A PROPOSED PROFESSIONAL PREPARATION PROGRAM
IN PHYSICAL EDUCATION FOR UNIVERSITY
UNDERGRADUATE STUDENTS IN
TRINIDAD AND TOBAGO

WE HEREBY RECOMMEND THAT THE THESIS BY

BY

IVA CAMILLE GLOUDON

B.S., University of Illinois, 1983

THESIS

Submitted in partial fulfillment of the requirements
for the degree of Master of Science in Physical Education
in the Graduate College of the
University of Illinois at Urbana-Champaign, 1984

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THE GRADUATE COLLEGE

MAY 1984

WE HEREBY RECOMMEND THAT THE THESIS BY

IVA CAMILLE GLOUDON

ENTITLED A PROPOSED PROFESSIONAL PREPARATION PROGRAM IN PHYSICAL EDUCATION FOR UNIVERSITY UNDERGRADUATE STUDENTS IN TRINIDAD AND TOBAGO

BE ACCEPTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE

Committee on Final Examination†

† Required for doctor's degree but not for master's.
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TABLE 15 The Proposed Professional Preparation Diploma Program in Physical Education for University Undergraduate Students in Trinidad and Tobago . . . . . . . 78
Stenhouse (1975) suggests that a curriculum is an attempt to communicate the essential features of an educational proposal in such a manner, that it is open to scrutiny and capable of effective translation into practice. The task of curriculum development can, thus, be seen as the determination of educational directions, principles, procedures and patterns of organization. These are some of the important considerations that come to the forefront when attempting to formulate a professional preparation program in physical education for university undergraduate students in Trinidad and Tobago.

The Republic of Trinidad and Tobago consists of two islands of which Trinidad is the larger. In 1980, this nation had a population of about 1,067,000 (United States Department of State Bureau of Public Affairs, 1981). Both of these islands lie near the northeastern corner of Venezuela, with Trinidad just seven miles away at the closest point. Trinidad is the most southerly link in a chain of West Indian Islands which extend from the peninsula of Florida, in North America, to the mouth of the Orinoco, in South America.

The government of Trinidad and Tobago has been very interested in education and youth activities in this two island nation. In March 1967, a paper entitled "Outline of a Plan for Educational Development in Trinidad and Tobago, 1967-1983" was presented to the government. One of the issues that the Cabinet of this government decided upon was a restructuring of the Ministry of Education so as to cope with developmental changes.
The school system in Trinidad and Tobago is extremely extensive for so small a nation. It starts from the privately run kindergartens up through the university level. (See Table 1). These islands had been colonized by the British for a number of years, which was reflected in the structure of the school system. However, this republic was granted its independence in 1962, and since that time the new government has also been influenced by the American education system. The result of this is an unusual syncretism of the two models.

The entire school system, except for the private kindergarten schools, is run by the government, through its Ministry of Education. There are some schools that are run by other Boards of Management (normally a religious denomination). These boards are usually responsible to the Ministry of Education from whom they receive a large portion of their funds.

There are some kindergarten schools that are controlled by the government but the majority of these schools are privately owned and controlled. The pupils of these schools range in ages from 2 to 4 years.

Next comes the primary schools. These are equivalent to the elementary schools in the United States of America. The pupils of these schools range in ages from 4 to 11 years. In these schools, there are five standards (grades). A pupil spends three terms (semesters) or one year in each standard. At the end of the fifth year, the pupils take the Common Entrance Examination which is a competitive test to determine which schools they will attend for their secondary education.

Before the advent of the Common Entrance Examination, only a few children were able to have a secondary education. This was often provided by the secondary schools which were maintained mainly by the religious
Table 1
Trinidad and Tobago School, Staff and Student Statistics

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Number</th>
<th>Enrollment</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>466</td>
<td>167,950</td>
<td>7,298</td>
</tr>
<tr>
<td>Junior Secondary</td>
<td>23</td>
<td>38,053</td>
<td>13,052</td>
</tr>
<tr>
<td>Senior Secondary</td>
<td>18</td>
<td>20,373</td>
<td>1,428</td>
</tr>
<tr>
<td>Senior Comprehensive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary (5 years)</td>
<td>18</td>
<td>13,155</td>
<td>757</td>
</tr>
<tr>
<td>Composite</td>
<td>3</td>
<td>17,048</td>
<td>994</td>
</tr>
<tr>
<td>Assisted Secondary (5 years)</td>
<td>27</td>
<td>17,319</td>
<td>878</td>
</tr>
<tr>
<td>Technical</td>
<td>2</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>University</td>
<td>1</td>
<td>2,923</td>
<td>272</td>
</tr>
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</table>

NOTE: Adapted from statistics released by the Ministry of Education, Trinidad and Tobago (1981-83). Kindergarten schools are not included since they are privately owned and controlled.
denominations. When the government instituted the Common Entrance Examination, these schools were partly taken over from these religious denominations. These schools then became the assisted secondary schools and were maintained at public expense either wholly or partly. These schools have their own Board of Management but this board is responsible to the Minister of Education.

Along with this takeover which occurred in 1962, the government of Trinidad and Tobago also founded several five-year secondary schools. These provided five years of secondary education for children between the ages of 10 to 16 years. An additional two years may be spent at some of these assisted and five-year secondary schools. These are usually for students who are planning to go on to the university level.

Although the new Common Entrance Examination increased the number of children who were able to gain a secondary education, there were still many who did not get the opportunity to continue their education. The next move made by the government was an attempt to provide secondary education for all pupils. It is at this point in the education system that the American structural influence can be seen. The pupils who did exceptionally well at the Common Entrance Examination were sent to the five-year secondary schools. The next tier of students were sent to the junior secondary schools. These schools provided secondary education for pupils between the ages of 11 and 14 years. They consist of three forms or grades. After this, a national selection test is used to determine where and whether the pupils will continue in the full-time public education system.

After this level, the pupils move on to the senior secondary schools for two additional years of secondary education—until they are sixteen years of age.
In the five year secondary and assisted secondary schools, the more traditional type of secondary education is stressed. However, in the junior and senior secondary schools both academic and technical courses are offered. After leaving this level, some pupils elect to move into the advanced technical schools while others may try to gain entrance to the University of the West Indies. An outline of this system can be seen in Table 2.

Physical education is a part of the curriculum of all the schools in Trinidad and Tobago. Nevertheless, there appears to be no formal declaration of a policy by the government of Trinidad and Tobago concerning professional preparation within physical education. However, an underlying one may be gleaned from the syllabus of work put out by the Ministry of Education (Senford, 1976). Details of this will be dealt with in greater detail in Chapter 2 of this thesis. The large number of pupils in the education system of Trinidad and Tobago (see Table 1) and the small number of trained physical education teachers (to be discussed in Chapter 2), forms the basis for the major problem of this study.

Statement of the Problem

The basic problem of this study was to develop an undergraduate professional preparation program in physical education for the university in the nation of Trinidad and Tobago, that includes both a degree course and a one-year diploma course.

Subproblems

Several subproblems were inherent in the development of such a program. They were:

1. Which general education courses should be included?
2. Which general professional courses should be included?
Table 2

The Education System of Trinidad and Tobago

University (18+ yrs.)

Advanced Technical and Vocational (16+ yrs.)

Senior Secondary (14 - 16 yrs.)

Junior Secondary (11 - 14 yrs.)

Five-Year Secondary (10 - 16/18 yrs.)

Assisted Secondary (10 - 16/18 yrs.)

Common Entrance Examination

Primary (4 - 10 yrs.)

Kindergarten (2 - 4 yrs.)
3. Which specialized professional courses should be included?
4. Which physical activity courses should be included?

Need for Study

Over the years, most of the physical education teachers of Trinidad and Tobago, who have one-year diplomas or degrees have been trained abroad. This has happened because there is no physical education professional preparation program at the University of the West Indies. The only physical education training to be received in Trinidad and Tobago is:

1. As an elective subject at a teacher's training college, which is a two-year inservice institution;
2. Through courses sponsored from time to time by the Ministry of Education; and
3. Courses sponsored by some organizations such as The Trinidad and Tobago Hockey Association.

There was a conference on physical education held at the University of the West Indies, St. Augustine, Trinidad in 1976. A number of papers were presented by physical educators and administrators and many recommendations were made. The ones that were pertinent to the need for this study were:

1. That a concentrated effort be mounted to train physical education teachers to meet the demands of the school system,
2. That a department of physical education be established as part of the School of Education of the University of the West Indies as early as possible,
3. That the University of the West Indies introduce a one-year diploma course in the period of the four month university period from June-September,

4. That the University of the West Indies gives consideration to the introduction of a degree course at an early date, and

5. That the School of Education, St. Augustine prepare proposals in their estimates for next Triennium 1979-81 for the maintenance of a department of physical education and to provide physical education at degree and diploma levels (Taylor et al., 1976).

If a department of physical education is to be instituted, it follows that a program of studies should be developed. This study could be considered as meeting that need.

Limitations

There are two main limitations of this study. The first is that, the proposed professional preparation program was based on an analysis of programs from different countries, which was limited to information received from a review of catalogs and correspondence with department heads. Unfortunately, it was not possible for the investigator to visit some of these countries and to observe the different programs. The second is that, the program is one of the primary works in this area in Trinidad and Tobago and so it is mainly exploratory. This situation also means that the data out of Trinidad and Tobago is limited and mostly unpublished.
Organization for the Remainder of the Study

Chapter 2 deals with a review of the literature and history. The first section will present a historical review of physical education in Trinidad and Tobago. The second section will review the related studies in professional preparation in physical education.

Chapter 3 presents the method used in the development of the program. It deals with the gathering of information and the reasons for the selection of the countries and universities. This chapter will display a horizontal analysis of the physical education curricula of leading American, Canadian, German, English, Cuban and New Zealand universities.

Chapter 4 is concerned with the development of the actual program. The results of the research in the former chapter will be heavily relied on in this study. Interviews of selected physical education administrators in Trinidad and Tobago were conducted by this investigator. The results of these, along with stated policy on physical education by the government of Trinidad and Tobago will also be used to develop the professional preparation program.

Chapter 5 presents the summary, conclusions, discussions, and recommendations.

Definitions of Terms

Physical Education Diploma
The certification received by physical education teachers after a one-year academic program in Great Britain.

Teacher's Diploma
The certification received by teachers in Trinidad and Tobago after two or three years of study at the various teachers colleges.
Degree

The certification received after three years of undergraduate work at the University of the West Indies or at a three- or four-year institution abroad.

Elective Subject

The subject selected by student teachers at the teacher-training colleges in Trinidad and Tobago which then becomes their minor area of concentration.

Athletics

When used by a native of Trinidad and Tobago, this term means track and field events.

Standards

The name given to a class of pupils at a given level in the elementary schools of Trinidad and Tobago. These range from standards one through five.

Forms

The name given to a class of pupils at a given level in the secondary schools of Trinidad and Tobago. These range from forms one through six.
CHAPTER 2
REVIEW OF THE LITERATURE AND HISTORY

In order to fulfill the purpose of this study, it was necessary to understand the development of physical education in Trinidad and Tobago. In this country, such development can be traced by looking at the history of the school system. It is for this reason that this investigator decided to devote the first part of the chapter to a brief historical review of physical education in Trinidad and Tobago.

A Brief Historical Review of Physical Education in Trinidad and Tobago

The organization and administration of education in Trinidad and Tobago has been affected by various forms of state control. The first record of this was in 1817, when Governor Woodford (then the governor of Trinidad) required that all schools be registered. Today, there is even more extensive control by the government through the Ministry of Education. It is a little difficult to determine the exact policy of the Ministry of Education towards physical education, since no formal position has been stated. However, Senford (1976) shows that the intention of the Ministry may be gleaned from the syllabi of work they put out from time to time.

According to Senford, the first such syllabus was produced in 1933. The following ideas were stated:

The place of the physical in all true education is something which begins with infancy and goes on until the last day of life....

What the Board of Education desires to secure
is the careful and well-balanced development of the physical powers of each individual, not only in reference to his immediate bodily and mental growth, but also with the view to encouraging the formation of habits of recreation which will be of value in the future (p. 2).

These types of statements are further developed in the Government of Trinidad and Tobago Administration Report of the Education Department 1956. Paragraph 14 states:

The old idea of physical exercise is rapidly giving way to modern concepts of physical education. This new approach to building sturdy bodies and developing a greater degree of muscular control and skills is receiving its place of merit in the curriculum of the Primary school (p. 31).

In the draft plan for educational development (1968-83), set up by the government of Trinidad and Tobago, it was stated that the purpose of physical education is:

to prepare the pupils for a programme of heavier physical activity at a later stage in life and to develop specific physical skills and coordination, to promote the ideals of sport and competition in games,
to acquaint pupils with the importance of physical care and discipline and to provide facilities for excellence in the various aspects of physical activity and specific games (p. 20).

Thus, it is seen that through the Ministry of Education, some attempt has been made to address the issue of physical education in the schools.

Physical Education in the Primary Schools of Trinidad and Tobago

Senford (1976) quite correctly noted that before 1933, physical education was conducted irregularly and as a reward for good classroom work or as a break from the tedium of academia. In 1933, a Syllabus of Physical Training for Schools was first published and thus was a formal part of the curriculum. This did not really solve the problem as most of the teachers were not qualified to teach this subject. Consequently, most teachers just ignored the physical education period (Senford, 1976).

In 1956, three physical education specialist officers were appointed. In the administrative report (1956) it was added:

Three physical education officers, two in North and one in South Trinidad, an athletic coach and a cricket coach have been appointed to serve the primary schools. Apart from their work in the schools, they run courses to train teachers to carry the new approach to the school. Teachers in training receive instructions once per week (p. 31).
These teachers were in two year teacher training colleges - most of them inservice institutions. There was also a small budget allowance given to schools in order for them to purchase physical education supplies.

In the teacher training colleges, the student teachers decided what subject they would pursue at the elective level. At these institutions, only a few of the student teachers now study physical education as an elective subject. It should be stated that these colleges concentrate on the overall training of primary school teachers. Therefore, it is no surprise that there is still not an adequate number of physical education teachers in the majority of primary schools in Trinidad and Tobago in 1983.

**Physical Education in the Secondary Schools of Trinidad and Tobago**

In 1982, the Ministry of Education released some statistics which revealed that the different types of secondary schools had a combined enrollment of 105,939 pupils (excluding technical schools). Most of the five-year secondary schools have physical education teachers with professional training ranging from a diploma to a degree in physical education.

The senior secondary and senior comprehensive schools are not as well staffed. However, a lot of help in teaching physical education is obtained from parents, past pupils and other interested persons. The junior secondary schools fall into this same pattern. Some of the teachers in these schools have a teacher's diploma from the teacher training colleges in Trinidad. These would be the teachers who chose physical education as their elective subject while in college.

In 1983, the Ministry of Education reported 159 physical education teachers, all in the various secondary schools. It follows that each
teacher, theoretically, services approximately 666 pupils since there are 105,939 students in these schools. (See Table 3).

Physical Education at the Teacher Training Colleges

The teacher training colleges are solely responsible for the training of elementary school teachers in Trinidad and Tobago. Before 1979, the country was serviced by a series of small institutions. These were the Port-of-Spain Teachers' College, The Government Teachers' College, Catholic Teachers' Training College, Caribbean Union Teachers' College and Mausica Teachers' College. In the south of Trinidad, there is Corinth Teachers' College, which is a much larger institution as it services the entire southern region of the island. In 1979, the small institutions mentioned earlier were merged and a larger institution was opened. This larger and more modern facility was named the Valsayn Teachers' College.

Each student in a teacher education program has a number of core courses which must be taken. This prospective teacher must select one subject as an elective course. This means that the teacher has to spend additional hours on this particular course and take special exams. At Corinth Teachers' College, there are some physical education courses for the entire student body. At Valsayn Teachers' College, these courses are reserved for the elective students.

The teacher training program runs over a two-year period of enrollment at the college. In the first year, there is a one-hour theory class for the elective physical education student teachers which covers topics such as anatomy and physiology. There is a three-hour practical class where sport skills are developed. During the second year, there is a
### Table 3
Physical Education Teacher Qualification in Trinidad and Tobago

<table>
<thead>
<tr>
<th>Post</th>
<th>Qualification</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Teacher I</td>
<td>Certificate in Education</td>
<td>4</td>
</tr>
<tr>
<td>Special Teacher II</td>
<td>Physical Education Diploma</td>
<td>16</td>
</tr>
<tr>
<td>Special Teacher III</td>
<td>Advanced Physical Education Diploma</td>
<td>14</td>
</tr>
<tr>
<td>Teacher I</td>
<td>Teacher's Diploma with a major in Physical Education</td>
<td>113</td>
</tr>
<tr>
<td>Teacher II</td>
<td>First or Second Degree in Physical Education</td>
<td>12</td>
</tr>
</tbody>
</table>

NOTE: Adapted from Notes by Hamilton Murry (1983), PE and Sports Officer II - Ministry of Sport, Culture and Youth Affairs, Trinidad and Tobago.
one-hour theory course which involves the history and philosophy of sport, sports sociology and sports psychology. The three-hour practical session also continues in the second year.

There are no provisions for specialist physical education teachers in the primary schools of Trinidad and Tobago. Thus, this system of physical education teacher training produces few primary school teachers, as it is not a popular elective subject. Some of these teachers elect to teach in the junior secondary schools, leaving a void in the primary schools. The result of all this, is that most primary schools do not have any physical education teachers.

Physical Education at the University of the West Indies - St. Augustine Campus, Trinidad

There is just one university in Trinidad and Tobago. It is one of the three campuses that make up the University of the West Indies. The other two campuses are in Jamaica and Barbados.

Roy A. Hollingsworth was the last Sports Officer at the university. However, to date, there is no physical education department or program at the University of the West Indies-St. Augustine campus in Trinidad.

The Ministry of Sport, Culture and Youth Affairs

In 1981, the government of Trinidad and Tobago started a new Ministry of Sport, Culture and Youth Affairs. The Divisions of Culture, Youth Affairs and Physical Education were formally housed in the Ministry of Education. The structure of this new ministry can be seen in Table 4. These two ministries function as separate facets of the government of Trinidad and Tobago, each having its own minister.
Table 4

The Ministry of Sport, Culture and Youth Affairs

Minister of Sport, Culture and Youth Affairs

<table>
<thead>
<tr>
<th>Parliamentary Secretary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent Secretary</td>
</tr>
<tr>
<td>Administrative Officer V</td>
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</tbody>
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- Sport
- Culture
- Youth Affairs

The Division of Physical Education and Sport

In this circular, the Permanent Secretary of the Ministry of Education also gave a list of the duties of the new physical education and sports officers. These were:

1. Developing of physical education curriculum.
2. Programme planning.
3. Monitoring of physical education and teaching programmes.
The Division of Physical Education and Sport now operates within this overall ministry (see Table 5). All of the administrative personnel in this division were once physical education teachers in the Trinidad and Tobago school system. It seems that, in 1984, the Ministry of Education is prepared to give up its control of physical education in the school system, to this new ministry.

On January 18, 1984, the Permanent Secretary in the Ministry of Education issued a circular (File #40/1/2, Sub 2) in which he stated that:

This is to inform all school supervisors and heads of divisions that the following officers (see Table 5) have been appointed in the Division of Physical Education in the Ministry of Sport, Culture and Youth Affairs.

The Permanent Secretary further states that:

Since some of our duties require that they function in schools, please inform the principals of all schools to give them all their assistance and cooperation to enable the officers to perform efficiently.

In this circular, the Permanent Secretary of the Ministry of Education also gave a list of the duties of the new physical education and sports officers. These were:

1. Developing of physical education curriculum,
2. Programme planning,
3. Monitoring of physical education and coaching programmes,
<table>
<thead>
<tr>
<th>Director of Physical Education and Sport</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education and Sport Officer III</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Physical Education and Sport Officer II - Schools</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>16 Physical Education and Sport Officers I [each in charge of Physical Education Teachers in a particular education area.]</td>
</tr>
</tbody>
</table>
4. Conducting in-service teacher training courses,
5. Guidance and supervision of physical education teachers,
6. Supplementing the coaching programme (when necessary),
7. Giving demonstration lessons in physical education,
8. Supplying handouts to teachers,
9. Encouraging mass participation in intra- and extra­
mural school programme of games and other psycho-motor
activities,
10. Recommending choice of equipment,
11. Advising on the care, use and purchase of equipment,
12. Liaising closely with schools to promote sporting activities
to flow from class or form to school or district to zone
to national,
13. Helping to organize facilities for use by school children,
14. Advising on proper maintenance of sporting facilities in
schools,
15. Serving in an advisory capacity in zonal and national
sporting activities at school level,
16. Assisting with physical education displays,
17. Assisting in furthering the use of schools by the community
by the proper monitoring of the programme, and
18. Conducting research, surveys and establishing norms in
physical education and sport.
The time has come when every school should have a physical education teacher since physical education and sports have come to occupy a place of increasing importance as a component of life in the conditions of a developed democratic society (Gopaul, 1979).

This issue, as described by Monica Gopaul (President of the Trinidad and Tobago Teachers' Union, 1979) is becoming a major concern of physical educators in Trinidad and Tobago. One of the leading educators of the Republic, Clive Pantin, echoes the viewpoint made by Gopaul. Pantin sees sport and physical education as one of the greatest motivating forces in Trinidad and Tobago. He feels this way because, in his experience, he observes that physical education and sport "stimulates positive interest, creates moral good and harnesses the energy of the young people" (Pantin, 1975). In one of his papers, Pantin cites certain areas where there is need for further development. These were dedication on the part of teachers, coaches and other adults, skill acquisition and facilities. Pantin also sees a need for interest at higher levels for in his words "a country that plays together, stays together."

Throughout the 1960s and 1970s, a lot of attention had been given to the production of some kind of academic discipline in physical education. This was in the hope that the discovery would serve as some sort of foundation for this subject area. Franklin Henry (1964), was one of the first persons to suggest that physical education should be viewed as a discipline.
James O’Hanlon and Thomas Wandzilak (1980) felt that there are two important areas that physical educators have to address in an effort to develop a discipline. These are:

1. Identification and development of various subdisciplines. There is a need to build a bridge between academic disciplines. This method makes it possible to bring the methodologies of the existing disciplines to bear on physical education, and

2. Working towards forming a discipline around the 'human movement' concept (p. 53).

According to Renshaw (1973), this study of human movement involves the disinterested objective pursuit of the physical sciences, human sciences and philosophy with the intention of providing a theoretical illumination of the heterogeneous forms of human movement (p. 82).

O’Hanlon and Wandzilak saw that the advantage of this discipline approach was that physical education was able to attain higher levels in research, research tools and measuring devices. However, there were also disadvantages of confrontation between the role of physical education as teacher preparation, on the one hand, and preparing research scholars, on the other. Thus, there seems to be a need to bring these two areas together and the major concern should be to establish physical education as a profession. As Steinhaus (1967) suggests: "A profession is the practice
of an art that utilizes many disciplines in serving mankind" (p. 69).

Hurwitz and Kretchmar continued this argument in 1982. They saw that physical education had two different paths. One was discipline-oriented following the liberal arts route while the other went the way of professional preparation.

At the State University of New York College at Brockport, the above named researchers found that this growing division produced a number of positive as well as negative results. Among the most positive were a more thorough study of physical education and a broader education of physical education majors. Among the disadvantages were little cooperation between the two groups and the inability of students to comprehend the difference between the two approaches.

It was thus decided that a new integration of these two paths was necessary. Thus, this was undertaken with the results that students were able to partake in a combination of courses and become more aware of the relationship between the pursuit of liberal arts and the quest for professionalism.

This review of the literature showed that similar problems existed in different parts of the world and educators were searching for the answers. In Trinidad, Roy Hollingsworth, the former Sports Officer at the University of the West Indies-St. Augustine campus, had similar worries. He cited certain important considerations that he became aware of when trying to conceptualize a physical education program which would maximize the total involvement of the university students.

The first consideration he saw, was the need to identify student and community interests. One of the needs of the society was an adequate
supply of trained physical education teachers graduating from the university (Hollingsworth, 1976). An interesting need of the students was the opportunity for this subject area to help them to understand the role of man as a performer.

Hollingsworth suggested that the physical education program should be instructional. He felt that it could fall under the general education umbrella with a three-year Bachelor of Arts in Education and a one-year Diploma Course in Education, both with a concentration in physical education.

The following is a list of courses that Hollingsworth (1976) felt should be included in the final program:

Anatomy
Physiology
Sociology
Psychology
Philosophy of education
Organization and administration of physical education
Principles of supervision in education
Teaching methods
Research methods
Sports skills
Other academic subjects

Activities:
Team Sports: Cricket, football, rugby, field hockey, volleyball, netball, basketball
Dual and Individual Sports: Athletics, lawn tennis, weight training, badminton, table tennis
Aquatic Sports: Swimming, diving, water-polo, life saving
Gymnastics: Apparatus, tumbling, dancing, rhythmics
Recreational: Drama, music, camping, hiking, arts and crafts, hobbies
Others: Research, physical fitness, corrective and adaptive physical education, intramural program

Hamil Murry is another Trinidadian physical educator, who is concerned with the problem of physical education in the school system of Trinidad and Tobago. Murry (1976) examined the objectives of physical education at the different levels of education in the country. Murry stated that physical education objectives are influenced by society, administration, pupils and parents.

H. S. Ahluwalia (1972) conducted a study similar to the one that the present thesis will be likened to. His study was concerned with developing a professional preparation program for undergraduate students in India. He used a horizontal analysis to compare the curriculum of a few selected institutions in India and the United States of America. Ahluwalia's statement of his problem and some of his subproblems were quite relevant to the situation in Trinidad and Tobago. It was for this reason that some of them were adopted by this investigator.

In yet another country, similar situations arose. L. R. T. Williams of the University of Otago, New Zealand, said that his school of physical
education offers the only specialist university course in his country. Williams forsees a major problem of continuing to provide a wide variety of courses without the loss of depth. New Zealand has a problem similar to the one in Trinidad and Tobago. As Williams stated:

The most important challenge that faces those concerned with physical education in New Zealand is to strive for the provision of specialist physical educators in our primary and intermediate schools (p. 75).

Oxendine and Roberts (1977) released some information on trends in physical education programs in four-year institutions in the United States of America. They found that:

1. Physical education offering for the general college student continued to be universal,

2. Requirement of physical education has continued to decline substantially,

3. The majority of courses are now co-educational,

4. The prevalence of team sports has declined,

5. The most popular activities are now:
   a. fitness courses
   b. outdoor activities
   c. racquet sports
   d. dance
   e. skin and scuba diving, and
6. A significant increase in institutions offering physical education courses for credit (pp. 3-4).

The intent of this present review is to answer the question of what is necessary in the implementation of a philosophy of professional preparation into physical education programs. A committee appointed by the American Association of Health, Physical Education and Recreation in 1962, arrived at some of the necessary requirements. They came up with some basic beliefs underlying such preparation. These were:

1. Professional preparation should be consistent with the philosophy of a free democratic society.
2. Professional preparation should develop broadly educated persons.
3. Professional preparation should be the responsibility of the college or university as a whole.
4. The professional, the institution, and the agencies employing professional personnel should share responsibility in professional education.
5. The professional should determine the nature of professional preparation.
6. Institutions should be granted increasing authority for the certification of school personnel through
state departments of public instruction and for registration of
other personnel through professional organization.

7. Programs of professional preparation
should be designed to maintain and
to improve professional standards.

8. Professional preparation should pro-
vide for the synthesis of all
experiences which will enable the
student to make significant educational
decisions.

9. Five years of professional preparation
are essential for the basic preparation
of personnel in each of the areas of
health education, physical education,
and recreation education.

10. Professional preparation should be a
continuous process throughout the career
of the professional person.

11. A curriculum designed to prepare pro-
fessional personnel for a changing society
must be responsive to change.

12. The program of professional prepara-
tion should be evaluated frequently in
terms of basic concepts and purposes of the
13. Professional preparation should emphasize the development of a personal philosophy which embraces a dedication and devotion for service to mankind (pp. 21-24).

Lastly, as a result of this review of the literature, it seemed necessary and imperative that some emphasis should be placed on comparative physical education. Howell (1977) showed that there was a neglect in the socio-cultural aspect of physical education. The importance of this aspect of physical education became more apparent to this investigator as the similarities and differences of societies, cultures, and countries became apparent from the review of the literature. As Howell suggested, this is where subjects such as the history of the art of physical education, the sociology of sport, the history of physical education and social psychology of sport could come to the forefront.

Summary

This chapter was concerned with documenting a brief historical perspective of physical education in Trinidad and Tobago. The initial part of the chapter described this development. It became evident that there had been a lot of concern at all levels about the status and future of physical education in this Republic.

The rest of the chapter was devoted to the related literature in the field of physical education with special emphasis on teacher education and professional preparation. Literature from Trinidad and Tobago, as well as from the United States and some other countries was examined to try to arrive at the similarities, differences and divergent views on the topic.
METHOD OF RESEARCH

The main purpose of this study was to develop an undergraduate professional preparation program in physical education for the University of the West Indies-Trinidad campus.

As James Townsend (retired school Supervisor II, the Ministry of Education, Trinidad) said:

I think you would agree with me, that we should continually be examining what we do in any subject, to see if we can increase its contribution to the education of the child. Physical education has been one of these areas that has been in constant motion.

In order to maintain this motion, it becomes all the more necessary that a professional preparation program be developed to ensure that the children of Trinidad and Tobago have the best opportunity to receive appropriate instruction in the area of physical education.

There are certain goals that this program should accomplish once it has been adopted. These are:

1. Qualified physical education teachers for all schools in Trinidad and Tobago.

2. A new program of physical education for the university.

3. An upgrading of the quality of physical education and the preparation of physical education teachers.
4. A better understanding of the area of physical education, its aims and objectives, by members of the community, physical education professionals and professionals in other areas of the Trinidadian society.

Collection of Data

The initial search involved a study of selected books, journals, periodicals and documents related to curriculum development and organization of physical education. Ideas were gleaned from related literature from the United States, England, Canada, Europe, New Zealand and the West Indies. Particular attention was paid to literature from Trinidad and Tobago.

In order to have a broad base for developing the curriculum for Trinidad and Tobago, physical education programs at several universities in different countries were reviewed. It was hypothesized that irrespective of distance and sometimes ideology, these various programs would have many underlying similarities.

A letter was sent to the representatives of different universities requesting their catalogues and other information concerning admission, courses, and the institution's mission (Appendix A). The following are the schools selected to be asked to participate in the study and the criteria used to select these universities:

1. United States

The following schools were selected:

a. Michigan State University
b. Ohio State University
c. University of Wisconsin - Madison
d. Pennsylvania State University
e. University of California - Berkeley
f. Purdue University
g. University of Iowa
h. University of North Carolina - Chapel Hill
i. University of Illinois - Urbana-Champaign
j. University of Minnesota - Minneapolis-St. Paul
k. University of Massachusetts - Amherst

One of the reasons for the selection of these schools was the advice given to this investigator by leading professors in the Physical Education Department at the University of Illinois. Another reason was that all of these schools were listed in the Gourman Report (1982) as being in the top fifteen schools in physical education in the United States of America.

The criteria for Gourman's selections were:

1. Qualifications, experience, intellectual interests, attainments, and professional productivity of the faculty
2. Standards and quality of institution
3. Faculty research
4. Curriculum
5. Records of graduates both in graduate study and in practice
6. Scholastic work of students
7. Attitude and policy of administration toward all divisions and toward teaching, research and scholarly production

8. Administration areas

9. Administration research

10. Non-departmental levels and

11. Library (p. 4).

2. England

The following schools were selected:

a. Loughborough University of Technology
b. Leeds Polytechnic
c. IM Marsh - Liverpool
d. University of Birmingham
e. Crewe and Alsager College of Higher Education
f. Chester College of Higher Education
g. Bedford College of Higher Education
h. University of Exeter

There is no ranking of English schools and curriculums as was available for the American schools. Therefore, this investigator had to rely on recommendations from professors and students from England at the University of Illinois for information concerning which English schools should be included.

3. Canada

The following schools were selected:

a. Simon Fraser University
b. University of Waterloo
c. University of Ottawa
d. University of Toronto
e. University of British Columbia
f. The University of Alberta
g. University of Guelph

Once again, the choosing of these schools resulted from the recommendations of professors in the Physical Education Department at the University of Illinois. A Canadian professor (a graduate of the University of Illinois) was contacted for his school's program. He was very helpful, giving this investigator valuable assistance with selecting some of the outstanding programs in Canada.

4. West Germany

These were the schools selected:
a. Universität Bremen
b. Universität Hamburg
c. Universität Hannover
d. Deutsche Sporthochschule Köln (Universität Köln)
e. Universität Stuttgart
f. Universität Munchen
g. Universität Frankfurt

The main influence for these choices came from fellow students at the University of Illinois, who are from Germany. As they explained, the schools there are controlled regionally, and so three outstanding schools were selected from the North of Germany, two from the South and two from the Middle.
5. New Zealand

The following school was selected:

a. University of Otago

This school was selected because it is the only school in New Zealand that offers specialist courses and has a department of physical education. However, it should be noted that other schools in New Zealand, through their education departments, do offer some physical education courses.

6. Cuba

The following school was selected:

a. University of Havana

Cuba has one of the few schools in the Caribbean region that offers course work in physical education at the university level. Since this program is being developed for a country in the Caribbean, it follows that the Cuban program in physical education may be a very relevant example.

Since this present investigation was geared to meet the needs of the people of Trinidad and Tobago, it was imperative that they have some input.

Interviews were thus set up with the leading physical education administrators and educators of Trinidad and Tobago. A sample of the questions asked and responses can be seen in Appendix B. These questions were designed to determine their opinion concerning the program for university undergraduate students in Trinidad and Tobago.

Basic Criteria

In order to develop a curriculum, some basic criteria for the selection of content areas had to be developed. The American Association of
Health, Physical Education and Recreation in 1962 published a book on Professional Preparation in Health Education, Physical Education and Recreation Education. Because of the outstanding record and pool of experience that is involved in this Association it was decided that the Curriculum Areas in Professional Preparation for Physical Education (pp. 65-70), as outlined in the book be adopted as the basic criteria for this study (Appendix C).

Analyzing and Interpreting the Data

Bereday (1954) identified four stages which he felt were important in comparative studies. These were description, interpretation, juxtaposition and comparison. The investigator felt that these four stages should be used as a guide. The first two stages were utilized in the collection of the data. The final two stages were used in analyzing and interpreting the data.

The various courses offered by the different universities were identified from the catalogues. Although courses were first identified by name, a more detailed look was taken to ensure that the course descriptions were similar. This was necessary as some of the countries had very different names for courses that were similar in content. These courses were then transferred to a chart devised by this investigator. These courses were next placed under one of the headings determined by the American Association for Health, Physical Education and Recreation Curricula Areas (1962).

It was assumed that the juxtaposition of these courses would bring out the similarities and differences between the data and set the stage
for the comparative analysis of the various programs that were reviewed.

According to Ahluwalia (1972), an allotment of one point would be given to a course which met the basic criteria and was also offered by the various universities included in the study. Ahluwalia further suggested that inclusion of a course in the proposed program requires that it meet a standard of near unanimity. This recommendation meant that a course should be offered by thirty of the thirty-five schools to be included.

In line with the subproblems of this study, the courses would then be divided into General Education, General Professional Education, Specialized Professional Education and Physical Activity courses. Those courses meeting the standards proposed would be considered for the program for Trinidad and Tobago.

It should be noted that special care must be taken to ensure that the courses meet the socio-economic and cultural needs of Trinidad and Tobago. An example of this, is that the people of this Republic play soccer and cricket on the same scale as Americans play baseball and football. This sort of cultural preference must be considered.

This investigator decided to adopt a similar graphic concept and theory of horizontal analysis as that used by Ahluwalia (1972). This was because of the similarities between his study and the one that this investigator is about to undertake. Table 6 was thus adopted by this investigator from the Ahluwalia study.

Chapter 3 was mainly concerned with the method of research that will be used in this study. In the next chapter the data obtained will be used to develop the professional preparation program for the University of the West Indies - Trinidad campus.
Table 6

Problem: A Proposed Professional Preparation Program in Physical Education for University Undergraduate Students in Trinidad and Tobago.

### Horizontal Analysis

<table>
<thead>
<tr>
<th>Subproblems</th>
<th>Facts needed</th>
<th>Source and methods of collecting data</th>
<th>Treatment of data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Which general education courses should be included?</td>
<td>Understanding the role of general education in the life of an individual.</td>
<td>Survey the literature, library research and catalog study. Interviews of Trinidad and Tobago Physical Education Administrators.</td>
<td></td>
</tr>
<tr>
<td>2. Which general professional courses should be included?</td>
<td>An understanding that all potential teachers should be aware of their professional responsibilities and obligations to society.</td>
<td>Literature, catalog study, discussions and interviews with Physical Education leaders in Trinidad and Tobago.</td>
<td></td>
</tr>
<tr>
<td>3. Which specialized professional courses are necessary?</td>
<td>The physical education teachers needs to obtain certain basic professional competencies,</td>
<td>Library research, catalog study, interview with Physical Education leaders in Trinidad and Tobago.</td>
<td></td>
</tr>
</tbody>
</table>

Data available transferred to a main worksheet. The juxtaposition processes is utilized. Most common subjects offered considered for the program.

A close look at the subjects offered in this area by the different universities. Juxtaposition and comparison process utilized.

Course content of the different universities would be examined, juxtaposed and compared.
### Table 6 (continued)

| 4. Which physical activity courses should be included? | A need for the teacher to possess a wide variety of skills and the ability to teach these skills through demonstration, performance and guidance. | Catalog study and library research. Interviews of Trinidad and Tobago Physical Education Administrators. | A comparative analysis of all the data. Special emphasis on activities which are culturally a part of Trinidad and Tobago. |

**NOTE:** Adapted from *A Proposed Professional Preparation Program in Physical Education for University Undergraduate Students in India*, (pp. 45-46) by H. S. Ahluwalia. Unpublished Masters Thesis, University of Illinois at Urbana-Champaign, 1972.
CHAPTER 4

ANALYSIS OF DATA AND DEVELOPMENT OF PROGRAM

The basic problem of this study was to develop an undergraduate professional preparation program in physical education for the university in the Republic of Trinidad and Tobago, that includes both a degree course and a one-year diploma course.

Several attempts were made by this investigator to get the information about the physical education undergraduate programs of the various colleges and universities in this study. In spite of repeated attempts, it was impossible to get data from two of the British colleges and the Cuban university. This meant that the number of programs that were analyzed was thirty-two instead of the original thirty-five. Thus, the criteria for inclusion of a course in the proposed program required that the course had to be offered by twenty-seven of the thirty-two schools from which data were received. These thirty-two schools were:

1. United States
   a. Michigan State University
   b. Ohio State University
   c. University of Wisconsin - Madison
   d. Pennsylvania State University
   e. University of California - Berkeley
   f. Purdue University
   g. University of Iowa
   h. University of North Carolina - Chapel Hill
   i. University of Illinois - Urbana-Champaign
j. University of Minnesota - Minneapolis-St. Paul
k. University of Massachusetts - Amherst

2. England
a. Loughborough University of Technology
b. Leeds Polytechnic
c. IM Marsh - Liverpool
d. University of Birmingham
e. Bedford College of Higher Education
f. University of Exeter

3. Canada
a. Simon Fraser University
b. University of Waterloo
c. University of Ottawa
d. University of Toronto
e. University of British Columbia
f. The University of Alberta
g. University of Guelph

4. West Germany
a. Universität Bremen
b. Universität Hamburg
c. Universität Hannover
d. Deutsche Sporthochschule Köln (Universität Köln)
e. Universität Stuttgart
f. Universität München
g. Universität Frankfurt
5. New Zealand

a. University of Otago

This chapter deals with the problem and subproblems of this study in two parts. The first is an analysis of the data while the second deals with the development of the degree and diploma programs.

Analysis of Data

General Education Courses

The review of the catalogues indicated that all of the schools selected felt that general education courses should be a required ingredient for a professional preparation program in physical education. The general trend was that these courses were concentrated on in the first half of the time allocated for the undergraduate degree. It was hoped that through such courses the student would develop a broad understanding of the social, cultural and physical aspects of his/her world.

The general education courses that met the basic criteria of this study and were offered by at least twenty-seven of the colleges and universities are outlined in Table 7. It should be noted that most of these courses were also suggested by the leading physical education administrators in Trinidad and Tobago during the interviews conducted by this investigator (see Appendix B).

Most of the general education courses that were offered could be grouped together under various headings. The following is an outline of that breakdown:

1. Social Sciences
   a. history
Table 7

General Education Courses Meeting the Established Criteria

<table>
<thead>
<tr>
<th>Courses</th>
<th>Points*</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Psychology</td>
<td>32</td>
</tr>
<tr>
<td>General Human Anatomy</td>
<td>32</td>
</tr>
<tr>
<td>Human Physiology</td>
<td>31</td>
</tr>
<tr>
<td>Chemistry</td>
<td>31</td>
</tr>
<tr>
<td>Mathematics</td>
<td>31</td>
</tr>
<tr>
<td>General Biology</td>
<td>31</td>
</tr>
<tr>
<td>Language (English/German)</td>
<td>30</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>29</td>
</tr>
<tr>
<td>History</td>
<td>28</td>
</tr>
<tr>
<td>Statistics</td>
<td>27</td>
</tr>
<tr>
<td>The Arts</td>
<td>27</td>
</tr>
<tr>
<td>Physics</td>
<td>27</td>
</tr>
<tr>
<td>Nutrition</td>
<td>27</td>
</tr>
<tr>
<td>Literature</td>
<td>27</td>
</tr>
<tr>
<td>General Sociology</td>
<td>27</td>
</tr>
</tbody>
</table>

*Number of universities and colleges offering these general education courses (maximum 32 points).
b. general psychology

c. general sociology

2. Humanities
a. literature
b. the arts - music, art, theater, cinema, dance

3. Communications
a. language arts
b. foreign language

Most of the schools stressed that courses involving their native language must be taught. The most frequent courses found were composition, written and spoken English/German, rhetoric, public speaking and sports reporting. The most common foreign language courses were Spanish, French, Italian, German and English.

4. Physical Sciences
a. mathematics
b. chemistry
c. physics
d. statistics

5. Biological Sciences
a. human physiology
b. human anatomy
c. general biology
d. nutrition

There were courses that did not meet the criteria of this study but appeared often enough to be mentioned. These were physical
anthropology (13), zoology (12) and botany (10).

The data generated in the area of general education revealed that there were several common features in all of these programs. These similarities were striking for the selected schools were from various countries. There also seemed to be a move to incorporate modern trends into physical education general education courses. An example of this is that ten schools offered courses in computing and computer science to their physical education majors.

**General Professional Courses**

The second subproblem of this study asked which general professional courses should be included in an undergraduate program of professional preparation in physical education for students in Trinidad and Tobago? This is an attempt to identify the courses that are concerned with teacher preparation.

Table 8 depicts the general professional courses that were offered by at least twenty-seven of the colleges and universities and were also mentioned in the American Association for Health, Physical Education and Recreation Curricular Areas (see Appendix C).

Within these various general professional courses, the different universities and colleges offered several courses that should be mentioned. Some of these were:

1. Growth and Development of Children
   a. Child development for elementary teachers
   b. Personality and development of children
### Table 8

General Professional Courses Meeting the Established Criteria

<table>
<thead>
<tr>
<th>Courses</th>
<th>Points*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth and development of children</td>
<td>32</td>
</tr>
<tr>
<td>Educational administration and supervision</td>
<td>32</td>
</tr>
<tr>
<td>Supervised experience in schools</td>
<td>32</td>
</tr>
<tr>
<td>Education curricula and instruction</td>
<td>31</td>
</tr>
<tr>
<td>Educational psychology</td>
<td>31</td>
</tr>
<tr>
<td>Principles of education for elementary/high schools</td>
<td>31</td>
</tr>
<tr>
<td>Foundation of education</td>
<td>30</td>
</tr>
<tr>
<td>Research methods</td>
<td>27</td>
</tr>
</tbody>
</table>

*Number of universities and colleges offering these general professional courses (maximum 32 points).

All of the universities and colleges included in this study made provision for some form of directed teaching experience for their students. The time span for this ranged from three weeks to a year. These experiences were often provided at the various school levels.
2. Education Administration and Supervision
   a. Generic methods of administration
   b. School supervision
   c. Comparative educational administration

3. Education Curricula and Instruction
   a. Construction and use of tests in teaching
   b. Principles of curriculum development
   c. Teacher decision-making
   d. Techniques of teaching in schools

4. Educational Psychology
   a. Career development theory and practice
   b. Child development
   c. Behavioral aspects of physical activities
   d. Social psychology and the problems of education

5. Foundation of Education
   a. Individuals and the school
   b. Society and the school
   c. History and philosophy of education
   d. Economics of education
   e. Foundations of aesthetic education
   f. Values and education

6. Supervised experience in schools

All of the universities and colleges included in this study made provision for some form of directed teaching experience for their students. The time span for this ranged from three weeks to a year. These experiences were often provided at the various school levels.
7. Research Methods
   a. Statistics in education
   b. Philosophy of educational research
   c. Computers in education

Most of the general professional courses selected were almost unanimously offered by the different institutions. It seems that care was taken to provide the students with a broad understanding of the general professional awareness and knowledge that they needed. However, enough flexibility was given so as to enable the students to specialize in their particular area of interest. Once again, the general trends seem to fit into the requirements that were outlined by Trinidad and Tobago administrators (see Appendix B).

Specialized Professional Courses

This subproblem attempted to identify all the courses that are offered to a student preparing to enter the physical education profession. A student should have some knowledge of the historical developments and the principles and philosophy of this genre.

Table 9 lists all of the specialized professional courses that were offered by the required number of schools. There was a wide variety of these courses which indicated the extent to which physical educators have gone to incorporate other disciplines into the field of physical education.

The specialized professional courses that were offered could be grouped together under various headings. The following is a breakdown of these categories:
Table 9

Specialized Professional Courses Meeting the Established Criteria

<table>
<thead>
<tr>
<th>Courses</th>
<th>Points*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology of physical education and sport</td>
<td>32</td>
</tr>
<tr>
<td>Sociology of physical education and sport</td>
<td>31</td>
</tr>
<tr>
<td>Coaching strategies</td>
<td>31</td>
</tr>
<tr>
<td>Philosophy of physical education and sport</td>
<td>30</td>
</tr>
<tr>
<td>History of physical education and sport</td>
<td>30</td>
</tr>
<tr>
<td>Analysis of movement</td>
<td>30</td>
</tr>
<tr>
<td>Foundation of human movement</td>
<td>30</td>
</tr>
<tr>
<td>Instructional strategy in physical education</td>
<td>30</td>
</tr>
<tr>
<td>Exercise physiology</td>
<td>29</td>
</tr>
<tr>
<td>Motor development and control</td>
<td>29</td>
</tr>
<tr>
<td>Administration of physical education and sport</td>
<td>29</td>
</tr>
<tr>
<td>Exercise prescription</td>
<td>28</td>
</tr>
<tr>
<td>Measurement and evaluation in physical education</td>
<td>28</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>28</td>
</tr>
<tr>
<td>Prevention and care of injuries</td>
<td>28</td>
</tr>
<tr>
<td>Adapted physical education</td>
<td>28</td>
</tr>
<tr>
<td>Contemporary issues in physical education</td>
<td>27</td>
</tr>
<tr>
<td>Physical fitness programming</td>
<td>27</td>
</tr>
<tr>
<td>Biomechanics</td>
<td>27</td>
</tr>
</tbody>
</table>
Table 9 (continued)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Points*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum development in physical education</td>
<td>27</td>
</tr>
<tr>
<td>Leisure and recreation</td>
<td>27</td>
</tr>
</tbody>
</table>

*Number of universities and colleges offering these specialized professional courses (maximum 32 points).
1. Social Sciences
   a. Psychology of physical education and sport
   b. Sociology of physical education and sport
   c. Philosophy of physical education and sport
   d. History of physical education and sport

2. Biological Sciences
   a. Biomechanics
   b. Foundation of human movement
   c. Exercise physiology
   d. Kinesiology
   e. Prevention and care of injuries

3. Pedagogy
   a. Coaching strategies
   b. Analysis of movement
   c. Instructional strategy in physical education
   d. Motor development and control
   e. Administration of physical education and sport
   f. Exercise prescription
   g. Measurement and evaluation in physical education
   h. Adapted physical education
   i. Contemporary issues in physical education
   j. Physical fitness programming
   k. Curriculum development in physical education
In compiling these courses, there were several that did not meet the required number of points but deserve to be mentioned. These were physical education as a profession (20), physical education facilities and equipment (12), the anthropology of play (9) and intra- and extra-mural physical education (7).

The results of the interviews conducted in Trinidad and Tobago by this investigator indicates that the physical educators of that Republic displayed similar trends to those revealed by the examination of the information from the selected universities and colleges on specialized professional courses (see Appendix B).

**Physical Activity Courses**

Ahluwalia (1972) suggests that the physical educator needs to have the knowledge of a wide variety of physical activities.

**Activity Courses**

Most of the universities and colleges stressed that the activity-oriented classes should provide opportunities for learning skills and for developing strength, flexibility and coordination. The courses offered showed a progression from the very simple to the complex.

There were some slight problems as some of the activity courses did not meet the criteria of this study. Table 10 lists the activity courses that met the criteria of this study. However, there seemed to be several reasons why some of the activities fell below these standards. These were:

1. socio-economic conditions
2. climatic conditions
Table 10
Physical Activity Courses Meeting the Established Criteria

<table>
<thead>
<tr>
<th>Courses</th>
<th>Points*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aquatics</td>
<td>30</td>
</tr>
<tr>
<td>Volleyball</td>
<td>29</td>
</tr>
<tr>
<td>Soccer</td>
<td>29</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>29</td>
</tr>
<tr>
<td>Dance</td>
<td>28</td>
</tr>
<tr>
<td>Track and field</td>
<td>27</td>
</tr>
<tr>
<td>Outdoor experiences</td>
<td>27</td>
</tr>
<tr>
<td>Conditioning and weight control</td>
<td>27</td>
</tr>
<tr>
<td>Self-defense</td>
<td>27</td>
</tr>
<tr>
<td>Badminton</td>
<td>27</td>
</tr>
<tr>
<td>Basketball</td>
<td>27</td>
</tr>
<tr>
<td>Tennis</td>
<td>27</td>
</tr>
</tbody>
</table>

*Number of universities and colleges offering these physical activity courses (maximum 32 points).
3. availability of staff
4. certain activities were peculiar to a particular society
5. facilities

Table 11 lists some of those activities that fell below the criteria. This is very important to the study as the activities must meet the socio-economic and climactic conditions of Trinidad and Tobago. A close inspection of the results of the interviews conducted in Trinidad would give more insight to these criteria (see Appendix B). Netball, for example, is the national female sport of Trinidad and Tobago, yet, this activity was only conducted by ten of the thirty-two universities and colleges. Any program of physical education designed for Trinidad and Tobago must include netball. Similar situations arise with the following activities:

1. Field hockey
2. Wrestling
3. Table tennis
4. Cricket
5. Cycling
6. Rugby

Those sports that are peculiar to the British influence in the Trinidad and Tobago society as well as those selected on the basis of the criteria of this study were all included in the list of activities selected by the physical educators in Trinidad and Tobago (see Appendix B). These activities are also listed in Table 12.

This section of Chapter 4 presents an analysis of the information collected from the various universities and colleges. Table 13 presents
<table>
<thead>
<tr>
<th>Courses</th>
<th>Points*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field hockey</td>
<td>24</td>
</tr>
<tr>
<td>Trampoline</td>
<td>22</td>
</tr>
<tr>
<td>Wrestling</td>
<td>20</td>
</tr>
<tr>
<td>Golf</td>
<td>19</td>
</tr>
<tr>
<td>Table tennis</td>
<td>16</td>
</tr>
<tr>
<td>Fencing</td>
<td>16</td>
</tr>
<tr>
<td>Canoeing/sailing</td>
<td>16</td>
</tr>
<tr>
<td>Rugby</td>
<td>15</td>
</tr>
<tr>
<td>Handball</td>
<td>15</td>
</tr>
<tr>
<td>Softball</td>
<td>12</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>12</td>
</tr>
<tr>
<td>Bowling</td>
<td>12</td>
</tr>
<tr>
<td>Skating</td>
<td>12</td>
</tr>
<tr>
<td>Archery</td>
<td>12</td>
</tr>
<tr>
<td>Baseball</td>
<td>11</td>
</tr>
<tr>
<td>Ice hockey</td>
<td>11</td>
</tr>
<tr>
<td>Cricket</td>
<td>10</td>
</tr>
<tr>
<td>Netball</td>
<td>10</td>
</tr>
<tr>
<td>Football</td>
<td>10</td>
</tr>
</tbody>
</table>
Table 11 (continued)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Points*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horseback riding</td>
<td>9</td>
</tr>
<tr>
<td>Cycling</td>
<td>9</td>
</tr>
<tr>
<td>Games</td>
<td>5</td>
</tr>
</tbody>
</table>

*Number of universities and colleges offering these physical activity courses (maximum 32 points).
Table 12
Physical Activity Courses Selected by Educators in Trinidad and Tobago

<table>
<thead>
<tr>
<th>Courses</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gymnastics</td>
<td>Field Hockey</td>
</tr>
<tr>
<td>Athletics</td>
<td>Basketball</td>
</tr>
<tr>
<td>Dance</td>
<td>Volleyball</td>
</tr>
<tr>
<td>Hiking</td>
<td>Bowling</td>
</tr>
<tr>
<td>Cricket</td>
<td>Rugby</td>
</tr>
<tr>
<td>Badminton</td>
<td>Football (soccer)</td>
</tr>
<tr>
<td>Tennis</td>
<td>Camping</td>
</tr>
<tr>
<td>Netball</td>
<td>Aquatics</td>
</tr>
</tbody>
</table>
Table 13
Courses Offered by Selected Universities and Colleges
Meeting the Established Criteria

<table>
<thead>
<tr>
<th>General Education</th>
<th>General Professional</th>
<th>Specialized Professional</th>
<th>Physical Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>5. Educational psychology</td>
<td>5. Biomechanics</td>
<td>Combatives</td>
</tr>
<tr>
<td>Communications</td>
<td></td>
<td>9. Instructional strategy of PE</td>
<td>1. Track and field</td>
</tr>
<tr>
<td>1. Language Arts</td>
<td></td>
<td>10. Exercise physiology</td>
<td>2. Gymnastics</td>
</tr>
<tr>
<td>2. Foreign Language</td>
<td></td>
<td>11. Motor development and control</td>
<td>3. Tennis</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Group Activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Volleyball</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Basketball</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Soccer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Outdoor Experiences</td>
</tr>
</tbody>
</table>
Table 13 (continued)

14. Measurement and evaluation in PE
15. Kinesiology
16. Prevention and care of injuries
17. Adapted PE
18. Contemporary issues in PE
19. Physical fitness programming
20. Curriculum development in PE
21. Leisure and recreation

*PE = Physical Education
all of the general education, general professional, specialized professional, and physical activity courses which met the standards established for their inclusion in the proposed professional preparation program in physical education.

Development of a Proposed Undergraduate Professional Preparation Program in Physical Education for University Students in Trinidad and Tobago

The aim of this study was to develop a degree and a diploma program in physical education for university undergraduate students in Trinidad and Tobago. The main emphasis for these programs would be on professional preparation. At the University of the West Indies (Trinidad campus), a degree program spans a three-year period. A diploma program can be completed in one year.

The physical educators and administrators, during the interviews conducted in Trinidad, felt that the degree program and the diploma program should differ in two ways (see Appendix B). They agreed that the degree program should be three years long while the diploma should range from six months to a year. It was also unanimously decided that these programs should differ in content. The degree program should be very comprehensive dealing heavily with the theoretical as well as the practical. On the other hand, the diploma program should lean more heavily towards the practical. They also agreed that there should be some theory in the diploma program, but not as indepth as with the degree program.

From the information collected from the thirty-two selected universities and colleges, a number of courses that met the criteria of this study were identified. On the basis of the results of this analysis
and the responses from the interviews, the degree and diploma programs were developed. Since the physical education administrators and educators of Trinidad and Tobago did not object to the categories as included within the subproblems of this study, it was decided that the programs would be developed using these same headings (General Education, General Professional, Specialized Professional and Physical Activity). To avoid any confusion over the names of the courses, it was decided that a brief course description would follow each of the proposed courses.

**Undergraduate Degree Program**

**General Education**

All of the selected institutions included a number of courses in this category. The general trend indicated that the physical education teacher, just as other professionals, should be required to have a wide base of knowledge. This is suitable to the system of education in Trinidad and Tobago, where a general type of education is stressed.

The courses chosen for inclusion in the degree program in the general education category are:

1. **Social Sciences**
   a. **History of Trinidad and Tobago**
      - Colonial foundations, movement for independence and early years of the republic
   b. **General psychology**
      - Study of human behavior with special reference to perception, learning, memory, thinking, emotional life and individual differences in intelligence, aptitude and personality
c. General sociology
- Introductory analysis and description of the structure and dynamics of human society with special reference to Trinidad and Tobago

2. Humanities
a. Literature
- Understanding of the relationship between literature and human experience through the study of significant, recurrent themes in poetry, drama and prose

b. The Arts
- A broadly based conceptual foundation for a critical understanding of art, music, dance, theater and cinema

3. Communications
a. Language arts
- A broadly based experience in grammar, syntax and diction

b. Foreign language
- Elementary Spanish or French

4. Physical Sciences
a. Mathematics
- Introduction to algebra, arithmetic, and elementary geometry

b. Chemistry
- Introduction to the basic concepts and language of chemistry
c. **Physics**
   - Introduction to the general principles of physics

d. **Statistics**
   - Introduction to a first course in probability and statistics emphasizing basic concepts, including descriptive statistics, elementary probability, estimation and hypothesis testing

5. **Biological Sciences**

   a. **Human physiology**
      - Introduction to human physiology involving principles of physiological control systems, coordinated body functions and physiological bases of behavior

   b. **Human anatomy**
      - Study of the essentials of anatomy with special reference to the muscular and nervous systems

   c. **General biology**
      - Introduction to the biological sciences, their aims, content and methods with special reference to their application to human life

   d. **Nutrition**
      - Introduction to a course in foods and nutrition emphasizing the relationship of nutritional principles of food choices and food preparation techniques as they relate to growth and development
General Professional

In Trinidad and Tobago, the teacher training colleges are responsible for the training of elementary school teachers. Most of the secondary school teachers have had university-level training. In both instances, a great number of hours are spent on general professional courses before students are allowed to student teach. An analysis of the programs from the selected schools, in the study, showed that they all offered various general professional courses.

Those recommended for this particular program are:

1. **Growth and development of children**
   - Study of child growth and development with special emphasis on the significance of the developmental process for educational programs and procedures

2. **Educational administration and supervision**
   - Focusing on conceptual analyses of administrative and supervisory functions of the school systems in Trinidad and Tobago

3. **Supervised experience in schools**
   - Opportunity to gain field experiences by student teaching in schools under the guidance of a trained professional

4. **Education curricula and instruction**
   - Introduction to curriculum construction, principles of curriculum development and techniques and problems of teaching
5. Educational psychology
   - Materials and principles from the various areas of psychology applied to the practical problems of teaching

6. Foundations of education in Trinidad and Tobago
   - A study of some of the problems of formulating and justifying aims and policies of the education system of this country along with its social philosophy, history, sociology and philosophy of education

7. Research methods
   - Methodologies used to measure and evaluate educational programs, theories and concepts

Specialized Professional

This category is of greatest importance to the situation in Trinidad and Tobago. There are many certified elementary school teachers who teach physical education and who want to have further training in this field. Although, they have general education and general professional training, they often lack the specialized professional education that would provide the knowledge that relates specifically to the physical education profession.

The courses recommended to be included in this category are:

1. Psychology of physical education and sport
   - Analysis of psychological factors and principles with special reference to motor performance, perception and emotion in physical education and sport situations
2. Sociology of physical education and sport
   - Sociological analysis of physical education and sport as appropriate to Trinidad and Tobago with emphasis on formal and informal organization, and differentiation along social class, age and sex

3. Philosophy of physical education and sport
   - Philosophical analysis of physical education and sport in Trinidad and Tobago with possible implication for education arriving at a delineation of one's personal philosophy

4. History of physical education and sport
   - An analysis of the research literature related to the historical foundations of physical education and sport with special emphasis on the situation in Trinidad and Tobago

5. Coaching strategies
   - Examination of strategies, motivational techniques, conditioning methods, program organization contest administration, equipment and facility management and performance analysis related to the coaching of particular sports and games

6. Biomechanics
   - Introduction to the biomechanical principles of human movement
7. **Analysis of human movement**
   - Introduction to the analysis of performance and developmental sequence as determined by different age groups, body build and sex factors

8. **Instructional strategies in physical education**
   - Knowledge of the teaching-learning process and performance outcomes transmitted into instructional strategies

9. **Exercise physiology**
   - Study of immediate and long-term physiological effects of exercise upon the body

10. **Motor development and control**
    - Introduction to the specific movement experiences for the elicitation and maintenance of developmental sequences in children and youth based on physical growth and motor development

11. **Administration of physical education and sport**
    - Theory and analysis of the practice of administration in physical education and sport with special emphasis on the development of policy statements and procedures for the various educational levels

12. **Measurement and evaluation in physical education and sport**
    - Introduction to the methods and techniques of evaluation and assessment of human performance in physical education and sport
13. **Kinesiology**
- The scientific study of the anatomical and biomechanical principles of human performance

14. **Adapted physical education**
- Organization and administration of programs for the most prevalent types of medical conditions found in school settings with special emphasis on mental retardation and learning disabilities

15. **Prevention and care of injuries**
- Diagnostic procedures, massage, taping, bandaging, safety and prevention

16. **Exercise prescription**
- Prescription and conduct of recreational and exercise programs for different populations

17. **Curriculum development in physical education**
- Identification, selection and organization of movement experiences appropriate for the different school levels

18. **Leisure and Recreation**
- Central issues in defining leisure and recreation and their realizations

This investigator recommends that some provision should be made for students who want to do specialized work and to participate in seminars and workshops on specific topics in this category. Adapted physical education, leisure and recreation, and prevention and care of injuries are some examples of areas that could be studied in these seminars and workshops.
Physical Activity

Most of the activities that met the criteria for this study also met the standards set by the Trinidad and Tobago administrators and educators. As shown in the analysis section of this chapter, there were courses that did not meet this criteria but because of their importance to the people of Trinidad and Tobago, they should not be excluded from this program. There were other courses that were new to Trinidad and Tobago, but could be easily included in order to expand the variety of activities in this country.

The following are the selected activities chosen for inclusion in the degree program in the physical activity category:

1. **Aquatics**
   a. swimming
   b. diving
   c. lifesaving and water safety
   d. SCUBA
   e. water polo

2. **Combatives**
   a. wrestling
   b. self-defense

3. **Individual and dual activities**
   a. track and field
   b. gymnastics
   c. tennis
   d. table tennis
   e. conditioning
   f. weight control
g. bowling
h. roller skating
i. cycling
j. badminton

4. **Recreational games**
   a. low organizational games
   b. outdoor experiences

5. **Rhythms and dance**
   a. dance techniques
   b. folk dances
   c. international dances
   d. social dances
   e. choreography/performance

6. **Team sports**
   a. volleyball
   b. basketball
   c. football (soccer)
   d. cricket
   e. field hockey
   f. rugby
   g. netball

The courses selected, in the four main categories, for the first degree program in physical education for the university undergraduate students in Trinidad and Tobago are outlined in Table 14.
Table 14
The Proposed Professional Preparation First Degree Program
in Physical Education for University Undergraduate Students
in Trinidad and Tobago

<table>
<thead>
<tr>
<th>General Education</th>
<th>General Professional</th>
<th>Specialized Professional</th>
<th>Physical Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trinidad and Tobago</td>
<td>ment of children</td>
<td>and sport</td>
<td>a. Swimming</td>
</tr>
<tr>
<td>psychology</td>
<td>tration and superv-</td>
<td>and sport</td>
<td>c. SCUBA and Skin</td>
</tr>
<tr>
<td></td>
<td>vision</td>
<td>3. Philosophy of PE</td>
<td>Diving</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Education curricula</td>
<td>e. Lifesaving and Water Safety</td>
</tr>
<tr>
<td>Humanities</td>
<td>6. Foundations of education in Trinidad and Tobago</td>
<td>5. Coaching strategies</td>
<td>2. Combatives</td>
</tr>
<tr>
<td>a. Literature</td>
<td></td>
<td></td>
<td>a. Wrestling**</td>
</tr>
<tr>
<td>Communications</td>
<td>8. Instructional strategies in PE</td>
<td>9. Exercise physiology</td>
<td>3. Individual and Dual Activities</td>
</tr>
<tr>
<td>b. Spanish/French</td>
<td></td>
<td>11. Administration of PE and sport</td>
<td>b. Gymnastics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>c. Tennis</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td></td>
<td></td>
<td>d. Table-Tennis **</td>
</tr>
<tr>
<td>v. Statistics</td>
<td></td>
<td></td>
<td>f. Weight-Control</td>
</tr>
<tr>
<td>c. Chemistry</td>
<td>8. Instructional</td>
<td></td>
<td>g. Bowling</td>
</tr>
<tr>
<td>d. Physics</td>
<td>strategies in PE</td>
<td></td>
<td>h. Roller Skating</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td></td>
<td></td>
<td>i. Cycling**</td>
</tr>
<tr>
<td>b. Human Physiology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. General Biology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Nutrition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adapted PE</td>
<td>Prevention and care of injuries</td>
<td>Exercise prescription</td>
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</tr>
</tbody>
</table>

*PE = Physical Education

** = activity courses included because of their ethnic value to Trinidad and Tobago
Diploma Program

One of the objectives of this study was to increase the number of physical education teachers in Trinidad and Tobago, especially in the elementary schools. In this country, the elementary school teacher has to eventually acquire a teacher's diploma. This certification places him/her into the highest salary range of the elementary school teacher. If this teacher goes on to obtain an undergraduate degree, he/she would receive only a salary that is commensurate with his/her teacher's diploma as long as he/she remains in the elementary school system. In order to receive the increased salary that recognizes the undergraduate degree, this teacher must work in the secondary school system. In other words, the salary scale in the elementary school system of Trinidad and Tobago, recognizes the diploma level as its ceiling and this level is considered to be lower than the degree level. In order to fall within the constraints of this system, the physical educators and administrators felt that a diploma program in physical education should be developed for the person who wants to teach in the elementary school.

It is anticipated that most of the applicants for this diploma program would already have:

1. a teacher's diploma,
2. sixth form education, or
3. considerable coaching experience.

This would mean that most of these applicants would have had a good base of general education courses and, in the case of those holding the teachers' diploma, would have been heavily exposed to the general professional
education courses. In keeping with these ideas and projections, the following diploma program was developed.

**General Education**

The courses chosen for inclusion in the diploma program in this category were:

1. Basic review of the English Language
2. Basic review of mathematics with some elementary statistics
3. Basic chemistry
4. Basic anatomy and physiology
5. Nutrition

**General Professional**

The general professional courses are also a very important aspect of the proposed diploma program. In this category, many of the courses listed in the degree program could be eliminated depending on the qualification of the student. If the bulk of these students would be certified elementary school teachers, then they would have had many of these courses in teachers college. However, this investigator would list all of the courses so as to ensure that certain important facets of this program are not overlooked. The most important course for these students would be the supervised experience in schools, which would give them the necessary practical experiences. The courses recommended to be included in this category of general professional courses are:
1. Supervised experience in schools
2. Growth and development of children
3. Education curricula and instruction
4. Principles of education for schools

**Specialized Professional**

This is the category that this investigator thinks should be heavily emphasized in the diploma program. It would provide the new knowledge and insights for these students which would give them a greater sense of what the physical education profession is all about. Once again, these should be very basic courses, and more emphasis should be placed on the situation in Trinidad and Tobago. The courses in this category may be chosen from the following:

1. Psychology of physical education and sport
2. Sociology of physical education and sport
3. Philosophy of physical education and sport
4. History of physical education and sport
5. Coaching strategies
6. Analysis of movement
7. Instructional strategy in physical education
8. Kinesiology
9. Measurement and evaluation in physical education
10. Adapted physical education
11. Prevention and care of injuries
12. Exercise prescription
13. Leisure and recreation
Physical Activities

These should not differ from the degree program except in terms of time and level. Students in the diploma program should be exposed to as many of these skills as possible. Because of the length of this program, it may mean that students may only be able to spend a short time on an activity. However, this part of the program should cater to the student who may want to specialize in a particular activity.

The courses selected for the diploma program are outlined in Table 15.
Table 15

The Proposed Professional Preparation Diploma Program in Physical Education for University Undergraduate Students in Trinidad and Tobago

<table>
<thead>
<tr>
<th>General Education</th>
<th>General Professional</th>
<th>Specialized Professional</th>
<th>Physical Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7. Instructional strategy in PE</td>
<td>7. Instructional strategy in PE</td>
<td>2. Combatives</td>
</tr>
<tr>
<td></td>
<td>10. Adapted PE</td>
<td>10. Adapted PE</td>
<td>3. Individual and Dual Activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>d. Table-Tennis</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>e. Conditioning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>f. Weight Control</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>g. Bowling</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>h. Roller-Skating</td>
</tr>
</tbody>
</table>
Table 15 (continued)

<table>
<thead>
<tr>
<th>PE = Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Cycling</td>
</tr>
<tr>
<td>j. Badminton</td>
</tr>
<tr>
<td>4. Recreation and Games</td>
</tr>
<tr>
<td>a. Low Organizational</td>
</tr>
<tr>
<td>Games</td>
</tr>
<tr>
<td>b. Outdoor Experiences</td>
</tr>
<tr>
<td>5. Rhythms and Dance</td>
</tr>
<tr>
<td>a. Dance Techniques</td>
</tr>
<tr>
<td>b. Folk Dances</td>
</tr>
<tr>
<td>c. International Dances</td>
</tr>
<tr>
<td>d. Social Dance</td>
</tr>
<tr>
<td>e. Choreography/</td>
</tr>
<tr>
<td>Performance</td>
</tr>
<tr>
<td>6. Team Sports</td>
</tr>
<tr>
<td>a. Volleyball</td>
</tr>
<tr>
<td>b. Basketball</td>
</tr>
<tr>
<td>c. Soccer</td>
</tr>
<tr>
<td>d. Cricket</td>
</tr>
<tr>
<td>e. Field Hockey</td>
</tr>
<tr>
<td>f. Rugby</td>
</tr>
<tr>
<td>g. Netball</td>
</tr>
</tbody>
</table>
Summary

An analysis of the information from the thirty-two selected universities and colleges showed many similarities in the manner in which their programs were constructed. These similarities provided a basis for the formulation of undergraduate curricular programs for students in Trinidad and Tobago. The investigation showed that the physical educators and administrators of this country were thinking along the same lines as their counterparts in other parts of the world. This investigator used this information to design a degree and a diploma program to meet the needs of the Republic of Trinidad and Tobago.

One of the major setbacks to these attempts, has been the lack of sufficient numbers of qualified physical education teachers (Sanford, 1976). This has been because of the low status held by the discipline and the lack of a professional preparation program in physical education that is conducted in Trinidad and Tobago. Thus, there is a critical need for more qualified physical education teachers, which indicates that a professional preparation program is of the utmost importance to this country.

The basic problem of this study was to develop an undergraduate professional preparation program in physical education for the university in Trinidad and Tobago, that included both a degree course and a one-year diploma course. The following subproblems were inherent in the development of such a program:

1. Which general education courses should be included?
2. Which general professional courses should be included?
CHAPTER 5

SUMMARY, CONCLUSION, DISCUSSION

AND RECOMMENDATIONS

Summary

The Draft Education Plan of Trinidad and Tobago covering the period from 1969 to 1983, stressed that the education system of this Republic, needs to be guided in every aspect of its operations, by the philosophy of service to the people of these two islands. The area of physical education, though briefly mentioned in these plans, is becoming more popular. Most of the schools in Trinidad and Tobago have at least attempted to offer a physical education program.

One of the major setbacks to these attempts, has been the lack of sufficient numbers of qualified physical education teachers (Senford, 1976). This has been because of the low status held by the discipline and the lack of a professional preparation program in physical education that is conducted in Trinidad and Tobago. Thus, there is a critical need for more qualified physical education teachers, which indicates that a professional preparation program is of the utmost importance to this country.

The basic problem of this study was to develop an undergraduate professional preparation program in physical education for the university in Trinidad and Tobago, that included both a degree course and a one-year diploma course. The following subproblems were inherent in the development of such a program:

1. Which general education courses should be included?
2. Which general professional courses should be included?
3. Which specialized professional courses should be included?
4. Which physical activity courses should be included?

Chapter 2 of this study was concerned with a brief historical review of physical education in Trinidad and Tobago and an examination of related literature in the field of physical education with special emphasis on teacher education and professional preparation. The educational policy and philosophy of the government of this nation were examined through the various plans that were published by the government. It was felt that a close look at the educational system on these islands would reveal the true development of physical education over the years. An examination was made of the primary and secondary schools, the university, and the teacher training colleges. The current situation with the new Ministry of Sport, Culture and Youth Affairs was also reviewed.

The second part of Chapter 2 presented a review of the literature in the field of physical education with special emphasis on teacher education and professional preparation. Literature from Trinidad and Tobago, as well as from the United States and other parts of the world was examined. The many similarities and differences in the various countries were carefully recorded.

The third chapter was concerned with the methodology used to conduct this study. It was decided that literature dealing with education programs at selected universities and colleges in six countries would be examined. These countries were the United States, England, Canada, New Zealand, West Germany and Cuba. Letters were sent to the representatives of the selected universities requesting their catalogues and other
information concerning admission, courses and the institution's mission. The Gourman Report (1983) listed the top fifteen schools in physical education in the United States. Eleven of the schools from this list were selected for the study. The English, German and Canadian schools were selected on the advice of professors and students at the University of Illinois who were natives of the respective countries. The New Zealand university was selected because it is the only school in that country that offers specialist courses in physical education and has a physical education department. The Cuban school was selected as it is one of the few institutions in the Caribbean region that offers courses in physical education at the university level. Three of these universities did not respond and, thus, could not be included in the study.

Interviews were conducted with leading physical education administrators and educators in Trinidad and Tobago. The results of these interviews were used to ensure that the data collected in the other countries were consistent with the policy and philosophy of the physical educators and administrators in Trinidad and Tobago. These results were also used to ensure that selected courses met the socio-economic and cultural needs of the people of this nation.

It was decided that some basic criteria had to be developed for the proposed curriculum. Because of the outstanding record and pool of experience established by the American Association of Health, Physical Education and Recreation, the curriculum areas (1962) in professional preparation for physical education, which they support, was adopted as the basic criteria for this study.
The method of analyzing the information was based on Bereday's (1954) four stages of comparative analysis. These were description, interpretation, juxtaposition and comparison. The first two stages were utilized in the collection of the data. The final two were used in analyzing and interpreting the information. Ahluwalia's (1972) method of the allotment of one point to a course that appeared in the basic criteria and was also offered by the various universities in the study was also adopted.

Chapter 4 covered the analysis of data and development of the degree and diploma programs. The analysis of the data and the development of the programs were conducted under one of the four categories reflected in the subproblems. The main findings were:

1. **General Education**
   Most of the selected schools offered a wide variety of general education courses.

2. **General Professional**
   Most of these courses were unanimously offered by the selected schools.

3. **Specialized Professional**
   This was the area in which the majority of courses appeared. These were the courses that specifically addressed the profession of physical education.

4. **Physical Activity**
   Most of the selected universities and colleges offered activity courses that depended heavily on their socio-economic and climatic conditions, and the availability of staff.
The second part of Chapter 4 was concerned with the formulation of the programs. A three-year degree program was constructed. As suggested by the physical educators and administrators of Trinidad and Tobago, this program was theoretical as well as practical. A one-year diploma program was also developed. This shorter program was more concerned with the practical aspects of physical education.

Conclusions

This investigator was able to formulate some general conclusions concerning this study. These were:

1. The extensive list of specialized professional courses seems to indicate that physical educators have gone to great lengths to incorporate other disciplines into the field of physical education.

2. Most of the countries selected to participate in this study have similar approaches to the professional preparation of teachers in physical education.

3. All of the universities and colleges indicated that general education courses were an important aspect of the professional preparation of physical education teachers.

Discussion

The physical education administrators and educators of Trinidad and Tobago are concerned that every child in the country gets adequate exposure to the area of physical education. This means that there needs
to be more physical education teachers in the school system. The main way in which these teachers can be acquired is through a professional preparation program conducted within this republic.

This investigator believes that the proposed program for undergraduate professional preparation in physical education is the type of program that would help to improve the quantity and quality of physical education teachers on these islands. This program was developed after conducting a horizontal analysis of the curriculums of thirty-two schools in five countries. This is very important as it indicates that this program was developed based on the trends of the various countries and their institutions. This type of analysis is often the easiest part of such a proposal. The important ingredient is still "creativity." The economic, social and political climate in Trinidad and Tobago still has to be accounted for and dealt with. This latter knowledge has to be skillfully utilized and interwoven with the elements of the proposed program in order to come up with a solution to the specific problem in Trinidad and Tobago.

The first consideration would be economic. Trinidad and Tobago's economy has shown considerable growth during the past five years, due largely to the strong performance of the petroleum sector, the main source of export receipts and government revenues. Petroleum production peaked in 1978 and is running at about 200,000 barrels per day (U.S. Department of State Bureau of Public Affairs, 1982).

Despite the economy's inherent strength and the dramatic increase in per capita income over the past decade (to $4,800 TT in 1980 - fourth highest in the hemisphere), serious problems remain. Outmoded public
service facilities are unable to support the thriving economy - interruptions of electrical power, shortages of water, and breakdowns of the telephone network are frequent and the road system is a constant bottleneck. Capital improvement programs are underway in these areas, but progress has been slow. Housing is another problem.

This economic description gives an idea of how unstable the financial situation is in this republic. Although, the country is 95% literate, and there is a compulsory eight years of education, it seems that the people in charge would find it difficult to implement any new ideas that they think of as economically burdensome. Since physical education is last on a list of priorities, it would be extremely difficult to convince the governing board of the University of the West Indies-Trinidad campus that such a program should be undertaken.

It may be found that although every administrator and educator in this country agrees with the choice of courses in the proposed program, they may be unable to include the majority of them because of economic reasons. The many problems of trying to transplant a system from one country to another, thus, becomes apparent.

There are also sociological factors that have to be considered. The University of the West Indies is a multi-national entity sponsored jointly by all commonwealth Caribbean states and dependencies. The university is made up of three campuses - one in Jamaica, one in Barbados and one in Trinidad. Because the university is funded by various governments and is accordingly subject to a variety of directive influences, questions have been raised concerning its academic freedom.
and durability. Thus, academic programs can be tailored specifically to the country's needs only to a limited extent.

A major strength of the proposed curriculum is that it was developed from a wide variety of backgrounds - social, economic and political. An appeal could be made to the administrators' sense of pride that acceptance of such a program could set them up as pioneers in this field within the Caribbean region. Trinidad could emerge as the Caribbean center and stronghold of physical education.

The important realization is that such a proposal as the one put forward by this investigator cannot be interpreted as an absolute model. This work may be mainly viewed as exploratory primary research which has to be followed by other studies and research in this area.

Recommendations

The following recommendations are cited for those interested in future research and for the appropriate officials in Trinidad and Tobago.

1. A similar study should be conducted through the use of questionnaires, interviews and discussions with physical educators.

2. More comprehensive research should be conducted on the economic and sociological status and trends as they relate to physical education in Trinidad and Tobago.

3. Even greater emphasis should be placed on student teaching in the physical education professional preparation programs in Trinidad and Tobago.
4. Special emphasis should be given to the training of architects, engineers, planners and other technical personnel who may want to be involved in the construction and maintenance of sporting and physical education facilities.

5. Intramural sports programming and competition should be encouraged.

6. Research on all aspects of physical education in Trinidad and Tobago should also be encouraged.
APPENDIX A

CORRESPONDENCE

A copy of the letter sent to selected colleges and universities requesting information for this study.

To Whom It May Concern:

I am a Trinidadian student for my Master's Degree in Physical Education at the University of Illinois in Urbana, Illinois 61801, 10.29.63.

I am writing to request information concerning requirements of:

1. admission
2. undergraduate courses
3. physical activity courses
4. your department's overall aims and objectives.
To Whom It May Concern:

I am a Trinidadian student studying for my Master's Degree in Physical Education at the University of Illinois. Towards the partial fulfillment of the degree requirements, I must submit a thesis. My topic is "A Proposed Model Program In Physical Education For University Undergraduate Students In Trinidad and Tobago." The Program would be based on a comparison of the curriculum of leading American, Canadian, German, English, New Zealand and Caribbean universities.

Your institution's excellent physical education undergraduate program has been recommended to me as one of the universities that I could possibly use for my study.

Therefore, would you please send me your catalogues and other information concerning requirements of:

(1) admission
(2) undergraduate courses
(3) physical activity courses
and
(4) your department's overall aims and objectives.
Please send me this information as soon as possible.

Thanking you and with regards.

Sincerely,

Iva Gloudon
APPENDIX B

Interview questionnaire and responses of physical education administrators and educators of Trinidad and Tobago.

1. What is your name?
   Response: [Name]

2. When were you born?
   Response: [Birthdate]

3. What is your rank?
   Response: [Rank]

4. What are your qualifications?
   Response: [Qualifications]

5. Do you think that there is a misunderstanding of the difference between physical education and sport at the administrative level in Trinidad and Tobago?
   Response: 100% — yes
   (The administration of the schools should be reviewed to ensure that teachers (in the past) and administrators do not misinterpret the difference between physical education and sport. Sport is politically run and supported as an avenue to gain popular support of the electorate. Thus, sport takes precedence over physical education at this point in time.)

6. Do you think that there is a need to have qualified physical educators to teach physical education in the schools of Trinidad and Tobago?
   Response: 100% — yes

7. Do you think that there should be specialist physical educators in the elementary schools of Trinidad and Tobago?
   Response: 80% — no
   20% — yes
1. What is your name?

2. When were you born?

3. What is your rank?

4. What are your qualifications?

5. Do you think that there is an understanding of the difference between physical education and sport at the administrative level in Trinidad and Tobago?

   Response

   100% -- yes

   The administrators involved were all teachers (in the past), and so they all felt that they understood the difference. However, the Ministry of Sport is politically run and sport is seen as an avenue to gain popular support of the electorate. Thus, sport takes precedence over physical education at this point in time.

6. Do you think that there is a need to have qualified physical educators to teach physical education in the schools of Trinidad and Tobago?

   Response

   100% -- yes

7. Do you think that there should be specialist physical educators in the elementary schools of Trinidad and Tobago?

   Response

   30% -- no

   20% -- yes
Even this 20% had reservations about specialist physical education teachers in the elementary schools. They, like the other 80%, felt that these schools did not have a system which could cater to these specialist teachers. The large number of classes, the lack of facilities and the continuous timetables in these schools were seen as the main hindrances. The general attitude of the other teachers towards physical education is negative, and the schools where specialist physical education teachers were tried, found that this failed. Most of these teachers often ended up as sports teachers catering to the "elite" athletes. Every teacher should be trained to teach physical education to her class at the elementary school level.

8. Do you think that there are sufficient physical education teachers, at all school levels, in Trinidad and Tobago?

Response

80% -- no
20% -- yes

Eighty percent felt that there was a need for a better teacher-pupil ratio. Twenty percent felt that there were enough teachers but that the quality of these teachers was not up to a sufficiently high standard.

9. Would a professional preparation program in physical education at the teachers colleges or the university be more cost effective than sending people abroad to be trained?
It was generally felt that there were enough qualified people to run an effective professional preparation program in Trinidad and Tobago. Such a program would produce more physical education teachers with a more nationalistic outlook. However, there was concern for one of the outcomes which may be a glut of physical educators in the country.

10. Should a diploma or a degree (or both) in physical education be offered at the teachers colleges or the University of the West Indies-Trinidad campus?

Response
100% -- both should be offered

11. Do you think that the academic community would accept a department or an institute of physical education at the University of the West Indies-Trinidad campus?

Response
60% -- yes
30% -- no
10% -- maybe

The 40% (no and maybe) felt that the academic community does not understand what physical education is all about. Part of the reason for this is that degreed physical education teachers are not able to communicate the
purpose and worth of physical education to teachers in other fields. Physical education teachers are also not professional in their outlook. It is felt that acceptance would also be difficult since physical education is not seen as a top priority area.

12. Do you think that it would be difficult to justify the need for a curriculum in physical education at the University of the West Indies-Trinidad campus? Could you name some of these problems?

Response

70% -- yes
30% -- no

The problems cited by 70% were:

a. Economic, affecting
   - salaries
   - facilities
   - staffing

b. PE as low priority

c. Inability to show that in ten years this program of physical education would not produce a "glut" on the market and therefore would have to be closed as some of the teacher training colleges.

d. People are not sufficiently educated about physical education.

Thirty percent felt that such a proposal would bring the university in line with the rest of the world and thus it would be accepted in the long run.
13. Under these four area headings—general education, general professional, specialized professional and physical activity—could you list some of the courses that you would like to see in a professional preparation program in physical education?

Response

**General Education**

- English language
- English literature
- foreign language
- mathematics
- general science
- statistics
- history
- nutrition
- sociology

**General Professional**

- teaching methods
- principles of education
- educational supervision

**Specialized Professional**

- adapted physical education
- history of physical education
- sociology of physical education
- psychology of physical education
- kinesiology
physiology of activity
anatomy
sports medicine
motor development and children
curriculum development
leisure studies

Physical Activity

athletics                  basketball
dance                    volleyball
hiking                    bowling
cricket                  rugby
badminton               football (soccer)
tennis                camping
netball                 aquatics
field hockey           gymnastics

14. Are there any other area headings that you think should be emphasized in a professional preparation program in physical education?

Response

100% -- no

15. What do you think should be the differences between a degree program and a diploma in physical education?

Response

100%

a. A difference in time:

  degree - three years

  diploma - 6 months - year
b. A difference in content:

degree - very comprehensive
      heavily theoretical as well as practical

diploma - leaning more towards the practical (activities)
      some theory but not as indepth as with the degree

APPENDIX C

BASIC CRITERIA

(American Association for Health, Physical Educatio and Recreation Curricula Areas)
**APPENDIX C**

**BASIC CRITERIA**

(American Association for Health, Physical Education and Recreation Curricula Areas)

<table>
<thead>
<tr>
<th>General Education</th>
<th>Basic Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Appropriate and knowledge of human behavior)</td>
<td></td>
</tr>
<tr>
<td>1. English Composition</td>
<td>S</td>
</tr>
<tr>
<td>2. Foreign Language</td>
<td>S</td>
</tr>
<tr>
<td>3. Physical Science</td>
<td>N</td>
</tr>
<tr>
<td>General Chemistry</td>
<td>S</td>
</tr>
<tr>
<td>Mathematics</td>
<td>N</td>
</tr>
<tr>
<td>College Algebra</td>
<td>N</td>
</tr>
<tr>
<td>Plane Geometry</td>
<td>N</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>N</td>
</tr>
<tr>
<td>General Physics</td>
<td>S</td>
</tr>
<tr>
<td>Elementary Statistics</td>
<td>S</td>
</tr>
<tr>
<td>4. Biological Science</td>
<td></td>
</tr>
<tr>
<td>Anthropology (physical)</td>
<td>N</td>
</tr>
<tr>
<td>Botany</td>
<td>N</td>
</tr>
<tr>
<td>General Biology</td>
<td>S</td>
</tr>
<tr>
<td>General Botany</td>
<td>S</td>
</tr>
<tr>
<td>General Zoology</td>
<td>S</td>
</tr>
<tr>
<td>General Human Anatomy</td>
<td>S</td>
</tr>
<tr>
<td>Human Physiology</td>
<td>S</td>
</tr>
</tbody>
</table>
In order to develop the competencies needed, the teacher must have experiences in the broad curricular areas of physical education presented in the following list.

**Code:**  
- **S** = strongly recommended  
- **M** = moderately recommended  
- **E** = elective recommendation  
- **N** = not recommended

**General Education**  
(Appropriate emphasis on broad education and knowledge of human behavior)

<table>
<thead>
<tr>
<th>Course</th>
<th>Major</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. English Composition</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>2. Foreign Language</td>
<td>E</td>
<td></td>
</tr>
<tr>
<td>3. Physical Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Chemistry</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>College Algebra</td>
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<td></td>
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<tr>
<td>Plane Geometry</td>
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<tr>
<td>General Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Physics</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>Elementary Statistics</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>4. Biological Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anthropology (physical)</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Bacteriology</td>
<td>E</td>
<td></td>
</tr>
<tr>
<td>General Biology</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>General Botany</td>
<td>E</td>
<td></td>
</tr>
<tr>
<td>General Zoology</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>General Human Anatomy</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>Human Physiology</td>
<td>S</td>
<td></td>
</tr>
</tbody>
</table>
5. Social Science
   History ........................................ S
   Anthropology (cultural) ......................... M
   General Psychology .............................. S
   General Sociology ............................... S

6. Humanities
   Literature (English, American or Foreign) .... S
   Philosophy ...................................... S
   The Arts (Art, Music, Theater Arts) .......... S

General Professional Education
(Study of educational theory and practice, knowledge of guiding the learning of others)
   1. Social and Philosophical Foundations of Education ............................... S
   2. Educational Psychology (growth and development) .............................. S
   3. Educational Curriculum and Instruction ......................................... S
   4. Educational Administration and Supervision ................................... E
   5. Directed Teaching (see section on professional laboratory experiences) .. S

Specialized Professional Education
(Depth in specialization and knowledge of teaching field)
   1. Introduction and Orientation to the Profession ............................... S
      The aims and objectives of physical education
      Aspects of the program of professional preparation
      Professional opportunities
      Professional ethics
      The organized profession
      Basic Concepts of the body in movement
2. Functional status of the individual

Relationship of physical education to allied and related fields and to health education, recreation, athletics, and safety education

2. Administration and Supervision

Nature, functions
Organization and relationships
Legislative, legal, economic, and political aspects (including legal liability, insurance, and travel regulations)
Budget and finance
Personnel
Facilities, equipment and supplies
Scheduling
Office management, records, reports and communications
Human relationships
Public relations
Improvement of instruction
Personal and professional welfare and advancement
Research and standards
Organizational and professional relationships
Organization and management of sports and athletic programs

3. Curriculum and Instruction

(Objectives, teaching and other leadership experiences)
Characteristics and needs of students
Societal characteristics and needs
The framework of the overall school curriculum
Selection and organization of content and learning experiences in elementary and secondary school programs in physical education
The teaching of physical education including class organization and management, methods of organization and presentation of curricular materials, and evaluation of achievement

4. History, Philosophy, and Principles
   (Historical development of American theory and emphases)
   The European heritage
   Tentative and formative beginning
   Period of acceptance and rapid growth
   Period of refinement and integration
   Current trends in a rapidly changing society
   Social and cultural implication of sports in American Society

5. Measurement and Evaluation
   Introduction to scientific measurement and evaluation
   Special studies
   Independent studies
   Instrumentation (theory and uses of scientific instruments for collection of data in research)

6. Personal Acquisition of Skills to be Taught

7. Skills for Teaching and Coaching
   Ability to analyze skills and knowledge of teaching and coaching procedures including physical conditioning and officiating

Note: Teaching motor skills including methods and theory courses associated with skills should be given credit toward graduation. For women majors, methods of teaching physical activities for girls should be organized into large integrated blocks. The teaching skills and methods may be combined; however, it is preferable to group
In order to identify the curricular area of skills to be taught, the following classification of physical education activities is recommended:
Fundamental Skills and Exercise

1. Conditioning activities
2. Fundamental movements (including running, jumping, climbing)
3. Exercise with apparatus and on apparatus (gymnastics)
4. Marching tactics (including class forming, moving, and maneuvering techniques)
5. Posture and body mechanics instruction
6. Stunts and tumbling (including rebound tumbling)
7. Weight training
8. Individual self-testing events

Sports and Games (including contests and relays)

1. Aquatics
   - Diving
   - Life Saving
   - Swimming
   - Water Safety
   - Canoeing
   - Scuba
   - Small Craft

2. Combative-Wrestling (Men)

3. Team Sports*
   
<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Men</th>
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<tbody>
<tr>
<td>Baseball</td>
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<td>Basketball</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Cross Country</td>
<td>S</td>
<td>M</td>
</tr>
<tr>
<td>Field Hockey</td>
<td>G</td>
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</tbody>
</table>

*Any sport which is accepted as suitable for girls and women and boys and men is a desirable inclusion in the professional curriculum. Beyond this, certain sports may be strongly recommended (s) or moderately recommended (M). An activity for which geography is the principal factor in determining whether or not the activity is taught is designed with G.
<table>
<thead>
<tr>
<th>Women</th>
<th>Men</th>
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<tbody>
<tr>
<td>Football</td>
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<tr>
<td>Football (Touch)</td>
<td>S</td>
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<tr>
<td>Ice Hockey</td>
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<td>Lacrosse G</td>
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<tr>
<td>Soccer</td>
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<tr>
<td>Softball</td>
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<tr>
<td>Speed-a-way</td>
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<tr>
<td>Speedball</td>
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<tr>
<td>Volleyball</td>
<td>S</td>
</tr>
<tr>
<td>Water Polo</td>
<td>M</td>
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</tbody>
</table>

4. Individual and Dual Sports

| Archery | S |
| Badminton | S |
| Bowling | M |
| Fencing | M |
| Golf | S |
| Gymnastics | S |
| Handball | M |
| Riding | G |
| Skating-ice | G |
| Skating-roller | M |
| Skiing-snow | G |
| Skiing-water | G |
| Squash | M |
| Swimming | S |
| Tennis | S |
| Track and Field | S |

5. Mass or Group Games

- Low organization games
- Lead-up games
- Recreational games
  (Shuffleboard, table tennis, skish)
6. Individual and Group Contests

7. Relays

Rhythms and Dance Activities

1. Folk Dance
2. Fundamental Rhythms
3. Modern Dance
4. Social Dance
5. Square Dance
6. Tap Dance
REFERENCES


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