Personnel

Recommended Standards: Minor in physical education if teaching up to 49 percent of time; major in physical education if teaching up to 50 percent of time.

Of the states responding, 21 or 47 percent reported that this standard was met in definitely 50 or more percent of the secondary schools of their states. The large majority of states, 30 or 66 percent, reported that this standard was met definitely in 50 or more percent of the secondary schools of their states. The question of consultant service was not asked at the secondary level because typically the person who teaches physical education is a specialist or regularly assigned to this program.

Comments on Needs and Progress in Secondary Physical Education

Three states reported such problems as overemphasis on team sports, weak programs, and interference by the National Physical Education Act. Twelve states mentioned revisions of curriculum guides. Twelve states reported one or more of the following changes: (a) improvement in certification, (b) better time allotment, (c) better preparation of coaches, (d) more stress on vigorous activity, (e) more carry-over activities, and (f) addition of physical education for girls.

Conclusions

From the opinions of state department personnel in 86.5 percent of the states of this country, the following generalizations can be made.

At the elementary level. Less than half the states responding reported that 50 percent or more of their schools used the recommended standards in time allotment, space allotment, balanced and progressive program, and personnel. The standards for equipment were variable but the standard of one piece of equipment per 5 children was the most and in less than a third of the fifty or more percent categories of schools.

At the secondary level. Less than half the states responding reported that 50 percent or more of their schools used the recommended standards in time allotment, space allotment, and in the balanced and progressive program. The standard for personnel with a minor was observed in almost half of the categories of 50 percent or more of the states, while that for the major was met by two-thirds of these states. The standards for equipment are variable but the standard of one piece of equipment for 4 persons was followed in most cases.

Therefore, the majority of both elementary and secondary schools of this country are in used of both clarification and implementation of currently recommended administrative standards.

Certification in Relation to a Course in Administration of Physical Education

A course in the administration of physical education is a requirement for certification to teach in this field at the elementary level in only one-fourth of the states and at the secondary level in somewhat more than a third of the states.

Notes

Comparison Between Resistance Load And Strength Improvement

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STRENGTH IS INCREASED when a muscle attains maximum or near maximum contraction. Several studies have compared different training programs to determine which are most effective for improving strength. However, in these studies training always involved a resistance load that elicited maximum effort for a designated number of repetitions. Each study has compared the times for at least one set. No study of progressive resistance exercise comparing training with maximal loads has been done. Training with submaximal loads while strength increases resulting from training with submaximal loads by Muller (1), Rarick (2), and Taylor (4). They concluded from their experiments that training with two different loads is as effective for increasing strength as training with three of maximum isometric strength.

Twenty-eight male college students were tested for 1 RM on the bench press lift before and after 12 weeks. During this time each subject trained with 90 percent of the 10 RM twice a week and with the 10 RM once a week. Fifteen subjects trained with the 10 RM twice a week and with the 10 RM once a week. Both groups trained on Monday, Wednesday, and Friday for one set each session.

Results

The 10 RM group had 90 percent of the 10 RM and the 10 RM had adjusted means (3) of 151.18 lbs. and 153.09 lbs., respectively after 12 weeks of training. Both groups had mean increases in strength that were highly significant (P = .01). The analysis of variance was used because the groups were not equal, and showed that more significant differences existed between the groups. Training with submaximal loads of 90 percent difference existed between the groups. Training with submaximal loads of 90 percent difference existed between the groups. Training with submaximal loads of 90 percent difference existed between the groups. This study was just as effective for increasing strength as training with maximum loads. Further experiments are needed to determine the lowest proportion of the 10 RM which should be considered as the best way to increase strength. This study is based on the fact that the 10 RM train in order to produce the same increase in strength as training with the 10 RM.

References


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