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## **A Study of the Curriculum and Personal of Physical Education for Boys in Secondary Schools with 200 to 299 Students for the Year 01/01/1958-01/01/1959**

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A STUDY OF THE CURRICULUM AND PERSONNEL OF PHYSICAL EDUCATION  
FOR BOYS IN SECONDARY SCHOOLS WITH 200 TO 299 STUDENTS  
FOR THE YEAR 1958-1959

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Being

A Master's Report Presented to  
the Education Department and Graduate Council  
Fort Hays Kansas State College  
In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Physical Education

---

by

Lester A. Herrman

Date

May 27/59

*Lella A. Harper*  
Approved by Major Professor

*Ralph D. Coder*  
Approved by Chairman Graduate Council

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## CHAPTER I

### INTRODUCTION

#### I. HISTORY OF MOVEMENT

If we look back into the history of the human race, we find that physical education has existed at all times and among all people with the purpose of either getting ready for war, hunting or some other specific reason. We can find proof that the Greeks were the first to realize the importance of a properly organized program and to them must be given credit for meeting the need of their time.

We must face the fact that physical education today, if intelligently planned and well organized, is more nearly indispensable in our generation than ever before in the history of mankind. This urgent need rises largely out of two different considerations: (1) the nature of man in the light of his evolution and (2) the changed conditions brought by the machine age.

The early man was adjusted to the environment of fresh air, sunshine and plenty of physical activity. The nature of this evolution shows that man is fitted to live in an environment which calls for much physical activity and less mental concentration and emotional stress. By nature, man is an outdoor animal for a free untrammelled life. Authorities

agree that the normal man in order to function properly needs from one to six hours of vigorous muscular activity depending upon the age and stage of development of the individual.

It is true that the machine age has brought many advantages to man but it also has brought about a change in his living habits. In cities, free play is not available due to lack of space, and we can no more hunt, fish, and play the way our fore-fathers did. We must now learn how to get the proper amount of activity in our new way of life. People must learn new games and different ways to put their leisure time into good use. The present person spends about forty hours a week working, leaving many hours for recreation. If he does not learn how to play baseball, tennis, golf, and many others he will be a spectator the rest of the time. By doing this he will not get the muscular activity which is so essential to the human welfare.

Physical education may be defined as the education of the physical, mental, moral, and social person through physical activities. By this definition we can see that physical education is an integral part of education as well as teaching us many activities which will help us in later years to keep healthy and blow off steam.

It is true that the strength of our nation lies in the individual. In physical education we teach games that call for muscular activities which keep people healthier both



mentally and physically, therefore, we are building a stronger nation through each individual.

## II. PURPOSE OF STUDY

The purpose of this study is to find facts and figures concerning the secondary curriculum and personnel in the schools in Kansas. This study did not cover every part of physical education, but it is rather to find pertinent information on the following: first, physical education of the required program; second, the intramural program; third, the interscholastic program; fourth, financing of physical education; and fifth, the duties, experience and training of the instructors in physical education.

## III. METHODS USED AND SCHOOLS STUDIED

In order to gain the needed information regarding practices in the physical education programs in the high schools of Kansas, the following method was used. First, general reading was done on the subject of physical education interscholastic athletics and intramural athletics in order to secure a background for understanding the programs of Kansas schools. Second, a questionnaire was sent to all the schools that had enrollment between the numbers of two hundred and 299. The questionnaire was prepared to cover the following five general problems.

1. Require program
2. Intramural programs
3. Interscholastic programs
4. Personnel of programs
5. Finance of programs

The second purpose is to compare it to a similar study made in 1947 and to find general trends in the field of physical activities. At the end of the questionnaire was left a space for the administrator to list any special problems that he had and any other thing that would improve the program. The questionnaires were mailed sometime in January to the superintendent or principal of all the high schools that fall in this group. This person sent to forty schools and received replies from twenty-six of the schools. A stamped envelope was placed with each questionnaire to facilitate a quick reply.

#### IV. LIMITATIONS

This study was limited to the schools having an enrollment of two hundred and 299. The reason for studying this particular group is that this writer is especially interested in schools of this size.

## CHAPTER II

### SCHOOL PROGRAM

Schools with two hundred and 299 students consists of twenty-three 4-year high schools, and three 6-year high schools. These twenty-six schools are from all sections of the state of Kansas.

Seven questionnaires were completed by the superintendent of schools, eighteen schools were reported by their principal and one questionnaire was completed by a physical education instructor.

#### I. THE REQUIRED PROGRAM

Eighty-nine per cent of this size group required physical education of male students. Twenty-three schools reported that physical education was required and three schools indicated that physical education was not required.

Number of periods required per week. All the schools in this group indicated that they required at least two hours of physical education per week. Seventeen schools reported that they required five periods a week.

<u>Periods Per Week</u>	<u>Number of Schools</u>
2	1
2½	3
3	4
5	17
Unanswered	1

Length of period. Lengths of periods of the required physical education program ranged from fifty-five minutes to sixty minutes. Allowing fifteen minutes for dressing, roll call, and shower, this would leave forty minutes for physical activities.

<u>Length of Period (Minutes)</u>	<u>Number of Schools</u>
55	8
56	1
57	2
60	14
Unanswered	1

Number of years physical education is offered. A large majority of the schools offer the required physical education program for one or two years. No school offered four years of physical education. Most schools preferred to offer the gym class in the ninth and tenth years.

<u>Physical Education Is Offered</u>	<u>Number of Schools</u>
1	19
2	6
3	1

<u>Year Offered</u>	<u>Number of Schools</u>
9th	15
10th	13
11th	4
12th	0

We can see that the trend is to offer physical education in the first two years in schools of this size.

Number of semesters of physical education required for graduation. All of the schools reporting required at least one semester of physical education in order to graduate. Eighty per cent of the schools required two semesters of physical education.

<u>Semesters Required</u>	<u>Number of Schools</u>
1	1
2	21
4	4

Substitution and exemption from required physical education. A surprising fact to the author is that not one of the twenty-six schools reporting permitted substitution of dramatics, band or glee club for the required physical education activities.

Eighteen schools did not allow participation in competitive interscholastic activities to exempt students from physical education classes. Eight schools, however, allowed competitive athletics to substitute for required physical education.

Activities of the gym classes. Basketball was found to be the most used single activity in the required program. Only one school ranked it lower than second in their preference of importance. Schools in this size reported that they do not offer swimming in the program. The following table gives the administrator's evaluation of each individual activity.

TABLE I

ACTIVITIES OF THE GYM CLASSES RANKED AS  
TO PROMINENCE IN THE PROGRAM

No. Schools Offering Activity	Activity	Number of Schools						
		1st	2nd	3rd	4th	5th	6th	7th
16	Basketball	11	2		1			
16	Calisthencis	19	1	2	1	1	1	
14	Softball	9	2	1	1	1		
14	Volleyball	9	1	2	2			
14	Touch football	8	1	3	1			
13	Tumbling	7	1	2	1	2		
5	Wrestling	3	1		1			
5	Others		1			1	1	1
4	Boxing			3	1			
4	Tennis			2			1	1
2	Trampoline							2
1	Archery							1

NOTE: This table should be read as follows: The reason for the large number under the first ranking is that many schools returned the questionnaire stating that all their activities were treated equally and were given ratings as first in this table.

## II. THE INTRAMURAL PROGRAM

The majority of the schools with enrollment from two hundred to 299 reported that they did not have an organized and functioning intramural program. Eleven schools reported that they did have an organized and functioning intramural program. Fourteen schools reported that they did not have any intramurals and one school reported that they had an organized intramural program but that it was not functioning.

Basis of organization of intramural program. The most popular method used to select a team is by students organizing and playing for whom they want to. Schools reported the basis of organizing the intramural unit in the following manner.

Arbitrary groups	-	5	schools
Grades or classes	-	4	schools
Home rooms	-	2	schools
Clubs	-	1	schools

Range of intramural activities. Nine activities were offered by the schools in this group. The program followed closely with the inseason interscholastical program. The most popular single activity was basketball. Football and the spring sports proved of equal popularity. The study showed that most schools offer team sports rather than individual sports in their intramural program. The following activities were reported by the schools.

<u>Activity</u>	<u>Number of Schools</u>
Basketball	9
Football	4
Softball	4
Tennis	4
Volleyball	3
Track	2
Tumbling	1
Golf	1
Wrestling	1

Finance of the interscholastic program. Eleven of the twenty-four schools which answered this question reported that football supported itself entirely from its gate receipts.

One school stated that football had enough receipts to support part of their minor sports. Only two schools reported that football gate receipts paid for less than one-half of the cost of maintaining football on the interscholastic program. A tabulation of all reports showed the following.

<u>Coverage of Costs By Gate Receipts</u>	<u>Number of Schools</u>
100%	11
95%	1
90%	1
80%	3
66%	1
65%	1
60%	2
50%	2
25%	2

A larger number of schools make enough to pay all expenses in basketball than in football. Thirteen schools reported that basketball is self-financed. Only one school fell below the fifty per cent mark in coverage of costs by admission fees. The following chart gives the percentages.

<u>Coverage of Costs By Gate Receipts</u>	<u>Number of Schools</u>
100%	13
95%	1
90%	2
75%	2
65%	1
60%	1
50%	3
25%	1

Every school reported that minor sports do not support themselves financially. In this report all sports except football and basketball are considered as minor sports.



All the schools reported that they financed their interscholastic program by either the athletic fund or the general school fund. Seventeen of these schools stated they used a combination of the above two and eight use the athletic fund only.

### III. PERSONNEL OF PHYSICAL EDUCATION PROGRAM

Four schools in this study indicated that they had a director for the physical education program. Twenty-two schools did not have a person designated as director of physical education for the entire school.

Teachers giving full time to physical education. One school from Southwestern Kansas reported that they had three teachers devoting their entire time to physical education. This school requires four semesters of physical education for graduation. Two schools reported that they had two men devoting full time and two schools reported that they had one man as a full time physical education teacher. No full time physical education man was employed by the remaining twenty schools.

Number of activities supervised by each coach. The personnel considered in question twenty-four of the questionnaires were those of the required program, the intramural program, and four activities of the interscholastic program.

This made a total of six which included football, basketball, track, baseball, required gym, and the intramural program.

Most coaches of this group had a full-time load of activities to supervise. The number of activities averaged out to be 2.23 activities for each coach. The tabulation below shows seventy-five coaches for twenty-six schools or a mathematical average of 1.8 coaches for each school.

<u>Number of Activities</u>	<u>Number of Coaches</u>
1	20
2	10
3	32
4	11
5	2
	Total 75

Coaching combinations. The most popular combination in schools of this size is football-basketball-track. It is interesting to note that all schools reported that they had all three of these sports. Out of seventy coaches reporting, twenty-six reported that they had this combination. The coaching combinations of this group are in the following chart.

<u>Coaching Combinations</u>	<u>Number of Coaches</u>
Football-basketball-track	26
Football-basketball-track-gym	9
Football	9
Basketball	9
Track	3
Football-basketball-gym	3
Football-basketball-baseball-gym	3
Gym-intramurals	3
Football-track-gym	2
Football-gym	2
Football-basketball	2
Football-basketball-track-gym-intramurals	2
Basketball-gym	2

Number of coaches in each activity. Sixteen schools reported that they had more than two coaches in one activity. In the team sports, with the exception of baseball, three coaches were found to be the most popular. In all other activities other than football, basketball, and track the use of one coach was most popular. A detailed picture of the number of coaches in each activity is shown in the following table.

TABLE II  
NUMBER OF COACHES IN EACH ACTIVITY

Activity	Number of Coaches	Number of Schools		
		1	2	3
Football	2	9		16
Basketball	4	13		9
Track	10	6		9
Baseball	3	2		
Tennis	2			
Wrestling	2			
Gym	17	3		1
Intramurals	3	3		
Totals	43	36		35

NOTE: This table should be read as follows: In the activity of football, two schools had only one coach, nine had two and sixteen had three football coaches. Notice that football has more coaches than any other activity.

Academic college hours in each activity coached. In finding the number of college hours of preparation in coaching, only football, basketball, and track were considered. Four

coaches instructing in an activity in which they had no college hours of preparation. It was also found that five coaches did not have a major or minor in physical education. The average number of college hours for all schools reporting was 3.0 for the above activities. Complete details of all schools and the activities are given in the table below.

TABLE III  
ACADEMIC COLLEGE HOURS OF PREPARATION  
IN EACH ACTIVITY COACHED

Type of Coach	Hrs. of Prep.	Number of Coaches							Total	
		0	1	2	3	4	5	6		7
Football		2	1	0	1	1	5	1	0	11
Basketball		2	1	0	3	1	3	0	1	11
Track		1	1	1	3	0	1	0	0	7
Totals		5	3	1	7	2	9	1	1	29

NOTE: This table should be read as follows: Two football coaches had no preparational hours in football; one coach had one hour preparation. This question was not answered by very many due to an unknown reason.

Number of years on college squad. Fifty-one football coaches reported that they had a total of 122 years on the college squad for an average of 2.4 years. Forty-six basketball coaches could only come up with a total of 80 years to be somewhat lower than the football and they had an average of 1.63 years each. The track coaches had a mean average of

1.73 years on the college squad. The following table will explain it more completely.

TABLE IV  
NUMBER OF YEARS OF PARTICIPATION ON COLLEGE SQUAD  
IN ACTIVITY COACHED

Type of Activity	No. of Years	Number of Coaches					Total	Mean
		0	1	2	3	4		
Football	15	2	6	4	24	51	2.4	
Basketball	17	4	12	2	11	46	1.63	
Track	16	3	3	1	12	35	1.73	
Totals	48	9	21	7	47	132	5.76	

NOTE: This table should be read as follows: Fifteen coaches had less than one year on the college squad. Two football coaches had one year on the football squad, etc. Fifty-one coaches reported that they had average of 2.4 years on the varsity squad.

The number of years of coaching experience in each activity. Of the eighty-two coaches, counting one coach for each activity coached, in this report only six were without experience in the activity coached. There were no head football coaches without experience. The following table will show a detailed analysis of the coaching experiences.

TABLE V  
NUMBER OF YEARS OF COACHING EXPERIENCE

Activity Coached	Number of Coaches																			Total	Mean	
	Yrs.	0	1	2	3	4	5	6	7	8	9	10	11	12	13	15	20	21	23			28
Football		4	6	6	4	6	4	4	4	3	3	1	2	2	1	1		1	1		53	5.75
Basketball		7	4	4	5	4	3	3	4	6	4	1	1	1	1	2		1			52	5.48
Track		6	3	2	1	6	2	3	2		3		1	2	1			1	1	1	35	.64
Gym		2	2	2	1	2		1				1		2				1			14	5.8
Intramural		2		1				1		1								1			6	6.0
Baseball		1	1	1	1				1												5	2.6
Wrestling		1	1																		2	.5
Tennis		1																			1	.0
Totals		24	17	16	12	18	9	12	11	10	10	3	4	5	3	3	2	3	2	1	167	25.77

NOTE: This table should be read as follows: In football four coaches had no years experience; six coaches had one year experience, etc. There were a total of 53 coaches reported in football with a mean of 5.75 years of coaching experience.

College major and college minor of physical education personnel. The physical education major was most popular and physical education was also proven to be the most popular minor. Of the seventy-nine majors reported physical education had thirty-six for a forty-six per cent. Thirty-eight per cent of the coaches reported that they had a physical education minor.

Social Science ranked next highest in the major field receiving eighteen marks. Social science and industrial arts ranked the highest in the minor fields next to physical education. A more complete picture of the major-minor situation is shown on the following page.

<u>College Major</u>	<u>Number of Coaches</u>	<u>College Minor</u>	<u>Number of Coaches</u>
Physical Education	36	Physical Education	26
Social Science	18	Social Science	11
Industrial Arts	7	Industrial Arts	10
Science	6	Mathematics	8
Mathematics	2	Science	5
Biological Science	2	Biology	3
Business	1	History	3
Agriculture	1	English	2
		Physical Science	1
Totals	73		69

It was found that five coaches did not have a physical education major or minor. Three coaches indicated that they had received a Master of Science Degree in physical education. Seven more coaches indicated that they were doing graduate work.

Other teachings by the coach. Schools in this size reported that their coaches teach fourteen subjects other than physical activities. Social science was found to be the one with the most coaches teaching and driver education was second highest. Agriculture, guidance, business, and psychology were found to be the lowest with only one coach teaching in each of these four. The number of coaches teaching subjects other than physical education and the variety of subjects taught are listed as follows.

<u>Subjects</u>	<u>Number of Coaches</u>
Social Science	26
Driver Education	17
Mathematics	11
Industrial Arts	8
Biology	7

Science	6
Health	5
Citizenship	3
Physiology	2
Agriculture	1
Business	1
Guidance	1
Psychology	1
Total	84

On examining the work load of teaching in subjects other than physical education, it was found that the average number of hours spent per week was eighteen hours per coach. The number of hours taught and the total number of coaches for each number is outlined on the outline below.

<u>Number of Hours</u>	<u>Number of Coaches</u>
5	3
10	6
15	13
20	25
25	12
Total	59

#### IV. PHYSICAL EXAMINATION AND ATHLETIC INSURANCE

Eleven schools indicated that a physical examination was required for all boys enrolled and fifteen school stated that it was not necessary to have an examination. Every school indicated, however, that every boy in the interscholastic program was required to have a physical examination before being allowed to compete in the program. The health examination was financed by seven different means. The general fund was found to be the most popular method used. On the next page is a list of ways by which the examinations are financed.



General fund	-	8 schools
School board	-	5 schools
Students	-	2 schools
Activity and Board of Education	-	1 school
Athletic fund	-	1 school
Activity fund	-	1 school
District and Students	-	1 school

Athletic accident insurance was used in twenty-five of the twenty-six schools reporting. Only one school revealed that their student athletes were not covered by athletic insurance.

Eight schools indicated that the school took responsibility for fees for the treatment of injuries incurred in practice or in interscholastic competition. Fourteen schools took no responsibility for expenses in case injuries incurred during interscholastic competition. One school reported that the school and the student split the cost in case of injury.

#### V. PROBLEMS AND SUGGESTIONS OF ADMINISTRATORS

The problems included those of more equipment, better facilities, better trained personnel, bigger requirements, and a larger carry over program.

Eight of the schools reported that they need to carry over and require more physical education. One principal suggested that it be required every year in the high school. One person suggested that students be required to take physical education from the seventh to the twelfth year inclusive.

Four schools stated that they thought that we need better trained personnel in physical education. Three more principals stated they thought more instruction should be carried on in the classes. Two stated that more carry-over sports should be offered in the program. One superintendent suggested that more activities be presented in the program.

A very good answer was received stating that the physical education opportunities be equalized between the boys and girls. This principal wrote that they have a man physical education teacher and he does not know enough activities for girls. He thought the colleges should offer some course having this objective in mind.

Eight schools stated that they needed better facilities, more equipment, more space, and a better locker room.

A full time physical instructor was needed by one school. Another school stated that they would like to have a full time person in charge of the intramurals and physical education department.

One administrator indicated a need for a more varied program to meet the needs of all students in all levels of physical ability. They saw the need for more tumbling, boxing, gymnastics, wrestling, volleyball, horse shoe, and other sports for the individual. More sports with skills that will carry over into adult life were needed.

One educator wrote that he thought that the biggest weakness in the program was the public did not know the value of physical education and could see no place for it in the educational program. He stated that the public needs to be educated on the value before we can have a successful program.

### CHAPTER III

#### SUMMARY AND CONCLUSION

This study was made to accumulate a body of knowledge concerning the physical education programs offered to boys in the high schools of Kansas and the qualifications of the personnel responsible for the programs. This study will enable us to approach the problem to be tackled intelligently and to facilitate the formulation of a practical program of physical education for schools.

It was found that eighty-nine per cent of the schools required physical education of all boys. This is somewhat larger than the per cent in 1947. It was also found that more schools require physical education today but the number of periods and the length of the period is still very much the same as of ten years ago. Most of the schools require five periods per week and the periods are in general sixty-minutes in length. This study showed that no change is occurring as to the number of years physical education is offered and the years that the schools prefer to offer the program. Most of the schools still offer one or two years of physical education and prefer to offer it during the first two years. Every school that was included in this study stated that they required at least one semester of physical

education for graduation. Nearly all the schools required two years of physical education.

No school allowed band or dramatics to take the place of physical education. And only eight schools allowed interscholastic athletics to take the place of the valuable program. This is an improvement from the findings ten years ago.

Basketball was found to be the most prominent activity in the gym classes. The findings on this are very similar to the ones of the other study with the exception that a so much wider program is offered today.

The majority of schools do not have an organized and functioning intramural program and this problem has been present for a long time and no marked improvement has been taken place.

Eleven schools reported that football supported itself entirely from its gate receipts and thirteen schools reported that basketball was self-financing. These two sports were the only ones that were found to support themselves in some schools. This is very similar to the findings of the study made ten years ago.

It was found that the schools today have more coaches. This would have to be due to the fact that the schools are offering more physical education and have more interscholastic activities. This writer also feels that more emphasis

is being put on physical activities than ever before. A surprising fact is that the coaches today have an average of 2.23 activities to supervise as compared to 3.2 ten years ago. This shows that we have more coaches today and the coaches have fewer activities to supervise.

The most popular coaching combinations is football-basketball-track. Football was found to be the second most popular. These are very similar to the earlier study. It was found that there are many more football coaches than any other type of coach. Basketball was second and track is third. These are the three major sports and it is not a surprise to find them at the top. In 1947, only one school had three coaches in one activity as compared to thirty-five activities in different schools having three coaches.

A total of 122 years on the college squads was reported by the football coaches. This makes a mean of 2.4 years. The mean for basketball was 1.63 and for track is 1.73. In comparing this with the results of the other study it is found that the coaches are spending more years on the college squads.

A favorable finding is that more and more coaches are getting majors in physical education. It was also noticed that very few new coaches are going into the field without a major or minor in the field. The most popular teaching fields other than physical education for coaches are still

Social Science and Industrial Arts. It was found that three coaches had a Master of Science Degree in physical education.

It was found in this study that a larger variety of courses are being taught by the coaches. They are teaching in fourteen fields other than physical education as compared to five in the previous study.

Every school reported that every boy must have a physical examination before he could participate in athletics. This examination was most generally financed from the general fund. This is an improvement from the requirements ten years ago. Twenty-five of the twenty-six schools used some form of athletic insurance to cover injuries.



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