

PHYSICAL EDUCATION FOR MEN

I want to thank the ALUMNI NEWS Staff for giving me the opportunity to write briefly about the development of the Men's Physical Education Program at Hunter College. The writer wishes to state at this time that it is a tribute to the institution, the administration, the staff, and the students that so much has been achieved in so short a time. Special thanks should go to Professor Augusta W. Neidhardt for her wise guidance, her understanding, and her devotion to the development of the program, and to the women on the Physical Education staff.

It is a far cry from September, 1951, when 250 men arrived for the first time on the lovely Bronx Campus. Today, more than 1450 males are matriculated uptown. More than 900 are taking service courses; 390 will participate in the various inter-collegiate athletic teams; 400 will take part in intramural sports; 70 students have either signed into the major program of Physical Education or are planning to sign within the next year; and many students are availing themselves of Physical Education facilities during recreation hours.

Higher education today is faced with the challenge and necessity of contributing to the further development of a citizenry capable of taking its proper place in the world of today and tomorrow. The Men's Division of the Department of Physical Education recognizes that it must play a functional part in this great challenge.

The curriculum of Physical Education at present includes: (1) required Physical Education courses (a *modified* program for students needing helpful exercises and adapted sports, a *developmental* program for students low in physical performance, *instructional* classes in the various competitive sports, instruction in recreational carry-over activities, and sports orientation and survey courses); (2) intramural athletics; (3) intercollegiate athletics; and (4) recreation for students and faculty. (Recently we have received many inquiries from the faculty, both men and women, concerning the use of athletic facilities for their own recreational purposes.)

Emphasis in the service program is being given to swimming abilities for survival and recreation, skill instruction, and maintaining levels of physical fitness. The activities include: team games, individual and dual sports, self-testing activities, combative, conditioning, rhythmic, aquatics, and outdoor activities.

Intramural athletics at Hunter College does afford an opportunity for all students to test their abilities in actual athletic competition in twenty different sports. This forms the competitive outlet for the athlete who is not as highly trained as the intercollegiate squad man. The student is given a fine opportunity to try out in actual competition some of the activities in which he has received instruction during the required or service Physical Education program. The intramural objectives are to promote leisure-time education, enrich social competence, develop group loyalties, and pro-

vide healthful exercise.

In the preparation of our Teacher Education curriculum, Physical Education is directed toward the fundamental purposes of education. In the attainment of our objectives, the emphasis placed on the method of admission and general cultural education and scholarship by the College, provides a sound foundation for the major program. In addition, provision is made for individualized education through guidance; an understanding and direction of the democratic process; mastering physical education skills; and enrichment of opportunities for practical experience during undergraduate years. In cooperation with the Placement Bureau we have had almost 100% placement of our major graduates. Included are positions in seven metropolitan high schools; the Yonkers school system; the Los Angeles school system; Cleveland, Ohio; and Livonia, Michigan; also in many metropolitan junior high schools.

The intercollegiate program has grown at Hunter College. This program is considered an integral part of the curriculum and is aimed at the development of the individual, citizenship, self-realization, and social competence.

The policy at the College as much as possible is "Sports for All". The program has been planned and conducted so that all students will have the opportunity to participate in sports and activities of their own selection. Hunter College can be proud of the role our men have played in the development of a sound program of competitive sports during the short period of six years. They seem to have adhered to the statement of De Coubertin that "the important thing in athletic sports is not the winning, but the taking part. The essential thing is not conquering, but fighting well."

The program of intercollegiate athletics is organized, guided, and controlled by the College Committee on Intercollegiate Athletics. The policies and procedures are in accordance with the accepted objectives of the institution. No effort is made to recruit students for the purpose of developing teams. All members of athletic teams are making normal progress toward the attainment of a degree. The College engages in competition with institutions having similar standards.

Physical education has risen from a humble origin to a position of great importance in the educational program of our colleges and universities today. Hunter College, in addition to being an intellectual agency, is concerned with the physical, social, and moral welfare of its students.

In closing may I state that the Physical Education program, guided and controlled in the gymnasium, swimming pool, and athletic field laboratories, contributes training and experiences which aid in the development of a well-rounded individual, able to carry his obligations for peace or for defense.

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Physical Education for Men