

AN INVESTIGATION OF PRESENT AND FUTURE EMPLOYMENT
OPPORTUNITIES FOR UNDERGRADUATE PHYSICAL
EDUCATION MAJORS IN INDUSTRIAL AND
CIVIC PROFESSIONS IN THE
CHICAGO AREA

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Thesis

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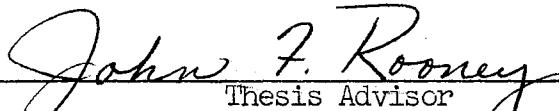
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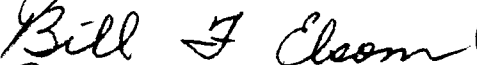
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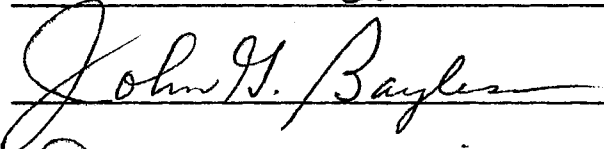
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Dean of the Graduate College

This thesis is dedicated to
William J. Mallers,
who in a most remarkable manner made this
manuscript and a church steeple possible.

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CHAPTER I

INTRODUCTION

To the student embarking on his college career today, the situation in which he finds himself is perhaps even more unsettled than it was for generations that preceded him. A college student in the past found himself in a new environment removed from old friends and familiar settings--a situation which is not atypical of today's entering freshman if he plans to attend an institution beyond the commuting range of Chicago. But over and above that, he is confronted with a different sort of uncertainty--the uncertainty about what the employment pattern will be four years later.

There is a great deal of indecision about careers among high school students as they embark upon four years of college. Certainly all students of today, as well as students of the past, experienced this indecision about choice of professional career, but today a new dimension has been added--the concern of the constantly changing job market. Perhaps it is unfair to suggest that today's students' indecisiveness about a professional career is his concern of the unpredictability of the job market.

In 1967, the Carnegie Foundation for the Advancement of Higher Education created the Carnegie Commission on Higher Education and charged that body to examine and make recommendations regarding the vital issues confronting higher education in the

United States, both at the present time and in the years approaching 2000.

One report published by the Carnegie Commission, New Students and New Places, contains a statement which clearly points to a student's indecision about his choice for a career:

However, shifts in relative job opportunities among occupations are likely to affect choices of undergraduate majors and graduate fields. There is evidence that students tend to adjust their choices of fields to changes in demand and supply in specific occupations.¹

Of greater concern is that upon graduation the student enters a job market today that is often described by its shattering stress, disorientation, and unpredictable flux. This changeability of the job market is induced so greatly and oftentimes so abruptly that graduates are often unable to cope with the inherent limitations of their college degree design--too few options for career adjustment.

Another report published by the Carnegie Commission, Reform on Campus, contains a statement which can easily be used to generalize concerning the changeability of the job market and the specific problem that will be probed by the research being proposed herein:

The labor market situation for college-trained people is changing. The demand for some occupations, such as teaching, is declining; the demands for others--such as the health professions--is increasing. New occupations are being born. The whole occupational

¹Carnegie Commission on Higher Education, New Students and New Places, (New York, 1971), p. 54.

structure is becoming more dynamic and its occupants need to have broader-based backgrounds and be prepared to undertake more additional training and retraining throughout their working lives. Campuses need to be able to adopt more quickly to the changing labor market situation and to the new changeability of student interests, which are produced in part by the changes in the labor market.²

Perhaps this labor market situation will become of sufficient concern for all in the educational disciplines, and then perhaps it will provide the necessary impetus for those responsible for structuring curriculums to develop a more adequate and constant evaluation of the changing job market. This then may assure that the college curriculum provides sufficient options for the graduating student.

The decline in the past few years in the number of new teaching opportunities in physical education in schools is illustrated by a recent article in the Journal of Health, Physical Education and Recreation by David K. Leslie when he quotes from a recent NEA research report:

A recent National Education Association research report presents findings that show a steady increase between 1969 and 1971 in the number of graduates who were prepared to teach. That number in 1969 was 266,661; in 1970 there were 292,634; in 1971 the number was 305,711; and in 1972 there were an estimated 312,000 graduates prepared to teach. During the same four-year period, 78,000 new teaching positions were added in 1969, 36,000 in 1970, 19,000 in 1971 an estimated 8,000 in 1972. While resignations create many additional job openings, resignations are occurring less frequently and openings appear less apt to be filled by the school district due to stringent economic

²Carnegie Commission on Higher Education, Reform on Campus: Changing Students, Changing Academic Programs, (New York, 1971) p. 24.

policies. Student teacher ratios are tending to climb. For most subject areas the demand for teachers has diminished while the supply has increased, with the result that there are too many teachers.³

It is worthy of note to show on a local level what may be occurring in the state of Oklahoma by paralleling the research of David Leslie with the Oklahoma report of the State Regents for Higher Education regarding the number of physical education degrees conferred:

The report of the State Regents for Higher Education in Oklahoma reported that for the period of 1971-1972 the number of Bachelor's degrees in physical education at Oklahoma colleges and universities was as follows:

Total state:	479.0
Total private:	82.5
Grand total:	561.5 ⁴

It was indicated to this author that physical education teacher placement in Oklahoma would be in approximately fifty positions. The obvious question that is raised immediately is what becomes of the remaining 511 physical education graduates? An assumption that certainly would be feasible and acceptable is that there is little chance that the national situation is any better, with the teacher job market as it is today. Yet the physical education discipline continues to structure its curriculum along historical patterns of preparing students for the

³David K. Leslie, "The Preparation of Physical Educators for Expanded Leadership and Service Roles," Journal of Health, Physical Education and Recreation, Vol. 43, No. 9, (Washington, 1972), p. 71. NEA Research Bulletin 49, No. 3, (Oct., 1971).

⁴Oklahoma State Regents for Higher Education, Summary of Degrees Conferred in Oklahoma Higher Education 1871-1972, State Capital, Oklahoma City, 1972, p. 9.

teaching occupation when the demand for the teaching profession is declining.

Physical education has contributed as much as, if not more than, other educational disciplines toward the total needs of our society, both past and present. Physical education, with its broad awareness of movement education and its powers of reasoning based on scientific research, has continually made the effort to create an atmosphere capable of uniting man's physical, mental, and emotional facets and encouraging capacities that will prepare him adequately for the task that will be demanded in our society.

If a criticism can be leveled at the discipline of physical education, it is that it has allowed itself to become limited and complacent in many areas related to the preparation of students who will become tomorrow's leaders in physical education. The depth and scope of the curriculum have not provided the foundation that is vital for the development of those academic attributes, personal characteristics, and professional qualities needed to perfect the image that is required if one is to become an effective leader. Physical education as an educational discipline must provide the student with more options to enable him to test the curriculum for personal identity, human worth, sensitivity, and the ability to function in an ever-changing job market.

To be more specific, physical education as an educational discipline is preparing students for a career through a too-limited, teacher-oriented curriculum. Today's job market is not

demanding as many teachers as the colleges are producing. The result is that there are many unemployed people with college degrees in teaching which includes physical education. The continuing strong commitment to a physical education teacher-oriented curriculum is questionable. Brown and Mayhew reported that well over one-half of all college graduates are not working in fields related to their undergraduate majors.⁵ Assuming, if we may, that what Brown and Mayhew say is completely valid and pertinent to physical education, why must the physical education discipline continue to structure its curriculum along historical patterns of preparing students for the teaching professions only? Might the concern, both of the student and the college curriculum, with regard to the constantly changing job market, be sufficient impetus for researching other spheres of influence in our society associated with the industrial and civic professions?

Updike and Johnson give credence to the thought researching the industrial and civic spheres of influence by stating in Principles of Modern Physical Education, Health and Recreation:

It should be evident that in this system, the educational aspects of human movement (including the preparation of teachers, skill instructions, and coaching) would be only a part of the profession's concern. Study of the movement-related phenomena for their own sake, regardless of any practical applications, would be a legitimate pursuit of scholars. Conceivably, some people would

⁵ Joseph Axelrod, Search for Relevance: The Campus Crises, (San Francisco, 1969), p. 61.

find positions in industry, the arts, government and other environments on the basis of their expertise in exercise or movement.⁶

Nixon and Jewett, in a statement relative to opportunities in physical education stated:

Programs of physical activity have become prominent in the over-all plans of almost every type of social agency serving the needs of youth and adults. Thus, there is a reasonable demand for both men and women trained in physical education and allied fields to accept responsibility in connection with such programs. It is impossible to list here all such positions which might be available. The following represent a fair sampling of the organizations from which calls are usually received: YMCA, YWCA, YMHA, JCC, CYO, the American Red Cross, Boy and Girl Scouts, Campfire Girls, Friendly Indians, Organized Camping and Youth Hostels, The Boy's Clubs of America, Athletic Clubs, Industrial Programs, state institutions, Indian Service, National Park Service, Armed Services, the Peace Corps, Vista, The Job Corps, physical therapy and occupational therapy.⁷

Wilford A. Weber discusses the concept of the multi-institutional organization patterns in teacher preparation. This simply means that the responsibility for teacher preparation should be shared by colleges, school and the educational community. The educational community broadly defined, in addition to the colleges and the schools, would include educational industries and government educational agencies.

Weber more clearly points this out in a statement as to the rationale of his position:

⁶Wynn F. Updyke, and P. B. Johnson, Principles of Modern Physical Education, Health and Recreation, (New York, 1970), p. 22.

⁷John E. Nixon, and A. E. Jewett, An Introduction to Physical Education, (Philadelphia, 1969), p. 27.

Under the usual organizational pattern of teacher education programs the teacher education institution--a college or university--has the major, if not the sole responsibility, for the preservice education of teachers. That responsibility has been shared to some extent with schools, but only with regard to the student teaching experience. The extent of this cooperation has been largely limited to the school's providing a setting in which the student teacher practices teaching under the guidance of a master teacher. Control, however, has remained largely in the hands of the college. In future teacher education programs, colleges should share much more of their responsibility with schools and other segments of the educational community.

Such multi-institutional patterns will undoubtedly take many different forms. However, it seems that the groups sharing teacher education responsibilities will at least include colleges, schools, government, educational agencies and educational industries. In addition, educational professional organizations, state departments of education, college students and student organizations, members of the community and the "non-education" academic disciplines will be more involved in teacher education programs than at present.⁸

This investigator has directed the efforts of this research in part to what Weber has referred to as "government educational agencies and educational industries." This becomes much clearer in the findings of this research.

In further support of proposing research in the industrial and civic spheres of influence in our society, this author would cite just a few from his own empirical observations:

- (1) A national insurance firm based in New York employs a physical education graduate with a Master's degree who performs the service of providing relevant

⁸ Dan W. Anderson, J. M. Cooper, M. V. DeVault, G. E. Dickson, and W. A. Weber, Competency Based Teacher Education, (California, 1973), p. 99.

information concerning the physical fitness of the company's policyholders and employees.

- (2) Walt Disney Enterprises employs a director of physical education, not including the many additional full and part time physical education personnel, to implement and coordinate an athletic and recreational program for its employees and their dependents.
- (3) A Minneapolis investment firm has initiated plans to construct fourteen athletic facilities in the Chicago area under what might be considered a rather clever promotion called, "Supreme Courts." Each facility will have twelve indoor handball courts, two squash racquets courts, two outdoor tennis courts (placed on the roof of the structure), sauna baths, whirlpools, exercise room, and club room. This facility should, and could, be coordinated by a physical education graduate if he were equipped with knowledge and preparation for such fields as public relations, promotion, finances, business law, personnel management, and food service.
- (4) United States Gypsum recently designed a prefabricated handball court that can be installed at one-half the cost of present construction estimates. They have indicated an interest in physical education graduates with a knowledge of sales and construction procedures.

- (5) The Federal Bureau of Investigation in recent years has recruited physical education graduates from the University of Illinois in Chicago.
- (6) Agencies such as the Boy Scouts of America, the Young Men's Chirstian Association, and others are seeking people with physical education backgrounds to work in the inner city.
- (7) The Federal Government through the Health, Eduation and Welfare Department is dispensing funds for social reform programs in urban and rural areas. In many instances, people with physical education degrees are in demand to fill key positions in such programs.
- (8) U. S. urban areas were, historically, a sprawling community with its population spread out in many directions. Recently, there has been a vertical movement of the population. Large housing complexes, some 40-100 story buildings, are providing athletic facilities. In many instances, these facilities are extensive enough to include handball and paddleball courts, a swimming pool, an indoor track, exercise room, sauna bath, and similar equipment all of which is in need of professional physical education leadership.
- (9) On one occasion, the author had the opportunity to address the Chicago district chapter of the Industrial Doctors Society. Interesting feedback from this group indicated that industry again is moving in the

direction of providing athletic programs at an intensity greater than it has been for many years, or more closely in line just after the Second World War. They cited two reasons for this: (1) increased interest on the part of the employees that was prevalent after World War II and (2) a change in workman's compensation laws permitting company sponsorship without the threat of rising insurance cost, and extreme financial obligation to the employee injured while involved in the company sponsored athletic program.

There very definitely is the unknown factor of what may potentially be available to the physical education graduate for job opportunities in the industrial and civic spheres of influence in Chicago. The physical education discipline must seek answers as to the scope and depth of these spheres of influence that potentially might provide opportunities in physical education related areas. If physical education as an educational discipline, which is producing at a rate greater than the present teaching field demands, is to be criticized, let it not be criticized for pursuing knowledge outside of its present realm of job placement. The search for job market potential in the other spheres of influence may prove to be of service both to the student in pursuit of a professional career and service to the needs of our society.

CHAPTER II

STATEMENT OF THE PROBLEM

General Problem

The nature of this study is to investigate present and future employment opportunities for undergraduate physical education majors in the industrial and civic professional spheres in the Chicago, Illinois area.

A review of the research literature made available by the Carnegie Commission on Higher Education, abstracts presented in The Completed Research of the American Association for Health, Physical Education and Recreation Journals, statements presented in the background context of this proposal, and the nearly fourteen years of professional empirical concern provided the impetus for the author to suggest this problem for study.

Delimitations

- (A) The results of this research were not generalized to any population or any geographical location, including Chicago and its surrounding communities. As stated in the original premise of this problem, the author confined the results of the study to only suggest the possibility for consideration of the physical education discipline to seek further, if necessary, through continuing

evaluation of the curriculum and the changing job market for means of providing more options for the students in their pursuit of a career in physical education.

- (B) The investigator intends, through the design of the problem, to gather data only by means of the personal interview and to report those findings or responses related to the nature of the problem. The data will then be available to others who may wish to study further the problems relating to the demands of the job market and the capability of the physical education curriculum to fill the positions in this job market.

Limitations

Non-academic industrial and civic professions may have difficulty in relating to and answering questions in their spheres of the society. More simply stated is the fact that industrial and civic influences in the society have generally never come under investigation before by the physical education discipline and may find it difficult to react to the nature of questions presented in this personal interview approach. Accuracy and reliability of the data has rested with the ability of the author in the conduct and gathering of the data.

Research Design

This investigation was conducted by means of the survey; the instrument for collection of the data was the personal interview.

The dictionary defines a survey as a "critical inspection, often a study on an area with respect to a certain condition, or its prevalence; as a survey of the schools."

The use of the personal interview to gather data for this study is clearly supplied to Kerlinger as a valuable tool in social investigative research. Kerlinger stated:

Surveys can be conveniently classified by the following methods of obtaining information: personal interview, mail questionnaire, panel, telephone, and controlled observation. Of these, the personal interview far overshadows the others as perhaps the most powerful tool of social scientific research.¹

Some of the actual personal interview sample questions are described in the proposal, headed Procedure.

Investigator's Qualifications

The investigator's qualifications which contribute to the depth, nature, and design of this study were the B.S. and M. Ed. degrees in physical education, and seven years teaching experience on all levels. In addition to the academic preparation and teaching experience was the practical experience with the following community agencies.

¹Fred N. Kerlinger, Foundations of Behavioral Research: Educational and Psychological Inquiry, (New York, 1964), p. 395.

- I. Five years YMCA (served in capacities of Director of Physical Education and as Executive Secretary)
- II. Four years in both large city and suburban park districts (served in the capacity of administration of park operation)
- III. Nine and one-half years Chicago Athletic Association as Director of Athletics (served in the capacity of administration)

Note: The later position provided the investigator with an inherent opportunity to relate and identify with individuals from both industrial and civic spheres.

Also associated with the writer's profession were the following committee affiliations:

- I. Citizen's Advisory Committee, School of Physical Education, University of Illinois, Chicago Circle Campus
- II. Chairman, Athletic Advisory Committee, Explorers (Chicago Boy Scout Council) Program, Chicago, Illinois
- III. Advisory Committee for the Development of Physical Education Teaching Aids with the Flick-Reedy Company
- IV. Planning Committee, Midwest A.A.H.P.E.R. Convention, Chicago, Illinois
- V. Assistant to Dr. Bryant Feather, Chicago State College, in the production of two educational television programs, relative to psychology and sports
- VI. Assisted in the formation of the Chicago Handball Association

- VII. Served two years as a member of the Fitness Information and Education Council of America, a non-profit organization, directed by Dr. Fred Allman, Atlanta, Georgia
- VIII. Member of a panel for winter sports symposium sponsored by Presbyterian St. Luke's Hospital
- IX. Consultant for architectural firms, both in Chicago and New York, relative to development of athletic facilities
- X. Served as a consultant to law firms, relative to physical education accident cases
- XI. Consultant for the Chicago chapter of Savings and Loan Association in the development of a physical fitness seminar

CHAPTER III

PROCEDURE

The population that was used in this study was selected because of their academic and/or professional qualifications and experiences. The Chicago, Illinois, area was selected for this study because of its depth and diversity of industrial and civic influences on the people and institutions that make up the city. Chicago and its suburbs have a population exceeding 6,000,000 which provides the size for assurance of sufficient resources relative to industrial and civic variety and depth to draw upon for such a study.

Chicago is rich in the academic tradition with some six major universities and numerous small colleges and community colleges. These institutions have a long history of cooperating and relating to industry and the civic influences in Chicago.

The author decided upon Chicago because of his professional experiences and associations with people in the academic, industrial, and civic fields.

The following criteria were used for the selection of subjects:

- (A) The subjects were drawn from an industrial and/or civic field in the Chicago area.

- (B) The subjects were drawn from the many different levels of the subjects' responsibilities. Consideration for selection was given, where and when possible, to the subjects' knowledge of current trends in hiring practices, and current trends in the types of expertise needed by the industrial and civic fields.
- (C) The subjects were drawn from such job levels of industrial and civic fields that were directly involved in the decision-making processes of their respective fields. People in this hierarchy are often in the best position to predict the future course of events that would influence the job market. An example of this was a recent announcement by officials in Chicago of an urban renewal project along the site of the Chicago River and the loop area of the City.¹ The renewal project will provide medium and high fee rental dwellings, and will include athletic facilities for the convenience of the tenants--potentially another opportunity for employment of physical education trained people. For the purpose of clarification as to possible candidates for this study, the author cites a few examples which follow:

¹Loop is with reference to the major downtown business area as distinguished from other so-called downtown business areas.

(1) Personnel Director, City of Chicago Civil Service Commission; (2) Executive Administrator for Future Planning, Michael Reese Hospital and Medical Center; (3) Midwest Executive Director, Fellowship of Christian Athletes; (4) President, Flick-Reedy Corporation (Manufacturer and researcher of physical fitness equipment and teaching aides); (5) Vice-President, United States Gypsum Company; (6) Executive Director Chicago Council of Boy Scouts; (7) Executive Director National Industrial Recreation Association; (8) President of a Chicago-based investment firm; (9) President of a Chicago-based sports equipment company that has a large contract with the National Football League; (10) President of a Chicago based personnel-placement firm; (11) Chief Officer of an architectural firm; extensively involved in designing large, high rise apartments and schools--both in every instance providing athletic facilities; (12) Vice-President of an Illinois Railroad System; (13) Partner of a professional sports team in Chicago; (14) President of a Sports Complex Enterprise; (15) President of the Board, Chicago Park District; (16) Superintendents of the Chicago and Catholic school systems; (17) Director for Physical Education for the Chicago Young Men's Christian Association (other agencies were included as well); (18) Director of the Chicago Rehabilitation

Center; (19) Members of the various news media.

- (D) In addition, consideration was given to seek out individuals whose social milieu and interests outside of their professional life may be with significant community involvement, such as being a member of a school board, park board, hospital board, et cetera.
- (E) Subjects selected were placed into two categories with examples for clarification of the two categories for the purpose of expertise-identification. They are as follows:²

<u>Industrial</u>	<u>Civic</u>
Manufacturing Firms	City, State, Federal Government
Insurance Companies	Civil Service
Sales Companies	Hospitals
Investment Firms	Labor Unions
Personnel Firms	Park District
Architectural Firms	Schools
Industrial Commission	YMCA, CYO, etc.
Real Estate Developers	Federal Bureau of Investigation

The procedure for collection of data was as follows:

- (A) The author conducted a personal interview with each subject recording the subject's responses on tape. At the beginning of the interview, the author had a conversation with the subject centering on the theme of physical education. This was to assist the subject and assure the author that the subject had a basic understanding of the field of physical education. This

²Examples of individuals who will be drawn for this study were cited in Sec. C. of the Procedures.

was not to suggest that the subject did not already have some knowledge of the nature of physical education.

(B) Upon completion of the briefing (it should be noted that this briefing was included to place the subject at ease and was conducted with some degree of informality), the author verbally presented questions relative to the nature of this study. These questions appear as follows:

- (1) Based on your knowledge of the present job market in the Chicago area, what might be available in the industrial or civic professions for college graduates in the field of Physical Education and Recreation?
- (2) Do you have any thoughts regarding employment potential for people with degrees in Physical Education and Recreation and with industry, the YMCA, the church, etc.
- (3) How could a person with a Bachelor or Master's degree in Physical Education and Recreation assist your firm in promoting physical fitness for your clients and employees?
- (4) Athletics and recreation are one of the top ten industries in the United States today. What are some of your forecasts for future investment in athletics and recreation by your firm, or others in industry that you may be familiar with?

- (5) Do you see management of athletic facilities in housing complexes as a potential job market for individuals with degrees in Physical Education and Recreation? If so, in what capacities, and what advice might you offer to qualified persons in Physical Education and Recreation in terms of seeking application and information regarding this industry?
- (6) In the over-all operation of your company, do you presently employ, or would you consider employing, an individual with an academic degree in Physical Education and Recreation? If so, please indicate in what capacity.
- (7) Would you describe the employment potential for people with a college degree in Physical Education and Recreation relative to the health sciences (physical therapy, corrective therapy, geriatrics, etc.) with reference to the needs of the Chicago area?
- (8) Present school budget cuts have resulted in the reduction of Physical Education and Recreation programs in the elementary and secondary schools. To what extent do you feel that these physical education and recreation programs should be supplemented by private and public agencies?

- (C) The study originally attempted to provide responses from thirty subjects as a minimum with flexibility for more if the study should provide the impetus.
- (D) A profile for each subject was completed by the author prior to the actual taping of the interview. This profile sheet has become part of the dissertation, Appendix C. The subject and his response will be cited together in the dissertation, but in a manner which conceals his identity. An example for identifying a given response might be: Executive Director of a major hospital in the Chicago area. The rationale here was to assure the subject he would not be quoted in the future, thus eliminating any reluctance on his part to having been a subject in this study.
- (E) The subjects interviewed in this investigation were selected from two defined categories for the purpose of expertise-identification. The two categories are cited in this study as "Industrial" and "Civic". This is shown in Table II of Appendix A.
- (F) The responses of each subject were summarized and paraphrased and then transcribed into the dissertation.
- (G) The author conducted the investigation of the problem during the periods of December 22, 1972 to January 12, 1973, and May 14, 1973 to June 12, 1973.
- (H) The author probed with every subject to thoroughly saturate all possible areas, both known and unknown, for

potential employment for physical education graduates.
 For the record, and as some examples for this dissertation, the author cites the following:

TABLE I

PHYSICAL EDUCATION UNDERGRADUATE MAJORS³

<u>ATHLETIC ADMINISTRATION</u>		<u>HEALTH</u>	
College		Physical therapy	
Community agencies		Corrective therapy	
Industry		Occupational therapy	
Housing complexes		Social Work	
Athletic Association		Geriatrics	
Country clubs		Recreational therapy	
Athletic clubs			
<u>MUNICIPAL</u>	<u>GUIDANCE</u>	<u>TEACHING</u>	<u>CONSULTANT</u>
Civil Service	College	Elementary	Legal
City		Secondary	Architectural
		College	Medical
<u>INDUSTRY</u>		<u>COACHING</u>	
Construction of athletic facilities		Professional teams	
Sales (promotion, etc.) of Facilities			
Recreation and athletic management			
Insurance			

³There are obviously many others that have been realized as a result of this study and they have been included as part of Chapter IV.

Related Literature

Over sixty-five hundred (6,500) thesis abstracts presented by the American Association for Health, Physical Education, and Recreation official publication, the *Completed Research Journal*, were reviewed and not one of the reported research studies dealt with the subject proposed in this investigation.

Another source considered for the related literature was the ERIC TAPE FILES. The Oklahoma State University Computer Center has available the files of bibliographic data assembled by the Educational Resource Information Center (ERIC) of the National Institution of Education. These ERIC files represent virtually complete coverage of current and significant developments in educational research. The files consist of: (1) Report Resumé Linear File; (2) Journal Article Resumé Linear File; and (3) Aim and Arm Resumé Linear File.

The Report Resumé Linear File consists principally of resúmes of research reports filed by contractors and grantees on the results of funded educational research since 1966. This particular file also includes full descriptive cataloging, indexing and an abstract of the report.

The Journal Article Resumé Linear File consists of resúmes of journal articles on educational research selected from over five hundred education and education-related journals since 1969. Each resumé of this file is the same as far as the report resúmes, except that the abstract is replaced by a thirty to fifty word

annotation when the title does not clearly indicate the subject matter of the article.

The Aim and Arm Resume Linear File consists of vocational education reports.

The review of the Oklahoma State University ERIC bibliographical data relative to Physical Education and each of the following:

(1) career choice, (2) career opportunities, (3) career planning, (4) employment, (5) employment opportunities, (6) employment potential, (7) industrial relations, (8) jobs, (9) occupations, (10) physical education, and (11) skilled occupations totaled two thousand nine hundred ninety-three (2,993) accession numbers for the above physical education related descriptions. The ERIC computer program revealed that not one of these 2,993 related literature sources concerned itself with the nature of this investigation. This with the above cited HPER completed Research Journals clearly indicates the absence of and need for such an investigation. Investigations of this nature are seemingly non-existent.

The literature most clearly and closely related to the proposed investigation was presented by the Carnegie Commission on Higher Education, namely, Less Time, More Options: Education Beyond the High Schools, New Students, New Places: Policies for the Future Growth and Development of American Higher Education, Dissent and Disruptions, and Reform on Campus: Changing Students,

Changing Academic Programs.⁴ The Carnegie reports provided much of the rationale for the authors cited in the Background of this investigation. In addition, there were other sources of related literature contributing to the impetus of this study.

Deane E. Richardson of Arizona State University in his presidential address to the proceedings of the annual meeting held in New Orleans (January 9-12, 1972), of the National College Physical Education Association for Men raised a point concerning professional preparation which is relative to the nature of this investigation. Richardson said:

Do the goals for professional preparation need to be changed? For years far more male physical education teachers have been graduated than were teaching positions available. If challenged, how could the large number of major students be defended? Will the numbers game played since World War II for requestional additional funds and personnel be a valid criterion in the seventies? Will the legislatures or Boards of Regents request a cost analysis of programs? Will duplication of professional physical education programs in all colleges and universities in each state be permitted? The great need in physical education is for elementary school specialists and for minor programs in athletic training, coaching and elementary classroom teaching and secondary teaching?

Employing the principles of flexibility and diversification, sucessfully used by industry might provide one answer. The profession has long been wedded to preparing teachers only; when, in fact, all sorts of community agencies need the expertise of physical educators. There is a need for sports and activity directors for such agencies as boy's clubs, recreation departments, pre-school centers, retirement centers, and industry. A liberal arts degree, divorced from qualifying students for a teaching credential, is a possibility. Could there be prepared, through a multidisciplinary approach, a

⁴Carnegie Commission Reports, 1971.

sports statistician, a newspaper sports writer, a TV or radio sports caster, a facilities specialist, a sports specialist such as a golf pro, a ski instructor, or a sports administrator, prepared to manage a specialized sport facility?⁵

In a recent publication of the "Occupational Outlook for College Graduates further evidence was given supporting the idea for diversification, flexibility, and continued evaluation of physical education and recreation graduates.

Other reasons for the anticipated longrun expansion in the number of recreation workers include a growing interest and participation in recreation activities by the general population; the continued trend toward urban living; the rise in industrial recreation activities as more companies promote recreation programs for their employees; in creating attention to physical fitness by government, educators, industry and others; and the initiation of programs to insure the preservation of outdoor recreation areas. A number of recent Federal laws also will contribute to the rising demand for recreation workers. Among these are the Elementary and Secondary Education Act of 1965, which includes provisions for grants to local educational agencies for improving and expanding recreation opportunities for the educationally deprived; and the Older Americans Act of 1965, which provides grants to States for programs, including recreation, for older persons.⁶

The need for community and individual programs of physical activity will grow in the future. New positions will add to job

⁵Deane E. Richardson, "Proceedings Annual Meeting, Jan. 9-12, 1972, New Orleans, Louisiana," National College Physical Education Association for Men, (University of Minnesota: Minneapolis, Minnesota 55455), 1972, pp. 9-10.

⁶"Occupational Outlook for College Graduates 1972-73 Edition," Bulletin 1730, United States Dept. of Labor, 1972, Washington, D.C., p. 258.

opportunities for physical education graduates as this concept spreads. Laurence Pape suggests potential that is relative to the nature of this investigation when he says:

Movements are in process which will produce greater numbers of sports and fitness clubs. More attention will be paid to motivation and recognition of individual achievement. Improved efforts in public relations by physical educators will continue to yield substantial gains in acceptance and expanded programs wherever these efforts are made.

The role of physical education in adult education and in providing skilled leadership for post-school youth and adults will increase in stature. Efforts in this direction by some leaders have met with great respect and appreciation. This is an area of service which has hardly been touched and which has great potential.⁷

Research must and will continually seek answers to employment opportunities for physical education graduates. These efforts must be directed in every area that might possibly be related to physical education. Our discipline must be prepared and flexible to meet the demands of a changing society and a changing job market. Donald Stone at the University of Illinois suggests potential in other related areas particularly health education.

A national survey of anticipated health educator positions conducted by a committee of the Association of Schools of Public Health in 1964 projected a total of 904 openings for community health educators within the following five year period. In the period since this survey, the demand has greatly accelerated. The emergence of such new programs as Comprehensive Health Planning, Health Maintenance Organizations, Regional Medical Programs, Neighborhood Health Centers, Model Cities Health Projects, Maternal and Infant Care Programs, Community Mental Health Centers, and Migrant Health Projects have

⁷Laurence A. Pape, and Means, L. E., A Professional Career in Physical Education, (Englewood Cliffs, New Jersey, 1962), p. 264.

all included health education positions in their staffing plans. In addition to these new program developments, a variety of special projects on smoking and health, drug abuse, alcoholism, nutrition, family planning, safety, air pollution control, and consumer protection have required the services of community health educators. Unfortunately, many such positions in the midwest and the United States have not been filled owing to lack of trained personnel and or the failure of the prospective employee to meet Civil Service requirements of having graduated from an accredited program in community health education.⁸

Much of the literature today points to the health sciences as a growing potential for employment opportunities. It is uncertain exactly in what manner physical education can be integrated into the health sciences, but it is becoming more certain everyday that there may be a place if our discipline would increase its efforts in research and application to the curriculum of certain subject matter that would provide the options. This diversity of kinds of employment is pointed out in the Encyclopedia of Careers and Vocational Guidance.

The National Center for Health Statistics an agency of the United States Department of Health, Education and Welfare. This agency has the responsibility to collect, analyze, and make available factual information regarding all aspects of the health of the American public and the health services available to them. The latest information available from this source states that there are 375 primary and alternate job titles in the health professions and occupations. These jobs require individuals who have had special education and training designed to help them perform their responsibilities in the health setting.

Included in these job categories are, of course, physicians and dentists and their numerous sub-specialities;

⁸ Donald B. Stone, "Some Thoughts on the Preparation of Community Health Educators in the Seventies," The Journal of Health Education, Vol. XLII, June, 1972, No. 6, p. 351.

veterinarians; professional nurses as well as nursing aides, orderlies, practical nurses, and ward clerks. Also in health and medical work are immunologists; biomathmeticians; epidemiologists; hospital administrators, laboratory directors; dental hygienists; nutritionists; food service supervisors and workers; health economists; biochemists; biophysicists; sanitary engineers; health educators; medical artists and illustrators; technical and science writers; analytical, survey, and mathematical statistical clerks; hospital, medical, and medical record librarians; medical secretaries and assistants; occupational, physical, educational, manual arts, music, and recreational therapists; clinical, counseling and social psychologists; psychometrics; sociologists; anthropologists; medical and psychiatric social workers; and chemistry and pathology technicians and technologists. And indeed this is just a partial list.⁹

The relationship between physical education and industry is not clear, but there are indications for potential employment of physical education students if, and when the relationship is established. There is a need for more evaluation and research as to the role physical education will play in community and industrial recreation. The Institute for Research in one of its bulletins related to this concern.

Recreation has become a big business in the United States and yet we lack sufficient professional personnel to handle the job adequately. In 1964, approximately 27,000 persons were employed on a fulltime basis in tax-supported public recreation jobs and 55,000 men and women worked part-time or during the summer. In addition, about 25,000 men and women were employed in recreation positions by private and volunteer agencies. Our colleges and universities graduate between 500 and 600 professionally trained recreation leaders a year and if the present activity trend continues, we will need about 30,000 additional recreation leaders by 1969.

⁹The Encyclopedia of Careers and Vocational Guidance, Vol. I (Chicago, Illinois, 1972), pp. 426-427.

Obviously, we must make up the shortage of full-time recreation personnel by using part-time help. Physical education teachers can help in athletic-type recreation activities, shop teachers can help in arts and crafts, and music and drama teachers can do their part in getting youngsters and adults to participate in the performing arts. Each of these teachers has a professional skill that he or she can use to help involve people in recreational pursuits.¹⁰

The diversity of demand for qualified physical education graduates is perhaps greater than ever before. What may be of significant concern is the disciplines' lack of knowledge as to what is needed in our society, and this need is the real potential for employment opportunities for physical education graduates. This point for diversity is stressed in a bulletin published by the Institute for Research in Chicago.

The increased emphasis on health and physical education is creating job opportunities in all of the areas where physical educators work. There are more athletic clubs, more recreation programs, more community centers, more health clubs than ever before.

All of these types of programs need trained personnel. Sports clubs, business and industry, campus, prisons, the military departments, state and county recreation programs, and physical rehabilitation centers all need physical educators.

Those who can originate physical education programs, organize such programs, and administer them are in great demand.

Additionally those who have had educational emphasis on corrective or adaptive physical education are in great demand.

¹⁰"Careers in Physical Education," The Institute for Research," Research Bulletin No. 35, (Chicago, Illinois, 1967), p. 598.

As the population increases, and more stress is placed on health and physical fitness, greater job opportunities will exist for the physical educator.¹¹

Additional support for this point is given by the same research bulletin.

Many physical education teachers, instructors and coaches are employed by athletic clubs, health clubs, professional sports clubs, clubs for boys and girls, the YMCA and similar organizations, summer camps, industrial and business organizations, community recreation centers, city and town playground facilities, and by the Government and the military services. In such work the physical education instructor carries on his or her duties in the gymnasium, exercise rooms, swimming pool area, or at the camp or playground.¹²

A recent bulletin published by the National Recreation and Park Association suggests an employment market relative to the investigative nature of this study:

The proliferation of private recreation clubs, leisure-oriented housing complexes and planned communities, country clubs, commercial recreation areas, and industrial recreation services is creating a substantial manpower market for trained personnel. These opportunities will be materially enhanced in the future and will provide a challenging pursuit which promises to be both profitable and worthwhile.¹³

¹¹Careers in Physical Education," The Institute for Research," Research Bulletin No. 6, (Chicago, Illinois, 1967), p. 20.

¹²Ibid., p. 5.

¹³Where the Action is ... a Career in Parks, Recreation, and Conservation, National Recreation and Park Association, Washington, D.C., 20006, p. 5.

The American Association for Health, Physical Education and Recreation suggests in a number of career leaflets* that employment opportunities are available in federal, state, and local governments, in industry, hospitals, the armed forces, churches, clubs, camps, and resorts, and innumerable private agencies.

The preceding literature indicates an unknown potential for employment of physical education students. The encouraging note is the fact that there are individuals and agencies who have begun to see a need for qualified people to staff and direct facilities and programs for our society beyond the schools.

The related literature that deals specifically with the nature and design of this investigation clearly points out a need for such research, and unfortunately the absence at the present time of such research.

Justification

- (A) The results of the study will hopefully give impetus for further and continuing investigations of this nature and possibly suggest further evaluation of the physical education curriculum which, through careful analysis of geographical considerations for job market opportunities, would provide the student with more physical-education-related options for career involvement in addition to, or exclusion of, the teaching field.

*Source for the basis of the above statement: There is a series of career leaflets available upon request through the American Association for Health, Physical Education and Recreation, (Washington, D.C., 20036).

(B) College curriculum structure presented today for the preparation of students for a professional career in physical education might be challenged as a result of this investigation on a number of critical issues by asking questions such as:

- (1) Is the curriculum providing the student with sufficient knowledge of professional competency for on-the-job performance in fields related to physical education?
- (2) Is the curriculum designed to provide the student with flexibility for career adjustment and advancement?
- (3) Does the curriculum include adequate provisions for guidance in the selection of goals that pertain to the job market and its potential for employment, and is it one where student-teacher effort is present for joint cooperation in the selection of these previously mentioned goals?
- (4) And will the curriculum adequately provide the means for analyzing the job market so that the student will be well informed upon graduation?

CHAPTER IV

RESULTS

It is imperative at this point to explore further the procedure for collection of the data and the method of presentation of the data in order that the reader will be provided with proper and sufficient explanation of the subjects' recorded responses. As stated previously in the procedures (pages 17-35) the investigator presented a number of structured questions which may or may not have been applicable to the subject's expertise, or area of responsibility, but were included in every personal interview regardless of their applicability. This obviously resulted in the absence of responses to certain questions by the subjects. But it must be noted here again that the questions and the investigator were allowed flexibility as provided for in the original thesis proposal method of design, thus providing this investigation with the opportunity to saturate all known, as well as unknown, areas of potential employment for physical education graduates. The questions were designed to be open-ended questions, thus providing the investigator with the opportunity of pursuing thoughts presented by the subject through the method of impromptu questioning as related to the discussion (interview) in progress at that time. The reader will be quick to see many responses to questions not originally structured in the thesis proposal--again

noting that those original questions were open-ended and, in addition to their original intent, served to lead to other questions that were unforeseeable but have definitely proved to be relative to the study.

For the sake of clarity and recall at this time the original eight structured questions are presented here: (1) Based on your knowledge of the present job market in the Chicago area, what might be available in the industrial or civic professions for college graduates in the field of Physical Education and Recreation? (2) Do you have any thoughts regarding employment potential for people with degrees in Physical Education and Recreation and with industry, the Y.M.C.A., the church, etc.? (3) How could a person with a Bachelor or Master's degree in Physical Education and Recreation assist your firm in promoting physical fitness for your clients and employees? (4) Athletics and recreation are one of the top ten industries in the United States today. What are some of your forecasts for future investment in athletics and recreation by your firm, or others in industry that you may be familiar with? (5) Do you see management of athletic facilities in housing complexes as a potential job market for individuals with degrees in Physical Education and Recreation? If so, in what capacities, and what advice might you offer to qualified persons in Physical Education and Recreation in terms of seeking application and information regarding this industry? (6) In the over-all operation of your company, do you presently employ, or would you consider employing, an

individual with an academic degree in Physical Education and Recreation? If so, please indicate in what capacity. (7) Would you describe the employment potential for people with a college degree in Physical Education and Recreation relative to the health sciences (physical therapy, corrective therapy, geriatrics, etc.) with reference to the needs of the Chicago area? (8) Present school budget cuts have resulted in the reduction of Physical Education and Recreation programs in the elementary and secondary schools. To what extent do you feel that these physical education and recreation programs should be supplemented by private and public agencies?

What follows are responses relative to the study. They are presented as a direct effort of the previously cited open-end questions through the research design of the personal interview. The subjects' responses were drawn from taped conversations (personal interviews) and presented here in summary and/or paraphrased. The responses are recorded here in a continuous manner with no quotations and as little indication as possible of the individual's professional position so as not to reveal his or her identity.

A president of a Chicago suburban bank cited a rather interesting example that perhaps in the near future a bank of its size (assessed as \$20,000,000 or more) will need to consider a person with the dual credentials of banking and physical education for employment. He felt that the demands of society for play and leisure time activities could be an area for consideration in

public relations by banks. Such public relations efforts could be of tremendous value to a bank in notoriety, and as a result contribute to the bank's growth first in community image and then in assets. (Author's note: It is often difficult for the physical education discipline to fully appreciate that the nature of business is to show productivity and profits. This is particularly true when, until only recently, physical education identified exclusively with academia.)

The president alluded further to this individual's responsibility as a member of the bank's staff by stating a dual role--banking and public relations in the community. Banking aspects of his position would be obvious. His public relations responsibilities would be in such areas as (1) assisting in the development and coordination of ice hockey leagues; (2) supervising a planned indoor tennis facility (to be used exclusively by bank depositors and staff); (3) assist in the development of potential sports complexes by acting as a consultant to private and public contractors. In many instances sports or athletic facilities would be in demand for large private developments or small rental housing developments; and (4) assist in community fund raising and programming.

When asked by this investigator as to the areas of expertise (in addition to one's physical education background) needed to be a candidate for the above described position, he responded by citing a general knowledge of banking, accounting, business law, investment, et cetera. He pointed out that these requirements

could be satisfied by taking courses over and above the physical education degree requirements. The Banking Institute of America, in cooperation with the individual banks, has instituted a program where they provide the additional academic experiences at no expense to the individual. The individual is given time off from the bank for a period of four summers to attend a nearby university offering the necessary course work as prescribed by the Banking Institute of America. He pointed out that one of their present staff members had just completed four summers at the University of Wisconsin, in Madison.

Perhaps somewhat unrelated at this point, but in this same conversation he mentioned that the Rush Medical School in Chicago was interested in providing physical education course work as part of their curriculum in the theory that doctors will more effectively assist their patients in their need for physical activity guidance--diagnosis and prognosis. He suggested that perhaps someday medical schools may retain a person with a degree in physical education and offer practical and theory courses to medical students.

An executive of an international accounting firm reflected on the need for physical activity among the sedentary businessmen. Firms by the very nature of their business make for sedentary business lives. Industry is beginning to realize the benefits of physical fitness as it relates to productivity and longevity. Some attempts have been made at providing direction for them, but in most instances it has been inadequate because of lack of

supervision and promotion. This direction must come from the educational institutions.

Industry someday will look to educational insititutions for help that can be best provided by preparing individuals to establish their programs and give direction. There will come a day when industry will provide the funds for such programming. This will certainly provide employment opportunities for physical education graduates.

A president of a major architectural firm in Chicago discussed some of the trends in construction which might influence potential employment opportunities for physical education graduates. In the city of Chicago some sixty high rise rental complexes have been constructed since 1950. Only recently has any real emphasis been exerted to include some athletic facilities in the planning of new high rise rental buildings. The most recent example is the McClurg Court Center on Chicago's near-north side. Here, in addition to the actual rental units, the building provides for athletic facilities such as three indoor tennis courts, two outdoor tennis courts, four handball-paddle racquet courts, outdoor swimming pool, sauna, and an exercise room. The athletic facilities are coordinated by a pro for the tennis part of the operation, and the remaining athletic facilities and programs are coordinated by a management person. It is not certain what this individual's background may be, but it is obviously beneficial if he has had a physical education background since he is relating to people and activity. Certainly some of his responsibility

would be including business aspects. An individual with both physical education and a basic understanding of business principles would be quite adequate in the management of such a facility.

Another trend in future building is the condominium which is considered not for rental, but rather for sale. With the present upsurge in physical fitness, designers of condominiums will have to consider providing for athletic facilities to insure success in the sale of condominiums. This would be another factor in improving the position of physical education graduates for employment opportunities.

An executive with a Chicago investment firm commented briefly on an area to watch closely in the future in terms of employment opportunities for physical education students. Brokerage business in the last few years has seen a tremendous growth in investments dealing with recreation-related accounts. In fact one account listed with the firm as "Leisure Time" had activity in excess of \$6,000,000 in 1972. This is one account with one investment firm. Investments are seen everyday in such operations as ski resorts, tennis clubs, camps, resorts for the aged, family resorts, singles resorts, and others. It is obvious that the population is interested in play; in the market this interest becomes very significant to investors. The market must look to ideas, trends and needs of society as a guide for investments--this is business. This can be seen then as potential employment when one considers the investment market as an index of what is happening in our society. Surely people with the proper skills must be available

to operate these investments. Certainly people with degrees in physical education are in one of the better positions to manage and promote programs and facilities of this nature. It would seem to this industry that physical education curriculum should keep a close eye on the investment market as a guide to future employment opportunities.

An executive of a Chicago investment firm feels that private education is a source of employment potential for physical education students. There are a number of private elementary schools and secondary schools located both in Chicago and its suburbs that often go unnoticed by college graduates as a source for teaching careers. The schools are generally small in student population but extensive in their scope for curriculum offerings. The physical education programs are always extensive in program, facilities and staff. Their interscholastic programs may not receive the notoriety of some of the larger public schools, but their quality is still apparent to the students.

There are many parents who feel that children will receive a better education in a small private school than they will in the larger public schools. Recently federal funding monies have been made available to private schools when they provide programs for minority and needy students. Such funding has added to the growth and quality of the private school curriculum. There is very definitely a trend for more private elementary and secondary education where federal funding is possible. The continued desire for teaching excellence is still one of the prime objectives

of private schools and reflects to all areas of teaching. The potential for employment opportunities for physical education students is available if sought out.

The president of a Chicago lending institution commented on a number of investments that appear to show a trend in athletic and recreational considerations for the general population. One joint lending venture was the recreational complex, Valley-Lo, which provided for a nine-hole golf course, a small lake for sailing, a ski hill, tennis courts, indoor and outdoor pools and general play fields.

Another more recent lending commitment will be the Sportsman Country Club in a Chicago suburb which will provide twenty bowling lanes, seven swimming pools, small lakes and rivers for boating and canoeing, two golf courses, numerous tennis courts, and a number of club house facilities with dining facilities, locker-rooms, exercise rooms, sauna, steam rooms and a theatre.

These two are cited to show that lending institutions are becoming involved more and more in recreation, and it is seen as a business trend. Banks, savings and loan associations simply would not make such investments if there was to be no return. It is interesting to note these various lending institutions retain some control on the design and management of such sports complexes to insure against loss. One of their major concerns has been the management of these facilities. It would seem that a person with a background in recreation and athletics, and some knowledge of accounting and marketing as well, would be ideal for such a

a position. The problem has been locating and hiring such qualified people. With the proper exposure to business, practices, this boom in sports complexes should offer excellent employment opportunities for physical education graduates.

The banking institution's involvement has another interesting "wrinkle" in its involvement with sports. The Midland National Bank of Milwaukee, Wisconsin, provides two floors in its downtown bank building as an athletic facility for its customers. The facility contains two handball-racquet ball courts, one squash court, sauna, steam room, dining room and a bar. The facilities are free of charge to its customers and employees with the exception of the dining room. They presently employ a person to coordinate this facility. Whether he has a background in physical education is not known, but it would certainly appear that this would offer employment for a physical education graduate. The operating expenses for this facility are part of the advertising budget. It is interesting to note here that the Chicago lending institution cited here is planning a similar facility in the very near future.

A president of a Chicago real estate firm sees the day when virtually all housing developments will provide athletic facilities for their occupants. Today the emphasis in housing development is to include facilities that will provide for recreational activities. The rationale is simply that the public wants this, and the developer realizes that if the public wishes to have these types of athletic facilities, it will certainly improve the sale

or rental potential. The public today is generally more youth and athletic oriented and the housing market is aware of this and reacts by providing housing that includes recreational facilities. The extent of the facilities varies depending upon location, the developer, and the type of clientele the developer is building for.

The federal government has also become involved in this rationale by stipulating in FHA lending procedures that the developer must provide for at least a swimming pool when the housing, either high-rise or single units, is for purposes of rental or leasing. It is conceivable that in the future as the public demand is intensified for these kinds of facilities that the FHA will require more extensive athletic facilities. This type of legislation is possible when one looks at the fact that developers are required by law now to provide off-the-street parking for each unit. As urbanization problems become better known by the public and the government, then an awareness of society's needs for psychological and physiological solutions will be realized--through construction and programming of athletic facilities and activities. This trend can be looked upon as employment potential for physical education graduates in urban areas such as Chicago. The future will require direction and coordination of these facilities and programs, and could be solved by people with this kind of academic experience.

An insurance executive was not quite certain where an individual with a degree in physical education might fit into the insurance business. It is true, insurance salesmen come from all academic

fields including physical education. In fact, some of the most successful have come from the coaching ranks.

It is not certain, but there may be some area of potential in the future as a result of his insurance company's (ranked 7th in the United States) involvement with the promotion and sponsorship of sports events. This insurance company had recently co-sponsored the television coverage of the 1972 Summer Olympic Games, and promoted the 1973 (March) World Cup Ski Tournament. In addition to these, they have recently become involved in the development and promotion of some national tennis tournaments.

One area of national concern in which this insurance company has not played as great a role as perhaps some of the other major insurance companies has been the promotion of physical fitness programs, both for employees and clients. This is one important need of our society which insurance companies can promote, and it would result in a financial gain by the company by increasing the longevity of its employees and clients.

This particular insurance executive is aware of certain insurance companies who employ individuals from physical education backgrounds, but who at the same time have some knowledge of business concepts--including insurance. These individuals relate to clients and employees by means of a newsletter; and they serve as a clearing house for inquiries from clients, employees, industry, and government. It would be very advantageous to an individual with a physical education background who is considering a move in this direction to avail himself of courses in business--

accounting, advertising, law and government, and various survey courses relative to certain types of industries.

Physical education students should be aware of other opportunities where a degree in physical education would be useful in the event they should encounter a "roadblock" in career pursuits--simply a case of supply and demand.

An advertising executive discussed employment potential in industry. He cited the role of industrial recreation in such companies as the Ball Company, Muncie, Indiana; Phillips Petroleum Company, Bartlesville, Oklahoma; and Green Giant Company (location unknown to respondent). He felt that there definitely was a need for further development of industrial recreation. Unfortunately, he was not too familiar with the types of programs or staffing of the programs because of his dealings almost exclusively with the various company advertising representatives.

A president of a Chicago based management search firm discussed some of his observations relative to the author's investigation. There are a number of industrial firms that are employee-oriented, and not just in any one area. But, certainly the following are some that accent recreational needs for their employees. Gould, Inc., which is located near the O'Hare International Airport, and does \$300,000,000 business annually, has a president that is quite physical fitness oriented; Schlitz Brewing Company is another, along with the Bradley Company in Milwaukee and the Butler Brothers Company in Oak Brook (a Chicago suburb). These are only a few mentioned here, but they clearly

point out that there is potential for industrial employee-relations relating to recreation. As this kind of thinking and these kinds of programs develop and grow, there will become a greater need for people, particularly those trained in physical education, to promote and administer them. This is to suggest that here, with a "nudge" from physical education, is employment potential for physical education students.

The observations made before are very closely tied in with the fact that industry will look favorably upon support for such a program, only if it will show cause and results in employee productivity increase--this would be the major reason for industry's interest and support. If this employment potential is to be exploited, the number one man (the president, chairman of the board, et cetera) must be convinced of the beneficial effects to productivity. Obviously businessmen are business oriented and as such will be most receptive if it can be proven that his business can gain from such industrial recreational programming.

There are many who are in high positions in industry and who believe in good physical fitness, but they must be assisted in the development of an awareness of what can be done and how it can be accomplished for their companies. The suggestion here is simply that the employment potential is there; but in order that it be surfaced, people in physical education must help educate industry--thus helping to fully promote the employment potential for the physical education student. It should also be noted that

this potential is slowly appearing but surely with more overt assertion the process will be greatly accelerated.

Another point which is worthy of note here relates to employment potential of those considering administrative positions at all levels of education and physical education (athletic directors, heads of department, deans, et cetera). School boards are, for the greater part of their membership, comprised of businessmen. When individuals are being recruited for these administrative positions mentioned earlier they are often, and more so these days, recruited on the basis (this is in addition to the normal academic credentials in education) of having some business (marketing, budget, et cetera) experiences--both practical and academic. Their rationale is simply their concern as businessmen for quality of programs while at the same time adequate control and the elimination of poor financial practices. Individuals who plan on moving from physical education endeavors such as teaching and coaching to administrative positions should be wise to have fundamentals in good business practices. This further suggests the improvement of employment opportunities for physical education students.

A president of a Chicago based personnel placement firm discussed a number of thoughts for employment potential for physical education graduates. Personal contact and observations have shown a number of companies that have any kind of athletic programs will delegate the responsibility of such programs to somebody in the Personnel Department. As a result of this, many

physical education graduates have been recruited for personnel work in order to accommodate the companies' desire to provide athletic programs. It appears more and more that there is a close tie between individuals with physical education and recreation training and potential employment with a company's personnel department.

The Automatic Electric Company (Illinois) has a recreation program which is under the direction of the personnel department. This company employs approximately 18,000 people. The Corning Glassware Company and the Owen's Glass Company both have similar recreational organizations under the direction of the personnel department. The two specialties, physical education and personnel, tend to complement each other because both deal with people. It may be in actually a very natural phenomenon for the direction of employee physical education programs to originate in the personnel department since virtually all other industrial-employee relationships begin and originate there. This with proper development may prove to be an excellent potential job market for physical education graduates.

Many of the local park districts have developed indoor and outdoor tennis facilities which slowly have begun to indicate employment potential for physical education students. In the past, it has been the practice to staff a tennis facility with a person with a strong knowledge of tennis; but because in most instances local park districts' tennis facilities do not provide "tennis pros" with the lucrative financial arrangements that a private

tennis club might, they have had to look to another source--the local high school coaching staff and usually the tennis coach. With the rapid growth of tennis interest and facilities a great demand is being placed on recruitment to staff these facilities. The one significant shortcoming of most high school coaches has been a lack of knowledge for business practices and their relationship to management of such facilities.

It is not certain exactly how physical education graduates fit in, but the Social Security Administration has been recruiting people with that background. It is possible the connection may be in the area of geriatrics and recreation (this may be worthy of pursuit in another investigation). Another thought from the viewpoint of employment and placement of college graduates is a provision for more electives directing them away from over-specialization. This would hopefully provide a graduate, including physical education students, with more options in career selection, now and in the future. An excellent example of this recently was a request by a national director. This organization was founded initially by four or five bicycle companies with the idea (not to exclude sales) of promoting bicycling as a national sport. They were specifically interested in a person with an undergraduate degree in physical education and recreation and either academic or practical (the latter was preferable) experience in business concepts. The starting salary was between \$18,000 and \$20,000 plus excellent fringe benefits, which was probably a bonus based on sales and membership.

An executive with a national insurance firm, whose office is in Chicago, shared some thoughts relative to what is happening in industry and how physical education graduates might become involved. Work systems in the United States today are undergoing a rapid change. Discussions have centered on reducing the work week to four days, and even more recently some have suggested a three day work week. In addition to shorter weeks both management and employees have had other concerns relating to productivity, job-boredom, a need for recreational pursuits and other considerations concerning employee fringe benefits.

Obviously then, there are implications for physical education, and employment potential, because of the supply and demand in teaching, and the concerns and problems facing industry today. It is conceivable that many individuals with education degrees actually may participate in a variety of educational activities not relating to schools--as a result of leisure time caused by a change in work systems. More and more companies are becoming concerned about the whole person and his health. This is a genuine concern for the individual as well as productivity.

Many companies, and more everyday, are appointing recreational directors. One particular insurance company has an employee recreational organization which provides for sports, opportunities for travel, theater, bowling leagues, et cetera. There are many other insurance companies with similar organizations and programs. Certainly many individuals with degrees in physical education will be hired for such positions.

Another interesting point, but one that would require additional research, is the close relationship of almost every industry with recreation, sports, and leisure time. This could very well be a study in itself. Today it is possible to find industrial support in ski lodges, summer resorts, retirement developments, mountain climbing clubs, et cetera. Airlines are involved in promoting and financing recreational programs. Chet Huntley, former newscaster and more recently with American Airlines, is the promoting image behind the Big Sky Resort in Montana. There is Walt Disney Corporation with their most recent venture of Disneyland East in Florida. The list remains endless.

This type of recreation is very much on the increase and will need proper staffing, creative imagination, effective management--it will need people with those particular skills that can very likely come from physical education. The skills necessary, in addition to physical education and recreation, are recreational management, marketing management, and business principles.

One final thought was that the development of awareness, the training of individuals, and the funding of such considerations will have to come from all three sources, namely: industry, government and education. And to assure immediate direction and concern, it must be initiated by the educational institution. In the final analysis it is sort of a "trioka" that will improve and develop employment opportunities for physical education students.

An executive with a national insurance firm whose office is based in Chicago briefly touched on the idea of executive physical fitness. Insurance companies as matter of investment will look to the concept of promoting health particularly among executives. This is obviously a concern on the part of the insurance company in terms of dollars lost with policy holders who die of what is termed a premature heart attack. This is an initial concern, but someday such a program could be the basis for on-going programs for all under a partial sponsorship by insurance companies. A division of this particular insurance company has experimented with this concept and has found it workable. An idea of this nature and magnitude could be an area for employment opportunity for physical education graduates.

An executive with a Chicago based personnel firm discussed one employment potential for physical education graduates. This does not necessarily have any implications for physical education curriculum, but indicates the acceptance, on the part of one particular industry, of an individual with physical education credentials. They have had numerous requests for people for sales in the textbook industry. The rationale is that an individual with a physical education degree will generally have a strong background in the biological sciences, mathematics, and history.

The textbook industry feels that an individual with the above described background will be personable because of his athletic background and will be able to discuss much with a great deal of

authority. The implication for employment potential for physical education here is more circumstantial, and usually accidental in the sense he may be seeking a different career other than teaching. Generally, it is not the intent of the curriculum to prepare physical education students for a sales career. It may be merely a case of supply and demand.

The advertising manager of a major Chicago newspaper commented with regard to the role of physical education in helping to determine policy with any given industry concerning the development and management of employee medical and recreation programs. This particular newspaper presently does not provide for any type of athletic programs or facilities. Some months ago a survey was taken of personnel classified middle management and above on the question whether or not there should be athletic facilities and programs provided for employees within the newspaper's building. The general consensus was not in its favor at this time because of possible opposition by the corporate head. It should be noted that this survey was being circulated by an individual with the personnel office of the newspaper to gather possible support in the event the personnel department wished to approach the board of directors with a proposal for employee athletic facilities. It could be a source of embarrassment for the employee who might be sitting in the locker room at 1:15 in the afternoon and have his superior find him there. This is regardless of the fact that he is still performing his responsibilities by arriving at 7:30 in the morning and perhaps leaving as late as 6:00 or even 7:00

in the evening. To adequately promote fitness and athletic programs, physical education people must educate both management and employees, but particularly the former, to the advantages of such programs to health and production. When this is attempted and accomplished, then the potential for employment opportunities for physical education will be noticeably improved. The need is there. It is just a question of physical education fulfilling its responsibility to industry, people and physical education students.

A personnel director of an international accounting firm whose corporate offices are based in Chicago discussed future employment potential for physical education students. It should be pointed out that their link between industry and higher education is closely interrelated. They are, from the nature of their services, able to observe and become involved with over eleven hundred companies in the United States. Their recruitment practices take them to over six hundred universities and colleges annually in the United States. More and more of these companies each year are showing in their annual financial statements expenditures for employee related benefits. These benefits are varied to include recreational programs, lending institutions, programs to satisfy social needs and cultural needs. It appears that more companies are showing less reluctance to direct expenditures for these types of programs because they have seen increased productivity proficiency. It has also become necessary for such programs because employees, particularly college graduates,

are demanding it as a condition for employment; or at least, it enhances the company's position when recruiting talent from campuses or other sources.

This particular firm has established a program for all its employees whereby they may, at company expense, attend a private athletic facility. This athletic facility is contracted on an annual basis to provide facilities and programs at the convenience of its employees. The facility is located near the company and is operated during business hours. The existence of this athletic facility is made possible only at this point in time, because of the financial support of the firm cited here. There are other such athletic facilities beginning to develop at the request of industry and these are seen as a trend. The final outcome or make-up of such an athletic facility cannot be determined at this early date but the facility should be staffed by professionals if it is to provide the type of program that will benefit the people using the facility. The latter point is an important one if it is to continue to receive financial support from industry, and thus survive. A concept like this will offer physical education graduates another outlet for their degree.

Again one final comment relative to this company's progressive thinking is that approximately four years ago they purchased a small defunct college in a far western suburb of Chicago and converted it to their needs. Throughout the year they provide refresher and introductory courses in business, accounting, et cetera, for their employees. The employees are brought in

from all over the world for this purpose. They may stay on this campus for anywhere from a few weeks to a few months. Their staff in Chicago alone is approximately seventeen hundred. This is not a new idea, but at the same time it has not been widely accepted in the past. It is now becoming more acceptable as an excellent approach to keeping staff abreast of the many new developments in the field of accounting. In addition to the faculty relating to the industry's concern for accounting, they have quickly realized the need for providing an athletic outlet for their "students" and as a result provide staff and programs at their small institution. If this trend were to continue in industry, and it seems to be, it would provide an additional outlet for employment for physical education students.

An executive of a Chicago recruitment firm discussed employment potential for physical education graduates. There has been a demand both locally and nationally for people with backgrounds in personnel and employee relations. In industry's request for personnel directors, they often inquire about the individual's ability in employee relations dealing with such concerns as recreation, social, and cultural interests. Industry is beginning to relate these concerns to productivity and the morale of their particular industry.

One of the greatest concerns on the part of industry in the above has been trying to get proper direction in solving some of these needs and desires of employees. It appears that industry is becoming more interested in the development of the total being.

In fact one firm has elevated a former personnel director put up by the director of the board to a position of Vice-President in charge of Human Resources (who had a background in the behavioral sciences). It would seem that an individual with an academic background in physical education and behavioral sciences along with some exposure to business concepts would be invaluable in a position as industrial personnel director. The transition from teaching of physical education to personnel is possible when one looks at the fact that there are similarities in function--relating to people. There is one company in Oak Brook (Chicago suburb) with one hundred million dollars in assets that provides staff, facilities, and program as discussed here. And, their operation with the complete backing of top management is directed by a personnel director with a background in athletics.

An executive director for a national organization discussed at length the role of his organization, and of physical education, to industry. He discussed first that the role of this organization was to help companies improve industrial employee relations with increased productivity and with improved social, cultural and recreational benefits as the primary objectives.

He indicated between 800-1000 corporate companies were members, and included just to name a few, IBM, Goodyear Tire Company, Ford Motor Company, Kodak Camera Company, Xerox Corporation, Continental Illinois Bank and certain government agencies such as the armed forces and the CIA.

The total work force in the United States today is estimated at approximately 80,000,000. Industry has in the last few years begun to realize its responsibility to this work force as far as providing for benefits over and above salaries. The executive of this organization cited a central theme of co-existence between humanization and productivity. Humanization, through minimizing industrial boredom, provides an opportunity to permit employees to become more involved in their vocational destinies.

He felt that when industry fully accepts and provides for such defined humanization they will also see an increase in productivity which, of course, affects the national gross product index. This is an important factor always if industry is to be interested in improving industrial-employee relations.

The route that industry must assume to reach this goal is to provide for both individual identity on the job, and to provide benefits through various programs. The latter is significant in that these programs must be social, cultural, and recreational in nature, and must be directed by a professionally trained person. With regard to the types of programs that would affect and benefit the employee, he spoke of the development of company sponsored adult education programs, company endorsed but employee sponsored lending and banking institutes, employee operated travel agencies, employee operated but company assisted athletic facilities and programming, and a program of self-determination, company endorsed, for on-the-job performance.

He felt that these were just a few of the factors that are alluding to industry's need for full-time recreational directors. Commenting briefly on previously mentioned directors' backgrounds would be both necessary and interesting at this point. His personal observation and reflections, as prompted by his exposure to industry's and employee's needs, is that this individual should possess both academic and practical experiences in health, physical education and recreation, business (general survey), and personal relations. He suggested one possible route would be an undergraduate degree in health, physical education and recreation and a post graduate degree in business, possibly a Masters of Business Administration. He has seen many individuals start with this background in industry as recreational directors and then move to personnel director and then finally to vice-president in charge of industrial relations.

A vice-president of a major railroad commented on physical activity in his industry. The railroad industry will in the future have to assume leadership and provide for fringe benefits such as athletic programs to keep the interest of their employees. The factor of boredom is a critical problem in the railroad industry today. Studies have shown that production efficiency is increased when work boredom is reduced. There is a need for some program of recreation, in addition to fringe-type programs, if the railroad industry is to retain its employees and reduce the turnover in its work force. This turnover is proving to be too costly, particularly in the training of individuals for specific skills.

The day is rapidly approaching when the railroad industry will realize the need for an individual with the dual backgrounds in physical education and personnel. He will be the liason between top management and all employees. Generally, the industry, with some rare exceptions, provides very little direction or financial assistance in the development or coordination of an intramural program. In many instances an employee(s) with some interest or a "building superintendent" will assume the role and responsibility of coordinator of any intramural programs. These are individuals with no training in physical education. There are, with very few exceptions railroad companies emphasizing the development of some type of an intramural program through the personnel director's office. This responsibility in these few cases is, unfortunately, usually handed down to some assistant in the personnel director's office.

The vice-president of the largest manufacturer and distributor of gut for rackets in the United States commented on employment potential for physical education graduates. His industry predicts a 20% growth* in tennis per year for the next five years. There are 11-13 million tennis players today. For the first time in its history, tennis exceeds golf popularity.

He sees very little potential for employment in the sales force for physical education graduates, but through his travels,

*United States Tennis Lawn Association and the Sporting Goods Manufacturing Association.

has seen a tremendous growth in indoor and outdoor tennis sports complexes which are in need of management personnel. Most tennis, (and these were usually outdoor facilities) before this growth in demand and popularity, relied on tennis players or pros for managerial needs. Today the demand has exceeded the supply, and in addition to this factor is the concern on the part of the tennis facility owners and/or developers that "tennis pros" have been somewhat inadequate in managerial performance. It is generally felt that tennis pros are more concerned with the financial rewards of the tennis sales shop and teaching fees, and are less responsive to the over-all management responsibilities. Today these tennis facilities are larger, offer more diversity in types of facilities, (racquetball courts, swimming pools, sauna baths, dining rooms, et cetera, and programs for children as well as men and women) and are more complex in managerial scope.

The person most qualified to manage such facilities would be a person with a tennis background and a background in business. An individual with a physical education degree (assuming he also had a thorough knowledge of tennis) and one with academic experience in business such as accounting, law, public relations, promotion, et cetera, would be highly desirable for such a position.

The chairman of the board of a Chicago construction company discussed employment potential for physical education graduates in three areas: construction of athletic facilities in public

and private buildings, particularly those for leasing and/or rental, management of sports complexes, and management in professional hockey and professional tennis.

With emphasis on leisure time and demand for adequate numbers of athletic facilities, there is a growing demand for people with knowledge of physical education, health and recreation concepts to assist in the development of these facilities. They can assist with consulting and with management.

As the facilities and operations are completed, it becomes more apparent that people will be the main concern. It obviously takes finances and experience to develop these facilities, but it takes certain kinds of people with certain kinds of talents and backgrounds to make these facilities operate successfully--it's the "people" aspect. The natural inclination is to find people who are trained in the management of group recreational activity who are physical education people. Unfortunately, when this particular industry thinks of management and looks to a physical education person they think in terms of being a teacher rather than in terms of management. If the background or academic orientation included business, this industry would provide many opportunities besides the constant organizational qualities of programs and promotion of programs; this individual would possess the qualities necessary to think in business terms. Businessmen are the ones who finance most of the privately owned sports complexes, and they can not afford to lose sight of the fact this is an investment intended to make a profit.

Usually the sports complex is managed by an individual who specifically relates to the sport; but this, in many cases, results in poor management, inadequate promotion of the facility, and less challenging programming. Attempts have been made to bring management oriented businessmen in exclusively, but again, with little success because they are unable to relate to the sports aspect of the operation. The more successful people have been the physical education graduates who have inclination toward the business aspects, either from academic preparation or just general business experience. This industry feels that the introduction of business concepts would be an integral part of the physical education curriculum. It may be necessary to change the image of what physical education is generally accepted to be by businessmen—"muscle" and very little else. It is still important to be activity oriented, but not necessarily identified with children-type activities. Adults have a need for activity; and often this is possible in privately owned sports complexes, but these are businesses and as such, must be managed to show a profit. These sports complexes may include tennis courts, racquetball courts, squash racquet courts, exercise rooms, saunas, bowling lanes, locker rooms, showers, whirlpools, et cetera.

Employment potential is changing and improving for physical education graduates if curriculum will accept into it business concepts. Business is playing a more significant role in the development of recreational and "people" oriented facilities,

both in membership type facilities and in housing projects. Management in professional sports is possible with experience in accounting, law, public relations, marketing, et cetera. The industry of sport facility management is greatly in need of people with physical education and business experience.

A magazine executive spoke briefly of the Teamster's Physical Health Center in Milwaukee which he felt clearly pointed to union involvement in physical education. He was not familiar with its operation as to budget, program, or staff, but felt it may be worthy of note for consideration of future study.

An innovation that seems to be catching on in the business (downtown) part of Chicago is tennis courts in newly constructed office buildings. One of these is located at 111 East Wacker Drive. The thought the executive presented is potential employment for management of such a facility. He feels that this type of operation will become much more commonplace in the development of new office buildings, because of the interest and demand on the part of busy businessmen. It may well be a sign of things to come. Certainly staffing of qualified people in physical education procedures will be necessary to assure success for such an operation.

A Chicago board of trade executive and with the board of trade suggested some interesting thoughts as to the roles industry and education might play in furthering the development of market potential for physical education graduates.

College curriculum must be willing to accept "educational ideas" from industry for purposes of analysis, either for acceptance into the physical education curriculum, or complete rejection as invalid and impractical as preparatory content for physical education students. Industry needs the assistance and knowledge that the physical education discipline can offer in solving the many critical problems confronting industry today such as recreational needs, employee turnover, and productivity as affected by job boredom. Industry is truly an untapped resource as an employee market if curriculum is willing to listen, learn and assist in both the creation of new positions for physical education students, and to solve some of industry's critical problems related to productivity.

Historically, industry has recruited excellent talent away from academia, but now it must be allowed to assist colleges with industrial talent, assuming education is willing to accept this concept. In other words, it must be a "two-way street." This kind of cooperation between industry and college (and specifically the physical education curriculum) will help create new interest and programs for industrial physical education. Such cooperation will surely enhance the employment market potential for physical education students. Remarkably, both disciplines will have played active and vital roles in the market improvement concept.

It is conceivable with this kind of developing cooperation, and federal funds, industry might offer their facilities as

laboratories for development and research of potential programs in physical education and recreation, and thus further the development of new positions for employment. One such approach might be visitations by faculty and students of physical education to see and learn at first-hand the potential for programs and positions. (In some instances, on-the-job opportunities for students early in the collegiate life, or even a temporary interruption.) Work experiences in industry as closely related to physical education as possible (say assisting in personnel) would possibly create additional career options not thought of before by either the curriculum or the student. Awareness of employment potential itself will greatly assist the individual in the selection of a career choice in physical education not suggested before. Career selection may not be limited to coaching or teaching of physical education in a school environment.

We are suggesting new options (options known or unknown at this time) related to physical education such as industrial recreation and physical education, workman's physical therapy and corrective therapy, industrial-community relations in the field of recreation, et cetera.

Graduate work should be considered after a student has had a variety of work experiences. These experiences might more adequately prepare the physical education student for career direction within his chosen field--sales and marketing in athletics, administration of public and private athletic facilities, and para-medical, just to cite a few. This interruption would

provide the individual with the opportunity to have already "tested the water" before embarking on graduate work or new direction for employment. Thus again the employment market potential is improved upon, and the student or individual has a greater awareness of its potential.

A president of a sub-contracting firm in the building trade touched on one potential employment market area. It appears to be in its early stages of development and should definitely be one for future consideration.

A number of housing developments have sprung up in the Chicago suburban area which consist of houses for sale, apartments or condominiums for sale or rental, and which offer, in addition to normal services, a private club. In many instances, these private clubs offer country club atmospheres with facilities such as dining rooms, golf courses, tennis courts, swimming pools, and the usual indoor facilities in addition to those mentioned here.

This same concept without the housing feature has also been seen in its development in the Chicago suburban area. In many cases they are constructed in conjunction with man made lakes. Lakes of this type offer boating and are usually stocked with fish.

Both of these have been mentioned to suggest a need for people with a knowledge of physical education and recreation in management roles. It was quickly pointed out in addition to physical education backgrounds, a background in business and

public relations would be a condition for employment. An individual with a knowledge of food services would have a distinct advantage in consideration for potential employment here. The factor as to credentials that received equal endorsement along with food services, business and public relations was physical education because basically, one is involved with people and programs. Employment potential can be excellent for the individual with the previously mentioned combinations.

The mid-west regional manager of a national magazine which is Chicago based spoke of the "knowledgeable society and the knowledgeable worker." More specifically the knowledgeable worker is the fastest growing occupational group in the United States today. This particular group can be defined as the professional technological group. This technological group was often referred to in the past as simply the industrial worker. They will become more technologically knowledgeable in the future, resulting in less manual labor and more mental labor. Manual labor has often been replaced by automation. Technology, as applied here, cannot be completely replaced by electronic systems. The human factor technically is becoming significantly a more important factor in productivity.

Another important point relative to the shifting emphasis of measurable talent in industry is the gross national product index which shows that over one-half of the GNP is derived from industries that offer services. In fact, approximately two-thirds of the working force in the United States relates to

industries dealing with services. The other one-third is involved in manufacturing of a product.

With consideration to the above, and the future market potential for physical education graduates, it would be necessary to think of how individuals with this expertise and the colleges can assist in developing potential. Communications and image are very definitely important factors for discussion. There is no need for the physical education profession to apologize for what has been the image in the past as seen by other professions or industry. Physical education people today can and should have the knowledge to solve some of the problems of productivity relative to needs and interests of people in industry.

Certainly what can greatly assist an already important profession in our society would be communications. Courses should be offered in communications--various media such as audio-visual, public speaking, et cetera. Such means of communications methods should be made available to people, and this includes physical education students, who will in actuality be relating to people--top management (school board or executive in government or industry) or to the average citizen. This tool will greatly enhance and help to create an image conducive to improving employment opportunities for physical education graduates.

Physical education must be able to communicate with top management in industry. After this has been accomplished and rhetoric has been established, physical education could and would be able

to turn to this same top management: "I can communicate with your employees and get them involved in programs of interest to them, and at the same time help solve some of your problems relative to productivity and industrial employee relations."

An executive with a national manufacturer of materials for construction and building talked about possible avenues for employment opportunities for physical education students. In most major firms employing large numbers of employees where programs of recreation have been adopted, there will usually be programs under the direction of an individual who reports to the personnel director. Historically, any employee benefit programs emanate from the personnel director's office, or someone with a similar title and similar responsibilities. Where recreation programs (or any employee benefit programs) do not exist there will be a reflection on the attitudes of the top management. This will change in time as the younger element in the corporate structure rise to top management with attitudes and interests more closely related to the concepts of physical fitness and recreation. These attitudes are being established in young people today, and they will make the changes in attitudes and policies of industry in the development of such programs. When this day arrives educational institutions should be ready with the talent to move into industry and provide the know-how for the development of such employee programs.

It is interesting that some of the high-rise office buildings and high-rise residential complexes have begun to provide for

athletic facilities. These facilities are, with some exceptions, usually small in scope, and as such are not staffed by professionally trained people in physical education techniques. The trend here will also improve and larger facilities and adequate programming will be available. This will result in the need for competently trained people in physical education to direct such facilities and programs.

This manufacturing company is completing a feasibility study which may also have implications for marketing of its product, and at the same time, influence the availability of sports complexes. An innovative individual has designed a way to manufacture the materials and reduce the construction costs of handball courts, racquetball, and squash racquet courts. They plan to expand the market if their study shows that the interest is there for court games. Preliminary studies indicate that there is a market, but it will have to wait for the completion of a more thorough study.

The implications are very interesting in that such a concept will increase the number of indoor courts, increase the number of players, and create new positions for management personnel. Ideally an individual with a background in physical education and a knowledge of management principles would be an excellent choice for this type of operation. The market potential is definitely there.

An executive of a national magazine whose office is in Chicago discussed briefly potential employment for physical

education students, and related some of what he has seen in terms of industry's reaction to demands of employees for physical fitness and recreation. More and more corporations are becoming involved in satisfying the needs for employee recreations. Many companies provide subsidies for certain key personnel for membership into clubs, YMCA's, et cetera. In fact, this club membership benefit can be, and often is, considered by the prospective members as a condition of employment. This kind of corporate thinking promotes the physical fitness concept, and at the same time, increases the ranks of members in clubs, YMCA's, et cetera, thus increasing the employment opportunities for physical education graduates by putting pressure on these organizations to provide athletic programming and people trained in physical education to administer and develop these programs.

Another observation has been the upward trend for various forms of self-determining athletic facilities to be used by employees in a manufacturing plant atmosphere. These athletic facilities might be referred to as passive in the sense that for the time they are not, in many cases, coordinated by anyone in particular. They are just there for the convenience of the employees. Generally, these facilities are exercise rooms, a softball field for noon-time games, outdoor basketball courts, et cetera. But as the interest on the part of employees increases, pressure will be instrumental in adequately developing facilities and programs coordinated by a professionally trained person in physical education.

A president of a Chicago based paper manufacturer commented on employment potential for physical education students in industry. His firm is very interested and will include athletic facilities in the development of the proposed construction scheme for their new plant. In addition to the general recreational facilities (softball field, et cetera) they would include an indoor track, handball-racquetball courts, and exercise area.

Before any real accomplishment of this nature could be cited it is important to remember that this requires proper attitude on the part of top management, as well as employees, towards physical fitness. Some institution, such as the university, must make the effort to educate industry to the benefits of such ideas as how it would relate to productivity, reduction of absenteeism, morale and general well being of the employees. It is truly the responsibility of the educational institution to help change and educate industry in this idea, thus helping not only productivity, et cetera, but increasing the potential of the employment market for physical education graduates.

An advertising sales manager of a major Chicago newspaper commented on the need for physical fitness for the businessman, and briefly discussed some of the advancements made in Northbrook (Chicago suburb) in recreational facilities. In the average work day in Chicago some three hundred thousand business executives go to their offices in the Chicago "loop" which is an area of about one and one-half square miles. Yet there are few athletic facilities to accommodate programs which would meet their needs for

physical fitness with the exception of a few downtown clubs. Generally these downtown clubs are more luncheon clubs than anything else and fall short of providing proper facilities, program, and staff. They could be the answer, in part, to the total problem, but because of their top management they are incapable of fulfilling their role as an athletic club.

What will seem to be the answer would be a facility designed to evaluate and program for physical fitness. Such an executive evaluation center could also provide the actual physical plant for programming. More specifically facilities such as an indoor track, swimming pool, exercise room, handball courts, and the necessary supportive facilities. The concept and the need are there. It is up to somebody to fill the void. This void certainly could be filled by physical education.

One trend unrelated to the above has been the tremendous growth in ice hockey in the Chicago suburbs. In Northbrook alone there are two multi-million dollar ice hockey complexes. These facilities, in addition to ice hockey, provide programming for teaching skating, ice hockey, figure skating, speed skating and family skating. These complexes and similar sports complexes need people with physical education and business backgrounds to coordinate them. These are, as they continue to grow in numbers, future employment opportunities for physical education students.

A vice-president of a Chicago manufacturing company discussed industry's interest and involvement in recreation and leisure

time as potential employment for physical education students. Industry is moving at a rapid pace to invest in the leisure time demands of Americans. It is accepted today by industry as one of the most lucrative and safest investments in dollar return. Industry sees recreation as one of the top ten industries in this country today. In fact, this particular company which is completely unrelated to sports, was purchased about three years ago by another larger corporation which is also unrelated to sports, but has since purchased many other companies that are involved in sports and recreation. Just to illustrate the point, the "mother company" purchased such companies as Airstream (travel trailers), Striker (aluminum yachts), Bonanza (travel trailers), Hart Skis, and Morgan Yacht (fiberglass yachts).

This industry sees this as a trend and with continued emphasis on industry's involvement in recreation and public demand for more recreational outlets, will serve to accelerate the need for competent and professionally qualified people to provide the leadership. Industry today does not see the educational institutions such as YMCA's parks, et cetera, as the only agencies accommodating recreational demands of this society. Industry sees a more sophisticated approach to the solution of providing recreational outlets for people. The institutions which are preparing young people for this role must be looking to the trends and needs today in order to be ready for tomorrow, and what more historically prepared discipline than physical education is qualified to do the planning and direction.

The vice-president of a Chicago firm in food products

indicated little company involvement in sports that might prove to be potential employment for physical education students other than his belief that our society is sports minded. The staff feels that their marketing approach has to be towards youth and sports simply because that is the direction our society has taken. They are convinced this kind of thinking for activity and sports will increase and should prove to create an atmosphere conducive to more employment of people trained in sports and recreation. Their direct involvement is limited, but they are quick not to dismiss the possibility of becoming involved in the future from a marketing standpoint. An example of this is the Quaker Oats Food Company's sponsorship of the Junior Olympics in cooperation with the AAU. The Quaker Oats Company employs an individual whose background is in athletics and business to develop and coordinate this effort. This effort is geared for marketing of their product; at the same time it helps to promote physical fitness among youth and enhance their public image.

Industry today is very conscious of the need for a good public image and sees sports and athletics as a means to this end. As this concept and involvement become more intense, industries of this nature will need the kind of leadership to promote and market their product. Physical education graduates who are oriented both in athletics and who are oriented in business can serve both interests--the marketing of a product and the promotion of physical fitness and athletics among the people.

A personnel director of a Chicago foods products company touched on one potential area of employment for physical education graduates. Many companies as they experience external growth need to consider needs of employees in a particular locale. An example of this is a new plant being opened in Gainsville, Georgia, where a person with an expertise in sports and recreation was sent as a consultant to establish a program and facilities. This can be seen as a significant role for physical education as companies become more diversified and greater demands for these programming types, and facilities are made by labor.

The president of a manufacturing firm in a Chicago suburb presented an interesting concept for the recreational needs of its employees and the community the plant is located in. Presently this manufacturing company provides within the plant and the surrounding outside areas such facilities as a swimming pool, gymnasium, exercise room, outdoor tennis courts, softball field, outdoor volleyball courts, a well-stocked fish pond, picnic areas, summer day camp areas. These facilities are made available by the company to its employees, customers, and the community. The facilities are used extensively throughout the year by the community during evening hours and weekends. Each summer the company permits an outside agency to use many of its outdoor facilities as a day camp with the stipulation that the children benefiting come from within the community.

The programming and the facilities are under the supervision of the personnel director, but the president feels that the day

will come when it will become necessary to employ a professionally trained person in physical education to coordinate the entire program simply because of its complexity and scope. This person will probably be assigned to the personnel department. This concept is not necessarily new but is not that similar to what occurred in industrial recreation during the 1940's. It has become more complex and is seen by this company and many others as a trend. Industry is interested, particularly those in smaller communities (in this case a suburb of Chicago), in productivity and the morale of its employees, as well as community relations. Such a concept here should be looked upon as employment potential for physical education graduates. What its final outcome will be only time will tell.

A syndicated columnist commented that in one area of physical education he feels there may be potential for increased employment if properly developed, that is, the area of intramurals. If competition, either team or individual sports, is to be part of the total scheme of physical education, then greater emphasis must be stressed on the idea that this programming will strive to include all and not just a few.

Physical education and athletics too often are concerned with the excellence of the few students who have the talent, and it neglects the mass of average students, who also desire competition. Interscholastic and intercollegiate competitive sports should be abolished if the price tag is to continue to exclude the majority of students from their rightful consideration.

Adequate development of the concept of sports for all will increase and even open new positions in the educational scene. It must be remembered that these youngsters will become tomorrow's adults who will want to continue in sports and competition, thus increasing employment potential beyond the hollow halls of education.

A superintendent of the Chicago area Catholic school system discussed a very interesting concept relative to potential employment for physical education graduates. Before this discussion a brief background about the Chicago Catholic School System is necessary. In reality this system includes all of two counties--Cook and Lake counties. Chicago is in part of Cook county. Cook is made up largely of Chicago and its surrounding suburbs. Lake Country is made up largely of small communities generally ranging in size from a few hundred to perhaps forty-five thousand. It is interesting to note that Chicago (Cook County) is not alone in having ghetto areas and related poverty problems.

The Catholic School System in these two counties has a school enrollment (Kindergarten to 12th grades) of approximately 250,000 students. There are four hundred seventy-six schools altogether in the system. It is the largest Catholic School System in the world. Further clarification is necessary for that statement in that this school is under the control of one archdiocese, one school superintendent, and school board. Today two-thirds of this faculty are lay people and one-third are of the

order. These figures contrast with three-fourths lay faculty and one-fourth religious faculty of less than fifteen years ago. There is more emphasis today to recruit from teacher preparation institutions (universities and colleges) than from religious orders as was the case a few years ago. One factor for this is that the church is finding it more difficult to recruit and retain people for a religious life.

The status today in physical education programs for the Catholic School system can be stated in two main categories: (1) very weak, and in many instances non-existent in the grade schools and, (2) adequate to excellent in the high schools. As sources for funds are discovered and acquired, more emphasis will be stressed on developing physical education for the elementary grades (kindergarten through 8th), which obviously indicates more employment opportunities for special areas of instructions including physical education.

Another area for major concern now, and will be for some time, is the health and fitness of the children grades kindergarten through 8th. The principle that hungry children do not learn well is of significant concern and programs have been initiated in the Catholic School system (this is also true in the public school system). A program known as the School Lunch Program was instituted a few years ago under the auspices of the Department of Health, Education and Welfare. Because the Catholic School system is concerned both for the need for physical activity as well as the nutritional needs of the school children attempts

are being made now to recruit individuals who have the distinctive and unique knowledge and training in physical education and nutrition. These individuals are needed to coordinate both physical education and nutrition. These individuals are needed to coordinate both physical education programs and the school lunch program. The thinking here is that there is a very close relationship between the two concerns. If physical education curriculum were to include course content relative to diet and nutrition, increased employment potential for physical education students would be realized--at least in the Chicago Catholic School system, and who knows where else.

An executive with the civil service commission for the City of Chicago presented a number of areas for potential employment opportunities for physical education students. One area for employment which has been difficult from a recruitment standpoint is in a federally funded program of training people in civil services positions that are related to urban problems. An example is the job placement of occupationally handicapped individuals. These are people who have very little or no training in a workable skill. In many instances these people, through the efforts of the federally funded programs and those involved in counseling, are the first directed into preparational programs prior to placement. This is one area that teachers, and particularly coaches, and physical education teachers do so well in. Because of their inherent and academic ability to relate to people they are in great demand. Unfortunately it has been difficult to

attract teachers because of their unawareness of the employment potential and the inability of the civil service commission to publicize the need for people to assist in this program.

Another concern of the city and the Civil Service Commission is the city's human resources. To solve the many problems of a city a new agency has been impanelled by the Mayor's office called the Human Resources Office for the City of Chicago. Their function is one of multiplicity related to human problems in an urban setting. For example, they have a division known as Model Cities (whose director is a graduate of George Williams College in Chicago. George Williams College's curriculum is devoted to health, physical education and recreation.) which functions to help solve housing problems as they relate to the economical, sociological and recreational concerns of the people of Chicago. Only recently attempts have been made to solve some of the problems of the aged who live in Chicago Housing Authority high rise buildings. Matching funds for these buildings are derived from federal programs assisting in solving the problems for housing of the aged. The more recent CHA high rise provides for more recreational facilities. The city has begun to realize that it is inhumane to shut away the aged in "cells" without adequate recreational facilities and programs. The Human Resources Office is not recruiting professionally trained people to direct programs of activity for the aged. These programs are socially, culturally and physically oriented to meet the needs of the aged.

In addition to the above the Human Resources Agency provides for efforts in many other areas, and one which can be greatly assisted by physical education people is the concern of juvenile delinquency. Street gangs, lack of recreational facilities and staff are usually cited as causes for the high crime rate perpetrated by youth in urbanized atmospheres. Youth welfare workers, or "street workers", are generally recruited from the ranks of people trained in the fields of sociology, psychology, education and physical education. This department's programming benefits most when professionally trained individuals possess at least two of the previously cited areas of expertise. Young people, in gangs or not, identify extremely well with people from athletic backgrounds. Contrary to the beliefs of some, youth gang members are seeking some form of physical identification, and one way of reaching them is through physical activities coordinated and promoted by physically educated people. One example is the Police Department and their division known as the Community Relations Division. They employ college graduates in the fields previously mentioned (particularly those in physical education) at a starting salary rate of \$10,500. These merely suggest a few of the areas for employment potential for physical education graduates. The opportunities are so numerous now and will increase as the city governments begin to realize that urban problems can be solved by people with the proper training.

A director of a physical education school in a Chicago university commented on some of the new demands by the job market

for physical education positions unrelated to teaching and coaching. Since this is a university located in a highly urbanized area, any generalization elsewhere may be invalid. Many inquiries for people with physical education backgrounds have come from private organizations dealing with ice hockey management, hospitals, and some industries wishing to develop programs for their employees. There have been some for country club management, and city club management also. Even the FBI has been recruiting from the school of physical education. The Chicago Police Department has made numerous requests for recruitment of physical education students.

It is too early to determine a significant reason as to what and why industry and other agencies are interested in hiring physical education graduates in non-teaching and non-coaching areas. It would be significant to say at this time more research is needed because obviously there appears to be a potential employment market for physical education students that could affect the curriculum structure.

The director of student advisement in physical education for a major university in Chicago commented on new options for employment potential expressed by students. In the last few years, students have been inquiring about career opportunities outside of teaching and coaching. Many students have been inquiring about career opportunities outside of teaching and coaching. Many students have been asking about hospital (para-medical) careers that may relate in some way to physical education.

Questions concerning physical therapy, corrective therapy, et cetera, have been more numerous. Some students have been inquiring about management of athletic centers such as ice hockey complexes, tennis complexes and just generally recreational facilities that deal with the general public. Some students have sought out potential of city and country clubs, and ways their physical education experiences could be utilized in these areas. Many of these inquiries are a result of this institution being located in a large city where students have the opportunity to supplement their income for college in part-time positions related to the areas cited above. This, in addition to the fact that they are becoming aware of the teaching position shortage that exists in most school systems, has probably prompted these inquiries.

On the same hand we are receiving calls from private agencies seeking physical education students for positions not related to just teaching. Further investigation would be needed and certainly informative as to the program that Southern Illinois University is offering in non-teaching fields to physical education students. This institution has not begun to look thoroughly into new options that may be available to its students, but the time is approaching when it will have to in order to adopt its curriculum for career choice and meet the needs of a large city. This institution is not certain what exactly the trend is, but it appears changes are needed in the curriculum structure that will provide physical education students with greater employment opportunities.

A *lawyer* who, in addition to many civic and industrial affiliations, is involved extensively with professional sports discusses potential employment of people with undergraduate degrees in physical education in professional sports. Speaking primarily of management, (exclusive of the manager or coach on the field) he pointed out that presently professional sports has generally been unreceptive to hiring physical education graduates for management positions. The present practice has been to employ people who have come up through the ranks in these positions.

Professional sports is big business and the growth of professional sports will, in the very near future, have a need for the kind of individual whose background is in physical education and business. The Harvard Business School graduate is not in demand in professional sports any more than the physical education graduate. But a combination of the two will be demanded because this individual would be able to relate the sports aspects of the business with knowledge of the sport, psychology of the players, facility requirements, et cetera. He will be able to relate to the business aspects of the business with knowledge of contracts, promotion and public relations, sales, and law. He suggests that in today's market, including industry, for individuals who are interested in professional sports management, an academic background of a physical education undergraduate degree and a Masters degree in Business Administration would be necessary.

A judge of the juvenile court contributed to this investigation by discussing the needs of youth and ways educational agencies can contribute by providing the means as well as people to assist in these needs. Some 21,000 young people under nineteen years of age, both white and black, and from suburbia and the ghetto, appear before this court. Approximately two-thirds are classified as delinquents and one-third are in a category of needing supervision. The former, or two-thirds, have offenses that would be considered criminal acts if they were adults. The majority of this group's offenses are classified as burglaries and are for the purpose of theft. (The number one offense was at one time car theft.) But the nature, or the classification, of the crime is unimportant here. What is important is the rising number of delinquents and what can be done to prevent the continuing waste of young people's lives.

If there was a common denominator, or simply a hunch, as to the symptom of this "illness" it would be best expressed by the youth who appear before the court. They do not believe in the whole system of our society, or that is system is on the square. They do not really believe that anybody cares. All of our weaknesses in our society such as, racism, poverty, our domestic problems (divorce, et cetera) and failure of our institutions (schools, welfare, et cetera) are reflected here. What is needed is to deal with the symptoms. There must be development of certain kinds of community agencies that can assist in coping with these symptoms.

An example of such effort was a program where certain offenders were taken away from the environment (home, neighborhood, and peer group) and placed in "group homes" rather than on probation. The period spent by the offender in such group homes equals the period set by the judge for probation. These groups are staffed by salaried professionals under the guidance of the Human Resources Center for the city of Chicago. There are assigned to these group homes certain supportive agencies--psychological assistance and medical. Physical education personnel with backgrounds in psychology and sociology are part of these supportive efforts.

Another important concern to this court and to community agencies is the "dropout." This dropout, typically about fifteen years of age, is unable to get a job, has the reading ability of a third grader, and is anti-social. What would be extremely beneficial to this school dropout would be an agency that would be able to relate to industry and be the means for transition from unemployment to employment--employment referral, training, and a job. Institutions and schools cannot lose sight of the fact that a dropout's most important desire at that point in life is money. This particular problem (most pronounced in ghetto areas) is a great one and diversified in scope and depth, and as such must be solved by people (working through institutions within our society) with all kinds of talent. Educational institutions must provide people with the academic training to help solve this problem. Individuals with practical and professional training in physical education can be of tremendous help here because

youth relate so well to athletics, and are willing to listen. Certainly there is a place for physical education graduates in this scheme.

Pointing further is the need for supportive agencies that are directly or indirectly controlled by the school to assist the teacher and the student relative to the dropout problem. One such idea might be the consideration of some sort of an institution that a dropout could enroll in for a transitional period from school to employment--sort of a "half-way house." This institution would be concerned mainly with attitudes, skills for employment, and physical education and health. It must be remembered that schools, particularly in highly urbanized areas, are overcrowded and unable to provide these transitional considerations for the potential dropout as well as the youth who has already dropped out.

A lawyer with a major law firm in Chicago raised some rather interesting areas for consideration of employment for physical education students. The Boy's Town concept is not new, but for the record a brief sketch would be noteworthy. The original Boy's Town in Nebraska nurtured the idea of providing a home for boys who are neglected and unwanted. A youngster qualifies for entrance if both parents, or parent, legally sign custody over to the authority of Boy's Town; or if in the opinion of the court (this is usually when both parents are dead and no suitable guardian is available) Boy's Town would be most beneficial for

the boy the court will award in favor of Boy's Town. There are normally 1,000 boys enrolled.

In addition to the normal housing and academic buildings, the athletic facilities are very extensive. A great deal of emphasis is placed in the idea that physical activity is an integral part of a boy's total development as can be seen by the size and scope of Boy's Town athletic facilities. They recently completed a one and one-half million dollar field house which has a seating capacity of 12,000. Their athletic plant provides for an olympic swimming pool, basketball and volleyball courts, wrestling room, weight lifting room, football, soccer, rugby, lacrosse and baseball fields, and general play areas. They offer virtually every inter-scholastic sport possible, and in addition to their regular physical education classes there is an intra-mural program that is comparable in the number of sports offered to their inter-scholastic program. Every boy is required to take physical education, and in addition must become involved in either the intramural program or in the interscholastic program.

The overall operating funds come from private sources, and as of the 1972 Boy's Town is fortunate enough to have a \$200,000,000 endorsement fund. There are plans to enlarge the facilities and provide for more special needs such as speech therapy. There is also a plan for a Girl's Town. In addition to the Boy's Town in Nebraska, there are Boy's Towns in Missouri, California, Indiana, Italy, and Germany. Chicago has a prototype

of Boy's Town at Maryville (Des Plaines--a Chicago suburb) and the plans are being formulated to develop one similar to the one in Nebraska.

Professionally trained people in physical education with backgrounds in the social sciences, particularly sociology and psychology, are in great demand in institutions of this type. With the type of athletic programming in mind as well as the backgrounds of the boys themselves this can be an excellent employment opportunity for people coming from physical education. This is becoming particularly true when one looks at the potential growth of these types of institutions based on the society we live in and the needs and problems of youth.

Un related to what has been said up to this point, but merely more of an expression of concern for curriculum consideration by the legal side, is what has been omitted from the curriculum relative to the legal aspects of physical education accidents. In the last decade more and more school districts have been confronted with litigation involving accidents in physical education classes and interscholastic sports, most of which could have been prevented either by more careful scrutiny in terms of teaching methods applied, concern for safety on the part of the instructor, design and placement of equipment, or design of playing areas, indoor and outdoor. The day will come when school districts will look to creating a position whereby a person will have the responsibility of coordinating a safety program which attempts to eliminate the high liability that presently exists in

most school districts. Since most school accidents occur in playground and athletic areas the most logical person to tap for such a position would be a person with a physical education background. This is merely a thought at this juncture and may not be the one and only solution to the problem, but it is a situation for both school districts and preparatory institutions in physical education to take under advisement for study. The employment opportunity here not only rests in school districts, but the growth of post athletic programming in the community presents further thought on this idea.

The medical director of a major rehabilitation center in Chicago discussed employment opportunities for physical education graduates. Their present center provides for seventy-five beds and will be increased to one hundred seventy-five beds upon completion of their new center scheduled for fall of 1973. In addition to all of the related facilities are others accommodating the needs and interests of patients for physical education. The new center will provide patients with a swimming pool, gymnasium and exercise room, et cetera. The program is varied and extensive including activities such as swimming, wheelchair hockey, wheelchair volleyball, and wheelchair basketball. There are also many social activities, as well as arts and crafts.

The facilities and programming are under the direction of a therapeutic recreationist. The size of the present staff is three and will be increased to six upon completion of their new eleven story complex. There are on the staff, in addition to

the therapeutic recreationist, a number of corrective therapists. The backgrounds, academically, of both are in physical education with specialization in recreation and correctives. This is a growing field, and as such at the present time presents employment potential for physical education graduates.

Presently many of the Veteran's Administration hospitals are seeking individuals with this background. Another concern that seems to have created a new professional position (and may someday become a profession in itself) is the vocational counselor. The vocational counselor is unique in the sense that he has to relate as a therapist as well as a counselor who is familiar with employment potential in industry for people with a variety of physical handicaps. It takes a great deal of knowledge of industry and its application for employment for people with handicaps. It is interesting to note this fact when one considers the number of therapists who often have their basic background in physical education, and now must be able to relate knowledgeably to industry.

A psychiatric neurologist in pediatrics of a major children's hospital in Chicago discussed the need for physical education in a hospital environment, and for consideration of a liason between a children's hospital and certain other institutions such as the school and home. The latter might prove to be an area of potential for physical education graduates.

First, the former point--hospitals that deal with children should provide both facilities and physical education activities

for children. A distinction should be made between physical education and physical therapy in that the former should relate to activities designed to create an atmosphere as normal and real as a child would be exposed to if he or she were not in the hospital. When a hospital has some seven hundred and fifty beds, and is at full capacity better than ninety-five percent of the time, it should be possible and quite acceptable to assume that a program of physical activities under the direction of a professionally trained physical education person is possible and warranted. At the present time this particular hospital has started such a program on a small scale. The hospital staff will, as this idea takes hold, need physical education people who are knowledgeable not only in activities, but also to some degree in physical therapy, corrective therapy, occupational therapy, and psychological abnormalities.

Another critical problem has been the discovering and making referrals of children who may have both physical and mental handicaps. All school teaching personnel should be aware of certain signs that will indicate that a child may be having some kind of problem and that a referral is necessary. Quite often the individual in physical education is best equipped and is able to create a more relaxed atmosphere more conducive for responsiveness on the part of the child. But this is not, or at least has not so far, solved the critical issue of formulating an adequate channel of communications between the hospital, the home, and the school. It may be wise to consider establishing a

liason person among these three institutions. The one individual who might best fit into this role with proper academic reparation would be the physical education staff person in the school.

An administrative head of a major hospital in Chicago discussed a coming trend in athletic facilities for hospitals and potential employment for physical education students. To fully appreciate this particular hospital's plans for an athletic facility it would be pertinent to first give the reader some idea as to its size. Located in a highly populated area of Chicago, it has in excess of more than one thousand beds and is one of the largest private hospitals in the mid-west. The hospital has approximately three-hundred resident and intern doctors, and a supportive staff of approximately thirty-eight hundred.

A special committee of the hospital has formulated a plan for an athletic facility to be constructed on top of a new parking lot that will be located adjacent to the main building. The athletic facility will contain a basketball and volleyball court, handball and paddle racquet courts, squash racquet courts, exercise room and the usual complimentary facilities. The rationale for such a facility is to provide doctors and certain key personnel with a conveniently located athletic facility. Most doctors and certain hospital executives are unable to take the time to travel any distance to utilize an athletic facility. Their working lives which in most instances constitute more than an eight hour day, make it impossible for them to find the time. On the other hand, if an athletic facility were available to

these people as suggested here, time would not be as much a factor. With the emphasis on fitness and research pointing to the correlation between heart attacks and lack of exercise, such a program and facility is no longer a frill, but a necessity. More and more doctors are insisting upon the availability of such a facility. Other hospitals across the country will consider similar plans.

A facility of this type will require a full-time staff person trained in physical education to supervise and promote the facility and program. A facility as described here can be used by as many as six-hundred to eight-hundred people per week. A program and facility of the stature spoken of here surely indicates potential for employment opportunities for physical education students.

The chief physical therapist of a Chicago hospital expressed concern for athletic and recreational needs of certain populations which could result in employment potential for physical education graduates. Proper facilities, program and supervision of geriatric recreation is of prime concern. Many of the "retiree" high-rise suburban complexes were designed with little regard for the needs of the aged in mind. Only recently has this been given greater attention. There are many problems confronting geriatrics that can be solved with proper design of facilities and this includes recreational facilities and competent staffing. Individuals with a background in physical education and a thorough

knowledge of gerontology would be ideal to coordinate and develop programs of this type.

Another area of concern is the need for athletic facilities for staff and doctors. Some hospitals are beginning to realize the need for doctors to exercise, as well as the fact that a doctor's schedule is so tight and complex that it is virtually impossible for him to become involved unless the facility is part of the hospital. When one considers that this particular hospital has over fourteen hundred employees (including doctors) an athletic facility, under professional leadership, is justified. Both of these areas related here are needs and suggest a trend that should provide a new opportunity for physical education students.

A suburban park district superintendent revealed a number of ideas relative to potential employment opportunities for physical education students. It may also have implications for curriculum analysis by physical education and recreation.

Indoor ice hockey is enjoying an exceptional growth in the Chicago area. Northbrook, Illinois, is completing construction of its second ice hockey rink. Skokie, Illinois, has just allocated \$1.2 million for construction of an indoor ice rink, as Highland Park, Illinois, recently approved \$700,000 for construction of a similar facility. Two other suburbs of Chicago, Glencoe and Niles, recently approved expenditures for indoor ice hockey rinks.

The Glenview park district added an innovation to the development of its ice hockey facility when it constructed its facility

on high school property. The concept here, which was met with enthusiasm on the part of both boards, was to reduce the cost to the park district by not having to purchase private land for the facility, and by providing the high school physical program an additional facility for its students. The control and management of the indoor ice hockey rink remains with the Glenview Park District. Funding of this facility, as was the case with most of the other indoor ice hockey rinks, was through revenue bonds and not through taxation.

Two rather critical concerns relative to ice hockey rinks are: (1) shortage of professionally trained teachers of ice hockey, general ice skating, figure skating, et cetera and (2) shortage of management personnel to operate the facilities. The former is really a problem of recruitment from the professional ranks, and secondly, it may prove to be a concern of curriculum in providing this activity as a course for physical education students.

The latter point regarding management is somewhat more complex. Studies have shown that such facilities are more adequately operated by individuals who have backgrounds in business and physical education (or recreation), and preferably a person who would not be teaching skating while in management. The Glenview Park District looks upon this particular operation as it does its tennis facilities, as a business, and as such would prefer a person with a degree in physical education or recreation and business training. The business background can be either

academic, or no less than four years of practical business experience. It is a problem when one realizes fifty thousand people will use this facility for instructional purposes in one year alone. This does not take into consideration free skating times, or usage by ice hockey teams for practice and games.

A similar statement can be said about the tennis program and facilities in relationship to its management problems. In the Glenview Park District there are a total of twenty-nine indoor and outdoor tennis courts serving a park district population of forty-five thousand. The acceptable ration of population per tennis court before the growth of tennis interest was 1:2000, but today the ratio has increased to 1:1500. Both the ice hockey facilities and the tennis facilities point out the need for management people who have a knowledge of physical education, recreation and principles of business - this is truly business today.

It is important to point out that one positive trend that is beginning to establish itself as a standard procedure for many communities in the Chicago area is the close cooperation between park boards and school boards in the operation of, and development of new facilities, as ice hockey and tennis. The thought here is to provide as many people as possible with the best facilities, and see that they are managed at the same time very prudently - again the need for people in recreation with an ability for business concepts.

An assistant director of recreation for the Chicago Park District discussed a concept, one that is not necessarily new, but perhaps in tune with the trend of the times, that may have implications for future employment opportunities for physical education. It may, in addition to the above, also have curriculum implications for change, or at least consideration for review.

To give the reader some appreciation first of the scope of the Chicago Park District some statistical data may prove to be interesting and informative. It is the largest park district in the United States. It employs nineteen hundred full-time recreation program people (none of these figures include supportive employees such as maintenance or secretarial help, et cetera) and thirty-eight hundred part-time workers in recreation. This is a total of 5,700 people. This park has twenty-one miles of beach area, one hundred and three outdoor swimming pools, and twenty-eight indoor pools. There are approximately sixty parks and field houses, and this does not include outdoor recreational areas.

The term *visitation* is used to indicate the number (statistically) of people who use various facilities and programs of the Chicago Park District. The following figures are approximately correct. Eleven million visitations are made to the beach areas and pools (indoor and outdoors); twenty million visitations to passive facilities (zoos, museums, picnic areas); and twenty-five million visitations in programmed recreational activities (basketball leagues, arts and crafts, scuba, judo, volleyball,

cub scouts and others). This is a total of fifty-six million visitations annually, and the figure has increased each year and is expected to increase for years to come.

The Chicago Park District has attempted to combine personnel, facilities, and program into a concept of special activities designed for all - specifically to offer to the family, the mentally retarded, the senior citizens, activities so diversified that they reach all regardless of their interests, whether passive recreation (more zoos, clubs of all types), or active participation in the more open areas within the city itself (at present only beach areas are located on the east side of the city along the shores of Lake Michigan) thus providing easy access and a comparatively short distance for a large part of the city's population that live away from the lake side of the city. This is only a small part of their total plan. They are extremely excited and look to the future with a great deal of anticipation of the potential for types of programs that will be possible.

They will, as this plan is implemented, need staff with the kinds of knowledge and talent to make this program work. The needs are numerous, but a few will give a good indication of its extensiveness: water knowledge; scuba; fish life; boating; judo; biological sciences; dance for all ages; travel clubs, (club organization ability is critical because of the number as related to the number of different interests); senior citizens; tennis; golf; community recreation designed to reach out to the ghetto, industry, and the high rise resident; and many

more. This is merely touching the surface in terms of its depth and diversity - this is also thre of the demand for depth and diversity in the staff to hnadle such a program.

An administrator of the Chicago Council of Boy Scouts of America discussed the scout movement and implications for potential employment opportunities for physical education graduates. Before these points are mentioned, some scope of the Chicago council should be given. There are presently four hundred and seven Boy Scout councils in the United States. Chicago has the second largest. (Detriot is number one. Detriot includes its suburbs and Chicago does not.) The Chicago scout program has an annual net budget of two million dollars with twenty-one percent derived from the United Fund and with the remaining coming from other sources such as donations. There are approximately eighty-five thousand youngsters served by this program with forty-seven percent residing in the inner city. There are twenty-three thousand registered adults (volunteer lay people) in this council.

The programs vary and over the last few years important changes have taken place relative to the types of programs. These programs relate to youth with many of the programs being co-ed in nature. There are also programs for handicapped children (blind children, physically handicapped, et cetera). There are also programs relating to older people, and there is an attempt to develop a better relationship and understanding between youth and the aged. There are programs concerning environmental problems where they assist in improving environmental conditions.

Professional requirements have seen changes very recently. The National Board of the Boy Scouts of America recently approved a regulation permitting councils to employ women in top management. Presently there are only two women in the Boy Scout movement in the United States. The Chicago Council is seeking to recruit at least one woman as soon as possible.

The Chicago council, like many other urban councils, is seeking individuals from minority groups - black, Spanish and Indian in particular.

A degree is required, but not necessarily specified. The pattern has been heavy recruitment from the education fields. The Chicago council presently has ten executive personnel with degrees in physical education with the remainder coming from various other fields. The one area of proficiency which they wish to have in all of their top personnel, either through academic experiences or developed through their own training programs are management, public relations, public speaking, audiovisual training, communications, real estate principles, law (wills and trusts), and finance. The one other important quality sought in recruits is the well-rounded person with a background in the humanities - the ability to identify and relate to people on a high plateau. The top management people in the scout movement very rarely have the opportunity to actually work with children. They work with adults. It is their responsibility to train the lay people who will work with children develop programs and recruit the

necessary funds to make the scout movement a reality. It can be said that scouting for these people is fifty percent marketing.

The executive director of the Chicago chapter of the Fellowship of Christian Athletics (FCA) revealed an interesting approach to helping youth develop a life style through religion and sports. The FCA is a national organization which was begun by a high school coach from Norman, Oklahoma, with financial assistance from Branch Rickey in 1953. The concept was to assist youth through athletics to develop a life-style of religion through the individual's church. The rationale was simply that athletes, because of their notoriety, are able to sell almost anything, so why not religion to youth. The FCA has an annual budget of two million dollars and is a non-profit organization embracing all religions. Their national headquarters is in Kansas City, Kansas.

Their professional salaried staff is drawn primarily from physical education graduates, coaches or professional athletics. The emphasis is on participation and involvement with athletics as a background in terms of their recruitment. There are presently eight members of their staff with physical education degrees. In addition to physical education they are looking for people with experiences in public relations, finance and management principles. This could prove to be another potential area for employment opportunity for physical education students.

A club manager in the commercial district of Chicago discussed physical education and clubs. Both "downtown" and

country clubs are an influence in the social and recreational needs of countless thousands of people in the Chicago area. The so-called downtown athletic clubs are experiencing a change due to social and economic changes in our society. The economy has been such as to cause reductions in staff and programs, but as the economy improves so will the return of programs and staff. In addition the social adjustments will affect downtown athletic clubs; these will be two-fold: (1) integration, and (2) the desire of younger members for programs and activities they have grown to know as a result of their collegiate experiences. In both cases these two social implications will prove to be beneficial for the future growth of downtown athletic clubs. These young collegiate experiences will mature into needs and demands for the type of staff and programs that will be instrumental for the healthy "rebirth" of the downtown athletic clubs. This rejuvenation will result in increased employment potential for physical education graduates.

Another phenomenon occurring has been the development of the racquet clubs (tennis, paddle racquets, and squash racquets). In addition to these athletic features in these clubs are restaurant and bar facilities for the social inclination of its membership. The growth of such athletic clubs has been a rapid one in the Chicago suburban area, particularly southwest and west. Such operations can prove to be opportunities for physical education students in terms of management. The physical education student's background obviously is beneficial. Other necessary

experience, would be in restaurant and bar. The emphasis on knowledge of general business principles will be essential, but not as imperative as it is in other more sophisticated country club management. Most individuals coming from physical education to this type of a small private swim and tennis club's management will learn most of the necessary business principles while on the job.

Country clubs again present a different picture in terms of management and growth. Historically, and in most cases today, the country club concentrated on golf and was socially oriented limiting membership to men and only a few at that - particularly the golf playing membership so as not to over-populate the golf course with players. Today the country club atmosphere is changing. There are demands for such facilities as indoor and outdoor swimming pools; indoor and outdoor tennis courts; handball and paddle racquet courts; small gymnasiums for activities such as yoga, weight reduction classes, dance and gymnastics; ice hockey and curling rinks. Also the programming would deal with the social and cultural interests of the entire membership. This membership today is not only comprised of men, (generally the case in the past) but women and children. Simply, the trend today is to make the male-oriented country club into one that is family oriented. The potential here for physical education trained people is unlimited as these family-oriented clubs continue to develop and grow in numbers. People with backgrounds in physical education will obviously be in great demand to coordinate such

athletic programs. If they wish to pursue the total management of this type of facility, they need to prepare themselves in restaurant and bar operations which possibly could be provided by some schools or possibly on the job training. Certainly the former would be much faster.

The tables in Appendix B show in summary form some of the important information that has been taken from these fifty interviews.

CHAPTER V

SUMMARY AND CONCLUSIONS

The writer has investigated the present and future employment market of physical education graduates in civic and industrial spheres in the Chicago, Illinois, area. The intent of this investigation was to seek knowledge and information from individuals from spheres of influence in our society not necessarily identified with academia - that is, industry and civic pursuits.

The investigator interviewed 50 subjects in the civic and industrial disciplines in the Chicago area with questions (questions appear on pages 21-22) relative to present; and future employment potential. Their responses were paraphrased and included in Chapter IV of this dissertation. Subjects for this investigation (N = 50) were selected based upon criteria which would provide the most adequate exposure and cross-section of Chicago and its surrounding communities in relationship to civic and industrial influences. Individuals selected for the industrial category were drawn from advertising firms, architectural firms, banks, savings and loan associations, insurance firms, Chicago-affiliated firms associated with national industrial membership organizations, personnel placement firms, real estate firms, and sales companies. Individuals selected for the civic category were drawn from the civil services, educational

institutions, medical agencies, judicial agencies, law firms, recreational agencies, and private agencies (country clubs, Boy Scouts, et cetera).

This is a pilot study; hopefully a prelude to further consideration for a national study. The findings of this investigation can not be generalized to any population or geographical location other than that studied. However, it should be pointed out that Chicago is one of the largest cities in the country. If the respondents in this study represent a cross section of the industrial and civic spheres of Chicago, then it would seem logical that as many or more potential job opportunities would be discovered here as in any smaller city or sampling of a larger geographical area.

The recorded responses from questions presented to the subjects (Chapter IV) have been cited for others who will hopefully study further the problems relating to the demands of the physical education job market and the capability of the physical education curriculum to fill the positions in this changing and potential job market.

The design and intent of this investigation was to look into the unknown potential that might provide more options for career opportunities for physical education students. The interpretation of this unknown is indeed a very complex one.

One fundamental theme seems to run throughout both the responses of the subjects and the reflections of the writer. A review of the results by the reader should repeatedly focus on

the same single theme. This single theme points to the needs of our society for recreational, social, cultural outlets beyond the school years. School years can be interpreted as individual academic termination whether it be elementary, secondary, or collegiate, but whatever, the need appears to be a similar one. The term recreational has many meanings for many people; but for those who were involved in this study it referred to physical education, sports, athletics, physical fitness, games and leisure time. The most remarkable aspect of this study is its emphasis on human relationships, and its concern for Man and his world. It reflects interest in Man's self realization as he achieves fulfillment through job satisfaction.

If the reader were to look to industry in relation to this goal he would find an estimated work force of 80,000,000 people in the United States today who desire a better life which is not always found only through financial rewards. Industry must provide for individual identity, and it appears that the most significant approach must be directed by professionally trained people. This study cannot possibly suggest the absolute solutions to all the needs in our industrial and civic societies, but it can suggest that there is a great demand and need for further and continued evaluation of our physiological needs.

Since many of Man's needs are both physical and psychological, and the greater part of our population is beyond the school years, why then is there not sufficient consideration for his

recreational needs and desires in his everyday life--occupationally and in his place of residence?

It appears that the discipline of Health, Physical education, and Recreation should be ready to prepare people to fill the positions that will assist our society in solving the social, cultural, and physical needs of Man in his world beyond school. Since this study was designed only to report the findings of interviews (see Table III), it would be presumptuous for this writer to state what changes should be made in the physical education curriculum that would help solve society's recreational needs while, at the same time, provide more options for career opportunities. But it is obvious that we need research on a much greater scope of the type of investigation presented here. In the meantime curricula should keep abreast of those findings to prepare people for the changing job market while at the same time provide more career options.

Table IV points out some of the potential options for employment of physical education graduates. This does not suggest conclusiveness in the sense that these options for employment are fully developed or that there are people adequately trained, either academically or practically, to fill these positions. These potential areas for employment were cited by the subjects, and are reported as a matter of record. The author suggests that the reader look further and carefully into Chapter IV of this dissertation for a more in depth review of the subjects responses to questions that provided the data for this table (IV). This

table provides a quick overview in a catagorized matter of the subjects' responses to a potential job market for physical education students.

In many instances the subjects interviewed in this study offered thought concerning various subject matter relative for consideration in strengthening the physical education curriculum for the future job market. These thoughts were grouped into major relative subject areas for purposes of simplification, and are presented in Table V.

Table V points to some of the subject matter areas that may prove to be of value in curricula structure in assisting physical education preparatory schools in providing student with additional options in a changing job market. These subject matter areas were cited by the subjects, and are reported in this investigation as a matter of record. Again the author suggests that the reader look further and carefully into Chapter IV of this dissertation for greater in depth review of the subjects' responses to the nature of this study.

This investigation differed considerably from the usual state-of-the-knowledge study. The study did not have a hypothesis, a control group, or an experimental group which are often the normal ingredients for a research study. The approach was much simpler. The investigator sought out the thoughts of fifty individuals whose backgrounds and expertise would offer to those who are in a position to alter the course of curriculum some knowledge of the changing needs of our society. These needs obviously

become the indicator for employment opportunities for people who are planning careers in physical education. Since few can predict the future we must in the discipline of physical education proceed under the assumption that there may be some freedom of choice affecting the employment market for physical education students. We truly cannot profitably speak of a predicted future for a job market, but from what has been said by the respondents of this investigation, they offer a range of plausible alternatives for employment options that presently await the graduate of physical education. The final judge of the plausibility study rests with time. Lets for the moment examine some of what was said ...

Potential opportunities are present in the management of private and public sports complexes. Country Clubs and "downtown" clubs offer another option. Management and personnel careers are possible in the field of industrial recreation for those with degrees in physical education. There appears to be a growing demand for indoor tennis and ice hockey facilities managers. This is true also with racquetball facilities and swim clubs. Commerical companies today are becoming more involved with community sports programs in their desire to help create a favorable image for their own growth. An example of this is some of the major companies which sponsor such events as the Junior Olympics, "Punt-Pass and Kick" contests, and so on. In many instances these companies employ individuals with physical education backgrounds to direct these programs.

The para-medical field has seen change that offers alternate routes for a career with people coming from physical education. Geriatrics and hospital athletic facility management are two examples. Civil service has an extremely broad base for physical education to build a career upon. Some examples of this are the Veterans Administration, the Federal Bureau of Investigation, the Police Department, and certain agencies of the city listed under Human Resources.

The concept that is not necessarily new, but has begun to catch hold these last few years are the physical fitness evaluation centers. These are particularly designed for the busy executive who needs direction as to content and nature of physical activities best suited for his personal physical needs. Early industrial recreation was cited as an option for a career. It has been indicated that people with degrees in physical education can assume positions as personnel directors of an industrial firm because of the inherent ability to relate to people socially and culturally in addition to the physical.

Private education at the elementary and secondary levels offer new opportunities for physical education graduates. Professional sports management (front office management) in all sports is developing as a career option. This is becoming true also at the amateur level as well.

Industry is becoming more aware of the relationship between physical fitness and productivity, and has begun to assume a greater role in establishing programs and facilities to accomodate

this awareness. Again, such awareness dictates a need for qualified people to direct programs, and manage these facilities. This direction must come from the educational institutions. It is becoming more apparent that industry needs the assistance and knowledge that the physical education discipline can suggest in solving the numerous critical problems confronting industry today. Some of these specific problems are job-boredom, employee turnover, recreational needs, and productivity. Industrial, commercial, and civil disciplines share equally in these critical problems regardless of how they manifest themselves. Physical education curriculum too has a share in this crisis from the standpoint of assisting in solving these problems, and at the same time develop competent people to assist, thus creating new career opportunities.

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APPENDIX A

TABLE II
EXPERTISE-IDENTIFICATION BY CATEGORIES

INDUSTRIAL	Number	Percent
Advertising Firm	1	2%
Accounting Firm	1	2%
Architectural Firm	1	2%
Bank and Savings Association	2	4%
Insurance Firms	3	6%
Industrial and Manufacturing Firms	8	16%
Investment Firms	3	6%
National Industrial-Oriented Organizations		
Requiring Membership	2	4%
Personnel Firms	5	10%
Real Estate Firm	1	2%
Sales Companies	7	14%
<u>CIVIC</u>		
Civil Service	1	2%
Education	3	6%
Medical	4	8%
Judicial	1	2%
Law Firms	2	4%
Park Districts	2	4%
Private Agencies (Boy Scouts, Clubs, etc.)	3	6%
	N = 50	100%

Table II indicates that the subjects interviewed in this investigation were selected from two defined categories for the purpose of expertise-identification. These two categories are cited in this study as INDUSTRIAL and CIVIC. The actual number of subjects who are cited in this study are expressed numerically and as percentages (N = 50).

APPENDIX B

TABLE III
RESPONSES AND PERCENTAGES TO QUESTIONS

QUESTIONS	N = 50 Actual responses and percent of total population	
1. Based on your knowledge of the present job market in the Chicago area, what might be available in the industrial or civic professions for college graduates in the field of Physical Education and Recreation?	48	96%
2. Do you have any thoughts regarding employment potential for people with degrees in Physical Education and Recreation with industry, the YMCA, the church, et cetera?	29	58%
3. How could a person with a Bachelor or Master's degree in Physical Education and Recreation assist your firm in promoting physical fitness for your clients and employees?	14	28%
4. Athletics and recreation are one of the top ten industries in the United States today. What are some of your forecasts for the future investments in athletics and recreation by your firm, or others in industry that you may be familiar with?	8	16%
5. Do you see management of athletic facilities in housing complexes as a potential job market for individuals with degrees in Physical Education and Recreation? If so, in what capacities, and what advice might you offer to qualified persons in Physical Education and Recreation seeking application and information regarding this industry?	10	20%

TABLE III Continued

6.	In the over-all operation of your company, do you presently employ or would you consider employing, an individual with an academic degree in Physical Education and Recreation? If so, please indicate in what capacity.	8	16%
7.	Would you describe the employment potential for people with a college degree in Physical Education and Recreation relative to the health sciences (physical therapy, corrective therapy, geriatrics, et cetera) with reference to the needs of the Chicago area?	8	16%
8.	Present school budget cuts have resulted in the reduction of Physical Education and Recreation programs in the elementary and secondary schools. To what extent do you feel that these physical education and recreation programs should be supplemented by private and public agencies?	0	0

TABLE IV
POTENTIAL AREAS FOR EMPLOYMENT OF
PHYSICAL EDUCATION GRADUATES

Areas	N = 50 Actual responses and percent of total population	
1. INDUSTRIAL-EMPLOYEE SPORTS MANAGEMENT (industrial recreation dealing with the supervision of athletic facilities and athletic programs for employees)	22	44%
2. SPORTS COMPLEXES MANAGEMENT (public and private: city and country clubs; house developments that provide athletic facilities for the tenants; ice hockey rinks; swim clubs; etc.)	17	34%
3. SPORTS PUBLIC RELATIONS (commercial-community relations dealing with recreation and sports programs)	14	28%
4. PARA-MEDICAL (physical therapy, corrective therapy, occupational therapy, recreational therapy, nutrition, safety education, geriatrics, and physical education)	12	24%
5. SPORTS AND CIVIL SERVICE (Veterans' Administration, Social Security Administration, the FBI, Police Department, and Model Cities Program)	9	18%
6. PHYSICAL FITNESS EVALUATION CENTERS (diagnostic and prognostic evaluation of businessmen by professionally trained individuals)	9	18%
7. INDUSTRIAL AND CIVIL PERSONNEL (employee-oriented programs that in addition to physical education and recreation administration, will provide for certain employee fringe-benefit programs for employees)	6	12%

TABLE IV Continued

8.	PRIVATE EDUCATIONAL INSTITUTIONS (private elementary and secondary schools dealing with the administration, teaching, and coaching of sports)	4	8%
9.	NATIONAL INDUSTRIAL-SPORTS ORGANIZATIONS (administration for the development of sports for the commercial interests of various industries)	5	10%
10.	PROFESSIONAL SPORTS MANAGEMENT (front office management of professional sports: minor and major leagues in all types of spectator sports)	2	4%
11.	EDUCATIONAL ADMINISTRATIVE POSITIONS (Athletic director, head of department, school principal)	2	4%
12.	COMMERCIAL SALES (educational textbooks in academic and sports fields)	1	2%

TABLE V
 ADDITIONAL SUBJECT MATTER FOR PHYSICAL
 EDUCATION CURRICULUM

SUBJECT MATTER		N = 50 Actual responses and percent of total population	
1.	BUSINESS PRINCIPLES (accounting, budget, finance, marketing, banking, investment, insurance and sales)	20	40%
2.	MANAGEMENT PRINCIPLES (supervision of personnel, promotion, public relations, insurance, and advertising)	10	20%
3.	PARA-MEDICAL PRINCIPLES (corrective therapy, physical therapy, industrial application for employment of the handicapped, occupational ther- apy, psychological abnormalities, nutrition, and gerontology)	7	14%
4.	BEHAVIORAL SCIENCES (sociology and psychology)	5	10%
5.	LEGAL ASPECTS (contracts, suits, wills, and trusts)	5	10%
6.	RECREATION PRINCIPLES	4	8%
7.	COMMUNICATIONS (public speaking, audiovisual methods, et cetera)	3	6%
8.	PERSONNEL PRINCIPLES (industrial-employee relations)	3	6%
9.	RESTAURANT MANAGEMENT (food services, et cetera)	2	4%
10.	HUMANITIES (literature, music, art, philosophy)	2	4%

APPENDIX C

Guide Sheet

NAME _____

ADDRESS _____
(Business)

TITLE _____

PROFESSION _____
(Doctor, Lawyer, Investment Broker, etc.)

FIRM _____

COMMUNITY INVOLVEMENTS _____
(School boards, PTA, Park Boards)_____
(Community Chest, etc.)

CIVIC INVOLVEMENTS RELATIVE TO YOUR PROFESSIONAL LIFE _____

VITA ✓

Frank L. Jambois

Candidate for the Degree of

Doctor of Education

Thesis: AN INVESTIGATION OF PRESENT AND FUTURE EMPLOYMENT
OPPORTUNITIES FOR UNDERGRADUATE PHYSICAL EDUCATION
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