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The Administration of Equitation in the Colleges and Universities of the Southwest

Birdie Bryan West

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THE ADMINISTRATION OF EQUITATION IN THE COLLEGES AND
UNIVERSITIES OF THE SOUTHWEST

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By

Birdie Bryan West

A Thesis

Submitted in partial fulfillment of the
Requirements for the Degree of
Master of Science in Education

University of New Mexico

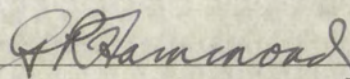
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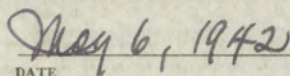
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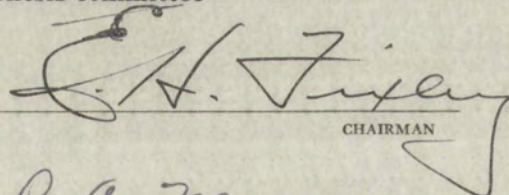
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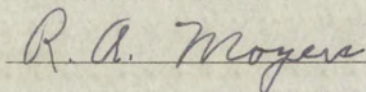
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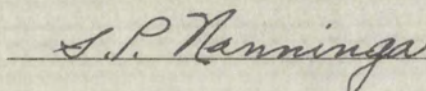

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THE HON. THE SECRETARY OF THE
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DEAR SIR:

I have the honor to acknowledge the receipt of your letter of the 10th inst.

and in reply to inform you that the same has been forwarded to the proper authorities for their consideration.

Very respectfully,
Your obedient servant,

Wm. H. Thompson

Wm. H. Thompson

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Wm. H. Thompson

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CHAPTER I

GENERAL INTRODUCTION

The history of the Southwest is also the history of riding and the horse. Through the years the two have become almost inseparable. In the early days the horse was man's most treasured possession and even at the present time, when the emphasis is constantly being placed upon mechanization, he still retains a certain degree of utility and interest. The West is young and, therefore, defies the invasion of machines to a greater extent than do other sections of the nation. The Southwest in particular has resisted the intrusion of machinery upon its livelihood. Ranchers depend chiefly upon the horse for doing ranch work. Round-ups, fence riding, herding, and other similar jobs are done by hardened cowhands mounted on horses. They are often in the saddle all day long, riding as far as seventy miles over a rough terrain. The Federal Forest Service utilizes the horse in patrolling the mountain ranges and national parks (that are so numerous in the Southwest. Several troops of cavalry are maintained in this district by the United States Army. The mobility of such troops in parts of the country whose topography is prohibitive to efficient use of mechanized units make them indispensable in the nation's defense.

Not only is equitation important for its usefulness and physical benefits, but also for the entertainment it provides. Rodeos and horse shows, to say nothing of polo and horse racing, are of great interest to Western people. These sports constitute the principal recreational activities of Western society. In this machine age equitation and all its aspects, contrary to what may be supposed, are definitely not in the decline. J. J. Boniface says, "During the last few years, horseback riding has more and more come back to us".¹

I. THE PROBLEM

Statement of the problem. The purpose of this study is to determine the status and extent of instruction in equitation in the colleges and universities of the Southwest.

Importance of the study. No survey has heretofore been undertaken regarding the importance of equitation in the colleges and universities in the Southwestern states. The advantages and beneficial effects of horseback riding as a physical education and recreational activity are undisputed by experts in this field. This survey should bring to light the present methods and the weakness therein. A knowledge of

¹ J. J. Boniface, Riding (New York: A. S. Barnes and Company, 1940), Preface.

deficiencies will greatly facilitate improvement in the administration of equitation.

Especially today, when emphasis is being placed upon the development of a physically strong nation, is this survey pertinent. Equitation is also in harmony with the modern philosophy of physical education which, briefly stated, holds that individual sports with a carry-over value to post-college days, rather than team sports with no post-school value, should be taught. This fact in itself warrants an extensive investigation of the problem.

Furthermore, the Southwest is the logical place for such an investigation to be conducted. The initiative for the introduction of equitation into the curricula of colleges and universities should come from the West, since this part of the country is so greatly influenced by the horse. This survey takes that initiative. Its importance rests upon assuming the responsibility for the improvement of equitation administration. Its value rests upon its success in stimulating interest in equitation administration.

Delimitations. No distinction was made between co-educational and non-coeducational schools.

II. DEFINITION OF TERMS

Southwest. The Southwest is that territory which roughly includes: Texas and Oklahoma from the ninety-seventh longitudinal meridian west to the state boundaries; all of New Mexico and Arizona; and Colorado, Utah, Nevada, and California from the fortieth latitudinal meridian south to the state boundaries.

Extra-curricular activity. An extra-curricular activity is any activity for which no credit towards graduation is given. This activity, nevertheless, must be supervised by a school official.

Co-recreational activities. Co-recreational activities are those activities in which both boys and girls participate together.

English riding. English riding is that type of riding in which an English saddle is used exclusively.

Western riding. Western riding is that type of riding which employs the stock saddle and emphasizes the maneuvering of horses at high speed, with less emphasis upon form and gait as in English riding.

Equipment. Equipment is those articles of tackle such as saddle, pad or blanket, bridle, and martingale.

poor definition

II. DEFINITION OF TERMS

Southern. The Southwest is that section which roughly includes Texas and Oklahoma from the Rio Grande longitudinal meridian west to the state boundary. It is New Mexico and Arizona and Colorado, Utah, Nevada, and California from the Pacific longitudinal meridian east to the state boundary.

Inter-continental activity. In inter-continental activity is any activity for which no credit is given. This activity, nevertheless, must be observed in a school official.

Co-recreational activities. Co-recreational activities are those activities in which both boys and girls participate together.

English riding. English riding is that type of riding in which an English saddle is used exclusively.

Western riding. Western riding is that type of riding which employs the stock saddle and emphasizes the movement of horses at high speed, with less emphasis upon form and gait as in English riding.

Equipment. Equipment is those articles of value and an saddle, pad or blanket, bridle, and reins.

Transportation. Transportation is the means of commuting between the campus and the stables.

Colleges and Universities. Colleges and universities are those private or public institutions of higher learning which are accredited by the Association of American Universities or the North Central Association of Colleges and Secondary Schools.

III. SOURCES OF THE DATA

Information regarding administration of equitation was procured through the medium of a questionnaire sent to one hundred fifty universities and colleges throughout the Southwest. The response was quite favorable. One hundred six questionnaires were answered and returned.

Comparative data were secured from a poll conducted on a nationwide scale and compiled by the Riding Committee of the National Section on Women's Athletics of the American Association for Health, Physical Education and Recreation.

IV. METHODS OF PROCEDURE

Conclusions as to the present status of equitation in the schools of the Southwest were gathered from an analysis of the returned questionnaires, the evaluations being based upon availability of horses and equipment, qualifications

Introduction

During the past few years, the study of the history of the United States has been one of the most popular subjects in the schools.

Object and Scope

The purpose of this book is to present a concise and accurate account of the history of the United States from the first settlement to the present time. It is intended for the use of students in the schools and for the general reader who is interested in the history of the country.

III. HISTORY OF THE UNITED STATES

Information regarding the history of the United States is presented in this section. The material is arranged in chronological order, beginning with the first settlement of the country and ending with the present time. The material is presented in a clear and concise manner, and is intended to provide a general overview of the history of the country.

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and number of instructors, transportation, size and number of classes, length of and credit for class periods, place of equitation in the physical education departments, cost, types of riding offered and classification as to ability, values received, and extra-curricular activities.

V. REVIEW OF RELATED LITERATURE

An extensive study showed that no investigation on the subject of the administration of equitation has been previously conducted in the Southwest. However, a survey of national scope was made by the Riding Committee of the National Section on Women's Athletics of the American Association for Health, Physical Education, and Recreation in 1939-40. A true comparison between the results of this study and the writer's cannot be drawn because the former was conducted only in girls' schools and on a nation-wide basis. Naturally discrepancies in percentage figures will be largely due to these differences. Nevertheless, some very interesting deductions can be made if allowances between the two are considered.

The Riding Committee's questionnaire was intended to give a comprehensive view of riding and the administration thereof as a sport in girls' schools and colleges of the United States. A total of twelve hundred questionnaires were sent, half to colleges and half to schools. This will

consider those sent to colleges, since they concern the survey more pertinently. Of these only 38 per cent were returned. "Possibly many of the colleges who did not answer do offer riding, but their unwillingness to participate in a worthwhile survey seems to show an indifference that does not indicate much interest in riding as a sport."² Forty-nine per cent of the answering colleges offered riding, but only 7.4 per cent of the total enrollment of the colleges participated in the sport. Such a low figure shows that there is much work to be done in this field. Other findings of the survey accentuate this statement. "The second important conclusion to be drawn from the results of the questionnaire is the need for improvement in the present college riding program in general."³ Perhaps the defects in the present programs account for the small number of schools offering it and the great amount of indifference on the part of those institutions which do not offer it. The survey shows that one of the most important difficulties in the present set-up is the

² Phyllis Linington, "Summary of the Results of Questionnaires Sent by the Riding Committee to Schools and Colleges," Individual Sports, National Section on Women's Athletics of The American Association for Health, Physical Education, and Recreation, (New York: A. S. Barnes and Company, 1940), p. 91.

³ Loc. cit.

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2 Phyllis Livingston, "Summary of the... Questionnaires sent by the... Colleges," Individual... Athletics of the... Education, and... Company, 1940, p. 21.

3 loc. cit.

deficiency of physical education instructors who are qualified to teach equitation. No standard has as yet been set for instructors of riding as has been done by the Red Cross in the case of swimming. Instead, the qualification of the instructors of a majority of schools offering equitation is merely life-long experience with horses. Personality or teaching standards do not even seem to be considered in the qualifications of their instructor. Furthermore, the survey shows that very little is being done to alleviate this situation. Only 10 per cent of the answering colleges, including those specializing in physical education, offer courses in teacher training. This problem is brought out even more when it is pointed out that the survey shows that 54 per cent of the students who rode during the year rode without instruction. This is a most serious defect because it is impeding any progress made in extending the equitation field. yes

Another weakness in the present program is the apparent low value placed upon riding as a sport. The very indifference shown by those not answering the questionnaire points this fact out to good advantage. Many schools left unanswered the section of the survey concerned with the corrective values. However, those who did fill out that particular section showed an intelligent appreciation of the values. Some listed were: improving coordination, mental and physical; improving general muscle tone; improving faulty posture; agreed

deficiency of physical education instructors who are qualified in beach education. No standard has as yet been set for instructors of riding as has been done by the Red Cross in the case of swimming. Instead, the qualification of the instructor of a majority of schools offering education is merely life-long experience with horses. Personality or teaching standards do not even seem to be considered in the qualification of their instructor. Furthermore, the survey shows that very little is being done to alleviate this situation. Only 10 per cent of the answering colleges, including those specializing in physical education, offer courses in teacher training. This problem is brought out even more when it is pointed out that the survey shows that 64 per cent of the students who rode during the year rode without instruction. This is a most serious defect because it is lacking any progress made in extending the education field.

Another weakness in the present program is the apparent low value placed upon riding as a sport. The very differences shown by those not answering the questionnaire points this fact out to good advantage. Many schools left unanswered the section of the survey concerned with the corrective values. However, those who did fill out that particular section showed an intelligent appreciation of the values. Some listed mere: improving coordination, mental and physical; improving general muscle tone; improving family posture;

social and recreational values; self-confidence; poise and balance. Clearly the values of equitation should be emphasized in any presentation of the subject. Results of the survey indicate that the public needs educating in the values of riding.

Added to the general defects above, the answering institutions stressed specific problems such as: insufficient time allowance for riding activities, cost, transportation difficulties, scarcity of suitable horses for a number of riders, and lack of facilities for teaching all types of pupils in all weather.

Most of these specific problems of the survey of the American Association for Health, Physical Education, and Recreation hinge upon the general defects mentioned. They would easily be remedied if the physical education departments would give recognition to equitation as a credited course. This, of course, would then involve appropriations of time and equipment. Trained instructors with adequate facilities could then so build an equitation program under the auspices of the physical education departments that these defects would be irradiated and a safe, healthy program, well-established in the colleges, would result.

VI. ORGANIZATION OF THE REMAINDER OF THE STUDY

Chapter II will present the requisites for a varied equitation program. Chapter III will concern itself with

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VI. ORGANIZATION OF THE REMAINDER OF THE STUDY
Chapter II will present the population for a variety
of education programs. Chapter III will concern itself with

classes in equitation and credit given for each. Chapter IV will present the findings of the survey that deal with instructors and values of an equitation program. Equitation as an extra-curricular activity will be discussed in Chapter V. A summary of the situation and possible recommendations pertaining to the administration of equitation in the Southwest will be expounded in the concluding chapter of the thesis.

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taining to the maintenance of the school
will be expounded in the concluding chapter of the report

CHAPTER II

REQUISITES FOR A VARIED PROGRAM

I. INTRODUCTION

Generally speaking, the standards for a good equitation program have been set more by what is convenient and available than what experience has shown to be most efficient. Regardless of excuses offered to explain the deplorable condition, the fact that it does exist shows that standards should be set immediately for such a program. The advantages of this move are self-evident and it would be a waste of time to elaborate on them. Since equitation as a physical education program is comparatively new, however, it is obvious that, in setting minimum essentials, care should be taken not to allow the machinery to become too involved. Complex administration and numerous unessential details would serve only to kill interest in a growing movement.

Therefore, this chapter will concern itself with only the fundamental requisites for a varied program. Specific details can best be worked out by the individual institutions. The standards and programs herein cited are the results of careful tabulation of the author's questionnaire; experience and practical knowledge of the subject are the chief sources

CHAPTER II

THE PROBLEM OF THE FUTURE

1. INTRODUCTION

Generally speaking, the standard for a good program have been set more or less by the standard of the world. Then what experience we have to be made effective. There is less of courses offered to explain the world's condition. The fact that it does exist shows that standards must be set immediately for such a program. The standard of this world are self-evident and it would be a waste of time to explain on them. Since education is a physical education, it is comparatively new however, it is not new in itself. minimum standards must be set to show the machinery to be used for himself. Double standards and numerous unimportant details which serve only to kill the interest in a program.

Therefore, this chapter will consider itself with only the fundamental principles for a good program. The details can best be worked out by the individual himself. The standards and program must also be determined with careful selection of the subject's part and their experience and practical knowledge of the subject and the kind of work.

used in forming them.

The information sheet sent to the various universities and colleges of the Southwest was so well accepted that an accurate picture of the equitation program could be clearly drawn. Thus the defects and difficulties of individual programs are pointed out and solutions presented. To set up standards was merely a matter of extracting from individual programs their best features. It must be remembered that these standards are those upon which a more elaborate program can be developed later.

II. REQUISITES FOR A VARIED PROGRAM

The questionnaire contained five questions which pertained to the requisites of an equitation program. They dealt with the basic organization and equipment. Some of the information requested was: horses and equipment and who owned them, transportation to and from stables, the cost per semester per pupil, type of riding offered, and the physical teaching facilities. Many institutions added commentaries which proved to be excellent supplementary material.

1. Horses and equipment. It is essential that any university or college embarking upon an equitation program should have at its disposal a completely outfitted stable comprising the equipment as previously defined and reasonably

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1. Horses and equipment. It is essential that any university or college embarking upon an equitation program should have at its disposal a completely equipped stable comprising the equipment as previously defined and reasonably

manageable horses, together with an adequate supply of tackle in good condition. Most of the institutions responding indicate that this is the case; however, there was no plausible means of determining the quality of the horses and of the equipment. The real problem is that of ownership. The questionnaire shows that only 6.8 per cent of the schools covered by this study owned their own equipment and horses; 86.5 per cent worked through a private concern which furnished both horses and equipment; 1.6 per cent owned the horses and equipment jointly with a private concern. The remainder, or 5.1 per cent, had their horses and equipment furnished by the army. The latter figure is explained by the fact that questionnaires were sent to three military schools. One school, with no apparent army affiliation, had their horses furnished by the cavalry division. Perhaps a clearer total picture is given if the actual numbers are cited. This is done in Table I. These statistics show a definite tendency toward ownership by a private concern. This seems to bear out the contention that standards are set by what is most convenient and simple, since ownership by the institution would seem to be far superior to the former method. The reason is that the stock owned by a private concern is likely to be of poor quality. This is understandable when it is realized that horses are easily ruined when subjected to the riding of many individuals. As a general rule riding stables are inclined

unsuitable horses, together with an attempt to make

in good condition. Most of the investigations were made

to show that this is the case; however, there were some

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individual. As a general rule riding schools are

to have poor horses. When the horses are owned by the institutions they are more often of better quality, since the school, not so much concerned with financial profit, can well afford to invest in better stock.

TABLE I
SYSTEMS OF OWNERSHIP

Owner	Number	Per cent
Institution	4	6.8
Private concern	51	86.5
Institution and private	1	1.6
Army	3	5.1

2. Transportation to and from stables. The survey shows that one of the major problems of an equitation program is the transportation of riders to and from the stables. It was impossible to determine the exact proximity of the stables to the campus, but it was found that 83 per cent of the schools had some sort of a transportation problem. Phyllis Linington, in her survey, found transportation to be one of the five major problems of an equitation program.¹

¹ Phyllis Linington, "Summary of the Results of Questionnaires Sent by the Riding Committee to Schools and Colleges," Individual Sports Guide (New York: A. S. Barnes and Company, 1940), p. 93.

There are several solutions to the problems which have been worked out by the various schools. Transportation is provided by the institution in 32.2 per cent of the schools: 40.6 per cent place this responsibility upon the students. The private concern furnishes the transportation in 8.6 per cent of the recorded cases. Of these only 1.6 per cent make any extra charge for the service. Only 17 per cent of the schools have the ideal situation of not needing any transportation at all.

Of the plans devised, the first is by far the best. Transportation provided by the institution is inclined to be more dependable and safer. Not only this, but the private concern must face the insurance problem. Any insurance that would thoroughly cover such a service would be so expensive as to be prohibitive. The institution is in a much better position to render such a service. It can afford the insurance and has the facilities for providing efficient transportation.

Certainly this plan is infinitely better than allowing the students to provide their own means of getting to the stables. Students are prone to be unreliable and certainly should not be given the responsibility of transporting a large group.

Another plan which is used by some schools is rather unique. Transportation is provided by taxi cabs, one-third of the cost borne by the institution and the remainder by the

students. Of course this practice is rather expensive and, therefore, would not be practicable in most schools.

It is interesting to note that if the horses and equipment are owned by the institution the transportation problem is of small consequence. The reason for this is that the stables, in most of the above cases, are located on the campus or in the immediate vicinity.

Another great advantage of ownership by the state institution is the fact that any accident occurring while the class is in session cannot be the cause for any legal action. This condition is generally applicable to all state-financed institutions. Other institutions, as a rule, carry a full coverage accident insurance which adequately protects them. Private riding concerns are liable before the law for accidents occurring on their property. The above statements are generally true throughout the Southwestern schools but there is still much controversy over the subject.

3. Cost per pupil. One of the fundamental problems in administering an equitation program is determining the cost to be assessed each pupil. Naturally it is inevitable that the fee will differ with the individual institutions, since upkeep and other items influencing the price will vary with the section of the country. The variance of fees will be more easily comprehended if the factors affecting the cost are first enumerated and explained. The factor which is most

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responsible for the differences is the number of students participating. "Increased interest in the sport and increased number of riders would reduce costs of riding."² Actual figures will be given in the next chapter, but suffice it to say that the difference in enrollment does exist. The larger the number of pupils enrolled, the less the fee will be. This fact is the result of being able to purchase feed and other necessities in larger quantities, thus attaining a cheaper price. An example of this is the case of the University of Arizona, which has sixty-five students and charges only ten dollars. On the other hand Pomona College, with an enrollment of thirty-five, a little over half as much as the University of Arizona, is forced to charge thirty-five dollars, over three times as much as the University of Arizona charges per semester per student. It is interesting to note that the students of the latter school ride three hours a week, while those of Pomona ride only two. Other factors may enter but they are unable to account wholly for the large difference in cost between the two schools. The University of New Mexico has fifty-five students enrolled and charges only ten dollars. This is made possible by the fact that the school owns the stable and property and contracts for the horses.

² Linington, loc. cit.

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charges only ten dollars. On the other hand, some schools
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much as the University of Arizona, are charged as much as
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students enrolled and charges only ten dollars. This is
made possible by the fact that the school owns the building
and property and contracts for the horses.

Another factor which causes a difference in the fee is the type of riding offered. Mills College, for example, charges from ten dollars up to forty-five dollars depending upon the nature of the class. Usually when jumping is offered a higher fee is imposed. Since Mills College offers jumping, the writer assumes that the higher price range is for the jumping classes. The University of California at Berkeley charges eight dollars more per semester for jumping than for the other classes. This practice is logical, since better horses and specialized equipment must be used.

The variability of the cost of feed over the country is another factor. Different regions of the Southwest have different prices and this, of course, affects the overhead. The cost of feed in New Mexico is approximately three times as much as it is in Oklahoma. This factor directly influences the fee of equitation.

The fee is also influenced to some extent by the prices of competitors in a specific locale. If the prices of riding academies are generally high, then the equitation fee will be above average. The cost per hour in the vicinity of tourist resorts is \$1.50, while in Albuquerque, New Mexico, it is only \$.50 per hour. The resort trade causes this rise in price, which consequently influences the schools.

The average cost of the equitation program over the

Southwest is \$17.73 per student. The highest fee is \$45 and the lowest is \$7.50. It is interesting to note that 59.2 per cent of the schools studied are below the average cost. It must be remembered that these figures are computed only from those schools which offer equitation as a physical education course and do not include those institutions which have equitation as an extra-curricular activity.

The average cost per hour per student is \$.52. However, this may range from \$1.40 to \$.214 per hour. Further details may be found in Table II. This table sets forth the per cent and number of schools at each price, with the number of hours each class rides.

It is of great financial advantage to have large classes and institution ownership. The writer was surprised to find that the average cost was so low, since equitation has a reputation of being a rather expensive sport.

4. Types of riding. Computations of the questionnaire show that the English style of riding is by far the most prevalent in teaching. This is significant, inasmuch as the Western saddle predominates in this part of the country as far as ranch work is concerned. The extensive use of the English saddle as a teaching device gives mute testimony as to its easy adaptability for teaching purposes. The Western saddle is built for utilitarian purposes, but this fact renders it relatively useless as a teaching device because in

Southwest is \$17.75 per student. The lowest is \$7.50. It is interesting to note that the cost of the schools studied are below the average cost. It must be remembered that these figures are calculated on a basis of those schools which offer education to a limited number of students and do not include those which offer education to an extra-curricular student. The average cost per hour per student is \$1.50. However, this may range from \$1.40 to \$1.60 per hour. Further details may be found in Table II. This table gives the cost per cent and number of schools of each type with the number of hours each class takes.

It is of great financial advantage to the student as an individual owner. The writer has estimated that the average cost of the school is \$1.50 per hour. This is a reputation of being a rather expensive school.

4. Types of riding. The question of the questionnaire shows that the English style of riding is the most prevalent in teaching. This is significant because the Western saddle predominates in this part of the country as far as ranch work is concerned. The advantage was of the English saddle as a teaching device gives more instruction to its easy adaptability for teaching purposes. The English saddle is built for utility and speed, and the Western saddle is relatively useless as a teaching device.

TABLE II

FEES PAID TO SCHOOLS BY STUDENTS

Fee per semester	Number of schools	Riding hours per week	Total money	Total riding hours
45.00	1	2	45.00	2
30.00	3	3	90.00	9
27.50	3	3	82.50	9
26.00	1	3	26.00	3
25.00	4	3	100.00	12
24.00	3	3	72.00	9
22.00	1	3	22.00	3
20.00	5	2	100.00	10
19.00	1	2	19.00	2
18.50	1	2	18.50	2
18.00	5	2	90.00	10
17.50	2	2	35.00	4
16.50	2	2	33.00	4
15.00	5	2	75.00	10
14.00	2	2	28.00	4
12.50	3	1	37.50	3
12.00	4	2	48.00	8
11.00	1	1.5	11.00	1.5
10.00	9	2	90.00	18
8.00	2	1	16.00	2
7.50	1	1	7.50	1
TOTAL			\$1046.00	126.5

Average fee per student per semester \$17.75

Average riding hours per week 2.15

TABLE II

FEES PAID TO SCHOOLS BY STUDENTS

Fee per semester	Number of schools	Riding hours per week	Total money	Total riding hours
45.00	1	3	45.00	3
30.00	2	3	60.00	6
27.50	3	3	82.50	9
28.00	1	3	28.00	3
28.00	4	3	100.00	12
24.00	2	3	48.00	6
22.00	1	3	22.00	3
20.00	5	3	100.00	15
19.00	1	3	19.00	3
18.50	1	3	18.50	3
18.00	5	3	90.00	15
17.50	2	3	35.00	6
16.50	2	3	33.00	6
16.00	5	3	75.00	15
14.00	2	3	28.00	6
12.50	3	1	37.50	3
12.00	4	3	48.00	12
11.00	1	1.5	11.00	1.5
10.00	2	3	20.00	6
8.00	2	1	16.00	2
7.50	1	1	7.50	1
TOTAL \$106.00				
126.5				

Average fee per student per semester \$17.75

Average riding hours per week 2.18

learning pupils have a tendency to rely upon the confines of a saddle rather than upon balance, flexion, and friction. The writer's experience in teaching has proved that the English saddle is far superior to the Western. Pupils seem to learn more rapidly on the former and can more readily change from English to Western style of riding than if they had learned on the latter. Furthermore, those students who previously expressed a marked partiality for the stock saddle, after having ridden for nine weeks on the English type prefer it.

Forty-nine per cent of the schools teach only English riding. This figure is made more impressive by the fact that 41 per cent of the recorded cases teach both Eastern and Western types of riding, whereas only 10 per cent of the institutions teach Western riding exclusively.

It is interesting to note that few institutions have expanded their programs to include more than the fundamentals of riding. Only 8.4 per cent have introduced polo and 27.1 per cent include jumping. However, 66.7 per cent of the schools offering jumping require parental permission in order for the students to participate. The reason for this slow expansion is undoubtedly because of the danger involved. In jumping, if solid jumps are used, the sport is extremely dangerous to both the horse and rider. Polo is conceded to be one of the most dangerous sports on horseback, even to

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riding. This figure is more or less representative of the fact
that 41 per cent of the total sample were found to be
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It is interesting to note that the English have
expanded their programs to include more than the English
of riding. Only 6.4 per cent have indicated that they
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schools offering jumping require a minimum of one
day for the student to participate. The reason for this
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experienced players.

Another reason for the lack of development in this phase of the program is that in most cases the horses are not schooled for this use. Jumping and polo both require good stock if either is to be presented with any degree of success. However, jumping has its advantages and should be included in every program when possible.

Jumping is an important part of the training of the young rider and should not be looked upon merely as a sport. It teaches the rider balance, security of seat, and control of his horse at speed. It concentrates in a very short space of time the many difficulties that arise in riding a horse over difficult terrain and permits the instructor to give the rider more detailed constructive criticism.³

Many institutions do not have the necessary capital to provide equipment for an elaborate polo program. To introduce polo without proper equipment or taking complete safety measures would be more detrimental to the program than not having it at all. It is true, however, that playing polo under good conditions improves the riders' natural abilities and affords a very interesting sport even for the novice if it is conducted for pleasure instead of competition.

To maintain the interest of the more advanced riders

³ The Cavalry School, Academic Division, Horsemanship and Horsemastership (Fort Riley, Kansas, 1941), p. 169.

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some sort of sport such as polo or jumping must be included in the school curriculum if the equitation program is to advance during the years to come. Although these sports are of advantage to the novice rider, as has been pointed out, they will primarily meet the growing demands of the more advanced riders.

5. Auxiliary teaching facilities. Essential equipment has already been dealt with in Chapter I. However, most schools having an equitation program have supplementary facilities which aid in the efficiency and effectiveness of the program. Eighty-six and six-tenths per cent of the institutions considered have some sort of ring or arena. This figure was beyond the writer's expectation. Only 13.4 per cent did not have a ring of some kind. It is interesting to note that all those schools possessing rings have at least one of them outside. In other words, those institutions owning indoor rings also have an outdoor ring. Three and nine-tenths per cent have this ideal situation.

The utility of outdoor arenas is subject to climatic conditions to such an extent as to limit their use. Of course, the best plan is to have both an outdoor and an indoor ring so that the weather cannot disrupt the riding activities. Littaur says, "There is only one way to begin lessons --that is in the ring. Of course, a covered ring is

some sort of sport such as polo or jumping must be included in the school curriculum if the education system is to be varied during the year to come. Although these sports are of advantage to the novice rider, as has been pointed out, they will probably meet the growing demands of the more advanced riders.

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better for schooling riders and horses, for it makes the work independent of weather and permits it to be systematic".⁴

Chapter summary. The results of this portion of the questionnaire show that a vast majority of schools offering equitation have their horses and equipment furnished by private concerns. Although experience has shown this to be the least desirable plan, it seems the 86.5 per cent of the schools studied have adopted this plan through convenience.

Transportation to the stables is arranged by the students in 40.6 per cent of the cases. Only 32.2 per cent of the institutions furnished the transportation. The latter procedure is the superior and efforts should be made to spread its practice.

The writer was surprised at the low cost to students of an equitation program. The average cost per student per semester was \$17.75. This amounts to \$.52 an hour. Such a fee is far from exorbitant. The advent of a firmly established program will probably result in a decrease in price. As is stated by Linington, "Increased interests in the sport and increased number of riders would decrease the cost of riding."⁵

⁴ V. S. Littaur, "What I Learned While Teaching Riding," Individual Sports Guide (New York: A. S. Barnes and Company, 1940), p. 98.

⁵ Linington, op. cit., p. 93.

...for education ...
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...and increased ...
...riding.

...
...Individual ...
...riding.

The most popular type of riding taught was the English style; 49 per cent teach only this type and 41 per cent teach both Eastern and Western. The latter type is taught exclusively in only 10 per cent of the schools. Jumping, polo, and other advanced forms of riding are taught in a minority of cases.

Of the institutions offering an equitation program 86.6 per cent have some kind of ring or arena to supplement their other equipment; 3.9 per cent had an indoor ring besides their outdoor ring. This, of course, would be the ideal situation.

The most common type of ...
style: 40 per cent ...
both Eastern and Western ...
is in only 10 per cent ...
other advanced forms of ...
cases.

Of the institutions ...
80.6 per cent have ...
their other ...
side their outdoor ...
ideal situation.

CHAPTER III

CLASSES AND CREDITS

In any phase of education, one of the vital factors is the structure of the classes. Equitation is no exception to this rule and the organization of the classes is of extreme importance to the success of the course. The difference in abilities of a number of students is usually so pronounced in horseback riding that it is almost always essential to organize classes according to pupil ability. To neglect such a procedure, if it is at all practicable, would be to limit the efficiency of the equitation course. If each class has a uniform standard of riding it is easier to teach and the spirit of the student is much better than if riders of different accomplishment and ability were thrown into the same class.

The number of students in a class also greatly influences the effectiveness of the course. In many schools the recognition of this fact has resulted in the limitation of the size of the classes.

The structure and organization of classes are so important to an equitation program that it would be a flagrant mistake to ignore them. The purpose of this chapter is to present a clear picture of the equitation classes in the

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In any phase of education, one of the vital factors is the structure of the classes. Creativity is no exception to this rule and the organization of the classes is of extreme importance to the success of the course. The difference in abilities of a number of students is usually recognized in advance and is provided for in the organization of the classes. It is almost always essential to organize classes according to their ability. To neglect such a procedure, if it is at all practicable, would be to limit the efficiency of the education course. If each class has a uniform standard of ability it is easier to teach and the spirit of the student is much better than if there are of different accomplishments and ability were shown in the same class.

The number of students in a class also greatly influences the effectiveness of the course. In many schools the recognition of this fact has resulted in the limitation of the size of the classes. The structure and organization of classes are so important to an education system that it would be a lamentable mistake to ignore them. The purpose of this chapter is to present a clear picture of the education classes in the

Southwest as shown by the questionnaire.

In those schools where credit is given, equitation is an integral part of the physical education department. The amount of credit given is more or less standard among the schools. The differences are caused by the fact that some equitation classes ride longer than others rather than any variance in the standard of credit. However, this chapter will explain in detail the differences in credit and elaborate upon them.

The writer's questionnaire contained six questions referring to the problem. They sought information such as: (1) the number enrollment was limited to and the amount of enrollment; (2) whether the classes are coeducational or for boys only or girls only; (3) whether the classes are divided according to pupil ability; (4) whether ability tests are given; (5) the number of separate classes for which credit is given and the number of clock hours of class work each week; (6) the amount of credit given.

The information gleaned from the answers to the above questions gives a fairly accurate idea of how the classes are conducted and the amount of credit given.

1. Limit of enrollment and total enrollment of classes. The combined enrollment of all the schools studied is 2006. When the newness of the program is considered, this figure shows that equitation has grown in large strides. It

Southwest as shown by the present statistics.

In those schools where credit is given, credit is given in an integral part of the physical education program. The amount of credit given is more or less standard, being one school. The difference was caused by the fact that some education classes like lower grade classes, and some variance in the standard of credit. The difference will explain in detail the differences in credit and physical upon them.

The writer's investigation was not a general one referring to the problem. They sought information and (1) the number of students who had taken credit in enrollment; (2) whether the classes are held in the boys only or girls only; (3) whether the classes are held according to pupil ability; (4) whether credit is given; (5) the number of separate classes for which credit is given and the number of each house of credit is given; (6) the amount of credit given.

The information gathered from the survey for the purpose of this study gives a fairly complete idea of the physical education given and the amount of credit given.

1. Limit of enrollment and total enrollment of classes.
 2. The combined enrollment of all the schools studied was 3000. When the number of the schools is considered, the figure shows that the average enrollment is 1500.

is true that the average total enrollment in equitation was only 34 and the average class had but 11.4 members; nevertheless, the program is well extended over the Southwest. There has been a tendency in the past few years for the enrollment to increase. One school had 200 enrolled in its equitation classes; however, this figure is not indicative because this school is a military institute. The lowest number in total enrollment was nine. This is, of course, extremely low, but the school involved has just started the program and as yet has had little opportunity to build it up.

The total enrollment gives some idea of the scope of the program, but no conception of how the actual program is conducted can be gained from these figures. A more complete perspective can be attained, however, by investigating the exact size or limitations of the classes.

A majority of institutions find it necessary to limit the enrollment of classes. This majority is not overwhelming, however. Limitations on enrollment were reported by 59.3 per cent of the schools, while 40.7 per cent do not limit the classes in any way. This latter figure is significant. It shows that the equitation course is so new that its potential enrollment has not as yet been reached or that the classes are too large to be efficiently taught. Scrutiny of the actual number per class will show that the former can be true in only a few cases. The highest number of students in a class

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was twenty-five. Six schools limit their classes to fifteen. It is bad enough for this group to set their limit so high, but it would be worse if there were no limit at all.

Of the classes that are limited, 25 is the highest number per class, as has already been stated. The lowest number in all of the classes is eight. An interesting fact was that the average enrollment per class happened to be what the writer considers an ideal number, namely fifteen. Of course, the average gives only a vague picture of the true situation, since there can be many schools with a much greater number of students per class. Although the average is encouraging, it is disheartening to find that so many schools do not limit the enrollment of classes. The exact reason for this situation could not be determined from the survey reports. This condition should be remedied in the interest of efficient administration of the equitation program.

2. Personnel of the classes. Equitation as a physical education course is becoming more and more popular because it is possible to have coeducational classes. The modern philosophy of physical education is an ardent advocate of such a type of class and encourages the practice. Wayman says of this philosophy, "During the past few years a new trend has made its appearance in both secondary schools and

colleges and universities in the form of mixed recreation."¹ The questionnaire returns show that a great many schools have followed this suggestion. Of the schools replying, 52.4 per cent have coeducation horseback riding classes. Experience has shown that the mixing of sexes in a class makes for efficiency. College students are at the age when they desire companionship. To segregate them and thereby attempt to quell this desire is biologically impossible. The class composed of both boys and girls can be more effectively taught because this desire is utilized rather than subdued. It becomes an incentive for better work and at the same time is under careful supervision. However, one of the larger schools in the Southwest, the University of Texas, segregates its classes and has a man instructor for the boys and two women instructors for the girls. Only 30.6 per cent of the schools allow only girls to participate in the course, but many of these schools are for girls only. This would throw off the figure somewhat. 17 per cent have only boys' classes, but here again the same discrepancy as above exists in the figure. Of the 17 per cent there are five military academies included.

It is significant to notice that the general tendency

¹ Agnes R. Wayman, A Modern Philosophy of Physical Education (Philadelphia: W. B. Saunders Company, 1938), p. 181.

colleges and universities in the form of mixed coeducation. The quantitative returns show that a great many schools have followed this suggestion. Of the schools replying, 88.4 per cent have coeducation in at least one class. Experience has shown that the mixing of sexes in a class makes for efficiency. College students are at the age when they desire companionship. To segregate them and thereby attempt to quell this desire is biologically impossible. The class composed of both boys and girls can be more effectively taught because this desire is utilized rather than subdued. It becomes an incentive for better work and at the same time it under careful supervision. However, one of the larger schools in the Southwest, the University of Texas, segregates its classes and has a man instructor for the boys and two women instructors for the girls. Only 50.6 per cent of the schools allow only girls to participate in the course, but many of these schools are for girls only. This would throw off the figure somewhat. If per cent have only boys' classes, but here again the same discrepancy as above exists in the figure. Of the 17 per cent there are five military academies included.

It is significant to notice that the general tendency

is toward the coeducational classes. In April, 1936, the Western Section of the National Association of Directors of Physical Education for Women conducted a survey among 185 institutions. Of these, 102 had coeducation classes in some of their physical education courses. So organized, equitation can perform a great service to modern education. In this field horseback riding is one of the pioneers. Its success may very likely lead to the expansion of coeducational classes in other phases of physical education.

3. Ability tests and division of classes. It is obvious to anyone who is acquainted with the technique of education that some division of classes must be made. This is even more self-evident when it is realized that students taking horseback riding present such varied abilities. The fact that some pupils will have had some previous experience or are naturally good or are inherently poor and will remain so makes it absolutely essential to divide the classes according to pupil ability. After compilation of her survey results Linington says, "Without tests of some sort to classify riders into ability groups, it seems almost impossible that the schools and colleges are offering adequate instruction".²

² Phyllis Linington, "Summary of the Results of Questionnaires Sent by the Riding Committee to Schools and Colleges," Individual Sports, (New York: A. S. Barnes and Company, 1940), p. 92.

is toward the establishment of a
Western Section of the National Association of Physical Education
institutions. Of these, the first consideration should be
of their physical education program, of equipment, facilities
and perhaps a great service to society in general. The second
field horseback riding is one of the most important. The third
may very likely lead to the expansion of recreational classes
as in other phases of physical education.

3. Ability Tests and Division of Labor. The views
of anyone who is acquainted with the teaching of
education that some division of labor must be made. It
is even more self-evident that it is essential that a
taking horseback riding program be conducted efficiently.
Last that some people will have to have physical education
or are naturally good at the instruction and will
so make it absolutely essential to teach the class
according to their ability. After consultation of the
results of the tests, it is necessary to make a
classification into ability groups. It is very important
possible that the analysis and analysis are necessary for the
instruction.

Ability tests are given to their pupils by 52.5 per cent of the schools. This figure shows that 47.5 per cent do not. The latter is the figure that is troublesome. There is little doubt that something should be done. Effective grading methods cannot be used if no tests are given. However, 57.7 of the schools classify their classes. Although there is some discrepancy between the number of institutions that give ability tests and those that classify their classes, this is easily explained. It is obvious that those schools which classify their classes divide them into beginners, intermediate, and advanced. Each succeeding semester the pupils advance one grade, thus eliminating the necessity of tests. Another cause of the discrepancy is probably the practice of the instructor of merely observing a student in action and changing him if need be rather than giving any formal test. Nevertheless, the number of schools which do not divide their classes is appalling. It may be true that some of these are able to give only one class, but still some recognition of varying abilities should be made.

4. Number and length of classes. The importance of equitation as an integral part of any physical education program is clearly brought out by the number of classes for which credit is given and how much credit is granted. Naturally, the popularity and value of equitation would be greatly limited if no credit were given. The facts as

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gathered from the information sheets are that 11.9 per cent of the schools offer no credit for equitation. It is very commendable that this figure is so low. Recognition of horseback riding as a vital phase of physical education is evident from this figure. Credit is granted in 178 classes conducted by the schools replying. An average of three classes per school are offered as accredited courses. It is interesting to see the contrasting importance given to equitation in several schools. For example, Phoenix Junior College has only one class for which credit is given. On the other hand, Mills College grants credit to seven different classes, Pomona to six, Colorado College to five, and Hardin Simmons University to four. The number of classes carrying credit is thus varied in the different schools. This tends to show the importance placed upon equitation. Those institutions which have had horseback riding the longest are prone to place more emphasis upon it.

Another method of measuring the relative importance of equitation is to consider the number of hours per week devoted to it and the credit given. This does not vary quite so much. In fact, the number of class hours is more or less standard throughout the Southwest. It varies from one to three hours per week. The average credit or time for all the schools is 2.14 hours per week. This shows that equitation is not given as much recognition as most physical education

gathered from the information obtained from the schools of the state after no credit for graduation. It is not commendable that this figure is so low. It is back riding as a vital phase of physical education is evident from this figure. Credit is awarded in the physical education by the schools varying. An average of three minutes per school are offered as accredited courses. It is interesting to see the contrasting importance given to education in several schools. For example, Phoenix Junior College has one class for which credit is given. At the other end, while College grants credit for seven different classes, some for six, Colorado College for five, and Pacific University for four. The number of classes varying credit is four within in the different schools. This tends to show the importance placed upon education. These institutions which have had horseback riding the longest are prone to place more credit upon it.

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courses. This is merely the result to be expected, since horseback riding is a comparatively new addition to the physical education offering. Nevertheless, it indicates another deficiency in the equitation program as it exists today. It should be on the same level with any other physical education course.

5. Amount of credit. The amount of credit given is proportional to the number of hours devoted to it. This is more or less standard throughout the Southwest. Credit varies from one-half to one hour; 81.5 per cent of the institutions give one semester hour's credit and 18.5 per cent give only one-half hour's credit. This is generally true for most physical education courses. Only two schools that answered the questionnaire gave two hours' credit, but this was for special teachers' training courses which are not to be considered in this section.

It is interesting to note that those schools whose students rode longer received more credit than those which rode for a shorter length of time. To facilitate tabulation, the replies of those schools answering in terms of quarters were transferred to terms of semesters.

Chapter summary. The writer's survey has shown clearly the structure of equitation classes and by so doing has brought to light many deficiencies in the program. Among

course. This is a very important thing to remember. Physical education is not a luxury, it is a necessity. It should be on the same level as all other physical education courses.

8. Amount of credit - The amount of credit given is proportional to the number of hours devoted to it. It is more or less standard throughout the country. Credit varies from one-half to one hour. It is not fair to give one-half credit for a course that is worth one hour. This is a mistake. For most physical education courses, half an hour is not enough. The questionnaires have two hours' credit, but this was for special teachers' training courses which are not to be considered in this matter.

It is interesting to note that those schools which students have judged received more credit than those which were for a shorter length of time. To facilitate comparison the replies of those schools answering in terms of quarters were transferred to terms of semesters.

Chapter summary - The writer's survey has clearly the structure of an athletic director and has brought to light many deficiencies in the physical

these is the small number of pupils participating per school. An average of only 34 students per school was computed. This figure is very low when the average enrollment of the schools is considered. It shows that there is room for almost unlimited expansion of the equitation programs. Furthermore, it was found that many institutions did not limit the size of their classes. This neglect is not conducive to efficient teaching, since the classes are too large. Nevertheless, it is encouraging to see that 59.3 per cent of the schools recognize the advantage in limiting the enrollment of classes.

One of the most heartening aspects of the present equitation program is the apparent interest in and expansion of coeducational classes. This practice agrees with the modern conceptions of physical education. Of the schools answering the questionnaire, 52.4 per cent had this type. Experience has shown that the coeducational classes are very successful and, in fact, show more rapid progress than the segregated classes. Because of this proof manifested in equitation programs, an increase in coeducational classes will probably be seen in other fields of physical education.

A most flagrant deficiency in the present administration of equitation is the number of schools that give no ability tests and do not divide their classes according to ability. The questionnaire clearly shows this point, since 47.5 per cent of the schools do not give ability tests and 42.3 per

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of unorganized classes. This is due to the
modern conditions of general education. Of the
answering the question, it is not only the
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The recognition of equitation as a physical education course is best shown by surveying the number of classes held and the number of riding hours in relation to the amount of college credit given. Some institutions have classes which ride seven hours a week while other institutions allow only one hour's riding. As yet, the equitation program is not on a par with other physical education courses. Horseback riding is conducted on the average only 2.14 hours per week, while most of the regular physical education courses are conducted 3 hours per week. As the program expands and its administration becomes more efficient, it will doubtlessly be put on the same level with other physical education courses.

The questionnaire shows that the credit given for equitation is more or less standard for the Southwest and is equal to that of other physical education courses. Of course, the number of credit hours granted is governed by the amount of time devoted to riding. One semester hour of credit is given by 81.5 per cent of the schools and one-half hour of credit by 18.5 per cent of the schools. Two schools offering special instructors' training courses give two hours' credit, but those courses are considered as outside the scope of this study. So far as credit is concerned, equitation has probably reached its peak point in most cases, when it is considered equivalent to other physical education courses.

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CHAPTER IV

INSTRUCTORS AND VALUES OF AN EQUITATION PROGRAM

I. INTRODUCTION

No one problem is more troublesome in the equitation program than that of the instructor. The newness of the program has lead to a shortage of qualified instructors.

"Physical education departments who do appreciate the need of trained riding instructors probably have difficulty finding them."¹ This dearth has forced the institutions offering riding to hire instructors who are not thoroughly qualified. Therefore, the standards for equitation instructors are very flexible. This fact in itself should give no cause for alarm but the fact that few courses for instructors are given makes the problem much more serious. The success or failure of future programs rests with the solution to this problem.

Phyllis Linington says that schools offering riding courses are relying upon what is most convenient. They hire instructors who may know all about horses and may themselves be excellent riders, but who know nothing about the technique

¹ Phyllis Linington, "Summary of the Results of Questionnaires Sent by the Riding Committee to Schools and Colleges," Individual Sports Guide (New York: A. S. Barnes and Company, 1940), p. 93.

CHAPTER IV

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¹ Phyllis Livingston, "Summary of the Results of Questionnaires Sent by the Riding Committee to Schools and Colleges," Individual Sports Guide (New York: A. S. Barnes and Company, 1940), p. 83.

of teaching and who are unable to impart their knowledge to someone else -- "or they have so-called professional teachers whose abilities are entirely questionable".² The disadvantages of this practice are obvious. Such a teacher who is thus unprepared to teach can very easily be detrimental to a program. Such an instructor is incapable of dealing with the many problems that inevitably arise in class work. His knowledge and training stop with the horse and neglect the student. The resulting ignorance easily leads to unpopularity with his pupils and consequently a falling of enrollment or a deadening of interest.

The logical solution to this problem is the establishment of special courses for instructors. Down to date very little has been done in this matter, as will be seen in this chapter. If equitation programs are to endure, such courses must be planned and presented in the near future.

The purpose of this chapter is to acquaint the reader with the present status of the instructor as shown by the writer's survey. Thus a clear conception of the problem may be obtained.

The latter part of the chapter will concern itself with the values of a horseback riding program in the educational system. It was generally agreed that equitation was a

² Ibid., p. 94.

of teaching and who are unable to impart their knowledge to someone else -- or they have so-called "trained" teachers whose abilities are negatively questionable. The ability of this practice is obvious. Such a teacher who is unable prepared to teach can very easily be detrimental to a student. Such an instructor is incapable of dealing with the many problems that inevitably arise in class work. His knowledge training stop with the horse and neglect the student. The existing ignorance easily leads to unsatisfactory results and consequently a falling of enrollment or a decreasing of interest.

The logical solution to this problem is the establishment of special courses for instructors. There is little has been done in this matter, as will be seen in this chapter. If equitation programs are to flourish, such courses must be planned and presented in the near future. The purpose of this chapter is to suggest the need with the present status of the instructor as shown by the writer's survey. Thus a clear conception of the situation may be obtained.

The latter part of the chapter will concern itself with the value of a horseback riding program in the educational system. It was generally agreed that equitation was a

valuable contribution to the physical education program. There seems as yet no general concern regarding the lack of uniform practice in equitation administration. The survey showed that there were numerous values attributed to an equitation program.

II. INSTRUCTORS AND VALUES

There were four questions on the information sheet dealing with instructors and values. They asked for: the qualifications of the instructor, the status of equitation in the school administration, information regarding a special course for instructors, and the values of an equitation course. The response to these inquiries constitute, perhaps, the most important research work done on this subject of equitation administration and can easily be made the most useful information in the survey. A true interpretation of the answers will go a long way toward perpetuating and improving the administration of equitation in the Southwest.

1. The status of instructors. The questionnaire substantiated the fears of the writer that in most cases equitation instructors were unqualified for their work. This does not mean that they had no knowledge of horses and riding, but it does mean that they have had no preparation for teaching.

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There seems to be no general agreement as to the
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showed that there were numerous values attributed to an
education program.

II. INSTRUCTIONS AND VALUES

There were four questions on the instruction sheet
dealing with instructions and values. They asked how the
qualifications of the instructor, the nature of education in
the school, the subject, the method of instruction, and the
course for instruction, and the value of the education program.
The responses to these questions were as follows: The most
important responses were those of the subject of instruction.
Instruction and the quality of the instruction were the most
important. A large number of the responses were in the
direction of the subject and the quality of the instruction.
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subject of instruction in the instruction.

1. The subject of instruction. The responses to the

questioned the value of the subject in the instruction and
the value of the subject in the instruction. The responses
do not seem that they had no knowledge of the subject and
the value of the subject in the instruction, but it does seem
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the subject in the instruction.

The survey shows that only 49 per cent of the schools offering an accredited course in equitation have instructors who are members of the physical education staff. When the fact that credit is given for the course is considered, it is obvious that the instructor should be a member of the physical education staff. It is discouraging to learn that 28.8 per cent of the schools rely on stable managers for instruction; 8.5 per cent have hired cowboys; 8.5 per cent have army officers; 5.2 per cent have special stable instructors. The main objection to these instructors is best expressed by V. S. Littauer when he says:

It seems strange that the statement--a teacher must be a rider--should be necessary. But at present in America, where one does not have to have a certificate to teach, many undertake it as a pure business.

Often a person rides rather well more or less unconsciously, doing the right things just because many years in the saddle have developed certain instincts and reflexes in his body. This sort of riding is not enough for the teacher. Teaching is imparting one's knowledge, and so the teacher must know why he is doing this or that. In other words, besides being a rider, the teacher must know the theory of riding; for teaching consists in explaining to the pupil what to do, when, and why at the same time he is training his body to the point where he can do it. This knowledge of riding, in my estimation, is even more important than riding itself.³

It is probably safe to assume that these unqualified

³ V. S. Littauer, "What I Learned While Teaching Riding," Individual Sports Guide (New York: A. S. Barnes and Company, 1940), p. 94.

The survey shows that only 43 per cent of the schools offering an accredited course in equitation have instructors who are members of the physical education staff. When the fact that credit is given for the course is considered, it is obvious that the instructor should be a member of the physical education staff. It is discouraging to learn that 25.8 per cent of the schools rely on stable managers for instruction; 8.8 per cent have hired cowboys; 8.8 per cent have army officers; 8.8 per cent have special stable instructors. The main objection to these instructors is best expressed by V. S. Litterer when he says:

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instructors do not teach styles of riding that are generally recognized or that the style as they teach it, even if recognized, will probably be unorthodox. Such a situation will not only impede the progress of equitation administration but will also be a great disadvantage to the student if he intends to take riding seriously.

The questionnaire shows that there is a sufficient number of instructors. Each school has an average of 1.44 instructors. It is interesting to break this figure down into the number of men and women teachers. There is no way of comparing the relative merits of women and men teachers. Of the instructors 60 per cent are men. The ratio of men to women is surprisingly close.

Some of these instructors were only part time, 45.6 per cent of them being hired for part-time duty. In actual numbers there are 24 part-time men teachers and 15 part-time women teachers. There are 27 full-time men instructors as compared with 19 full-time women instructors. That there are so many part-time instructors shows there is room for expansion. It also indicates that with few exceptions, part-time instructors are not members of the physical education staff. The significance of this statement has been discussed already.

2. The status of the equitation program. It was very

instructors do not teach without realizing that are generally recognized as that the style as they teach it, even if not organized, will probably be unworkable. Such a situation will not only impede the progress of education administration but will also be a great disadvantage to the student if he is to be able to take riding seriously.

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3. The status of the education program. It was very

gratifying to find that all the institutions giving credit for equitation made the work a part of the physical education department. However, it must be remembered that 51 per cent of the instructors were not members of the physical education staff. Speaking from the administrative standpoint, this set-up is highly inefficient. It is difficult to maintain harmony between the physical education department and a non-staff instructor. Some conflict is likely to exist which greatly tempers the effectiveness of the equitation program.

3. Teachers' training courses. The first and probably the most important single defect in the riding programs of schools and colleges is the lack of physical education instructors who are trained to teach riding. The physical education departments are not educated to demand well-trained instructors in riding as in other sports.⁴

The above was a comment made on the survey taken by the Riding Committee of the National Section on Women's Athletics of the American Association for Health, Physical Education and Recreation. Unfortunately, the writer's questionnaire reflected a similar condition. This gross neglect is the root of many deficiencies in the equitation programs. It is regrettable that a course which has so much to offer in the physical education field has so few trained instructors and is so much neglected by institutions of higher learning. As Baretto de Souza put it:

⁴ Ibid., p. 91.

It is surprising that while most of the sports are more or less officially patronized by colleges to the end of developing and improving their students mentally and physically, equitation, which is at once a sport, a science, and an art, receives but scant attention from the education world, and that its teachers are not selected, nor even educated, with a view to carrying its study to the highest limits of its refinement, nor to placing themselves on a level with other members of the teacher's profession, which the nobility of the art they teach should warrant.⁵

The writer's information sheet showed that only 3 per cent of the schools responding had any kind of instructor's course at all. One of the courses was only a part of another physical education course. There appears to be a definite need for special training classes for teachers. It is questionable whether the institutions and schools realize this need.

There is a need for the re-education of physical education department of schools and colleges to the necessity for trained instructors in riding, and for the standardization of qualifications for these instructors as for the instructors of other sports. Such re-education will bring a demand for trained instructors, and schools, particularly schools of physical education, will respond to the demand by offering courses for riding instructors.⁶

The deficiency of trained instructors can never be eradicated until training courses become more or less widespread. This will never occur until the demand is made strong

⁵ Baretto de Souza, Principles of Equitation (New York: E. P. Dutton and Company, 1925), p. 355.

⁶ Ibid., p. 92.

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6 Barretto de Souza, Principles of Education (New York: E. P. Dutton and Company, 1925), p. 225.

7 Ibid., p. 22.

enough to make training courses a regular part of the curriculum.

The University of California at Berkeley is the only school in the area surveyed having a complete course designed to train an instructor of equitation. An announcement of this course is given on the next page. This particular instructor's course seemed to be quite successful. The high standards maintained are attested to by the fact that only 50 per cent of the enrollment were certified. These results would tend to show that qualified instructor's courses are very difficult. It would certainly lead to the conclusion that any instructor with no training would be highly incompetent.

4. Values of an equitation program. The question regarding the values of equitation proved to be a most interesting one. Many questionnaires were returned with supplementary comments and opinions. It is significant that so many points of view on this single phase of equitation were expressed. The numerous opinions indicate that riding as a part of a physical education program has many values which cover a wide territory in this field.

The question of values is so abstract and is subject to so many varied opinions that the questionnaire could not adequately cover this subject. However, the request for supplementary comments was so well complied with that a compre-

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CROP AND SADDLE

Instructor's Course

Friday, 5:00 - 6:00 P. M.

SPRING - 1941

Certification as Riding Assistants will be granted those students meeting the following requirements:

For Certification -

- Attend 9 Practical Class Periods
- Attend 5 Lecture Periods - time to be arranged
- Participate on Crop and Saddle Horse Show Committee

Classification of Certificates -

- Third Class - 60% - 75%
- Second Class - 75% - 85%
- First Class - 85% - 100%

Requirements for Certification -

- | | |
|---------------------------------|-------------|
| 1. General Riding ability | - 45% |
| 2. Management and Care of Horse | - 10% |
| 3. Teaching ability | - 35% |
| 4. Written work | - 10% |
| Total | <u>100%</u> |

- (1) Includes mounting, dismounting; performance at walk, trot, canter, jumping; control of horse, etc.
- (2) Includes saddling, bridling; knowledge of Track; general care of horse, etc.
- (3) Includes use of voice; appearance, knowledge of material; demonstration; admonitions; clarity of instruction; organization of material.
- (4) Includes material covered in Practical and Lecture Classes.

Note: It may be helpful to bring a small pad and pencil to jot down any notes!

University of California
Berkeley, California

THEY WHO SING

Director's Office

Friday, 10:00 - 11:00 A.M.

Meeting - 10:00

Certification of William Anderson will be signed today at
this meeting. The following are members:

For Certification

Attest: J. Anderson, Clerk
Attest: J. Anderson, Secretary
Attest: J. Anderson, Treasurer
Attest: J. Anderson, Auditor

Classification of Certificates

First Class - 100
Second Class - 100
Third Class - 100

Regulations for Certification

1. General Rating System - 100
2. Management and Control of - 100
3. Teaching ability - 100
4. Written work - 100

- (1) Includes knowledge, skill, and ability to perform the duties of the position.
- (2) Includes knowledge, skill, and ability to perform the duties of the position.
- (3) Includes knowledge, skill, and ability to perform the duties of the position.
- (4) Includes knowledge, skill, and ability to perform the duties of the position.

Note: It may be helpful to bring a small box and pencil to the meeting.

University of California
Los Angeles, California

hensive study of this vital question is possible.

The investigation sheet contained four values that the writer thought were fundamental to a physical education program. The purpose of such procedure was to see if the instructors of equitation would agree that horseback riding met the criteria of a good physical education course. It is interesting to note that an overwhelming majority were in agreement.

The first value to be checked was recreational. This term referred to the useful spending of leisure time which has carry-over effects. It marks a major purpose of physical education. As Janice Kent says:

The great aim in physical education in colleges is to provide recreation which will have carry-over effects into life outside the school and thereby help the student to make the proper use of leisure time. No other sport I know of has more potentialities in this respect than that of horseback riding.⁷

Of the schools replying, 62.7 per cent thought that equitation had recreational values. As will be seen later, no other value had so much agreement. There can be little doubt that one of the most important values of equitation is its recreation value. People at any age can ride and enjoy it. Furthermore they will be getting a maximum amount of exercise for a minimum expenditure of energy.

⁷ Janice Kent, "The Values of Horseback Riding," The Journal of Health and Physical Education, 7:28, September, 1932.

The next value on the question sheet was the educational value. This term was used in order to determine the adaptability of equitation to an education program. That horseback riding had educational values was maintained by 57.6 per cent of those responding. Mitchell says:

With respect to the social and educational values in equitation, group activity in horseback riding calls for an unusual degree of cooperation and self-control. This in turn implies a self-discipline and restraint which is unconsciously transferred to one's contacts with organized society.⁸

Of course, the very fact that 56 per cent of the answering schools had equitation as a part of their physical education program shows that there has been some recognition of the educational value. Certainly it would not be under the administration of the physical education departments if it had no educational value. The rapid progress of equitation administration only serves to substantiate this contention.

The other two values as listed by the writer are concerned with the physical development attained through horseback riding. The first of these values was actual body development. This term is self-explanatory. It would seem that the very nature of equitation would greatly augment body development.

⁸ E. D. Mitchell, Sports for Recreation (New York: A. S. Barnes and Company, 1938), p. 103.

The next year the same results were obtained. The educational value of the program was found to be high. The adaptability of the program to the needs of the community was also found to be high. The program was found to be a valuable asset to the community.

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Riding on horseback is excellent physically and mentally because it exercises every muscle in the human body, and, by the very fact of the movements it produces, causes an exhilaration due to improved blood circulation that no other exercise can generate, although requiring the expenditure of far less energy in proportion to results than other more violent forms of athletic sports.⁹

This same author goes on to explain how riding is especially good for the digestive system, since it exercises that part of the body as no other form can. Of the schools answering, 55.9 per cent checked this value as being a very important result of equitation.

The opinions on the next value on the questionnaire were expected, but, nevertheless, disappointing. This last value promises to be one of equitation's greatest contributions to physical education, yet only 16 per cent of the schools realized its importance. This value was the correction of physical defects. Certainly nothing could be more valuable to a physical education program than a course which would help correct physical defects. Many doctors agree that horseback riding can alleviate if not correct certain functional defects. Of course, after maturity is reached very little correction can be accomplished under any method.

Riding has been known to combat senile indigestion. De Souza explains it as follows:

⁹ Ibid., , p. 353.

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De Bosis explains it as follows:

Metchnikoff discovered, together with the value of the *Bacillus Bulgaricus*, that the principal cause of premature senility is the development of putrefaction in the lower digestive tract consequential upon its imperfect functioning due either to sedentary occupations or to the normal slowing down of the digestive functions.¹⁰

Besides this trouble, equitation has been known to aid many other disorders. In a table prepared by Scott, riding was found to be one of the best exercises for correction; of the defects mentioned, the following are most susceptible of improvement: heart, toxic goiter, post-infantile paralysis, infection, questionable chest, arrested tuberculosis, strains, loss of limb, old injuries, feet (painful arches), and marked postural cases. With such an imposing list of troubles aided by equitation, it seems only logical that horseback riding should become an integral part of any physical education program. Some recognition of this work has already been given. Scott makes a very good point in insisting that it is essential for individuals suffering from a physical handicap to participate in some sport or natural exercise. Riding is ideal for persons of this type. It is strange that so few schools recognize this service of equitation. Their statements certainly show that something must be done to acquaint them with this value. Obviously, the institutions did not know of this value or they would have mentioned it more frequently.

¹⁰ de Souza, op. cit., p. 354.

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Anyone who is physically perfect can never realize the boon such a sport is to the incapacitated. It allows an outlet for physical exuberance and offers sufficient opportunity for even the bodily deficient to excel. Such a sport insures mental stability.

Besides those values definitely referred to in the survey, the large number of additional values mentioned by the respondents demands their consideration. Some of these, unfortunately, were pointless and even a little absurd. In the main, however, they showed thought and experience. Many of the instructors seemed to consider equitation of great value to the individual, both mentally and physically. One stated it as "developing confidence and personal adjustment." Almost every instructor mentioning this phase of the subject emphasized these two points. The contact with a horse and complete control over him seems to develop a confidence which carries over into every-day life. Furthermore, the general spirit of equitation classes is such that it leads to more sociability and poise. The student learns to adapt himself to the things and activities around him. This quality, too, is carried over into every-day life.

Another instructor emphasized the value of equitation as a hobby and avocation. He had in mind the carry-over value. Horseback riding is a skill and as such is more or less permanent in nature. It is also a sport in which in-

Among the various things that have been said in
this regard, it is the impression that the
let for general consideration and it is not
for even the best of the world. This is a
mental state.

These things are said to be the result of
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stated it as "personal satisfaction and personal enjoyment."
Almost every individual mentioned this point of the survey
emphasized these two things. The things that a man can
complete and that are his own to develop a condition which
exists over his every-day life. This is the main
spirit of competition which is that the man is not
socially and personally. The student is not to be
to the things that are said to be. This is the main
is carried over into every-day life.

Another question suggested the value of education
as a hobby and recreation. The man who is not
value. However, this is a value in itself and is not
less important in itself. It is also a value in itself.

dividuals of almost any age may indulge. Thus equitation is of everlasting value. If one were to choose a hobby, it would be difficult to find an avocation more interesting and broader in scope than equitation and horses.

Another very interesting commentary stated that the main value of equitation was that it reached some students who would be unable to participate in any other college sport. This question has previously been dealt with, but it is interesting to find that some schools recognized this value.

Some of the more vague comments were that equitation had great psychological benefits. However, no elucidation followed this statement. Another summed it up in four words: "happiness, health, skill, and social approval." One of the more absurd comments was that horseback riding would result in learning to ride a horse.

It is significant that many of the instructors mentioned the social and co-recreational values of an equitation course. Riding seems to give poise and naturalness to a student in his dealings with other people. He learns to co-operate and adapt himself to a group. Perhaps, this value is slightly underestimated by some instructors. It certainly has permanent effect upon students, nevertheless.

Chapter summary. The information sheet has pointed out that only 49 per cent of the schools giving an accredited

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Chapter Summary. The information sheet has pointed out that only 42 per cent of the schools giving an accredited

course in equitation have instructors who are members of the physical education department. This is a most serious defect in equitation administration. The survey shows that 28.8 per cent of the instructors are stable managers, 8.5 per cent are cowboys, 8.5 per cent are army officers, and 5.2 per cent are special stable instructors. The problem regarding instructors is not the number of them, since each school has an average of 1.44 per school, but a problem of the quality of these instructors. From an educational standpoint, not one of the above instructors is qualified to teach a class because none of them, as a rule, has had any preparation for teaching. From a riding expert's point of view only a few of the above are qualified to teach because only a few know the correct method of riding. The others know only a crude, unorthodox form.

The survey shows that of the instructors 60 per cent are men. There were 45.6 per cent of all the instructors hired for only part-time duty; 24 men part-time instructors and 15 women part-time instructors.

It was heartening to learn that 100 per cent of the schools giving credit for equitation have made it a part of the physical education department. In spite of the progress in administration, only 51 per cent of the instructors are members of the physical education department. Such a set-up is conducive to dissension, disagreement, and general in-

efficiency.

One of the most serious neglects of schools offering equitation is the slow progress made in establishing training courses for instructors of equitation. Only 3 per cent of the schools concerned in this study have any kind of training course at all. One of these has only the part of one course. This would seem insufficient. The University of California at Berkeley has the only complete instructor's course. In the last session, only 50 per cent were able to pass it. This would seem to point out that preparation of equitation instruction is complex enough to demand detailed and earnest study.

The values as placed in the investigation sheet were very well received. The requirements of a good physical education course were used as criteria. Of the schools replying, 62.7 per cent thought that equitation had recreational values, 57.6 per cent thought that riding had educational values, and 55.9 per cent recognized the value of body development, but only 16 per cent realized that equitation also irradiated or at least improved some physical defects. The best summary of the values of equitation was made by Janice Kent when she said:

Because of the wholesomeness of the physical contacts of the sport of horseback riding and the necessity of considering another living creature, it makes for gentleness as well as firmness of character. It also develops a daring spirit, for when one has learned to ride, the pleasure is so great that he is willing to dare much to enjoy the sport. Along with daring comes

efficiency

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Berkeley has the only complete instructor's course. In the

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cation course were used as criteria. Of the schools replying,

62.7 per cent thought that education had recreational

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courage. The physical benefits are obvious. To sit a horse well, one must develop grace and poise, and the exercise also tends to develop muscles which aid in the maintenance of good posture. It makes for nervous stability and the exercise and fresh air produce a healthy appetite. Another advantage in stimulating interest in riding is that it is a sport which can be enjoyed by people of all ages, and, in addition, it is just as much fun to ride alone as it is with companions. Because of these reasons, the opportunity to enjoy this pastime should be afforded students whenever it is possible to do so.¹¹

¹¹ Kent, op. cit., p. 28.

course. The general health of the
house will, and the family
exercise also tends to improve the
maintenance of good habits. It is
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health of the family. The physical
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enjoyment of life. The physical
just as well as the mental. It is
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question arises: "What is the
possible to do?"

CHAPTER V

EQUITATION AS AN EXTRA-CURRICULAR ACTIVITY

I. INTRODUCTION

The administrative problem of equitation does not cease with the establishment of an accredited riding course. The popularity of the sport has been so pronounced that the effect has been to make equitation play a prominent part in extra-curricular activities. In most cases, this program is sponsored by the athletic or sports association of the school involved. This type of administration keeps riding in the physical education department where it belongs and at the same time opens the sport to a larger number of students than the accredited course.

Riding is an ideal extra-curricular activity. It serves as an excellent outlet for the student, since it provides such a marked contrast to his studies. The student is given an opportunity to get healthful relaxation out of doors. Furthermore, he is participating in an activity which has many other beneficial effects. Perhaps the most important of these is the carry-over value of riding. It is not so strenuous as to prevent a middle-aged or older person from taking part in it. Besides, riding is a skill and an art

which is never completely mastered. Thus the possibilities of increasing the carry-over values are heightened.

II. EQUITATION AS AN EXTRA-CURRICULAR ACTIVITY

The questionnaire contained three main inquiries regarding equitation as an extra-curricular activity. They were, in order: whether riding was an activity of an athletic or sports association; whether all riding recognized by the institution was under supervision; whether the institution sponsored a riding club. The answers to these questions revealed that considerable advancement had been made in this phase of riding. Furthermore, there was a great deal of interest shown, since a great number of schools requested a summary of the results of the writer's survey.

1. Supervision by an athletic or sports association.

The writer was pleased, though not surprised, at the results on the first question. The survey showed that 94 per cent of the institutions having riding as an extra-curricular activity have their programs supervised by their athletic or sports association. From the point of view of the administrator this is the obvious method of organizing the extra-curricular program, since equitation is a sport and, therefore, would come under its jurisdiction. This point is further substantiated by the fact that 100 per cent of the schools having an ac-

which is never completely wasted. The survey was conducted in a most interesting and instructive manner.

II. EDUCATION AS AN EXTRA-CURRICULAR ACTIVITY

The questionnaire contained three main questions. The first question was an extra-curricular activity. The second question was, in order, whether riding was an activity at school or sports association; whether all riding was done at school or sports association; whether all riding was done at school or sports association; whether all riding was done at school or sports association. The answers to these questions revealed that considerable advancement had been made in the phase of riding. Furthermore, there was a great need of interest shown, since a great number of schools requested a summary of the results of the writer's survey.

1. Education as an athletic or sports association. The writer was pleased, though not surprised, at the results on the first question. The survey showed that 10 per cent of the institutions having riding as an extra-curricular activity have their programs supervised by their athletic or sports association. From the point of view of the association, this is the obvious method of organizing the extra-curricular activity, since education is a sport and therefore, should be under its jurisdiction. This point is further emphasized by the fact that 100 per cent of the schools having riding as an

credited course also have an extra-curricular program. This indicates that there is some instructional value to an extra-curricular program.

While the curriculum and extracurriculum are organized independently and withal are fundamentally different, it is common practice nevertheless to link the two together. The plan for relating the two consists of using the curriculum to give the student definite instruction in the performance of specified activities, then using the extracurriculum to give them opportunities for free participation in these same activities.¹

Thus, for convenience and efficiency, it is logical to have both types of activity under the same administrative department.

The fact that such an overwhelming majority of schools have equitation under the supervision of a sports or athletic association is very significant. It shows that equitation has gained recognition as an athletic sport and also that schools are taking advantage of its many values. It is also logical to assume that since equitation as an extra-curricular activity is under the sponsorship of the physical education department, an accredited course will eventually be offered. It is certainly a comparatively simple transition as far as administration is concerned. There is little doubt that such a step will be neglected when the values of equitation are fully realized.

¹ Seward C. Staley, The Curriculum in Sports (Philadelphia: W. B. Saunders Company, 1935), p. 39.

credited course which is equivalent to the credit given in the
Indicates that the course is equivalent to the credit given in the
curriculum program.

While the objective of the curriculum is to provide a
general education for all students, it is also to provide a
different, in some cases, specialized education for those
who are interested in the field of education. The two together
constitute the curriculum. The objective of the curriculum is to
define the field of study in the curriculum. The objective of the
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The two types of activity are the same educational program.

The fact that such an overlapping activity of education
have education under the supervision of a board of education
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has gained recognition as an official part of the curriculum.
Schools are taking advantage of the fact that the curriculum
logical to have the two types of activity under the same educational
activity is under the supervision of the board of education.
department, an associated course will be given in the
It is certain, a curriculum which is a combination of the two
administration is necessary. There is little doubt that a
a step will be neglected when the value of education is
fully realized.

2. Supervised riding. In every school offering some equitation in the extra-curricular program, no riding that was recognized went without supervision. Of course, it seems obvious that such would be the case. From the administrator's point of view, it would be inconceivable that any recognized riding would be unsupervised. To give recognition to an activity which is without official leadership would leave the institution so doing open to criticism from the public. Furthermore, the possibility of accident would be greatly augmented without some kind of trained sponsorship.

It would be the height of optimism to think that an instructorless group of students would be capable of so conducting themselves that recognition could be given their activities. Certainly no institution of higher learning would attempt such a procedure.

It is interesting to note that if 100 per cent of the schools having extra-curricular equitation give recognition only to supervised riding, then each of those schools must have someone to sponsor its program. If this is true, it is likely that that institution has the potentiality of establishing an accredited course. This gives some idea regarding the future expansion of equitation as a physical education subject.

3. Organization and activities of riding clubs. In 80.5 per cent of the schools having extra-curricular riding,

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... riding ...
... activity which ...
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... trusting themselves ...
... activities ...
... would attend ...
... It is interesting ...
... schools having ...
... only to supervised ...
... have someone to ...
... likely that ...
... any an accredited ...
... future expansion ...
... 2. Organization ...
... 80.2 per cent ...

the administration is handled through the medium of riding clubs. This method is extremely popular among students and lightens the burden of the physical education department. Mitchell says of this subject:

The organization of clubs and classes under the supervision of the intramural department directs its appeal to the general student body. Unquestionably publicized horse shows and riding exhibitions together with moonlight and breakfast rides which offer more social than instructional advantages increase the popularity of the sport.²

Some of the clubs specialized in a certain type of riding. The most prevalent in this group is the polo clubs. Since polo can be given only in limited classes, clubs have been formed to meet the demand.

There is little doubt that this is an excellent method of organizing extra-curricular equitation. The students are given more responsibility than in any other system of administration. This fact has a tendency to maintain interest in the activity, not to mention the training obtained in running a club's affairs. The advantages of the club system to the administrator cannot be overemphasized. The sponsor is able with a minimum of work to accomplish very satisfactory results. Thus he is able to devote the majority of his efforts to his regular curriculum courses.

² E. D. Mitchell, Sports for Recreation (New York: A. S. Barnes and Company, 1938), p. 109.

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The full potentialities of the club system have not, however, been utilized. Only 37 per cent of the clubs are co-recreational. This is an extremely low figure when it is considered that the recent trend has been toward co-recreational groups. The full significance of this figure is brought out by the fact that 48 per cent of the accredited classes are co-recreational. This discrepancy can be explained in two ways. It is obvious that the club program is behind that of the curriculum. This may be due to the newness of equitation in the extra-curricular field or to the fact that the schools are placing the emphasis upon the accredited courses rather than the extra-curricular field. It is probably a combination of the two that has resulted in this undesirable situation. The advantages of co-recreational groupings have already been cited in a previous chapter. What was said there is certainly doubly true for the extra-curricular program, for it is in this type of activity that the social phase and values are emphasized.

The average size of the clubs was 24.8 persons each. However, the actual membership ranged from 55 to 12. It is significant that the average size of a club is much larger than that of a class. This fact tends to show the importance of the club in the educational program. "The program in extra-curricular activities serves to motivate the learning activity

The full potentialities of the club system have not, however, been utilized. Only 27 per cent of the clubs are co-recreational. This is an extremely low figure when it is considered that the recent trend has been toward co-recreation at groups. The full significance of this figure is brought out by the fact that 40 per cent of the accredited classes are co-recreational. This discrepancy can be explained in two ways. It is obvious that the club program is behind that of the curriculum. This may be due to the narrowness of regulation in the extra-curricular field or to the fact that the schools are placing the emphasis upon the accredited courses rather than the extra-curricular field. It is probably a combination of the two that has resulted in this undesirable situation. The advantages of co-recreational groupings have already been cited in a previous chapter. What was said there is certainly doubly true for the extra-curricular program, for it is in this type of activity that the social phase and values are emphasized.

The average size of the clubs was 24.6 persons each. However, the actual membership ranged from 6 to 12. It is significant that the average size of a club is much larger than that of a class. This fact tends to show the importance of the club in the educational program. The program in extra-curricular activities serves to activate the learning activity

included in the curriculum."³ It is easily seen that this function does not require that as much individual attention be given to the student as in the specialized duty of an accredited course. Thus the membership of clubs can be much greater than that of classes.

The University of New Mexico reported the largest riding club, 55 members, while a small college in Los Angeles had only twelve. Two California schools, the University of California and the Los Angeles City College, had the next largest memberships on record. Their large enrollments account for this fact, however.

There were many illuminating objectives reported for the numerous clubs. Almost every objective sought to supplement the accredited course being given at the school concerned. This clearly and pointedly shows the purpose of an extra-curricular program. Every objective had as its primary goal the mastery of the art of riding. This seems to be evidence of a realization that riding is an art and a science, and as such is not easily learned. One club emphasized the knowledge of horses and their care. Although not essential to riding and, therefore, never covered in an accredited course, this subject is fundamental to serious horsemanship. The club seeks to round out the curriculum course by conducting an in-

³ Ibid, p. 39.

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books to wound out the numerous courses in equestrianism.

tensive study on this phase of horsemanship. This example clearly shows how a club will seek to supplement the accredited course.

Many of the clubs emphasized the values of equitation as a recreational activity. The objective of clubs suggesting this purpose was to establish organized recreation. There is a great difference between individual recreation and organized recreation. This difference can be used to measure the respective values of the two types of activity. A club which emphasizes this objective is generally a very active club. It is usually always working on some type of activity throughout the school year.

The club at the University of California at Los Angeles has a rather novel objective, that of providing an opportunity for ring and trail riding. A distinction can be drawn between the two and it is interesting to note that this club has made such a differentiation. Since Los Angeles is in a metropolitan area, it is obvious that the accredited classes have little opportunity to participate in both types of riding. Thus the objective of this club is really supplementary to the accredited classes.

An innovation in the equitation programs has been the introduction of polo. The game presents an opportunity for the more advanced riders to continue to ride under more difficult conditions. Polo, for the first time in an equitation

receptive study on this phase of horsemanship. This example clearly shows how a club will seek to augment the accredited course.

Many of the clubs emphasized the value of education as a recreational activity. The objective of clubs suggesting this purpose was to establish organized recreation. There is a great difference between individual recreation and organized recreation. This difference can be used to measure the respective values of the two types of activity. A club which emphasizes this objective is generally a very active club. It is usually always working on some type of activity throughout the school year.

The club at the University of California at Los Angeles has a rather novel objective, that of providing an opportunity for ring and trail riding. A distinction can be drawn between the two and it is interesting to note that this club has made such a differentiation. Since Los Angeles is in a metropolitan area, it is obvious that the accredited classes have little opportunity to participate in both types of riding. Thus the objective of this club is really supplementary to the accredited classes.

An innovation in the education program has been the introduction of polo. The game presents an opportunity for the more advanced riders to continue to ride under more difficult conditions. Polo, for the first time in an education

program, allows open competition between individuals and teams. This can be done only when the students are capable of taking care of themselves and their horses in the heat of rivalry. Many clubs have as their objective the advancement of polo in the equitation field. It is not inconceivable that polo will, in the future, be introduced as an intramural sport. It is this goal that some of the clubs are striving for.

The most interesting and enlightening feature of the club program was the activities which were carried out. It is amazing to consider the widespread programs and tremendous projects carried out by some of the clubs. Perhaps the biggest undertaking of any group is the sponsoring of a rodeo. In spite of this fact, 8.9 per cent of the clubs present an annual rodeo. An outstanding example of this activity is the rodeo given by the University of Arizona. It was intercollegiate, having this year eighty-five contestants from eight different schools in six states. The organization of the whole program was made and carried out by the Associated Students of the University of Arizona. Only amateurs were allowed to participate. An exhibition was given by the jumping class which has the army remount horses for their use.

Other outstanding rodeos given by schools having an equitation program are the intercollegiate New Mexico Agricultural College rodeo; the intercollegiate Colorado Agricultural College rodeo; and the University of New Mexico's

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rodeo. The writer was impressed by the fact that mass participation in the spirit of good clean sport rather than the winning incentive seemed to characterize the three school rodeos that she had seen. This is the spirit that most of the progressive physical education administrators are trying to encourage.

The most popular project undertaken by the extra-curricular groups is a horse show. The questionnaire showed that 17.9 per cent of the schools having an extra-curricular program give an annual horse show. One of the best conducted activities of this type was given by Colorado College. In this case, the show is managed by the physical education department. Although this method is perhaps more efficient than any other, it is undesirable, since it defeats the purpose of an extra-curricular program, the placing of responsibility upon the student.

A horse show is usually dominated by members of the accredited riding classes. This tends to give good publicity to their work and stimulates interest in them. The monopoly of the riding classes is excellently shown by the program of the Colorado show. Here six of the ten events consisted of riding classes. Of course, those students entered who took equitation for credit had an advantage over other contestants.

Texas University also presents an annual horse show which has a good reputation over the Southwest. This show is

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given by the Bit and Spur Club, exclusively. All the horsemanship classes are restricted to members of the club and the club membership is restricted to the twenty best riders at the school. This group finances and manages the whole affair and keeps all the proceeds for their use. From the administrator's standpoint this is an ideal example of how an extra-curricular activity can be exclusive yet open to other students. Santa Monica Junior College gives a similar show twice a year. The purpose of this show is to demonstrate the advancement made in riding classes; consequently, it is smaller than the two previously mentioned.

It is surprising that only 10.4 per cent of the schools give exhibitions or demonstrations. It would seem logical that more would give them in order to gain popularity for the sport and present the students with an opportunity to perform before the public. An explanation of this deficiency is that an exhibition is usually given during a rodeo or horse show, though little emphasis is placed upon it. Nevertheless, if the program of equitation is to expand in the educational field, more exhibitions and demonstrations must be given. This form of activity allows good participation with a minimum of work on the part of the administration, yet in most cases gives the general public a very good impression of the work done.

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horse shows, and exhibitions. Among the additional projects carried on were Easter sunrise treasure hunts held by 2.9 per cent of the schools, exhibitions of square dances by 1.5 per cent, polo games by 7.5 per cent, and parades by 9.0 per cent. These additional activities of some of the groups give an incite into their nature. It is extremely interesting to see the wide varieties of activities carried on by these groups. The large number of possibilities certainly point out the potentialities of a well-developed program of equitation in the educational field.

Chapter summary. The questionnaire shows that 63.2 per cent of the schools studied have equitation as an extra-curricular activity. This figure is 7.6 per cent over the number of schools that offer accredited courses. The significance of this discrepancy cannot be underestimated, since it clearly shows that although progress has been made there is much room for expansion of the riding program.

Extra-curricular riding was supervised by an athletic or sports association in 94 per cent of the institutions answering the survey. This fact makes it clear that provisions to supervise an equitation program have been made. It is entirely natural that riding should come under the jurisdiction of such an association, because equitation is a sport.

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schools having an accredited course in riding also have an extra-curricular program. If this trend is continued, all schools now having an extra-curricular program will eventually be offering an accredited course in riding.

It would only be logical to assume that all riding recognized by the authorities of the colleges interviewed would be supervised. The questionnaire fully substantiates this assumption. Recognized riding was supervised in 100 per cent of the cases. This fact shows that the equitation program is being built upon sound principles of administration.

The writer's questionnaire gives a particularly distinct picture of the administration of the extra-curricular activities. In 80.5 per cent of the schools, the extra-curricular program was carried on through the medium of clubs. Without a doubt, this is the ideal method of administration. The responsibility of such a system is placed upon the student and is indispensable in keeping up interest, and, providing the sponsor is competent, little efficiency is lost. However, the full potentialities of the club system have not as yet been fully realized. Only 37 per cent are co-recreational. Great possibilities in organization and activities are being missed through this deficiency. Modern thought on the subject no longer questions the advantages of co-recreational groupings.

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schools having an accredited course in riding also have an extra-curricular program. If this trend is continued, all schools now having an extra-curricular program will eventually be offering an accredited course in riding. It would only be logical to assume that all riding recognized by the authorities of the colleges interviewed would be supervised. The questionnaire fully substantiates this assumption. Supervised riding was supervised in 100 per cent of the cases. This fact alone shows that the supervision given is being built upon sound principles of administration. The writer's questionnaire gives a particularly distinct picture of the administration of the extra-curricular activities. In 86.6 per cent of the schools, the extra-curricular program was carried on through the action of clubs. Without a doubt, this is the ideal method of administration. The responsibility of such a system is placed upon the student and is indispensable in keeping up interest, and, providing the sponsor is competent, little efficiency is lost. However, the full potentialities of the club system have not as yet been fully realized. Only 34 per cent are co-recreational. Great possibilities in organization and activities are being missed through this deficiency. Modern thought on the subject no longer questions the advantages of co-recreational groupings.

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fifty-five to twelve. The average was 24.8. The advantage in the club system of administration can be seen in the fact that the average size of a club is considerably larger than that of the average class. The University of New Mexico had the largest recorded club membership and a small school in Los Angeles had the smallest.

The survey brought to light many objectives of these clubs. Many of them clearly indicate the great many possibilities in the equitation field for additional activities.

A comparison of the objectives and purposes of the clubs with their activities tends to show how closely the two are related. The purpose of a club would naturally be a major factor in determining its activities.

The most popular activity seemed to be the horse show. The survey revealed that 17.9 per cent of the schools having an extra-curricular program gave one. Next in popularity was the exhibition, which was held in 10.4 per cent of the institutions. Rodeos came third, with only 8.9 per cent of the schools attempting the undertaking. Nevertheless, it was encouraging to see that 20.8 per cent of the schools indulge in other activities than those mentioned above. Some of these were Easter sunrise treasure hunts, exhibitions of square dances, polo games, marching in parades, moonlight rides, and steak fries.

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CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Prior to this study, no extensive investigation of equitation in the Southwest had ever been made. Apparently, there have been no attempts to organize the administration of riding. Thus each individual school has developed its own particular organization of the course. The writer's survey has sought to integrate the best features of administration into one system which can be used as a standard and suggested to any school considering the introduction of an equitation course.

The administration of equitation may be divided into two parts, accredited courses and extra-curricular activities. Each phase requires a slightly different approach and serves a slightly different purpose. Although each part is under the physical education department, the actual organization of the two is fundamentally different. This difference has been thoroughly discussed in Chapter V.

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program. Of course, any standards suggested by the writer would obviously have to be modified to a certain extent by individual schools in order to meet their resources.

I. SUMMARY

A total of 150 questionnaires were sent to schools in the Southwest. Of these, 106, or 70.6 per cent, were returned filled out. The survey showed that 67 schools had some type of equitation program and only 39 had no course at all. However, an impressive number of these 39 showed a definite interest in an equitation program and requested that the findings of the survey be sent to them. Very few institutions were emphatic in their disinterest. Of the schools which had some type of riding course they either had it as an exclusively extra-curricular activity or as an accredited course. Nevertheless, this does not mean that the potentialities of equitation as an extra-curricular activity were neglected, since 100 per cent of the schools having an accredited course also had very extensive out-of-class programs.

The response to the writer's information sheet was whole-hearted and showed that the institutions had some insight into the problems of the writer in attempting this type of work.

The major deficiencies as brought out by the results of the questionnaire were: (1) inability to correlate the

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ownership of the stables with campus administration, (2) lack of adequate transportation facilities, (3) lack of well trained instructors. Theoretical solutions to these problems are comparatively simple, but few schools have the resources to put them into effect. Thus effective solutions must be reached by whatever means best utilize what is available to the individual schools.

II. CONCLUSIONS AND RECOMMENDATIONS

This section will follow the order of the points as they appear in the chapters. This method of organization will facilitate reading and serve to give the reader a complete picture of the thesis.

Conclusion. The ownership of the horses and equipment appears to be more a matter of convenience than what is conducive to efficient administration. This seems to be a major problem in equitation administration. Another problem is that of transportation. To have students arrange their own is not good organization, yet many schools use this method. The average cost of riding was surprisingly low. This shows that a concerted attempt has been made to make the riding program available to everyone. The Eastern type of riding seems to be predominant in the accredited courses, although the Western style is given consideration. The reason for this is that the flat saddle is better for teaching than the stock

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saddle. It is significant that very few schools offer courses in advanced forms of riding such as polo and jumping. The necessity of having some type of ring was universally recognized.

Recommendations. From the standpoint of administration, ownership of horses should be by the institution itself. Such a method would tend to increase the quality of the stock in use by the classes. Furthermore, the stables should be situated on the campus ground in order to eliminate the transportation problem. If this were done, no one would have to worry about getting to the stables and classes could be run on a stricter schedule.

All beginners should be taught in flat saddles, because this type of saddle facilitates better teaching with more rapid student progress. Also it is easier for a person accustomed to an English saddle to change to a Western than vice versa. Polo and jumping should be taught in order that the interest of the better riders may be held. Gradually in the succeeding years the number of better riders will increase to the point that advanced forms of riding will have to be offered in order to meet the growing demand. This is the present trend and there is no reason to believe that it will be disrupted. Wilhelm Museler says regarding the advanced forms of riding: "A rider can never be a really proficient horseman unless he practices regularly three things; school riding,

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cross-country riding, and jumping."¹ Every school intending to have an exemplary equitation course should have both an outdoor and an indoor ring. This would prevent weather conditions from interfering with the riding classes.

Conclusions. There is room for much expansion of the equitation program even within the schools where it is offered. As the popularity of the sport increases, this will undoubtedly be remedied. Equitation is likely to gain a strong foothold in many institutions because it is easily adapted to coeducational classes. Riding is one of the few physical education courses which is conducive to this innovation.

A manifestation of rather poor administration is the large number of schools which do not give ability tests and do not divide classes according to ability. Efficient teaching cannot be done when this logical distinction is not made. Equitation has managed to obtain recognition from many schools as being a valuable physical education course. The fact that credit is being given for it is sufficient proof of this statement.

Recommendations. The fact that so many schools do limit the enrollment of classes seems to indicate that it is necessary to do so if the classes are to be efficiently

¹ Wilhelm Museler, Riding Logic (New York: Charles Scribner's Sons, 1937), p. vii.

taught. The smaller the class, the easier the subject is both to teach and to learn. There is little doubt that coeducation-al equitation classes should be encouraged for students of college age. The many advantages of such classes have already been cited at length.

Conclusion. One of the major weaknesses in the present program is the status and qualifications of instructors. It is poor administration not to have the instructor teaching an accredited course in riding a member of the physical education department. Furthermore, the number of unqualified teachers is appalling. The results of the survey show that there has been little discrimination between the sexes in the equitation field. This means that there are equal opportunities for men and women. The deficiency of good instructors is undoubtedly because of the lack of training courses.

It was encouraging to see that generally the obvious values of equitation were recognized.

Recommendations. It is at once clear that in order to insure administrative harmony and efficiency the equitation instructors must be made members of the physical education department. If this were done not only would efficiency be increased but the number of part time instructors would fall. This would be of great advantage to the administration.

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A concerted effort must be made to eliminate all unqualified instructors; in order to accomplish this, well planned training courses must be introduced. No other one thing is more necessary to the furtherance of the equitation program than this.

The time has now come for the people interested in equitation to give it some publicity. The public must be educated to the advantages and values of a riding program in the education system. This is the proper time, because the program has been going long enough to show what it can do.

Conclusions. Experience has shown the riding program is a very valuable extra-curricular activity. Many schools have discovered this fact and are making use of it. The club system was found to be the best method of administration of extra-curricular activities in these schools. The student's interest was held more readily and his enthusiasm intensified in this system by giving him responsibility. Furthermore, the club system allows the participation of a greater number of students.

The scope of the equitation program can clearly be seen by the number of different activities promoted by the riding clubs. It has been stated that the most active clubs on most campuses are the riding clubs. Equitation seems to offer unlimited possibilities for club activities.

Recommendations. From the administrative point of view

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Recommendations. From the administrative point of view

extra-curricular activities are best organized and carried out through the medium of clubs. For the sake of efficiency it seems advisable to limit club membership at twenty-five or thirty. The riding clubs should have either a rodeo, horse show, or exhibition at least once a year. Even if a school does not have the resources to offer an accredited course in equitation, it would still be of advantage to the institution to introduce riding as an extra-curricular activity.

Final Summary. Equitation in the Southwest has been developed by the individual schools in which it is offered and consequently has not been moulded into a well integrated program. Each institution introduced a program which was dictated by convenience and oblivious of any standards. The main deficiencies of the equitation program have been entirely due to this type of development. The weaknesses of the present program may be divided into two parts, those dealing with the instructors and those concerning the organization of classes. The solutions to these problems are not insurmountable and there is a trend toward the formation of certain standards that will be followed in the future.

On the whole the equitation program is firmly established in the Southwest. Practically all of the schools answering the questionnaire, whether they offered equitation or not,

recognized it as a very worthwhile program and showed a great deal of interest.

The equitation program is well established as an accredited course. Full physical education credit is given for it in many schools. Considering the newness of the program this is a good sign of future expansion.

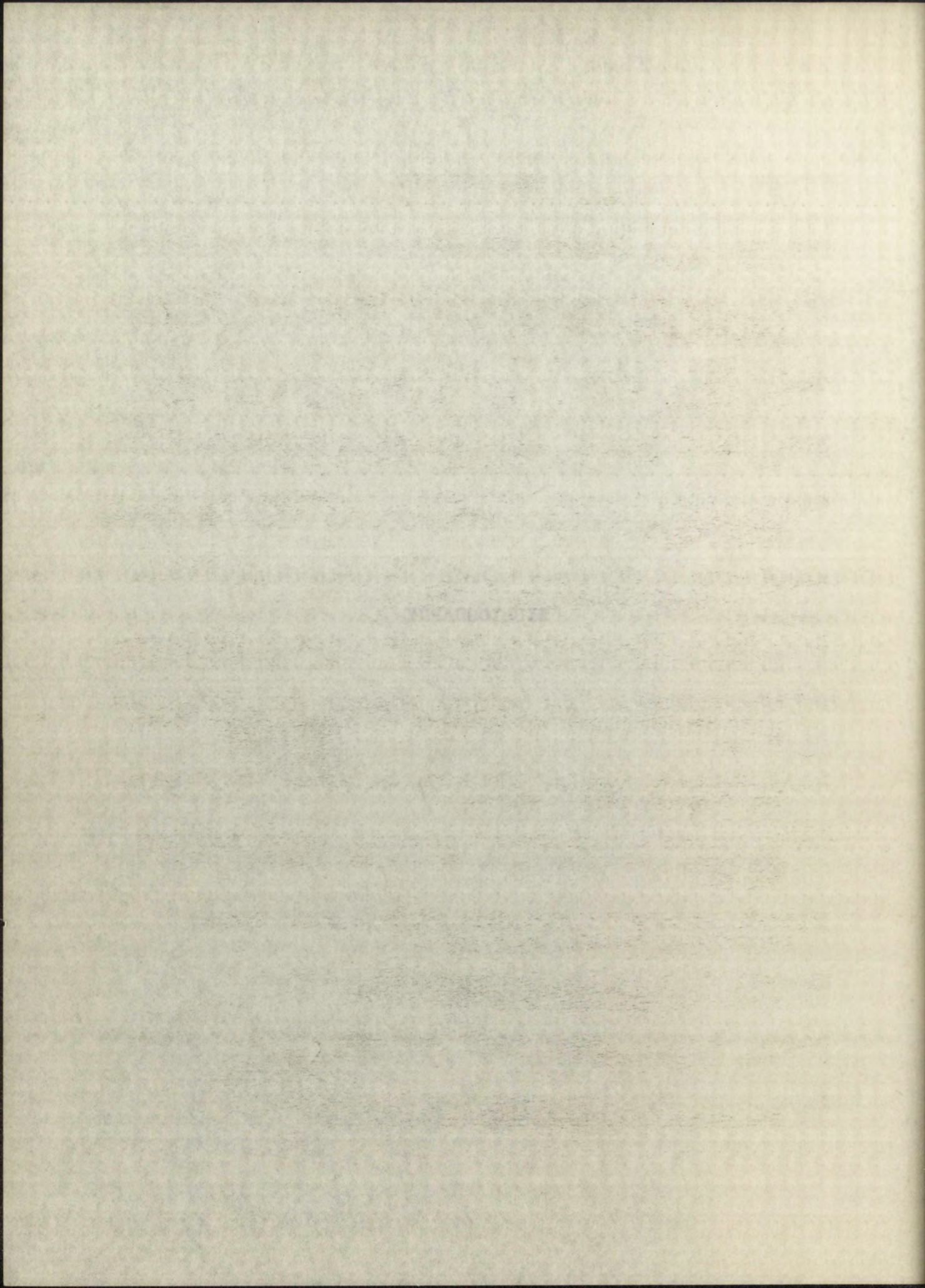
The extra-curricular program has proved to be highly successful. It is more widespread than the accredited course. Institutions having extra-curricular equitation are very well pleased with its results. Riding has so many phases that it is well adapted to the club system of administration of extra-curricular activities. The questionnaire showed a very bright future for the equitation program and, if nothing occurs to disrupt the trend, it is safe to say that the riding program will be a main attraction in Southwestern schools.

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