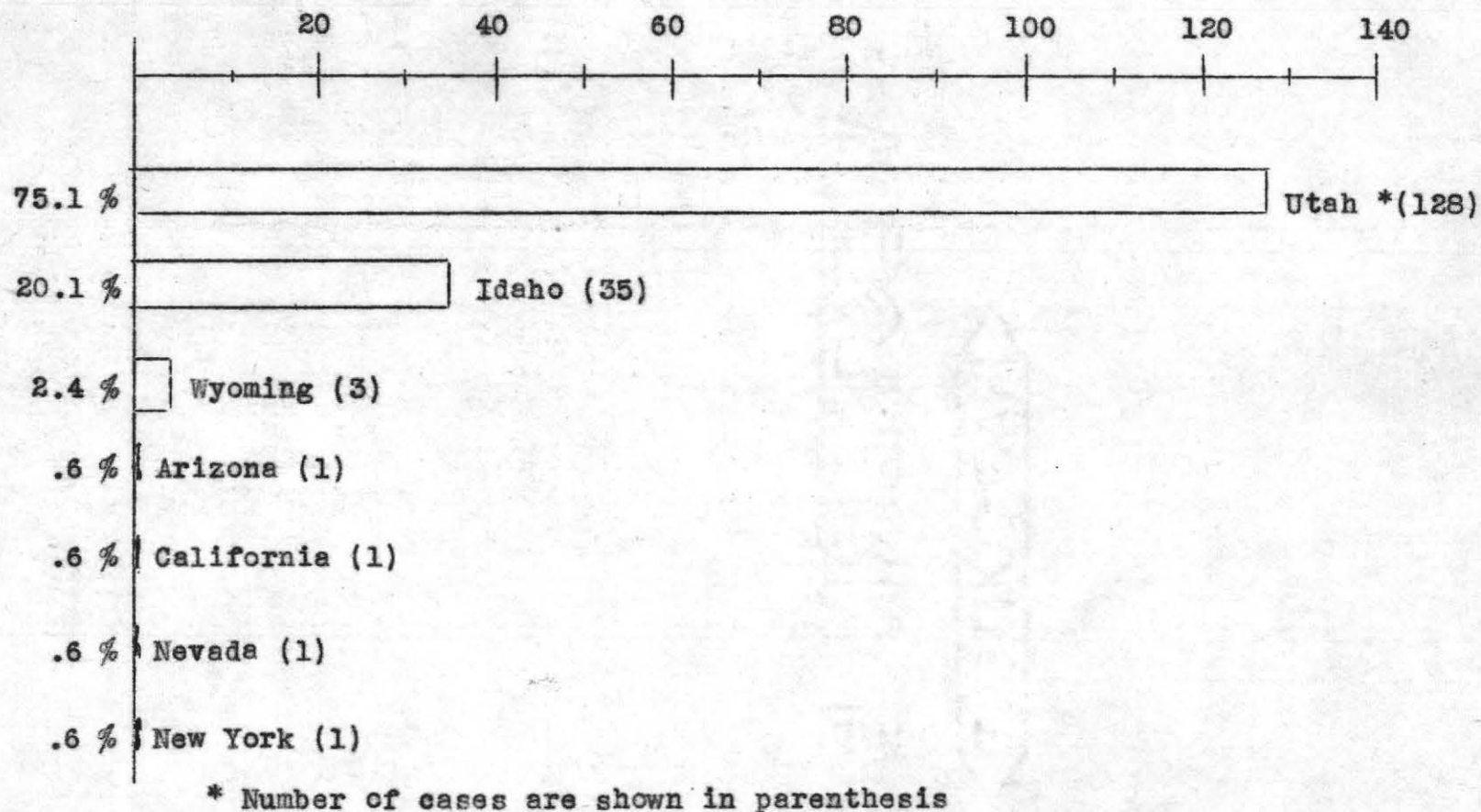


Figure 1. States from which the future physical education graduates entered the Utah State Agricultural College

Table 6. Schools from which the future physical education graduates entered Utah State

| School | No. of Cases | Per Cent |
|------------------|--------------|----------|
| <u>UTAH</u> | | |
| American Fork | 2 | |
| B. A. C. | 2 | |
| Bear River | 4 | |
| Beaver | 2 | |
| Box Elder | 8 | |
| B. Y. College | 2 | |
| B. Y. University | 1 | |
| Carbon | 3 | |
| Cedar City | 1 | |
| Cyprus | 1 | |
| Davis | 7 | |
| Dixie | 1 | |
| Granite | 2 | |
| Grantsville | 1 | |
| Hinkley | 1 | |
| Jordan | 4 | |
| Juab | 6 | |
| Kanab | 1 | |
| Lehi | 4 | |
| Logan | 16 | |
| Morgan | 2 | |
| Murray | 3 | |
| North Cache | 5 | |

(Continued)

Table 6. (Continued)

| School | No. of Cases | Per Cent |
|--------------|--------------|----------|
| Ogden | 6 | |
| Panguitch | 1 | |
| Payson | 1 | |
| Provo | 1 | |
| Richfield | 1 | |
| Snow J. C. | 1 | |
| South (SLC) | 3 | |
| South Cache | 11 | |
| South Emery | 1 | |
| Spanish Fork | 1 | |
| Tooele | 4 | |
| Uintah | 1 | |
| Weber | 6 | |
| Weber J. C. | 7 | |
| West (SLC) | 4 | |
| | <u>128</u> | 75.1 |
| <u>IDAHO</u> | | |
| Albion J. C. | 3 | |
| Arimo | 1 | |
| Burley | 2 | |
| Downey | 2 | |
| Fielding | 1 | |
| Firth | 2 | |
| Franklin | 2 | |

(Continued)

Table 6. (Continued)

| School | No. of Cases | Per Cent |
|-------------------|--------------|--------------|
| Grace | 1 | |
| Idaho Southern | 1 | |
| Idaho University | 1 | |
| Lava Hot Springs | 2 | |
| McCammon | 1 | |
| Malad | 1 | |
| Midway | 1 | |
| Montpelier | 1 | |
| Oakley | 2 | |
| Pocatello | 1 | |
| Preston | 4 | |
| Ricks J. C. | 6 | |
| | <u>35</u> | 20.1 |
| <u>ARIZONA</u> | | |
| Mesa | 1 | .6 |
| <u>CALIFORNIA</u> | | |
| Galiteo | 1 | .6 |
| <u>NEVADA</u> | | |
| Monapa | 1 | .6 |
| <u>NEW YORK</u> | | |
| Textile | 1 | .6 |
| <u>WYOMING</u> | | |
| Afton | 1 | |
| Cowley | 1 | |
| Kemmerer | 1 | |
| | <u>3</u> | 2.4 |
| Total | 171 | 100.0 |

located in the same town. South Cache, located seven miles from the college, was second in the contribution of physical education students with 11.

North Cache, which has had only one physical education graduate of Utah State teach in the school during the last 20 years, was ninth on the list of schools in Utah that have had students graduate from the college with a degree in physical education. Five students from this school is quite a low representation considering the school is only fifteen miles from the college campus.

It is interesting to note that of the nine schools that have had the greatest number of students graduate in physical education at Utah State, seven of these schools are located in northern Utah.

The only class "B" school listed in the first nine is Juab High School. This is also interesting because Juab is located approximately two hundred miles from the college and has a total enrollment of approximately one third that of Logan High School. This school had six of their graduates continue on and graduate with a degree from Utah State in physical education.

Three of the six junior colleges in Utah contributed graduates who eventually graduated in physical education from the Utah State Agricultural College. Weber Junior College was first with seven.

Of the schools in Idaho, Ricks Junior College had the highest number of graduates complete the physical education

course at the college. Franklin, a class "B" school, which is located approximately twenty-three miles from Logan, sent only two students, while Preston, seven miles farther away, contributed four men who obtained their degrees in physical education from Utah State.

Albion Junior College sent three students, so they rank third in the number sent to the college for the purpose of entering the physical education profession.

Three schools in Wyoming sent one graduate each to enter and complete the physical education course at this school, as did one school in Arizona, California, Nevada, and New York.

According to Table 7, the number of students graduated in physical education from the Utah State Agricultural College has grown from seven in 1928 to twenty-three in 1947. However, during the last twenty years the irregularity of the national economic conditions has caused the number of students graduated to fluctuate greatly. This is indicated by the figures in Table 7 and Figure 1.

In 1928 there were seven students graduated in physical education. At this time the financial crash of 1929 came, and the number of physical education graduates began to decrease. This number fell to three in 1932, and then began a steady climb until 1936 when an unknown slump in the number of graduates came. From 1938 to 1942 the number of graduates increased from eight to 20. These figures show that the number of students graduated more than doubled

Table 7. Record of the Utah State Agricultural College physical education graduates from 1928 to 1947

| Year | Graduated | No. Placed | No. Not Placed | Grad. Work |
|--------------|------------|------------|----------------|------------|
| 1928 | 7 | 7 | - | - |
| 1929 | 6 | 5 | 1 | - |
| 1930 | 5 | 4 | - | 1 |
| 1931 | 6 | 5 | 1 | - |
| 1932 | 3 | 1 | 1 | 1 |
| 1933 | *5 | 1 | 3 | - |
| 1934 | 7 | 6 | 1 | - |
| 1935 | 9 | 6 | 2 | 1 |
| 1936 | 11 | 11 | - | - |
| 1937 | 10 | 9 | 1 | - |
| 1938 | *8 | 5 | - | 2 |
| 1939 | 11 | 10 | - | 1 |
| 1940 | *14 | 8 | 3 | 2 |
| 1941 | 16 | 8 | 7 | 1 |
| 1942 | 20 | 11 | 9 | - |
| 1943 | 5 | 3 | 2 | - |
| 1944 | 3 | 1 | 2 | - |
| 1945 | 1 | - | - | 1 |
| 1946 | 4 | 2 | - | 2 |
| 1947 | 23 | 19 | 1 | 3 |
| Total | 174 | 122 | 34 | 15 |

* Three graduates didn't answer the questionnaire, so there is no information available on them except the year of their graduation.

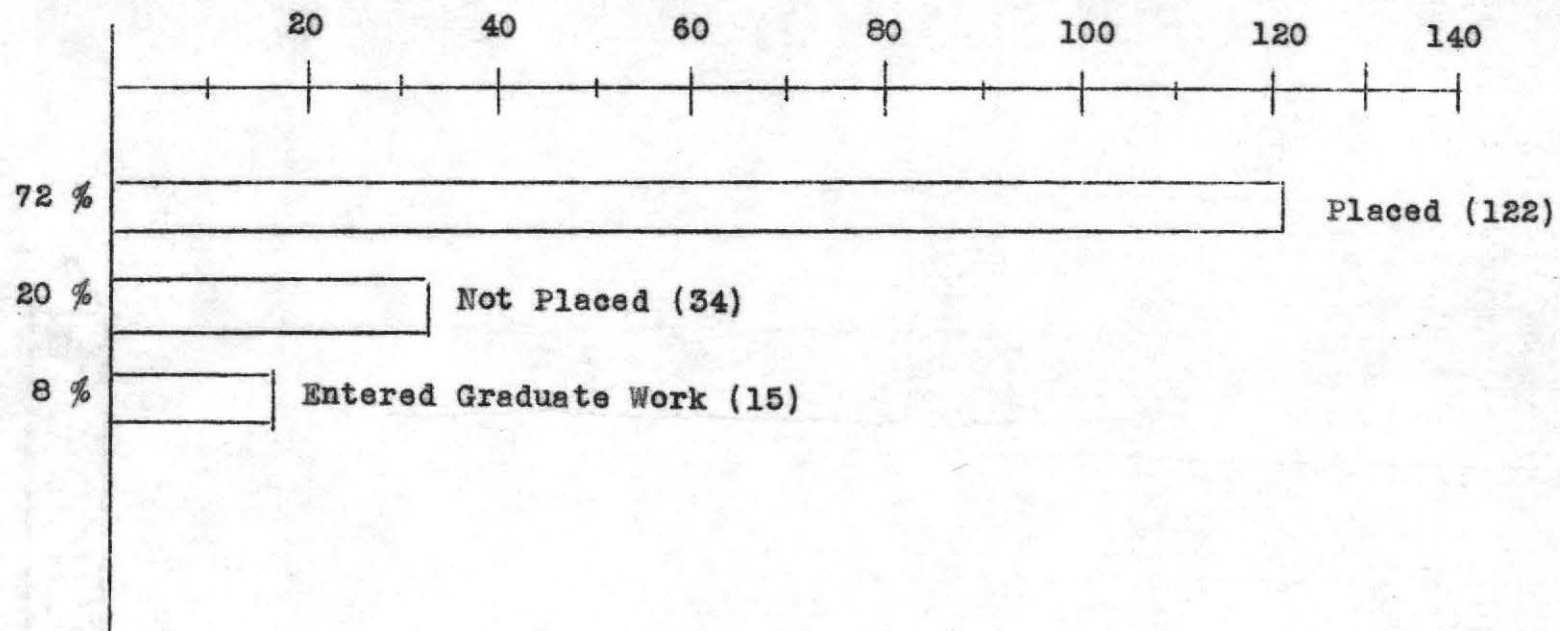


Figure 2. Record of the Utah State Agricultural College physical education graduates placed from 1928 to 1947

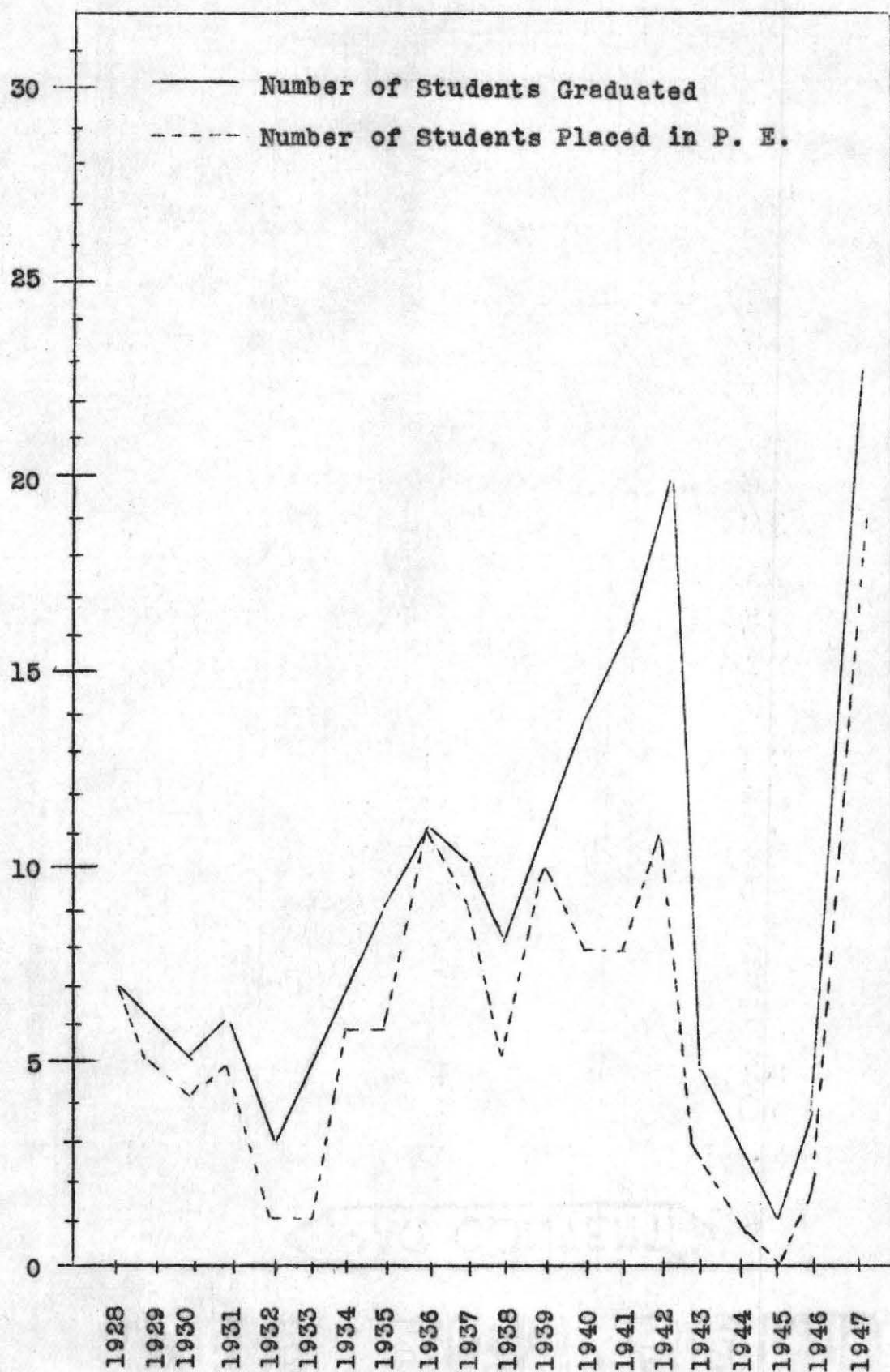


Figure 3. Record of the number of Utah State Agricultural College physical education graduates placed from 1928 to 1947

during those four years. World War II caused the number graduated to drop to an all time low of one in 1945. However, the end of the war began to bring students back into school once again, and in 1947 there were an all time high of 23 students graduated in physical education from the Utah State Agricultural College.

As indicated in figures of table 7 and figure 2, three-fourths of the students who have been graduated from the Utah State Agricultural College with a major in physical education have been placed in physical education positions immediately upon graduation. Another eight per cent went into graduate work and were later placed in the physical education profession.

It will be noted that most of the graduates were either placed in physical education positions or went into graduate work except during the years of 1933 when the depression was at its peak, and during the war years of 1940 to 1944 when most of the physical education graduates entered the armed services.

The figures in table 7, figure 2, and figure 3 answered the second problem of the study which was to determine how many of the physical education graduates were placed each year.

The third problem in the study was to determine the areas in which most of the physical education graduates were placed. Figure 4 and table 8 show the results of the study on this problem.

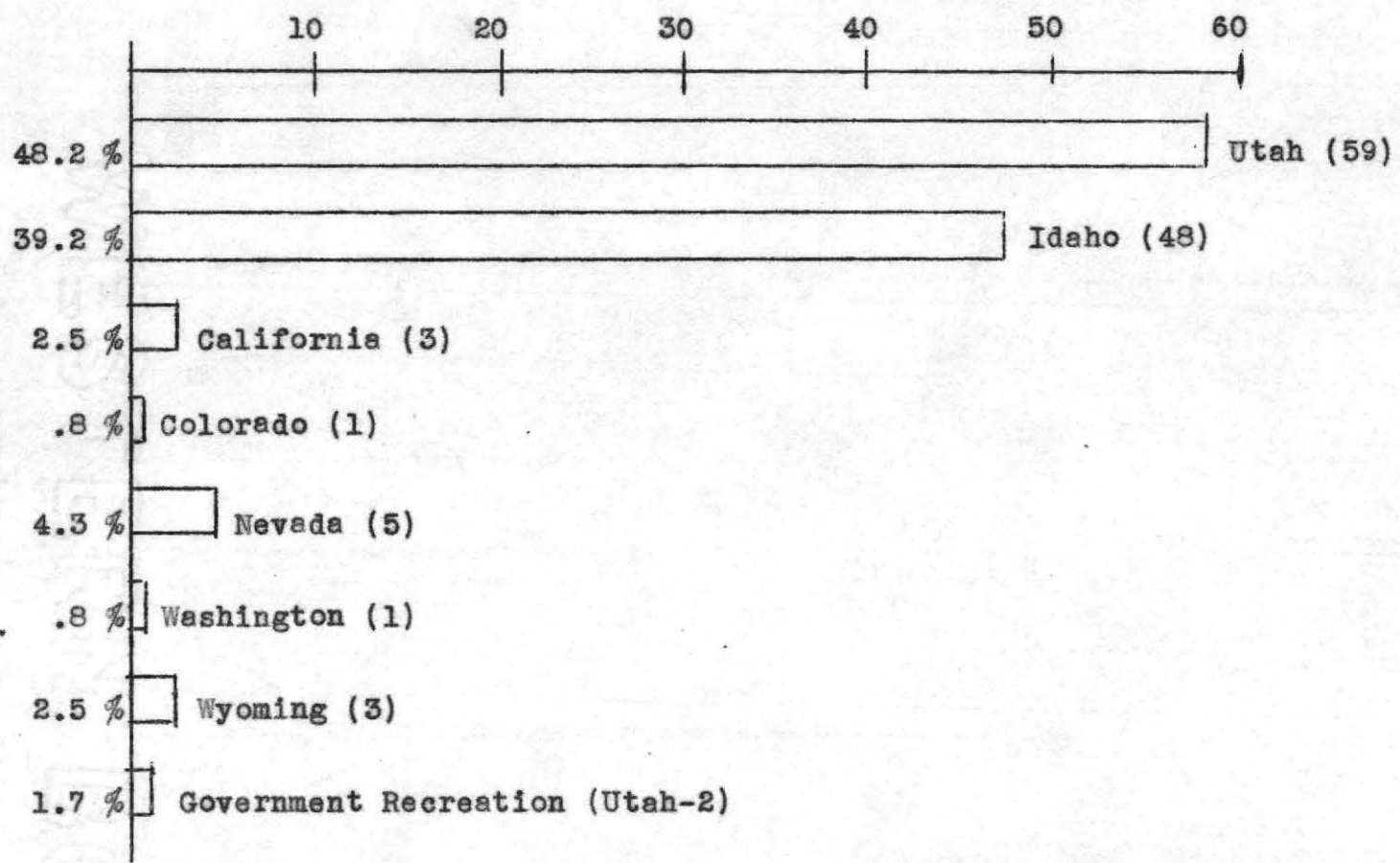


Figure 4. States the physical education graduates were placed in after graduation

It is evident, as indicated by Figure 4, that the physical education graduates of the Utah State Agricultural College were mostly placed in the states of Utah and Idaho. There were 48.2 per cent placed in schools of Utah and 1.7 per cent secured positions in government recreation in the state. Idaho is second on the list with 39.2 per cent of the placements made.

Notice that the college placed physical education graduates in all of Utah's surrounding states with the exception of Arizona.

The college has placed physical education graduates in eight of the 48 states of the United States. Washington is the most distant state in which the college has placed a physical education graduate.

Table 8 shows that the Utah State Agricultural College has placed more of its physical education graduates at Bear River High School during the last twenty years than at any other school in the state of Utah. This is interesting because Bear River was far down the list of schools that have had students graduate in physical education from the college. Logan, which was first on the list, hasn't employed any Utah State physical education graduates immediately after they graduated.

Piute, a small class "B" school in southern Utah, South Cache, and Tooele were second in the employing of physical education graduates from the college with three each.

The Utah State Agricultural College employed three of

Table 8. Schools the physical education graduates were placed in after graduation.

| School Placed In | No. of Placements | Per Cent |
|------------------|-------------------|----------|
| <u>UTAH</u> | | |
| Altamont | 1 | |
| Alterra | 1 | |
| Bear River | 4 | |
| Box Elder | 1 | |
| B. A. C. | 2 | |
| Cyprus | 2 | |
| Central | 1 | |
| Carbon | 1 | |
| Delta | 1 | |
| Dixie | 1 | |
| Green River | 1 | |
| Lewiston Jr. | 1 | |
| Logan Jr. | 2 | |
| Milford | 2 | |
| Minersville | 1 | |
| Monticello | 1 | |
| Morgan | 2 | |
| Monroe | 2 | |
| Mt. Pleasant | 1 | |
| North Emery | 1 | |
| Payson | 2 | |
| Piute | 3 | |
| Richfield | 1 | |

(Continued)

Table 8. (Continued)

| School Placed In | No. of Placements | Per Cent |
|--------------------------|-------------------|----------|
| Sandy Jr. | 1 | |
| Smithfield Jr. | 1 | |
| Snow J. C. | 1 | |
| South Cache | 3 | |
| South Davis Jr. | 1 | |
| South Emery | 2 | |
| South Rich | 1 | |
| State Industrial School | 1 | |
| Spanish Fork | 1 | |
| Tintic | 1 | |
| Tooele | 3 | |
| Uintah | 1 | |
| Utah State Agri. College | 3 | |
| Weber | 2 | |
| Weber Jr. | 1 | |
| Wellsville Jr. | 1 | |
| | <u>59</u> | 48.2 |
| <u>IDAHO</u> | | |
| Aberdeen | 1 | |
| Albion | 1 | |
| Bancroft | 1 | |
| Blackfoot | 1 | |
| Declo | 1 | |
| Driggs | 2 | |

(Continued)

Table 8. (Continued)

| School Placed In | No. of Placements | Per Cent |
|------------------|-------------------|----------|
| Eden | 1 | |
| Edmonds | 2 | |
| Fielding | 1 | |
| Filer | 1 | |
| Grace | 1 | |
| Hansen | 1 | |
| Hammer | 2 | |
| Heyburn | 1 | |
| Iona | 1 | |
| Lava Hot Springs | 2 | |
| Leadore | 1 | |
| McCammon | 2 | |
| Malta | 1 | |
| Midway | 1 | |
| Montpelier | 1 | |
| Moreland | 4 | |
| Oakley | 1 | |
| Paul | 1 | |
| Preston | 1 | |
| Ricks J. C. | 1 | |
| Ririe | 2 | |
| Rockland | 1 | |
| Shelley | 1 | |
| Soda Springs | 2 | |

(Continued)

Table 8. (Continued)

| School Placed In | No. of Placements | Per Cent |
|-------------------|-------------------|----------|
| Thatcher | 2 | |
| Thomas | 1 | |
| Ucon | 1 | |
| Victor | 2 | |
| Whitney | 1 | |
| | <u>48</u> | 39.2 |
| <u>CALIFORNIA</u> | | |
| Galiteo | 1 | |
| Hollywood (Rec.) | 1 | |
| Sacramento J. C. | 1 | |
| | <u>3</u> | 2.5 |
| <u>COLORADO</u> | | |
| Los Animas | 1 | .8 |
| <u>NEVADA</u> | | |
| Ely | 1 | |
| Penaca | 2 | |
| Pioche | 1 | |
| Ruth | 1 | |
| | <u>5</u> | 4.3 |
| <u>WASHINGTON</u> | | |
| Wenatchee | 1 | .8 |
| <u>WYOMING</u> | | |
| Cowley | 1 | |

(Continued)

Table 8. (Continued)

| School Placed In | No. of Placements | Per Cent |
|-------------------------------|-------------------|--------------|
| Kanarraville | 1 | |
| Lyman | 1 | |
| | <u>3</u> | 2.5 |
| <u>GOVERNMENT WORK (UTAH)</u> | | |
| Hyrum C.C.C. (Recreation) | 1 | |
| Panguitch (Recreation) WPA | 1 | |
| | <u>2</u> | 1.7 |
| Total | 122 | 100.0 |

its physical education graduates. The three men were employed as freshman athletic coaches at the college.

The Branch Agricultural College has employed more of the Utah State physical education graduates than has any other Utah junior college. It will be noted that Snow Junior College is the only other junior college in Utah to employ a Utah State physical education graduate immediately after he had obtained his degree.

Of the junior high schools in Utah, Logan Junior High School has signed more of Utah States's physical education graduates than any other junior high school.

The figures in Table 8 show that Utah State has placed physical education graduates in 39 of the 138 schools in Utah.

Ricks Junior College has had more students complete the physical education course at the Utah State Agricultural College than any other school in Idaho. However, only one physical education graduate of the college has been placed in this school during the last twenty years. Moreland, a very small class "B" school has had the most placements with four.

The figures indicate that there are nine schools in Idaho with two placements each, and all nine of these schools are fairly small schools. Physical education graduates do not usually remain in small schools very long. This could account for the high number of placements being in small schools.

Utah State has placed more of its physical education graduates in Nevada than in any of the outside states with

the exception of Idaho. Panaca leads the state with two placements.

It is of interest to note that of the 122 physical education graduates placed, only two went into recreational positions. These two graduates accepted positions in government recreation.

Figures 5, 6, 7, and Table 9 show the results of the findings of problem four which was to determine the type of work and kinds of institutions the physical education graduates entered after graduation from the Utah State Agricultural College.

According to Figure 5 over one-half, or 62 per cent of the physical education graduates were placed in senior high school physical education positions. Almost five per cent were placed in junior high schools, while the same number were placed in junior and senior college physical education positions. Very few graduates were placed in other types of schools or in recreational jobs. It is interesting to note that there have been no physical education graduates placed in elementary schools during the last twenty years.

Approximately 20 per cent of the graduates were not placed in physical education. Of the 33 graduates not placed, 17 went into the armed services during the years of 1941 to 1944. During this period World War II was at its highest peak, and it is only natural that most students would go into the armed services during the time of war.

This evidence indicates that the physical education

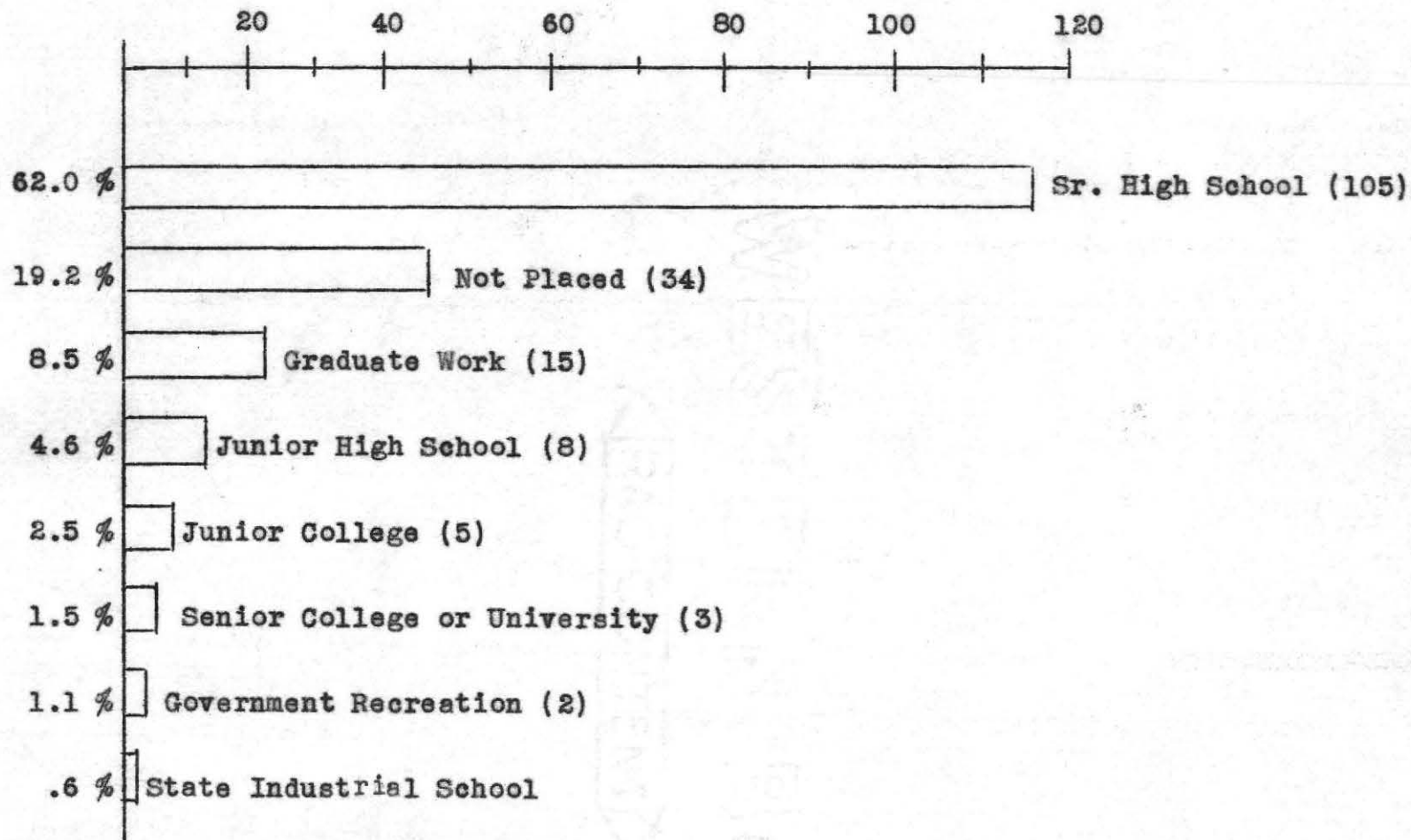


Figure 5. Type of work and kinds of institutions the physical education graduates entered after graduation from the Utah State Agricultural College

department trains for, and places most of their graduates in, physical education positions in secondary schools. It also indicates that if a student who is contemplating entering the physical education profession is at all qualified, he has a very good chance of being placed in a physical education position when he graduates.

Figure 5 shows that 15 physical education graduates entered graduate work immediately after they graduated. Figure 6 shows the schools at which the graduate students obtained their master's degrees.

Although the Utah State Agricultural College began giving master's degrees in physical education a very few years ago, 40 per cent of the master's degrees that have been obtained by the physical education graduates, who entered graduate work immediately after their graduation, received their degrees at this institution. The University of Oregon also contributed 40 per cent of the master's degrees obtained. The physical education graduate students received these, however, before graduate work in physical education was authorized at the Utah State Agricultural College.

Two graduate students entered graduate work in mid-western schools. One graduate student received his master's degree at George Williams University of Chicago, and one completed his graduate work at Purdue University.

Figure 7 shows the states the graduate students were placed in after obtaining their master's degrees, and indicates that six of the graduate students were placed in physical education positions in Utah after they received

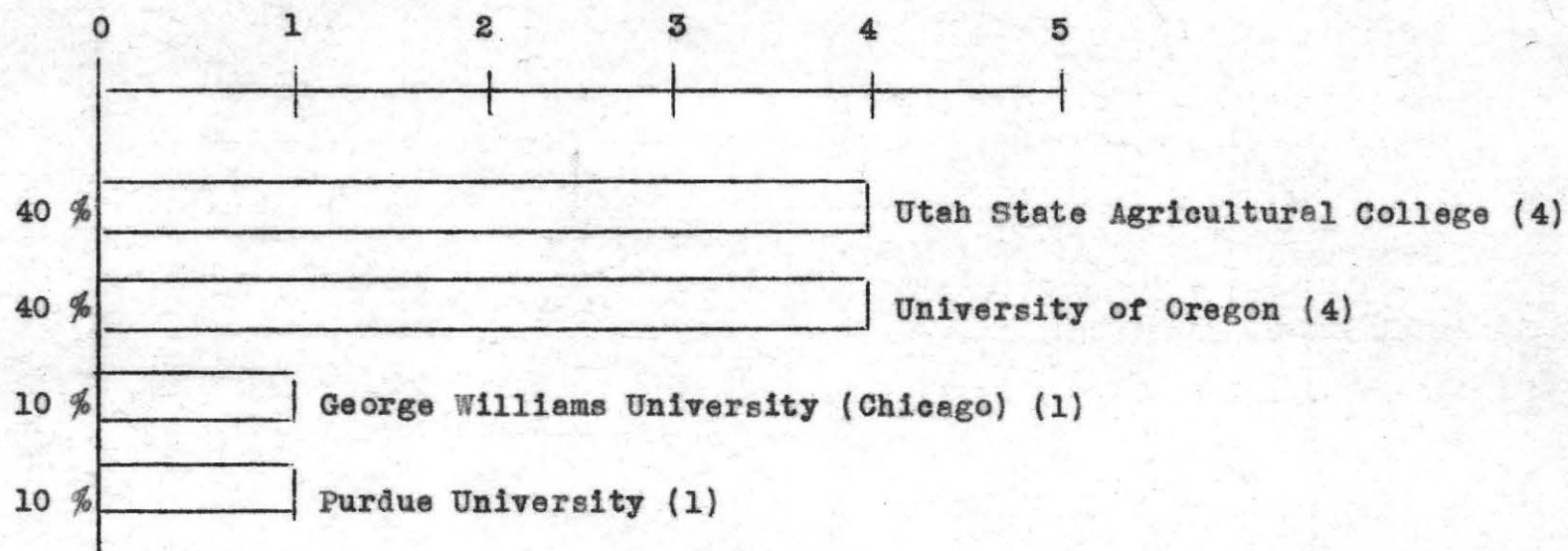


Figure 6. Schools at which the graduate students obtained their master's degrees

their master's degrees. This shows that the majority, or 60 per cent, of the graduate students returned to their home state to accept positions in physical education.

Although four graduates received master's degrees in Oregon, only one was placed in a physical education position in that state. Incidentally, two of the graduate students who received their master's degrees at Oregon returned to Utah to teach, the third one went to Iowa, where he continued his graduate work.

Only one graduate student entered the army immediately after he received his degree.

Of the six graduate students who accepted physical education positions in Utah, as shown in Table 9, four were placed in fairly good positions. One in a junior college, two in a senior college, and one as the Director of Health and Physical Education in Utah. This tends to show that a graduate with a master's degree has a good chance of obtaining a better position than a graduate with only a B. S. degree.

One graduate student entered the University of Iowa to continue graduate work higher than a master's degree. He later received a Ph. D. from that institution.

It will be noted that only one graduate student entered the recreation field after he had obtained a master's degree. One graduate entered and remained in the army.

There have been 15 physical education graduates enter into graduate work immediately after they graduated from the Utah State Agricultural College. However, only 10

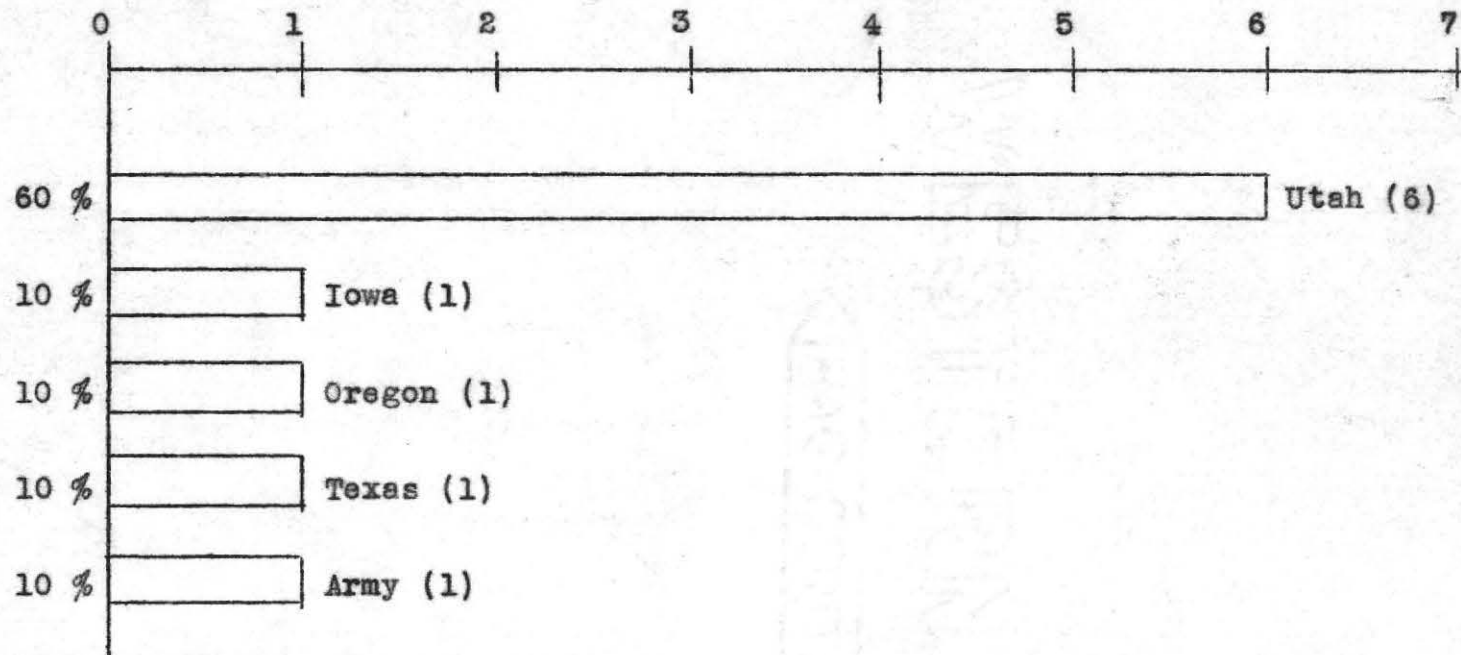


Figure 7. States the graduate students were placed in after obtaining their master's degrees

Table 9. Schools the graduate students were placed in after obtaining their master's degrees

| School Placed In | No. of Placements | Per Cent |
|---------------------------------|-------------------|--------------|
| <u>UTAH</u> | | |
| Cedar City | 1 | |
| Director Utah H. and P.E.R. | 1 | |
| Parowan | 1 | |
| Weber Junior College | 1 | |
| Utah State | 2 | |
| | <u>*6</u> | 60.0 |
| <u>IOWA</u> | | |
| University of Iowa ^o | 1 | 10.0 |
| <u>OREGON</u> | | |
| Silvertown | 1 | 10.0 |
| <u>TEXAS</u> | | |
| Sheppard Field (Recreation) | 1 | 10.0 |
| <u>ARMY</u> | | |
| | 1 | 10.0 |
| Total | 10 | 100.0 |

*Five graduate students haven't completed the requirements for a master's degree as yet.

^oOne graduate entered this University to obtain a Ph. D.

have obtained their master's degrees, and five are still working to complete the requirements for the degree.

Problem five of the study was to determine the number of physical education graduates who didn't enter the physical education profession, and the apparent reasons why they didn't enter.

Figure 8 discloses that over one-half of the physical education graduates who did not enter the physical education profession entered the armed services. They gave such reasons for entering the armed forces as,

1. Advanced R. O. T. C.
2. Drafted

The other one-half of the physical education graduates who did not enter the physical education field stated they could see no future in the physical education profession. Thirty and one-half per cent of the graduates said they could see more opportunity in other types of work. Some of the typical answers on their questionnaires were,

1. There is more money in other work, and I could see more of a chance to become established in a permanent position. To secure a home.
2. Because I had a good set-up in another business.
3. I think there are more opportunities and chances for advancement in other work.

Twelve per cent of the physical education graduates who didn't enter physical education said that physical education salaries were too low. Typical answers were,

1. When I graduated, salaries for coaching and teaching were not attractive enough for my consideration.

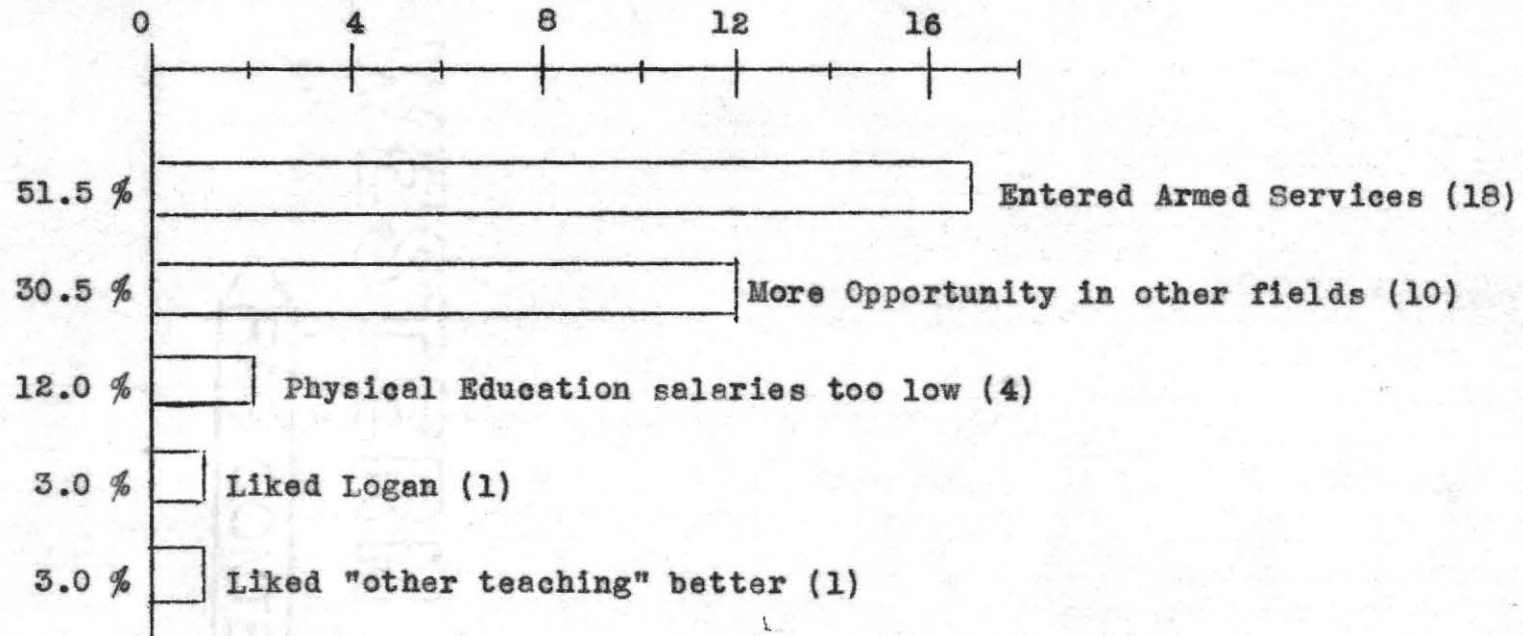


Figure 8. Apparent reasons why 34 physical education graduates did not enter the physical education profession when they graduated

2. Wages were too low for the beginning teacher.
3. When I graduated in the physical education field wages were too low, and there were more possibilities in other fields at that time.

One physical education graduate stated that he already had a home established in Logan, and he remained in this community to secure a position that wouldn't necessitate moving his home. Another said that he liked "other teaching" more than he like the teaching of physical education.

The sixth problem involved in the study was to determine the types of work the physical education graduates who didn't enter the physical education profession did enter when they graduated. Figures 9, 10, 11, and Table 10 show the findings of the material on this problem.

Figure 9 shows that 51.5 per cent, or 18 of the physical education graduates who didn't enter the physical education field when they graduated entered the armed services. The reasons for their entering the armed services were given in the summary of Figure 8.

Fifteen per cent, or five graduates, entered private business upon graduation; six per cent, or two, went into farming; and nine per cent, or three, went into professional football. Professional football could be considered as a part of physical education if the individual is coaching in that profession, but not if he is a player.

During the last fifteen years there have been many government positions open, but only 6.1 per cent, or two physical education graduates entered that type of work. Six per cent, or two physical education graduates, became

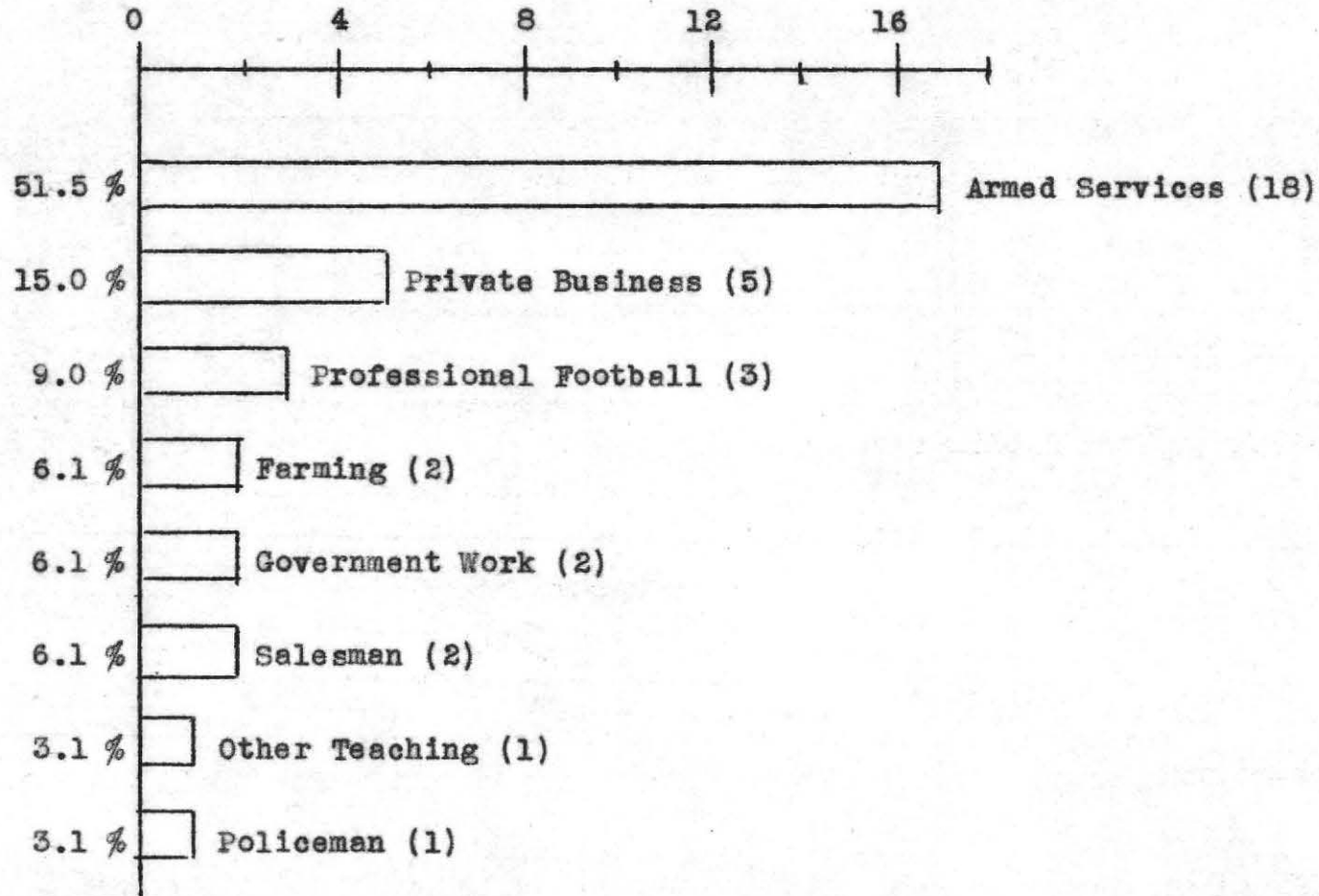


Figure 9. Type of work the physical education graduates who didn't enter the physical education profession did enter when they graduated

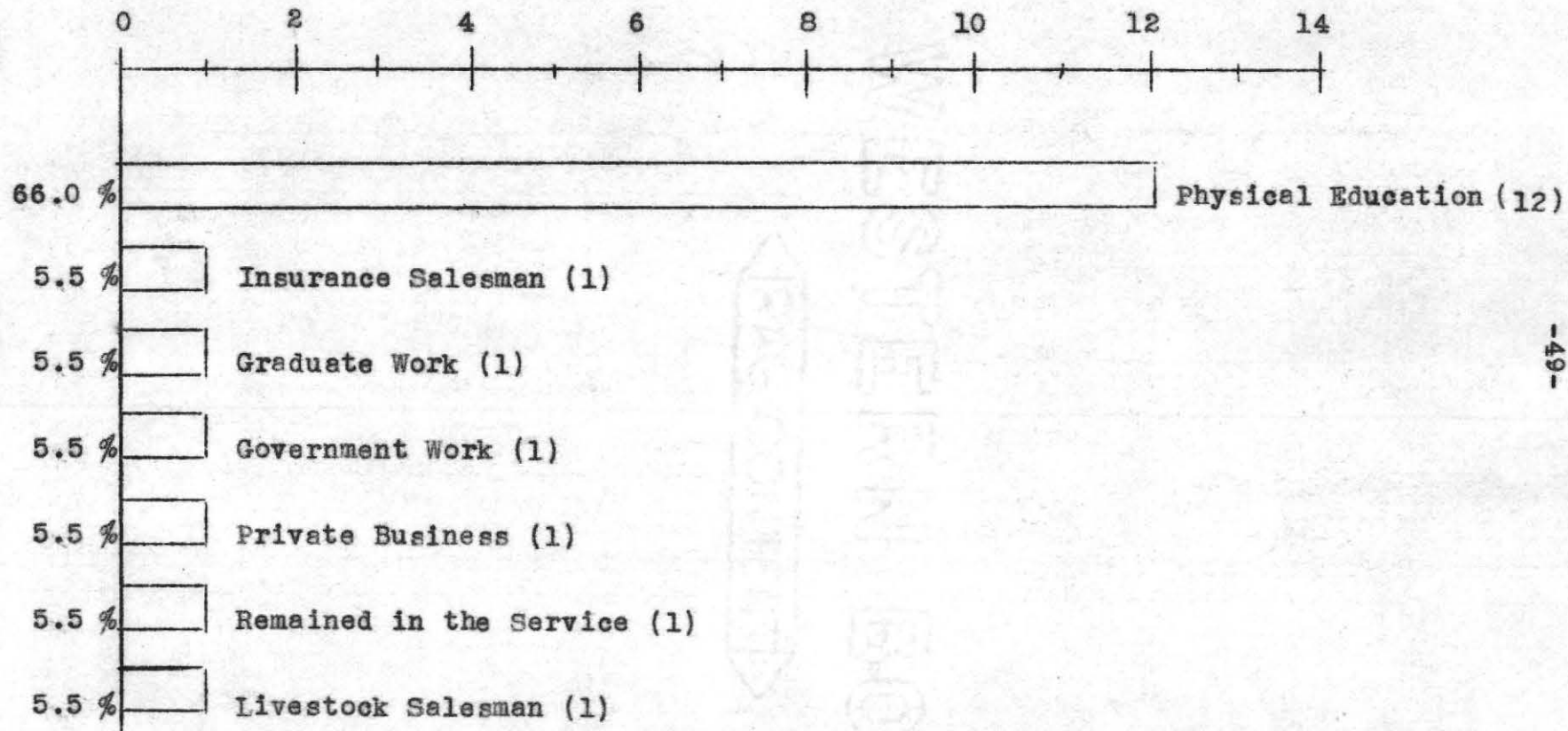


Figure 10. Type of work the 18 physical education graduates entered after their release from the Service

salesmen; however, one of these men later entered the physical education profession.

The physical education graduate who said he favored "other teaching" more than teaching physical education, became a seminary teacher, and the physical education graduate who had his home in Logan, obtained a position on the Logan City Police Force.

Figure 10 shows the type of work the 18 Utah State Agricultural College physical education graduates who entered the armed services upon graduation entered after their release from the service. It shows very conclusively that if they hadn't entered the service when they graduated, the majority of these students would have entered into the physical education profession. Thirteen of the 18 physical education graduates entered into physical education positions after their release, and the other five, each entered a different type of work.

It is of interest to note that only one physical education graduate remained in the armed services.

Figure 11 and Table 10 show that of the 13 physical education graduates who entered the physical education profession after their release from the service, five were placed in physical education positions in Utah and five in Idaho. The other two graduates were placed in physical education positions in California. The one remaining physical education graduate returned to the Utah State Agricultural College to take up graduate work toward a master's degree.

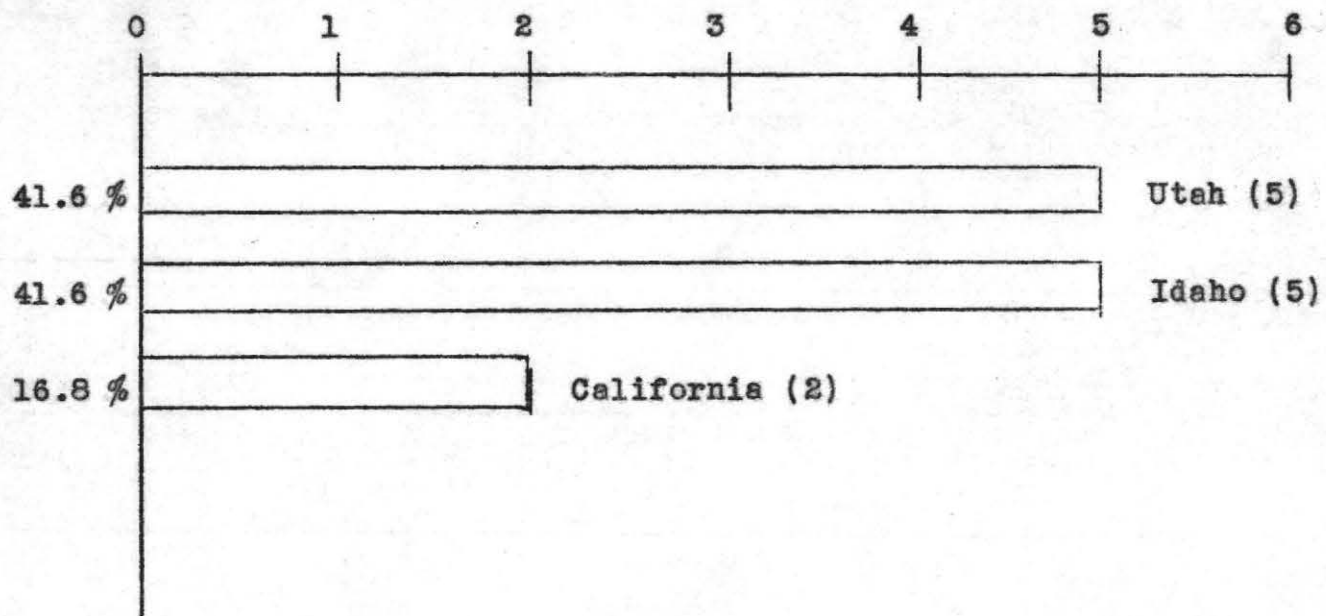


Figure 11. States 12 physical education graduates were placed in after their release from the armed services

Table 10. Schools 12 Utah State Agricultural College physical education graduates were placed in after their release from the service

| School Placed In | No. of Placements | Per Cent |
|-----------------------|-------------------|--------------|
| <u>UTAH</u> | | |
| Cedar City | 2 | |
| Davis | 1 | |
| Logan | 1 | |
| South Summitt | 1 | |
| | <u>5</u> | 41.6 |
| <u>IDAHO</u> | | |
| Blackfoot | 1 | |
| Fielding | 1 | |
| Midway | 1 | |
| Nampa | 1 | |
| Ririe | 1 | |
| | <u>5</u> | 41.6 |
| <u>CALIFORNIA</u> | | |
| Colton | 1 | |
| San Diego, Recreation | 1 | |
| | <u>2</u> | 16.8 |
| Total | 12 | 100.0 |

Table 10 discloses that the five physical education graduates placed in Utah were placed in fairly large schools, while three of the five placed in physical education positions in Idaho were placed in large schools.

It will be noted that only one man entered into recreational work after his release from the service.

Figure 12 shows the results of the study of problem seven. This problem was to determine the types of work the physical education graduates who didn't enter the physical education profession are now in. (Figure 12 doesn't show the figures on the physical education graduates that entered the armed services when they graduated. This information was covered in Figure 10.)

According to this figure, two of the graduates eventually entered the physical education profession. Approximately the same number of physical education graduates are now in private business as were the number of physical education graduates who entered private business when they graduated.

The two physical education graduates who entered farming after they graduated seemed to be satisfied with that profession, as they have remained in that type of work. Also the two that went into government work, and the two that went into salesmanship, are continuing on in that type of work.

One physical education graduate has entered the army, and at present is continuing that career, while only one of the three physical education graduates that went into professional football is remaining in that profession.

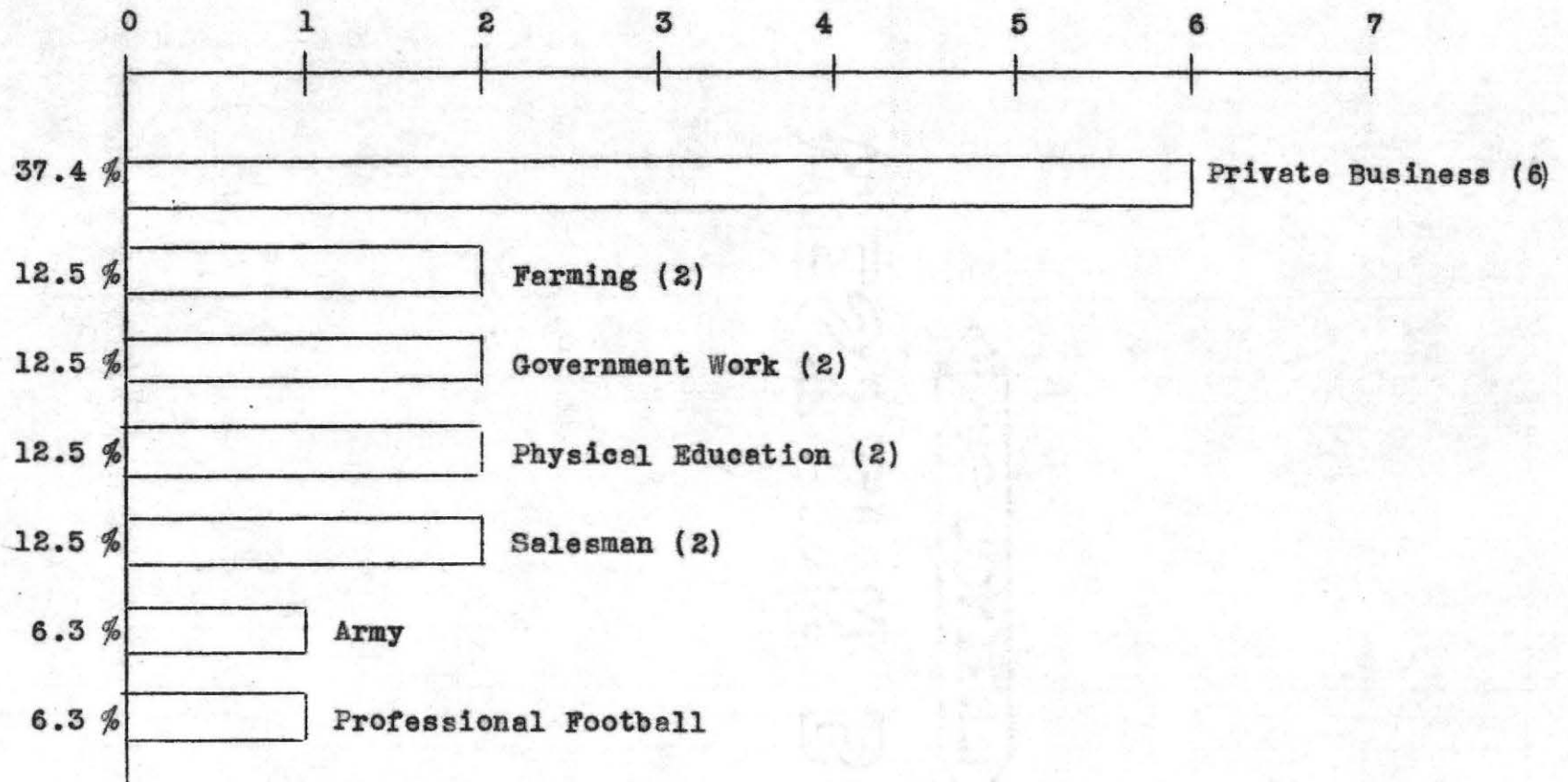


Figure 12. Type of work the 16 *physical education graduates who didn't enter the physical education profession are now in

*This doesn't include the 18 physical education graduates who went into the armed services after graduation

Problem eight in the study was to determine the present location of the physical education graduates who are still in the physical education profession. Figure 13 and Table 11 show the findings on this problem.

Fifty-six per cent, as shown in Figure 13, of the Utah State Agricultural College physical education graduates who are still in the physical education profession are located in Utah. This indicates clearly that most of the physical education graduates from this college remain in physical education positions in the state of Utah.

Twenty-three per cent of the Utah State physical education graduates are located in physical education positions in Idaho. These figures show that approximately 80 per cent of the Utah State Agricultural College graduates in the physical education profession are located in the states of Utah and Idaho.

California is the only other state in which there are many Utah State physical education graduates employed. Ten per cent of this college's physical education graduates are in physical education positions in that state. Nevada and Washington are next with three per cent of the physical education graduates employed.

It will be noted that of Utah's five surrounding states, there are physical education graduates employed in all but two of them, those being Colorado and Arizona.

One graduate has migrated over one thousand miles to accept a physical education position in Ohio. This college has physical education graduates in physical education

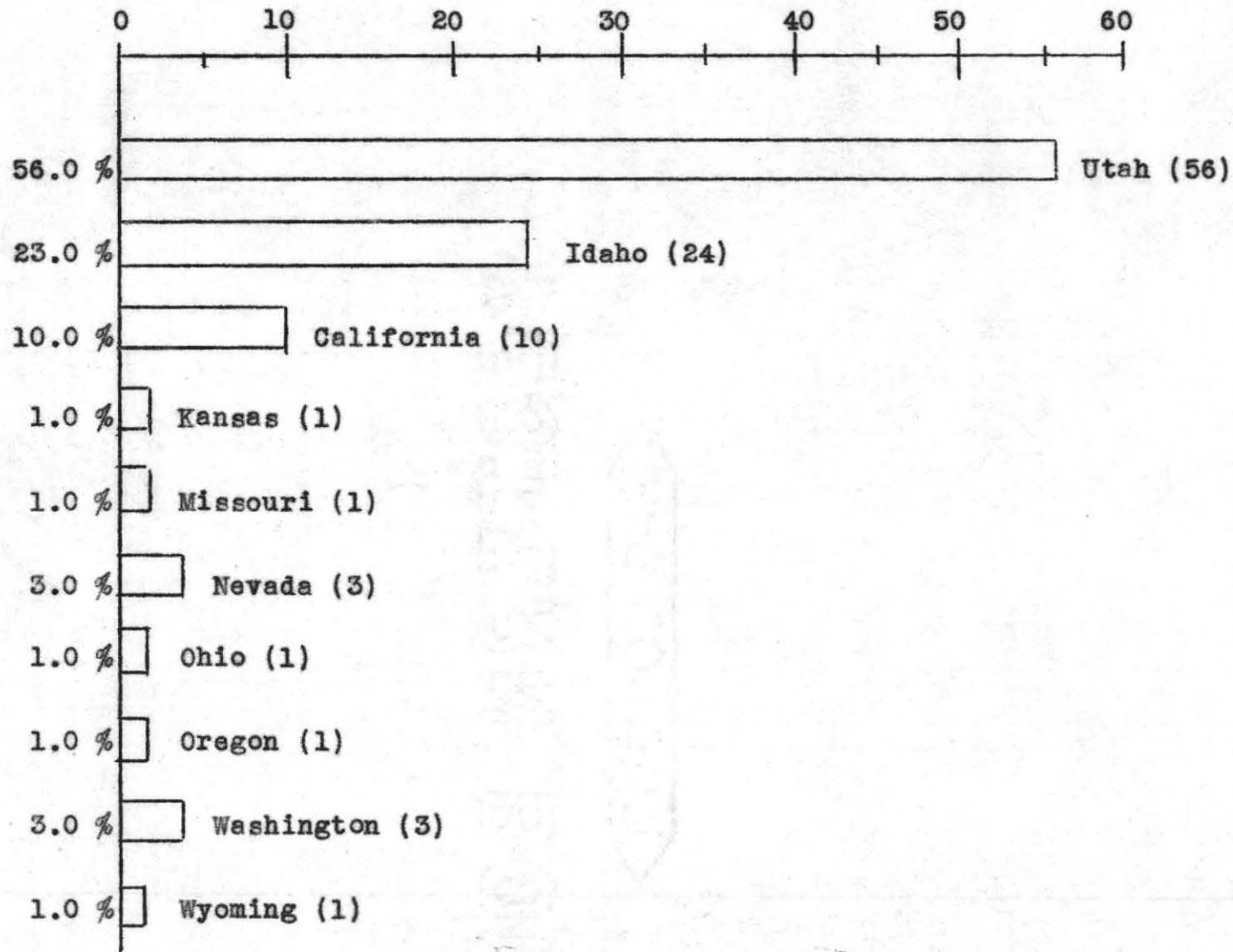


Figure 13. Present location of the physical education graduates who are still in the physical education profession

positions in 10 of the 48 states of the United States.

Table 11 shows that at present, there are seven Utah State Agricultural College physical education graduates employed in physical education positions at that college. This shows that the college is employing quite a few of their own physical education graduates. There are nine physical education positions in the institution, and the seven presently filled by Utah State's own graduates is a very good representation.

Weber High School is the only school in Utah that employs three of the Utah State physical education graduates. There are six schools that each employ two of the college's physical education graduates. Three of these schools, Logan, Ogden, and South Cache, are class "A" schools, and Cedar City and Tootle are class "B" schools. The other school employing two of the physical education graduates is the Branch Agricultural College at Cedar City. Incidentally, Snow Junior College is the only other junior college in Utah that employs a Utah State physical education graduate.

There are 10 physical education graduates in junior high school physical education positions in the state of Utah. Only three of the college's physical education graduates are in recreational positions.

It is interesting to note that Juab High School, which has had the highest percentage of its graduates enter and graduate from the Utah State Agricultural College with a degree in physical education than any other school in the state of Utah, has no Utah State physical education grad-

Table 11. Present location of the Utah State Agricultural College physical education graduates who are still in the physical education profession

| School or Type of Work | No. of Cases | Per Cent |
|------------------------|--------------|----------|
| <u>UTAH</u> | | |
| Beaver | 1 | |
| Bear River | 1 | |
| Bingham | 1 | |
| Box Elder | 1 | |
| B. A. C. | 2 | |
| Cedar City | 2 | |
| Cedar City Jr. | 1 | |
| Davis | 1 | |
| Delta | 1 | |
| Granite Jr. (SLC) | 1 | |
| Gunnison | 1 | |
| Jordan Jr. (SLC) | 1 | |
| Lehi | 1 | |
| Lewis Jr. (Ogden) | 1 | |
| Logan | 2 | |
| Logan Jr. | 1 | |
| Milford | 1 | |
| Morgan | 1 | |
| Monroe | 1 | |
| Mt. Pleasant | 1 | |
| Ogden | 2 | |
| Payson | 1 | |
| Sandy Jr. | 1 | |
| Smithfield Jr. | 1 | |

(Continued)

Table 11. (Continued)

| School or Type of Work | No. of Cases | Per Cent |
|-----------------------------|--------------|----------|
| Snow J. C. | 1 | |
| South (SLC) | 1 | |
| South Cache | 2 | |
| South Summit | 1 | |
| State Industrial School | 1 | |
| Spanish Fork | 1 | |
| Tintic | 1 | |
| Tooele | 2 | |
| Utah State Agri. College | 7 | |
| Walquist Jr. (Ogden) | 1 | |
| Weber | 3 | |
| Weber Jr. | 1 | |
| West (SLC) | 1 | |
| Wasatch | 1 | |
| Director Health and P.E.R. | 1 | |
| Salt Lake (Recreation) | 2 | |
| Salt Lake (Red Cross)(Rec.) | 1 | |
| | <u>56</u> | 53.1 |
| <u>IDAHO</u> | | |
| Aberdeen | 1 | |
| American Falls | 1 | |
| Blackfoot | 2 | |
| Fielding | 1 | |
| Filer | 1 | |

(Continued)

Table 11. (Continued)

| School or Type of Work | No. of Cases | Per Cent |
|---------------------------|--------------|----------|
| Gooding | 1 | |
| Heyburn | 1 | |
| Idaho Falls | 1 | |
| Idaho State College | 1 | |
| McCammon | 1 | |
| Madison | 1 | |
| Midway | 1 | |
| Moreland | 1 | |
| Nampa | 1 | |
| Oakley | 1 | |
| Preston | 1 | |
| Rigby | 1 | |
| Ririe | 1 | |
| Shelley | 2 | |
| Thomas | 1 | |
| Weston | 1 | |
| Ashton (Dude Ranch, Rec.) | 1 | |
| | <u>24</u> | 22.3 |
| <u>CALIFORNIA</u> | | |
| Alemeda | 1 | |
| Anaheim | 1 | |
| Colton | 1 | |
| Corona | 1 | |
| Galiteo | 1 | |

(Continued)

Table 11. (Continued)

| School or Type of Work | No. of Cases | Per Cent |
|---------------------------|--------------|----------|
| Sacramento Junior College | 1 | |
| Santa Cruz | 1 | |
| Hollywood (Rec.) | 1 | |
| Ingelwood (Recreation) | 1 | |
| San Diego (Recreation) | 1 | |
| | <u>10</u> | 9.6 |
| <u>KANSAS</u> | | |
| Pratt Junior College | 1 | 1.0 |
| <u>MISSOURI</u> | | |
| St. Louis University | 1 | 1.0 |
| <u>NEVADA</u> | | |
| Ely | 1 | |
| Eureka | 1 | |
| Panaca | 1 | |
| | <u>3</u> | 3.0 |
| <u>OHIO</u> | | |
| Defiance College | 1 | 1.0 |
| <u>OREGON</u> | | |
| Baker | 1 | 1.0 |
| <u>WASHINGTON</u> | | |
| Pacific College | 1 | |
| Pomeroy | 1 | |
| Yakima | 1 | |
| | <u>3</u> | 3.0 |

(Continued)

Table 11. (Continued)

| School or Type of Work | No. of Cases | Per Cent |
|------------------------------------|--------------|----------|
| <u>WYOMING</u> | | |
| Vet. Hospital (Cheyene-Recreation) | 1 | 1.0 |
| <u>GRADUATE WORK</u> | | |
| Utah State (Utah) | 3 | 3.0 |
| Indiana University | 1 | 1.0 |
| Total | 105 | 100.0 |

uates employed in their school.

There are two schools in Idaho that are employing two physical education graduates from Utah State, each. These two are Blackfoot, a class "A" school, and Shelley, a class "B" school.

Idaho State College is the only "school of higher learning" in Idaho that employs a physical education graduate of the Utah State Agricultural College. It is of interest to note that Ricks Junior College, which has had more graduates than any other school in Idaho enter Utah State and graduate in physical education, is employing no physical education graduates from the college.

This table shows that most of the Utah State physical education graduates employed in Idaho are in schools located in the southern and eastern part of the state. Only one physical education graduate is employed in recreation in the state of Idaho.

Of the 10 physical education graduates in California, one is in a junior college and two are in recreation. Of the 10 remaining graduates employed in other states, four are located in schools of "higher learning."

The physical education graduate who obtained a Ph. D. at the University of Iowa is at present employed as the Director of Physical Education at Defiance College, Defiance, Ohio.

There are four physical education graduates who are still doing graduate work at Utah State.

Table 12. Number of graduates who were placed in physical education jobs upon graduation who have left the physical education field

| Year Graduated | No. Placed | No. Left P.E. | Per Cent Left |
|----------------|------------|---------------|---------------|
| 1928 | 7 | 4 | 57 |
| 1929 | 5 | 3 | 60 |
| 1930 | 4 | 3 | 75 |
| 1931 | 5 | 3 | 60 |
| 1932 | 1 | *1 | 100 |
| 1933 | 1 | 0 | 0 |
| 1934 | 6 | 3 | 50 |
| 1935 | 6 | 4 | 66 |
| 1936 | 11 | 8 | 72 |
| 1937 | 9 | 2 | 22 |
| 1938 | 5 | 2 | 40 |
| 1939 | 10 | 3 | 30 |
| 1940 | 8 | 4 | 50 |
| 1941 | 8 | 3 | 36 |
| 1942 | 11 | 1 | 9 |
| 1943 | 3 | 2 | 66 |
| 1944 | 1 | 0 | 0 |
| 1945 | 0 | 0 | 0 |
| 1946 | 3 | 0 | 0 |
| 1947 | 19 | 0 | 0 |
| Total | 123 | 46 | 37 |

* One graduate student left the physical education field.

The number of Utah State physical education graduates who have left the physical education profession and their apparent reasons for leaving is covered in problem nine of the study. Table 12 and Figure 14 show the findings in this respect.

Table 12 shows the number of Utah State Agricultural College physical education graduates who have left the physical education profession.

This table points out that the highest per cent of physical education graduates that have left the profession, were the graduates of 10 to 20 years ago.

In 1932 only one graduate was placed and he has left the profession, thus making the number left for that year 100 per cent. The physical education graduates of the last four years have all remained in the physical education field.

The percentage of Utah State physical education graduates who have left the physical education profession may seem quite high, but, the highest percentages are found during the years there weren't many physical education graduates placed. It is interesting to note that during the last twenty years only 37 per cent of the Utah State physical education graduates who were placed in physical education positions have left the profession.

Figure 14 points out that almost one-half, or 44 per cent of the physical education graduates of the Utah State Agricultural College who have left the physical education field, did so because of the financial standing of the work.

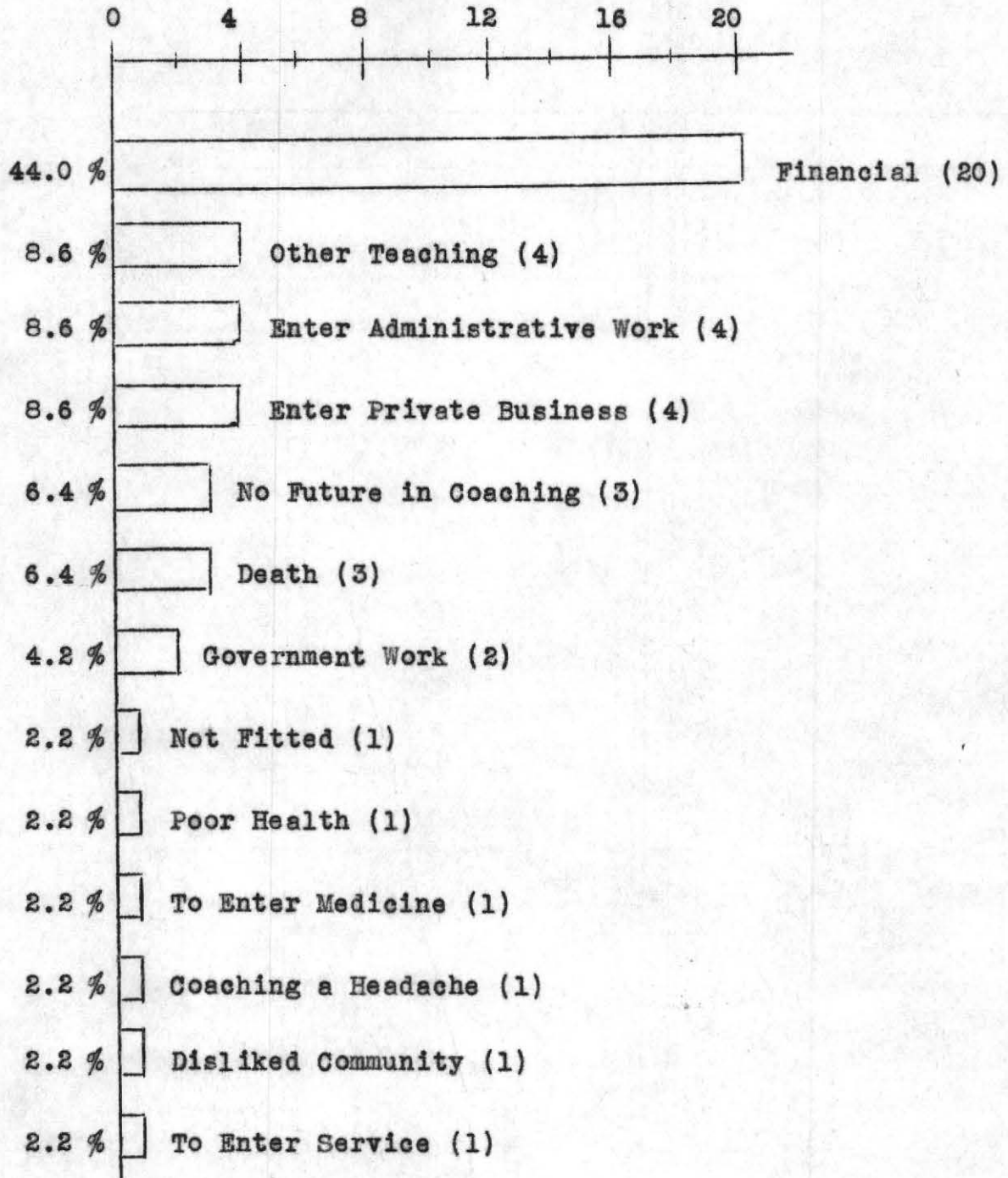


Figure 14. Apparent reasons why the Utah State Agricultural College physical education graduates left the physical education profession

Salaries for physical education teachers were too low in the majority of the cases. The physical education graduates had this to say about the salaries of the physical education teacher:

1. My reason for leaving was the starvation wages that were offered during 1937-38-39. The wages were \$115 per month for 12 months. If you survived for 10 years you might make \$150 per month.(sic)
2. Not enough money.
3. I could not exist on the salary when prices went up.
4. No tenure; no future; no money. I now make three times as much money.
5. Salaries of teachers are too low. Much more opportunity in business.
6. I could not raise my family on a coach's pay. I would like to go back into coaching and physical education, but it's rather hard to ask my wife and children to make the sacrifice.

Many graduates listed "financial" as their reason for discontinuing work in physical education. Most of the reasons given for leaving the physical education profession are directly or indirectly tied up with financial reasons.

Graduates who went into "other teaching" said:

1. Lack of additional pay. Because I had the same teaching load as the rest of the faculty members.
2. Too great of a teaching load for the amount of pay received. (sic)

This indicates that the teaching load of a coach or physical education teacher is a factor in causing the physical education graduates to leave the physical education profession. Because of this reason four men went into "other teaching."

The physical education graduates who entered administration work left physical education because, as the men stated:

1. I got what looked to be a good position in administration while I was waiting information on a coaching job, and I took it.
2. I like administration work better, also there is more pay and less worry than in coaching.
3. Promotion. Better job and more pay.
4. No security in coaching if you don't win. Lack of good physical education program in Idaho schools at the present time.

One physical education graduate listed his reason for discontinuing work in physical education was to enter private business. He states as follows:

Wages of school teachers did not advance in proportion to other fields. The retail business looked better both from pay at the time and a better future.

The physical education graduate who entered medicine gave an interesting reason for leaving physical education. He wrote:

I have always liked medicine and I felt that my life's ambition could be reached. Coaching was enjoyable but in a few years, due to catabolism, one cannot keep up such a terrific pace, and I could see myself being replaced in a few years by a younger man. Salaries for coaches are of course too low which is a factor. A doctor's position is held more highly than a coaches in a community.

The figures show that only 16 per cent of the graduates left physical education for other reasons than financial, or that physical education wasn't a profitable profession.

Figure 15 shows the results on the study of problem 10, which was to show the number of years the Utah State physical education graduates remained in the physical education pro-

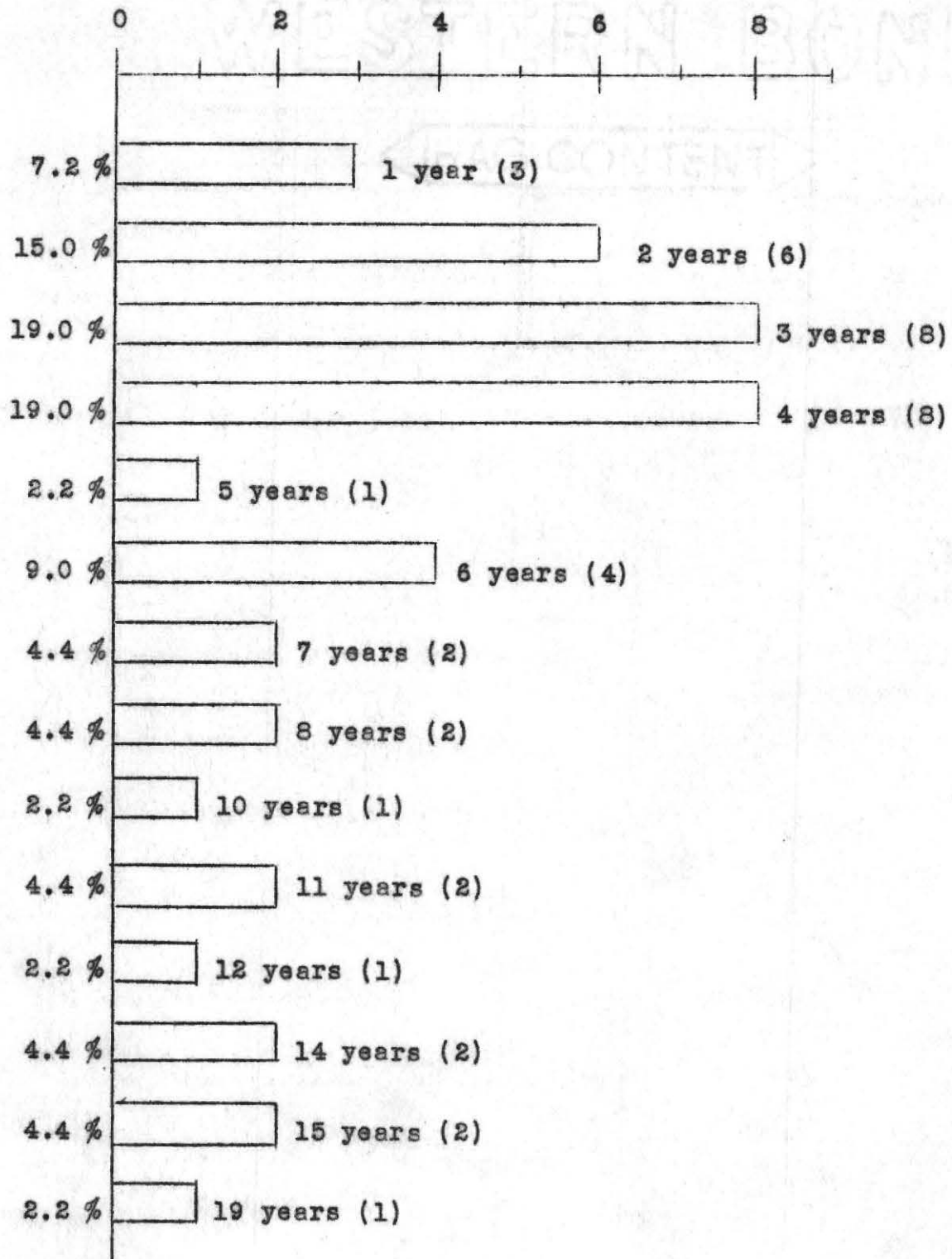


Figure 15. Number of years the Utah State physical education graduates remained in physical education before leaving

fession before leaving.

This table shows that 60.5 per cent of the physical education graduates who left the profession did so before they had completed five years of teaching in physical education, and almost 75 per cent didn't continue more than six years.

The physical education graduates of the Utah State Agricultural College remained in physical education work about two years, on the average, longer than the physical education graduates of Oberlin College studied by Keller. Keller stated that if an individual remained in the field of physical education for four years, he would probably remain in the profession. Statistics in Figure 15 show that the physical education graduates of the Utah State Agricultural College remained in the profession an average of 5.8 years before leaving. It could be said, then, that if they remained in the physical education profession for eight years, they would probably stay in the work, because only 20 per cent left the field after eight years of teaching.

Five graduates remained in physical education 14 years or more before discontinuing work in that field. One physical education graduate taught and coached physical education for 19 years. These are the exceptions rather than the rule.

The eleventh problem involved in the study was to determine the types of work the Utah State physical education graduates entered after leaving the physical education pro-

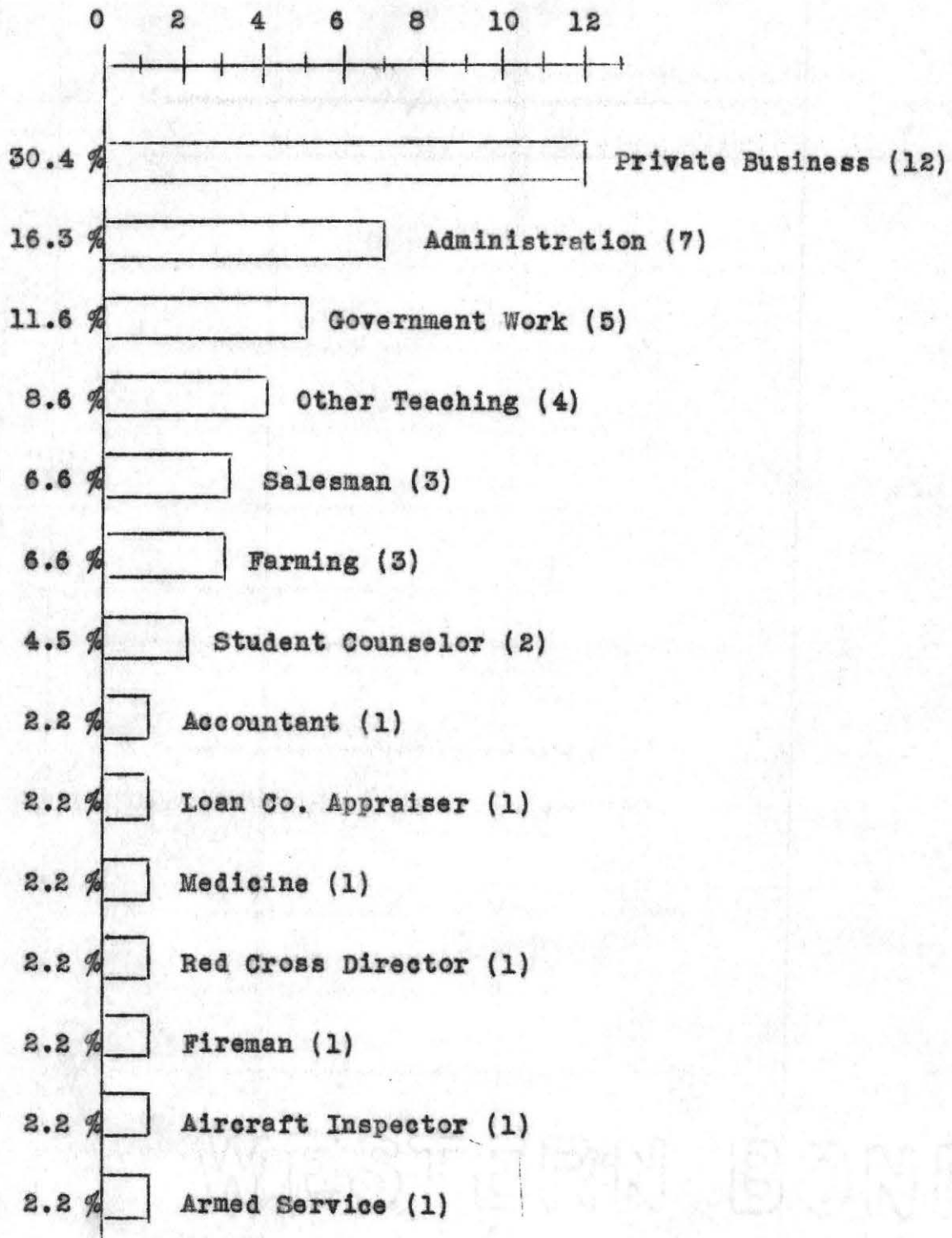


Figure 16. Type of work the Utah State physical education graduates entered after leaving the physical education profession

fession.

The results of the study on this problem are shown in Figure 16.

It will be noted in figure 16 that 30.2 per cent of the graduates who left the physical education profession entered private business. This is to be expected, because the physical education graduates listed the most outstanding reasons for leaving was to enter some field which would afford more opportunity.

Sixteen per cent of the physical education graduates left physical education to go into administration work. This indicates that a fairly good percentage of physical education graduates eventually became superintendents and high school principals. Physical education seems to be a fairly good stepping stone toward the achieving of administrative positions.

Due to the high number of government positions opening during the last fifteen years, it could be expected that some physical education graduates would leave for this type of work. Approximately 12 per cent of the Utah State Agricultural College physical education graduates left physical education to enter this profession.

Because of the teaching load the physical education instructor and coach had to carry, 9.1 per cent went into "other teaching" positions. There is no record of the three physical education graduates who have died.

The position of student counselor is a fairly new

occupation, and the former coach or physical education instructor seems to be fairly well qualified for this type of work.

The rest of the physical education graduates entered normal occupations. There have been more than one graduate leave physical education positions to enter the service, but only one listed it as his main reason for leaving the profession.

Problem twelve, and the final problem to be taken up in this study was to determine the types of work the Utah State physical education graduates who have left the physical education field are now in. The findings of this problem are disclosed in Figure 17.

This table shows that practically the same percentage of physical education graduates are still in private business as there were who entered that type of work when they left the physical education field.

Administration also seems to have about the same number of physical education graduates as there were who entered that type of work.

Two more graduates became salesmen, and one less physical education graduate is now in government work. This could be due to the slackening off of the number of government work in the 1st two or three years.

It is interesting to note that there were two less graduates in other types of teaching than there were who

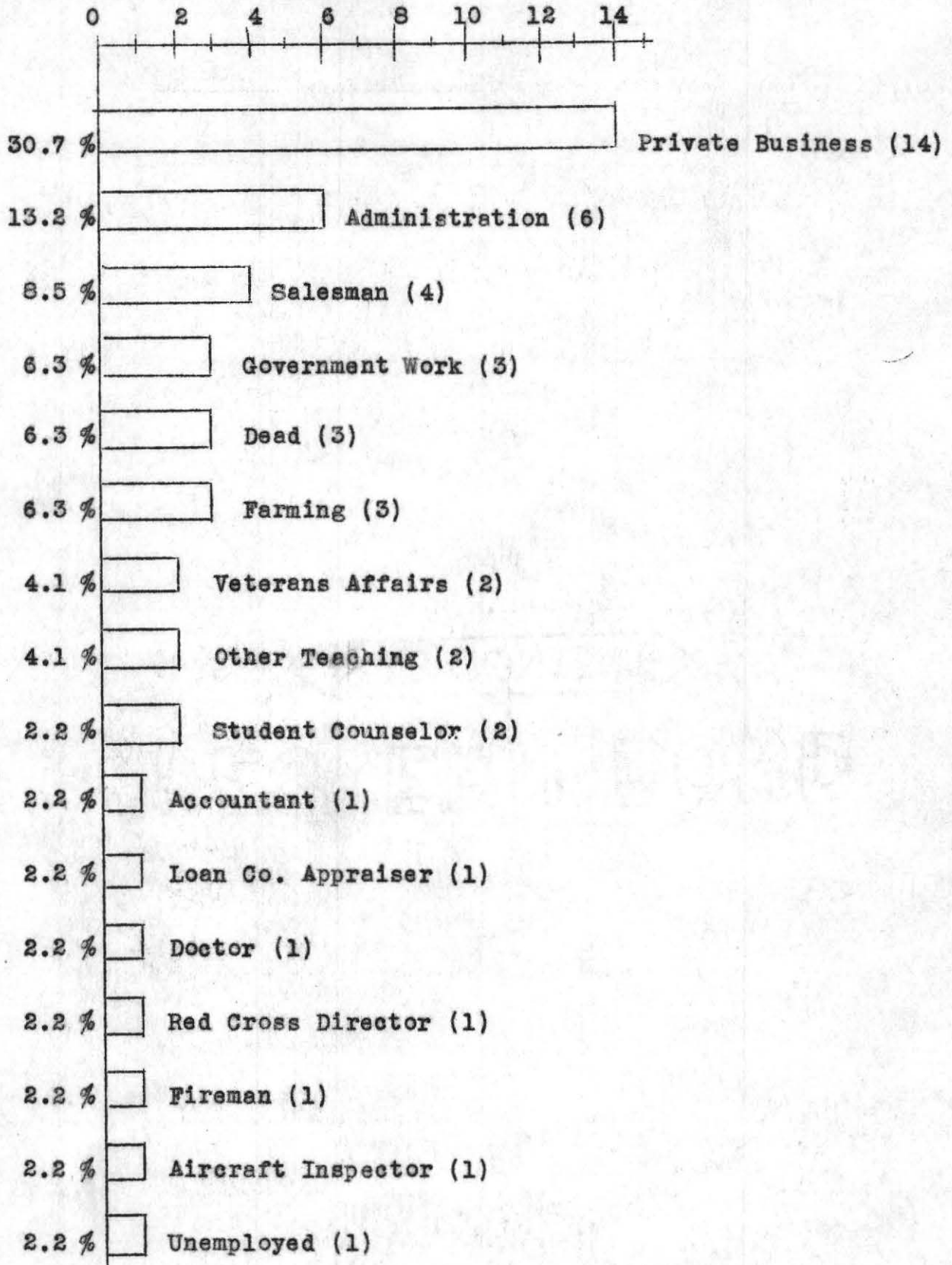


Figure 17. Types of work the Utah State physical education graduates who left the physical education profession are now in

entered that profession.

Veterans' affairs drew two of the physical education graduates. Because of the large number of World War II veterans it is only natural that this type of work is coming into prominence.

The rest of the occupations seem to remain about the same. One physical education graduate, however, is unemployed. This seems quite unnatural, but this graduate also stated that he was still contemplating if he should come back into physical education or not.

CHAPTER IV.

SUMMARY AND CONCLUSIONS

The purpose of the present study was to determine, as far as possible, twelve problems concerning the male physical education graduates of the Utah State Agricultural College. These problems were primarily concerned with the areas the physical education graduates came from; the number who were placed in physical education positions; where they were placed; what they did after they were placed, and where they are presently located.

The information used in the present study was obtained by questionnaire and personal interviews with many of the physical education graduates. The remaining information was supplied by the Director of the Utah State Physical Education Department and the files of the Utah State Alumni Association, Registrar's Office, and Teachers' Placement Bureau.

On the basis of the present study the following summary and conclusions of the twelve problems investigated in the study are presented.

1. a. Seventy-five per cent of the students who graduated in physical education from the Utah State Agricultural College, entered the college from schools in Utah. Twenty per cent of the students came from Idaho, 2.4 per cent came from Wyoming, and from Arizona, California, Nevada, and New York came .6 from each state.

- b. More physical education graduates came from Logan High School than any other school in Utah. Next in line were South Cache, Box Elder, Davis, Weber Junior College, Weber, Ogden, and Juab. Ricks Junior College and Preston High School sent the most graduates to major and graduate in physical education from Utah State than any other school in Idaho.
2. a. The number of students who have graduated in physical education from the college has grown from seven in 1928 to 23 in 1947. The number of graduates placed has grown from seven in 1928 to 19 in 1947. However, during the last twenty years the irregularity of the national economic conditions has caused the number of students graduated and placed in physical education positions to fluctuate greatly.
 - b. During the last twenty years 122 physical education graduates have been placed in physical education positions; 34 were not placed, and 15 went into graduate work.
3. a. Approximately 50 per cent of the physical education graduates were placed in Utah. Thirty-nine per cent were placed in Idaho. There were graduates placed in all of Utah's surrounding states with the exception of Arizona. Washington has been the most distant state a physical education graduate has been placed in.
 - b. The highest number of physical education graduates (four) to be placed in a Utah School have been placed at Bear

River High School. Next comes Piute, South Cache, Tooele and Utah State with three each. Moreland led the number of placements in Idaho with four, while Panace led Nevada with two placements of the Utah State physical education graduates.

4. a. Sixty-two per cent of the physical education graduates were placed in physical education positions in senior high schools, while only 4.6 per cent were placed in junior high schools, and four per cent were placed in junior and senior colleges. Eight and one-half per cent went into graduate work, and 1.5 per cent were employed in recreational positions.

These figures seem to indicate that if a physical education student is at all qualified, he has a very good chance of being placed in a physical education position when he graduates.

- b. Forty per cent of the graduate students received their master's degrees at the Utah State Agricultural College, and 40 per cent obtained their master's degrees at the University of Oregon. One graduate student obtained his master's degree at George Williams University, and another completed the course at Purdue University. Five of the graduate students haven't completed their requirements for a master's degree.
- c. Six of the 10 graduate students who obtained higher degrees accepted physical education positions in Utah, and the other four were placed in Iowa, Oregon, Texas, and in the army. The student who was placed in Iowa

completed a Ph. D., and was later placed in Ohio.

5. Eighteen of the 34 physical education graduates who didn't enter the physical education profession listed as their reason for not entering the field of physical education, "entered the armed services." Ten said they could see more opportunity in other fields. Four physical education graduates didn't enter the physical education field because physical education salaries were too low. One graduate liked "other teaching", and one liked to live in Logan.
6. a. Of the 34 graduates who didn't enter physical education, 18 went into the armed services. Five went into private business, and three joined the professional football ranks. Farming, government work, and salesmanship took two graduates each. One physical education graduate went into "other teaching" and one became a policeman.
- b. Twelve of the 18 physical education graduates in the armed services entered the physical education profession when they were discharged. One graduate remained in the service, while one entered into graduate work. The four remaining, each, entered different types of work.
- c. Of the 12 graduates who were placed in physical education positions after their release from the armed services, five were placed in Utah, five in Idaho, and two in California.

7. Of the 16 physical education graduates who didn't enter the physical education profession, or the armed services when they graduated, six are now in private business, two are in farming, two in government work, two are salesmen, and two have eventually entered the physical education profession. Only one graduate is now in the army, and one in professional football.
8. a. Fifty-six per cent of the Utah State physical education graduates who are still in the physical education profession are located in Utah. Twenty-three per cent are located in physical education positions in Idaho. Ten per cent are in California, and Nevada and Washington, each, have three per cent of the graduates. One graduate is located in each of the following states: Kansas, Missouri, Ohio, Oregon, and Wyoming.
- b. The Utah State Agricultural College presently employs more of the physical education graduates than any other school in Utah does. The college employs seven, while Weber High School is second in the number employed with three. Logan, Ogden, South Cache, Cedar City, Tooele, and B. A. C. each employ two of the graduates.
9. a. During the last twenty years 37 per cent of the placed students have left the physical education profession. The highest per cent of the graduates who have left the profession were the graduates of ten to twenty years ago. During the last four years none have left the physical education field.

- b. Forty-four per cent, or 20 of the physical education graduates who have left the physical education profession did so because of financial reasons. Four graduates said their reasons for leaving were to enter "other teaching", four said they left the field of physical education to enter administrative work, and four listed their reasons for discontinuing physical education work was to enter private business. Three graduates died, and three said there was no future in coaching. Two physical education graduates considered government work better than that of teaching physical education. One graduate said he was not fitted for the profession, and one claimed poor health. Another graduate entered medicine, one found coaching to be a headache, one disliked the community he was coaching in, and one quit to enter the service.
10. Approximately 60.5 per cent of the physical education graduates who left the physical education profession did so before they had completed five years of teaching in physical education, and almost 75 per cent didn't complete more than six years of teaching. It could be said that if an individual remains in the physical education profession for eight years he will probably remain in the work.
11. Twelve of the 43 physical education graduates who left the physical education profession entered private business when they left. Seven of the graduates obtained administrative positions, five entered government

work, and four went into "other teaching".

Three physical education graduates became salesmen, and three became farmers. Two became student counselors, one went into the armed services, and the remaining six entered normal occupations.

12. Of the 43 physical education graduates who left the physical education profession, 14 are at present in private business. Six graduates are in administration work, and four are salesmen. Three are in government work, three in farming, and three are dead. Two physical education graduates are employed in Veterans' Affairs, two in "other teaching", and two still are student counselors. There is one graduate employed in each of the following professions: accountant, Loan Co. appraiser, doctor, red cross director, fireman, aircraft inspector, and one is unemployed.

The results of this investigation show that the Utah State Agricultural College Physical Education Department is not graduating too many physical education students.

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WESTERN BOND

MADE IN U.S.A.

APPENDIX

Logan, Utah
December 16, 1947

Dear

I am writing a Masters' Thesis on "The Study of the Utah State Agricultural College Physical Education Graduates." I would appreciate it very much if you would give me a little information about yourself. Would you please fill out the enclosed questionnaire and send it to me.

In my thesis I am using no names and am concerned only with figures. Any information I receive from you I will destroy as quickly as I compile the necessary information.

Thank you very much.

Sincerely,

Ralph B. Maughan
224 South 3rd East
Logan, Utah

QUESTIONNAIRE ON U.S.A.C. P.E. GRADUATES

Name _____ Address _____

High School Graduated From _____

Address of High School _____

Your Present Position _____

YOUR FIRST POSITION

Were you placed in a P. E. job when you graduated? Yes ___ No ___

Where placed _____ Year _____

Type of work _____

YOUR PRESENT POSITION

a. Have you ever coached? Yes ___ No ___ Where _____

How many years _____

b. Have you ever taught P. E.? Yes ___ No ___ Where _____

How many years _____

c. Have you ever supervised Recreation? Yes ___ No ___ Where _____

How many years _____

d. Are you now in one of the above professions? Yes ___ No ___

If your answer is NO on (d). What were your reasons for leaving the profession? _____
