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A Study of the Curriculum and Personnel of Physical Education for Boys in Secondary Schools with Fifty to Ninety-Nine Students for the Year 01/01/1958-59

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

Being a Master's Report Presented to
the Graduate Faculty of
Fort Hays Kansas State College
In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Physical Education

by

Donald A. Dempewolf

Date

July 13, 1959

LeRoy A. Harper
Approved by Major Professor

Ralph F. Coder
Approved by Chairman Graduate Faculty

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CHAPTER I

INTRODUCTION

I. HISTORY OF MOVEMENT

Physical education and physical fitness have played an important role in the life of man since time began. Primitive man used his physical prowess to secure food or to protect himself and his family. The Greeks and Romans placed much emphasis upon the healthy body. The Greeks were the first people in Europe to attain a high degree of civilization. Physical education held a higher place among the Greeks than in any society since then.¹ They were the first to put physical education into an organized program. Running, jumping, swimming, wrestling, and other activities were an important part of the lives of these people.

The physical education programs in Kansas have shown steady progress in the past fifty years. The physical, mental, moral, and social values of good physical education programs are being recognized by teachers and administrators. Physical education in Kansas has had the same general growth as has physical education throughout the country. With better planned and better organized programs of activities, physical education

¹Emmet A. Rice and John L. Hutchenson, A Brief History of Physical Education New York: A.S. Barnes and Company, 1952, p. 14.

is gaining in academic status. Schools are moving from an extracurricular program toward one that includes physical education as a definite part of the school offering.

In Kansas, as elsewhere, the trend has been from sports for the few to a program of activity for all students. In early Kansas, as in other parts of the country, physical education went through the same general changes. Formal calisthenics of the German and Swedish systems were prominent following the Civil War and through the turn of the century. After World War I the new program composed of play activity gained in importance. The new philosophy of physical education stresses that physical education is not merely the education of the physical person, but rather a means of education through physical activities.²

In 1947 a study of the curriculum and personnel of physical education for boys in the high schools of Kansas was made by Dr. Leroy A. Harper.³ This study is being made as part of a comparison study for the 1946-47 study made by Dr. Harper.

²Jesse Fairing Williams, The Administration of Health and Physical Education Philadelphia: W.B. Saunders Company, 1946, p. 39.

³Leroy A. Harper, "A Study of Curriculum and Personnel of Physical Education for Boys in the High Schools of Kansas" Unpublished Master's Thesis, Kansas State Teachers College, Emporia, Kansas, 1948, p. 203.

II. PURPOSE OF STUDY

This study is an inventory of 125 high schools in the state of Kansas with an enrollment of from fifty to ninety-nine students. The purpose of this study is to find facts concerning the curriculum and personnel of physical education for boys in these schools. This study deals with the following phases of the physical education program. These are: first, the required program; second, the intramural program; third, the interscholastic program; fourth, financing the physical education program; and fifth, the duties, experience and training of the instructors of physical education as well as coaches.

A second purpose of this study is to compare it to a similar study made in 1948 and to find the general trends in the field of physical education.

III. DEFINITION OF TERMS

Physical education can gain its place in the entire educational scheme only after definite goals and objectives are formulated. To fully understand physical education we must first define it and clarify its place in the overall educational system. Physical education has been defined in various ways. The following definition will be used in this study.

"Physical education is the education of the mental, moral, social and physical person through physical activities."⁴ Physical educators are interested in the whole person, not only the physical development of the person. In keeping with the above definition, physical education has definite objectives which help keep the values of physical education clear in our minds. These are the objectives of physical skills, organic strength, favorable attitude toward play, and proper standards of conduct.

The main object of physical education today is to provide pleasure. Each individual should be taught some skills which will provide him pleasure now and in future years. We do not play for exercise and fitness, but for fun. Exercise and fitness are desirable by-products and will accompany the play which takes place in a well organized program.⁵

IV. METHODS USED

In order to gain the information required to make this study, the following method was used. First, general research was done concerning the subject of physical education, interscholastic athletics and intramural athletics in order to

⁴Leroy A. Harper, "Harper Outlines the Objectives of Physical Education," State College Leader, September 26, 1957, p. 2.

⁵Ibid. p. 2.

gain a background for understanding the problems of Kansas schools. Second, a questionnaire was prepared to cover the five following general areas.

1. Required programs
2. Intramural programs
3. Interscholastic programs
4. Personnel of the programs
5. Finance of the programs

At the end of the questionnaire space was provided for the problems and suggestions of the administrators. Third, the questionnaires were mailed to the superintendent or principal of all of the schools being studied. These questionnaires were sent out during November of 1958. One hundred twenty-five, or 70 per cent, of the questionnaires were returned by April, 1959, and were available for this study. This study was limited to those schools having an enrollment of fifty to ninety-nine students.

CHAPTER II

THE PHYSICAL EDUCATION PROGRAM

The schools in the group studied includes those schools with an enrollment of fifty to ninety-nine students. The 125 schools answering the questionnaire are four year schools, which are located in all sections of the state of Kansas.

The high school principal in forty-nine schools answered the questionnaire, while 45 were answered by the superintendent of schools. The athletic coach made the report in twenty-five schools and the remaining 6 were answered by the physical education teacher.

I. THE REQUIRED PROGRAM

A total of one hundred-eight schools, or 86 per cent of all schools reporting, indicated that physical education was required of all male students. There were fifteen schools not requiring physical education, while 2 schools gave no answer to this question. Of those fifteen schools not requiring physical education most of them provided some type of physical education for the students.

Number of periods required per week. One hundred twenty-one schools reported as to the number of periods per week. The average was 3.8 periods per week. This average tends to show a trend toward more physical education activity periods

in our schools. The following table indicates the number of schools and the periods of physical education required per week:

<u>Periods Per Week</u>	<u>Number of Schools</u>
1	4
1½	1
2	17
2-3	4
3	24
4	3
5	68
Unanswered	4

Length of period. The sixty minute period was the most popular in this group of schools being surveyed. Fifty-one of the 118 schools answering used the sixty minute period. The length of the physical education period in the remaining schools ranged from thirty minutes to as high as 90 minutes in length. Fortunately only two schools used a period shorter than 40 minutes in length. The average length of period for all schools reporting was fifty-two minutes.

<u>Length of Periods (Minutes)</u>	<u>Number of Schools</u>
30	1
35	1
40	19
45	9
48	1
50	4
52	2
55	20
58	2
60	51
75	2
40-55	1
50-90	2
Unanswered	7

Number of years physical education is offered. The schools in this size group offered an average of 1.8 years of physical education to the students. It was offered from one to two years in one hundred-six of the 124 schools reporting. Eighteen schools offered 4 years of physical education. Only one school failed to offer any physical education.

<u>Number of Years</u> <u>Physical Education was Offered</u>	<u>Number of Schools</u>
0	1
1	57
2	49
3	0
4	18

This survey also attempted to determine which years were used most in administering the physical education program. The ninth year was most popular in these schools requiring only one year, while the ninth and tenth years were used extensively in schools requiring two years. The above findings tend to indicate that the present trend is to offer physical education in the first two years of high school. The tabulation below shows the number of schools and the years in which they offer the program to the students.

<u>Year Offered</u>	<u>Number of Schools</u>
9th	53
10th	1
11th	0
12th	0
9-10th	46
9-10-11-12th	18
11-12th	3
9 or 10th	1
any year	2
none	1

Number of semesters of physical education required for graduation. All schools reporting required at least one semester of physical education to graduate with ten schools requiring up to eight semesters. There were sixty-two schools, or 49 per cent requiring two semesters of physical education for graduation. The average for the 125 schools reporting is three semesters or 1.5 years of required physical education.

<u>Semesters Required</u>	<u>Number of Schools</u>
1	7
2	62
4	46
8	10

Substitutions for and exemptions from required physical education. Only two schools indicated that students were allowed to substitute band, dramatics, orchestra, glee club, etc., for required physical education activities. A large percentage of the 123 administrators who allowed none of the above mentioned activities to be substituted for physical education stated quite emphatically that this was not tolerated in their schools.

Participation in competitive athletics allowed boys to be exempt from their required physical education classes in twenty-eight of the schools reporting. There were ninety-two schools reporting that participation in athletics did not exempt boys from physical education classes. Only five schools allowed boys who were participating in competitive athletics to be exempt from required physical education while they were a member of an athletic team.

Activities of the gym class. Basketball is the perennial favorite in all schools with volleyball and calisthenics second and third respectively. Softball and touch football are also popular in the required program. Tumbling, wrestling, and boxing are also gaining popularity in our schools.

Team sports and activities were more popular in these schools than were the sports for individual participation. The activities more suited for the individual were rated low probably due to the lack of time, too few teachers, and insufficient equipment. Some schools listed such sports as archery, horseshoes, croquet, and soccer as being in their program but failed to rank them as to their importance.

The following table gives the schools evaluation of each activity offered in their program.

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	8th
73	Basketball	38	20	11	2	2			
63	Volleyball	9	20	15	9	6	4		
61	Calesthenics	30	6	11	6	4	4		
58	Softball	7	10	13	18	7	2	1	
45	Touch Football	4	18	13	8		1	1	
39	Tumbling	5	8	7	7	8	3		1
13	Wrestling			5		5	1	2	
10	Boxing		2	1	1	1	2	2	1
5	Tennis		1	1			2		1
3	Track	1	1	1					
2	Handball		1			1			
1	Badminton						1		
1	Table Tennis						1		
1	Parallel Bars	1							
1	Soccer								1
1	Baseball	1							
1	Golf						1		
1	Trampoline	1							
0	Archery								
0	Horseshoes								
0	Croquet								

NOTE: This table should read as follows; Seventy-three schools offered basketball in their programs. Thirty-eight schools ranked it number one, twenty ranked it second, eleven ranked it third, two ranked it fourth, and two ranked it fifth.

II. THE INTRAMURAL PROGRAM

The intramural program in schools of this size is a neglected activity. The greater part of the schools surveyed are without an organized program. Only twenty-three schools report a functioning intramural program at all. This large number of schools without programs in intramurals indicates that there is a great need for more physical education teachers who are qualified to organize such a program. Those students, both boys and girls, who do not participate in competitive athletics also need a certain amount of big muscle activity which is gained from the intramural sports.

Basis of organization of the intramural program. The type of organization used to administer the programs of those schools having intramurals was to utilize the ready made divisions in the school, such as grades, classes, or gymnasium sections. Some schools reported that arbitrary groups also entered teams in the program. The following types of organization were used by the twenty-three schools reporting an intramural program.

Grades and classes	- 13
Gymnasium sections	- 10
Arbitrary groups	- 7

Range of activities offered. Those schools reporting a functioning program of intramurals offered fifteen different activities. It is interesting to note that only twenty-three

schools offered an organized program, but many of the other schools offered intramural activities of some sort.

Basketball, track, volleyball, softball, and touch football were the prominent activities. The trend in the schools with an enrollment of fifty to ninety-nine students was to offer those traditional, seasonal activities of touch football, basketball, track, and the baseball-softball type games.

Team sports are much more popular than those sports for individual participation. The following activities were reported by the schools of this size group.

<u>Activity</u>	<u>Number of Schools</u>
Basketball	28
Track	18
Volleyball	16
Touch Football	14
Softball	14
Tennis	9
Baseball	6
Table Tennis	4
Football, 6-Man	2
Badminton	2
Golf	2
Football, 11-Man	1
Boxing	1
Soccer	1
Archery	1

III. THE INTERSCHOLASTIC PROGRAM

League membership. One hundred-twenty schools in the fifty to ninety-nine enrollment group were members of a league or conference. Only two schools were not members of a league and three schools failed to answer this question.

Activities in the interscholastic program. Basketball again proved to be the perennial favorite in one hundred per cent of the schools reporting. Track was offered by one hundred-three of these schools with football of some type in 107 schools. Eight-man football, relatively new to the state of Kansas, was played by thirty schools.

Team sports remained the favorite type of activity offered on the interscholastic basis. Only four schools offered tennis as an individual type sport. The activities of the 125 schools reporting are tabulated below.

<u>Activity</u>	<u>Number of Schools</u>
Basketball	125
Track	103
Football, 11-Man	51
Football, 8-Man	30
Football, 6-Man	28
Baseball	47
Tennis	4
Volleyball	3
Softball	1
Basketball, Girls	1

Finance of the interscholastic program. Only 25 per cent of those schools fielding football teams were expected to support that activity on gate receipts alone. In 59 per cent of these schools the gate receipts contributed more than 60 per cent of the financial support for the football program. The exact number of schools and the percentage football contributes is tabulated on the following page.

<u>Coverage of Costs By Gate Receipts</u>	<u>Number of Schools</u>
100%	28
95%	1
90%	6
85%	1
80%	6
75%	16
60%	7
50%	19
40%	5
35%	1
30%	3
25%	2
20%	3
15%	1
10%	6
5%	1

Basketball, being an excellent spectator sport, was more self-supporting than was football. The gate receipts offered less than 50 per cent of the cost of basketball in only eight schools of the 119 reporting. Basketball paid 100 per cent of the expenses in fifty-seven schools. Over 48 per cent of the schools paid their own way in basketball as compared to only 25 per cent who paid their own way in football.

<u>Coverage of Costs By Gate Receipts</u>	<u>Number of Schools</u>
100%	57
99%	1
95%	2
90%	9
85%	1
80%	5
75%	13
70%	2
65%	2
60%	3
50%	15

40%	4
25%	2
10%	1
5%	1
none	1

The question concerning financial support for minor sports was answered by 125 schools. Only six schools indicated that sports other than football and basketball supported themselves. These six schools represented less than 4 per cent of the schools reporting.

Other methods of supporting the athletic program in schools of the group surveyed include financial aid from the athletic fund, general school fund, and combination of the two. The combination athletic-general school fund was the principal means of supporting interscholastic athletics.

The activities were supported as follows:

Athletic fund	38 schools
General school fund	7 schools
Combination of the two above	78 schools
Schools which failed to answer	2 schools

IV. PERSONNEL OF THE PHYSICAL EDUCATION PROGRAM

A physical education teacher who acted in the capacity of director of physical education over the program within the school was employed in fifty-three schools. There were sixty-six schools having no director and 6 schools gave no reply to this question.

Teachers giving full time to physical education. This survey indicated that there were no full time physical education teachers in one hundred schools. One full time physical education instructor was employed in thirteen schools. Four schools employed 2 full time instructors, and the remaining eight schools gave no answer to this problem.

Number of activities supervised by each coach. The personnel considered in question twenty-four of the questionnaire includes the coaches of football, basketball, track, and baseball, and the instructors working with intramurals and in the required physical education program. These include a total of six activities.

The personnel, as listed in the above paragraph, supervised an average of 3.3 activities per man each year. Considering the fact that there were six activities offered by each school this is a fair work load. A small number of the schools require one man to supervise all six areas, which is an overloaded teaching schedule and is not conducive to good teaching or coaching. The following tabulation shows that there are one hundred seventy-seven coaches in 125 schools. This is an average of 1.4 coaches per school.

<u>Number of Activities</u>	<u>Number of Coaches</u>
1	20
2	21
3	65
4	47
5	20
6	4
	Total <u>177</u>

Coaching combination. There was a wide range of coaching combinations listed under question twenty-four. These combinations ranged from one activity up to as many as six activities for one man.

The most popular combination in schools of this size was that of coaching football, basketball and track. The combination of football, basketball, track, and physical education instructor was also popular in these schools. Very few schools employed men who coached or taught only one activity. In sixty-nine schools the coach was also the physical education teacher. A complete listing of the coaching combinations follows.

<u>Coaching Combinations</u>	<u>Number of Coaches</u>
Football	6
Basketball	6
Baseball	1
Gym	3
Football-track	3
Basketball-track	4
Basketball-baseball	5
Football-basketball	5
Football-baseball	2
Basketball-gym	2
Football-basketball-track	42
Football-basketball-gym	2
Football-basketball-baseball	9
Basketball-baseball-gym	3
Basketball-track-baseball	3
Basketball-gym-intramurals	1
Football-basketball-track-gym	31
Football-basketball-baseball-gym	4
Basketball-baseball-gym-intramurals	1
Basketball-track-baseball-gym	1
Football-basketball-track-baseball	1
Basketball-track-gym-intramurals	1

Football-basketball-track-baseball-gym	12
Football-basketball-track-gym-intramurals	6
Football-basketball-baseball-gym-intramurals	1
Basketball-track-baseball-gym-intramurals	1
Football-basketball-track-baseball-gym-intramurals	2

Number of coaches for each activity. The original questionnaire provided for six activities, however, four schools offered tennis on the interscholastic level with only one school employing a tennis coach. Including the four schools who have tennis, there are 576 coaching situations. In three hundred forty-one or 59 per cent, of these cases there was one coach to each coaching situation. There were 117 schools with two coaches per activity and only one school employed three coaches for one sport. This tends to show that schools of this size are placing a large teaching-coaching load on one man. A detailed tabulation is shown in the table below.

TABLE II
NUMBER OF COACHES IN EACH ACTIVITY

Activity	Number of Coaches	Number of Schools		
		1	2	3
Football	72	34	1	
Basketball	86	37		
Track	73	26		
Baseball	35	6		
Gym	60	11		
Intramurals	14	3		
Tennis	1			
Total		341	117	1

NOTE: Read table thus: In the activity of football seventy-two schools had only one coach, thirty-four had two, and three schools had one coach.

Academic college hours of preparation in each activity coached. The four team sports of football, basketball, track, and baseball were used in finding the number of hours of preparation for coaches in each activity. These four provided 282 coaching situations with fifty-five per cent of the coaches having no hours of college credit in the activity coached.

Basketball coaches had, as a whole the most college hours of preparation with 2.05 hours credit per coach. Football coaches ranked a close second with 1.9 hours per coach. Complete details of all schools and coaches are given in the table below.

TABLE III
ACADEMIC COLLEGE HOURS OF PREPARATION
IN EACH ACTIVITY COACHED

Type of Coach	Hours of Preparation	0	1	2	3	4	5	6	7	8	9	Total	Mean
Football		45	1	11	16	3	2	2	1	5	2	88	1.9
Basketball		43	1	14	16	4	4	5	1	4	1	93	2.05
Track		47	1	11	10	3	1	1	0	1	0	75	1.07
Baseball		20	0	4	2	0	0	0	0	0	0	26	.23
Total		155	3	40	44	10	7	8	2	10	3	282	1.6

NOTE: Read table as follows; Forty-five football coaches had no hours of academic college credit in football. One coach had one hour, eleven had two, sixteen had three, three had four, two had five, two had six, and one had seven, five had eight, and two coaches had nine hours of credit.

Eighty-three coaches answered the questionnaire as to preparation in physical education. These eighty-three coaches and teachers had a total of 2,532 hours of college credit in physical education. This is an average of 30.5 hours of college preparation per person. It is interesting to note that this is a .5 of an hour over the recommended thirty hours required to complete a college major in physical education.

Number of years on the college squad. Part of question twenty-five of the questionnaire was to determine the number of years each coach participated in competitive athletics during his college career. Nearly sixty-one per cent of the coaches in football, basketball, track, and baseball have had no experience on a college squad. Comparing this with the fifty-five per cent of these same coaches who have no college credit in the activities, we get a picture of the lack of preparedness on the part of coaches in this size school throughout the state of Kansas.

The average years of participation for all the coaches in the four major sports is one year. The average years of participation in each of the four major sports are shown clearly in the following table.

TABLE IV

NUMBER OF YEARS OF PARTICIPATION ON COLLEGE SQUAD
IN ACTIVITY COACHED

Type of Activity	Number of Years						Total	Mean
		0	1	2	3	4		
Football		64	15	17	19	26	141	1.4
Basketball		102	14	18	10	16	160	.9
Track		93	10	8	6	8	125	.6
Baseball		33	4	4	3	3	47	.7
Total		292	43	47	38	53	473	1.0

NOTE: Read table as follows: Sixty-four coaches have no experience on the college squad, fifteen coaches have one year experience, etc. One hundred forty-one coaches reported, with a total of 210 years on the college squad for an average of 1.4 years per coach.

Number of years of coaching experience in each activity.

Eighty-one of the 507 coaching situations were filled by men who had no coaching experience. Over one half, 277 coaches, had three years or less of coaching experience. The average of all coaches reporting was 4.5 years per man. This is a very high average when over one half of the coaches had three years or less of coaching experience.

Coaches in the three major sports, football, basketball, and track, had the most experience with a total of 1,720 years or an average of 4.5 years experience per man in these three sports. The high average in these sports is due to a large number of coaches with ten years or more experience in the school systems. The following table shows in detail the years experience and averages in each activity.

TABLE V
NUMBER OF YEARS OF COACHING EXPERIENCE

Activity Coached	Number of Coaches																				Total					
	Years 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	18	19	20	24		25	27	30	33	
Football	16	27	23	15	11	13	4	5	6	7	3	2	1	1					1	1						136
Basketball	19	25	20	9	13	10	9	6	10	9	3	1		1			1	1	1	1	2	1	1	1	144	
Track	12	18	16	10	10	10	6	1	4	6	2	1			1		1		1	1		1	1	1	103	
Baseball	12	7	6	6	3	2	4	6	6													1	1		54	
Gym	17	6	5	2	5	4	4	2	2	3	1	1	1	2		1	1		1	1		1	1		61	
Intramurals	5		1		1		1	1																	9	
Totals	81	83	71	42	43	39	28	21	28	25	9	5	2	4	1	1	3	1	4	4	2	4	4	2	507	

NOTE: Read table thus: Sixteen football coaches had no years of coaching experience, twenty-seven coaches had one year experience, twenty-three coaches had two years experience, etc.

College major and minor of physical education personnel.

In schools with an enrollment of fifty to ninety-nine students, the study revealed that physical education was the most popular college major. Physical education was chosen as a major course of study by seventy-eight of the 165 coaches reporting. There were twenty coaches with an industrial arts major and 20 coaches picked social science as a college major.

Physical education was also the most popular college minor among the coaches reporting. Preparation in social science ranked second and industrial arts ranked third. It is encouraging to note that 48 per cent of the coaches picked physical education as a major and 29 per cent had a minor in physical education. This trend shows that over 50 per cent of the coaches have been prepared in their field by taking at least a minor in physical education. The following tabulation shows the exact number of coaches and the major and minor course of study they took while in college.

<u>College Major</u>	<u>Number of Coaches</u>	<u>College Minor</u>	<u>Number of Coaches</u>
Physical Education	78	Physical Education	48
Social Sciences	20	Social Sciences	33
Industrial Arts	20	Industrial Arts	22
Math	10	Math	14
Business	9	Science	9
Science	8	Biology	9
Education	3	English	5
Administration	1	Business	5

Chemistry	1	Science and Physical Ed.	3
English	1	Math and Science	3
Health	1	Guidance	2
Music	1	History and Science	2
Physics	1	Physical Science	2
Agriculture	1	Education	2
		Speech	1
		General Science	1
		Economics	1
	<u>155</u>		<u>165</u>

Other teaching by the coach. The schools in the fifty to ninety-nine enrollment range reported their coaches as teaching in twenty-two areas other than physical education activities. Social science was taught by the largest single group. Industrial arts, math, and drivers education also ranked highly as a teaching field for athletic coaches. The teaching fields of the coaches are tabulated below.

<u>Subjects</u>	<u>Number of Coaches</u>
Social Science	62
Industrial Arts	45
Math	39
Drivers Education	36
History	29
Science	27
Commerce	25
General Science	23
Biology	20
English	12
Psychology	6
Study Hall	5
Administrative (Principal)	4
Agriculture	4
Geography	2
Seventh and Eight Grade	2
Junior High Math	2
Latin	1
Speech	1
Vocal Music	1
Junior High Social Studies	1
Total	<u>347</u>

An examination of the work load of the coaches finds that the average coach taught over seventeen hours per week in subjects other than physical education activities. This indicates that the coach in this size school is kept busy not only on the field, but in the classroom as well. The hours taught and the total number of coaches for each is shown below.

<u>Number of Hours</u>	<u>Number of Coaches</u>
5	2
7 $\frac{1}{2}$	1
9	2
10	4
15	34
20	38
25	14
30	2
Total	<u>97</u>

V. PHYSICAL EXAMINATION AND ATHLETIC INSURANCE

Ninety schools revealed that a physical examination was required for all boys enrolled in school. Thirty-five schools reported that a physical examination was not required for all male students.

The physical examination was financed by nine different methods. The general school fund was used by thirty-two schools. The student paid for his own physical examination in fifteen schools, and the doctor donated his services in thirteen schools. The examinations were paid for in the manner shown below.

General fund	- 32 schools
District fund	- 15 schools
Students, personally	- 15 schools
Activity fund	- 14 schools
Donated by doctor	- 13 schools
Athletic fund	- 10 schools
Board of education	- 7 schools
County funds	- 1 school
Physical education funds	- 1 school
None required	- 9 schools

A physical examination should be given each boy who participates in competitive athletics. Only one of the 125 schools reporting did not require a physical examination previous to athletic competition.

Athletic insurance for members of athletic teams was financed by the school in 115 cases. Only nine schools carried no insurance against athletic injuries.

Less than one half of the schools in this size group allow fees for treatment of injuries incurred in practice or during interscholastic competition. Seven schools reported that they paid for the insurance only. Five schools paid one half of the cost and the athlete paid the other half in case of injury. Two schools paid the fees for injury treatment in football but not in the other sports. This part of the questionnaire shows that some schools of this size are lagging in their responsibility to the students. If a school is able to finance competitive athletics they should also be able to protect the students who participate in their programs.

VI. PROBLEMS AND SUGGESTIONS OF ADMINISTRATORS

The problems in the physical education programs of these schools were many. Those problems listed include the lack of space, lack of facilities, lack of teachers, not enough students, too little time, and meager finances. The problems of equipment and teachers seemed to be the most predominant among these schools.

The following paragraphs show the overall attitude of school administrators toward physical education and the problems faced in its administration. The following quotes were taken from the questionnaires.

1. "I feel the physical education programs in the smaller schools are a continuation of the athletic program. We spend too much time on games such as football, basketball and softball, and not enough time on health, corrective exercises and the minor games, which after all, are the ones the students will participate in after they graduate from high school."

2. "I would like very much to see the athletic program given back to the children and removed from the community limelight."

3. "I am in favor of financing all sports through the general budget. If athletics are important to the growth of the child, they should certainly be supported as are other subjects. Should there be such a thing as extra-curricular education in the schools?"

4. "We need more time to work with those in the present program."

5. "It would be a great help in having at least one full time person to devote full time to the physical education program for the entire school."

6. "I am of the opinion that since we are not in war, that physical education should be discontinued. Reason: It is too difficult to arrange schedules for physical education. In our rural areas boys and girls secure ample exercise. It is very expensive and most students dislike physical education."

The previous statements show that most administrators want to do more for all the children instead of providing for only a few in athletics. One administrator wants a full time physical education director and another is definitely against any type of physical education at all. Other administrators feelings are summed up as follows:

1. "More space, equipment and facilities"-- twenty-seven schools.
2. "More teachers."-- sixteen schools.
3. "More time for physical education."-- fourteen schools.
4. "Require physical education every day for all students in school."-- fourteen schools.
5. "Have a physical education teacher who doesn't coach."-- twelve schools.

6. "Emphasize health, physical development, and provide more activities for those not in athletics."-- ten schools.
7. "Provide a program for the handicapped."-- eight schools.
8. "Put physical education on par with other subjects and ahead of interscholastic athletics."-- five schools.
9. "Provide an intramural program."-- five schools.
10. "Group classes by grade levels."-- four schools.
11. "Have co-educational classes."-- three schools.
12. "Separate boys and girls physical education classes."
-- two schools.
13. "Have smaller classes."-- two schools.
14. "Have larger classes."-- two schools.
15. "Improve the elementary program."
16. "Introduce dancing and posture correction."
17. "Have less play and more calisthenics."
18. "Have a definite grading system."
19. "De-emphasize competitive athletics on the inter-school level."
20. "Improve the quality of teaching in the physical education class."

CHAPTER III

SUMMARY AND CONCLUSION

I. SUMMARY

Physical education programs in schools with the enrollment of fifty to ninety-nine students show evidence of improvement when findings are briefly compared to those of a previous study.¹ The reporting schools offered a wider program than those of ten years ago. More hours are required per week. Most of the schools of the study required at least three, fifty minute periods per week.

Most schools of the study offered the minimum requirement of one unit of physical education for all male students. A large percentage of the schools reporting offered one or two years of physical education which was to be taken in the ninth or tenth year of school. Band, dramatics, orchestra, glee club and competitive athletics were not allowed as a substitute for physical education in a majority of the schools.

Basketball was the most used activity in the physical education program, which includes required classes, intramural programs, and interscholastic athletics. It was found that

¹Leroy A. Harper, "A Study of Curriculum and Personnel of Physical Education for Boys in the High Schools of Kansas," Unpublished Master's Thesis, Kansas State Teachers College, Emporia, Kansas, 1948, pp. 98-124.

there were fewer organized intramural programs reported in 1959 than in 1948.

Nearly all of the schools in this group are presently members of some interscholastic athletic league. These leagues offer, in most cases, the major sports of football, basketball, track and baseball. Football and basketball are self-supporting in a few schools, but generally sports are supported by a combination of gate receipts and schools funds.

As a whole, these schools employ more coaches than were previously employed. The coaching combination most widely used in these schools is that of coaching football, basketball and track. The present coaches supervise more activities, but on the average they participated in more activities while in college than did the coaches in the previous study. This participation seems to give the coaches a broad background in the activities offered in schools of this group. These coaches are shown to have less coaching experience, but seem to have more varied experiences than did the coaches studied in 1948.

This study has shown that very few coaches are going into physical education teaching and coaching without a major or minor in physical education. A majority of the coaches are taking physical education as either a major or minor course of study while in college.

II. CONCLUSION

The following conclusions are drawn by the writer after studying the data of this report.

1. Physical education should be required of all students in the schools of Kansas. The physical education class should meet one hour each day, five days each week for four years. The class period should be from fifty to sixty minutes long to allow ample time for class activities and proper grooming before and after class.

2. Participation in other activities such as band, dramatics, orchestra, glee club, or interscholastic athletics should not be allowed to substitute for the required physical education class.

3. Each school should offer a wide variety of activities to the students in the required program. The program should be designed to meet the needs of all the children and include team, dual and individual activities. Some coeducational activities should be included in the program.

4. Each school, large or small, should have a broad program of intramural activities which will meet the needs of those students who do not participate on the interscholastic level. This program should be organized in keeping with the ability of the participants. This tends to equalize team strength and encourage participation of all students.

5. Whenever possible, schools should belong to an athletic league made up of institutions of approximately the same size. Activities of team, dual, and individual nature should be offered by each school in the league.

6. Activities of the physical education program, including interschool athletics, should be financed from the general school fund. If tickets are sold, these funds can be used to supplement the general school funds. If activities of the program represent worthwhile experiences in the lives of children and youth they should be supported in the same manner that other school experiences are financed.

7. Each school should employ at least one person who is qualified to supervise the physical education and the interscholastic athletic program. Coaches and physical education teachers for this size school should have at least a teaching minor in physical education. The person who is to act as athletic coach should be broadly prepared in the activities of physical education, health education and related areas.

8. Participation on the college squad is an important experience for those men who are preparing themselves to be high school coaches. This participation should be one of the considerations in hiring a physical education teacher who would have coaching as one of his responsibilities.

9. The teaching duties of a coach should be comparable to those of a regular classroom teacher. The principle of equal pay for equal time should apply. There should be an adequate number of coaches to present a well rounded program.

10. Each student entering school should be required to have a physical examination. All youth participating in athletics should have a physical examination each year. The school should make available some type of insurance plan to protect those students participating in physical education classes and in interscholastic athletics.

Physical education is an intergal part of the school curriculum and should meet the needs of all students. The children who attend the small schools of Kansas are no different than any other children. Children in the small schools need well trained teachers, adequate equipment, and a well balanced program of physical education activities to grow and enjoy full, rich lives.

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APPENDIX A

Copy of Letter Accompanying Questionnaire

APPENDIX B

A Questionnaire

November, 1958

School Administrator

Dear Sir:

Would you be willing to cooperate in a comparative ten-year progress report of the physical education programs in the schools of Kansas? In 1948 a rather exhausting study was made and the same study is being made this year.

These questionnaires are being sent to superintendents and principals and it is hoped that a rather objective evaluation can be made. If it is necessary, please refer the questionnaire to the coach or the physical education teachers to be processed.

Such a study would be of interest to all of us. First, we hope to obtain information which will be of service to administrators and personnel in the Kansas high schools. Second, this study is an attempt to show the physical education needs of the high school of Kansas to institutions which are preparing teachers for physical education and coaching.

All schools used in this study will be recognized but not identified by naming schools that cooperate. All data which you furnish will be treated confidentially. When the data are compiled I shall be glad to furnish you with a summary of the study if you desire it. A stamped envelope is enclosed for returning the questionnaire.

Your cooperation will be appreciated.

Sincerely,

Dr. Leroy A. Harper, Chairman
Division of Health, Physical
Education and Recreation

A Study of the Curriculum and Personnel of Physical Education for Boys in the Secondary Schools of Kansas for the Year 1958 - 1959.

(Please note that this study deals only with physical education for boys of the 9th, 10th, 11th and 12th grades.)

Please fill out the following questionnaire as accurately as possible from the data you have available and return to:

Division of Health, Physical Education and Recreation
Fort Hays Kansas State College
Hays, Kansas

If you desire a summary of this study please check here, _____.

Name of High School: _____, 3-4-6-year high school.
(circle one)

City: _____ Answered by: _____

Official Position: _____ Date: _____

1. Number of students in high school is _____ Number of boys _____
2. Is physical education required for all male students? Yes _____ No _____
3. How many periods per week are required? _____ Length of period? _____ minutes
4. During what years is physical education required? _____ 9th _____, 10th _____, 11th _____, 12th _____
5. How many semesters of physical education are required for graduation? _____
6. Are students permitted to substitute dramatics, band, orchestra, glee club, etc., for required physical education classes? Yes _____ No _____
7. Does participation in competitive interscholastic activities exempt students from physical education classes? Yes _____ No _____
8. Is a physical examination required for all boys enrolled? Yes _____ No _____
9. From what funds is the cost of physical examination paid? _____
10. Are boys competing in interscholastic sports given a physical examination? Yes _____ No _____
11. Do you use any forms of athletic accident insurance? Yes _____ No _____
12. Are the fees for treatment of injuries incurred in practice or in interscholastic competition paid for by the school? Yes _____ No _____
13. What per cent of football costs are supported by football gate receipts? _____ %
14. What per cent of basketball costs are supported by basketball gate receipts? _____ %
15. Do minor sports (other interscholastic sports than football and basketball) support themselves financially? Yes _____ No _____
16. How do you support financially the interscholastic competitive athletics? (check one)
 - a. Athletic fund (gate receipts and/or athletic fund) _____
 - b. General school fund _____
 - c. Combination of the two above _____
 - d. Please list others _____
17. Do you have an organized and functioning intramural program? Yes _____ No _____
18. What is the basis of organizing the units for intramural competition?
 - a. Grades or classes _____
 - b. Home room _____
 - c. Gymnasium sections _____
 - d. Arbitrary groups _____
 - e. Societies - clubs _____
19. Check the activities in which intramural competition is provided for school year 1958-1959.
 - a. Football - 11-man _____
 - b. Football - Touch _____
 - c. Football - 6-man _____
 - d. Swimming _____
 - e. Boxing _____
 - f. Basketball _____
 - g. Track _____
 - h. Baseball _____
 - i. Softball _____
 - j. Tennis _____
 - k. Others (list) _____
20. Is your school a member of a league or conference for interscholastic competition? Yes _____ No _____
21. In which of the following sports will you have interscholastic athletic competition for the year 1958-59?
 - a. Football - 11-man _____
 - b. Football - 6-man _____
 - c. Basketball _____
 - d. Track _____
 - e. Baseball _____
 - f. Boxing _____
 - g. Wrestling _____
 - h. Golf _____
 - i. Swimming _____
 - j. Tennis _____
 - k. Others: _____