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# Status, Past and Present, of Physical Education Graduates of South Dakota State College

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**STATUS, PAST AND PRESENT, OF PHYSICAL EDUCATION**

**GRADUATES OF SOUTH DAKOTA STATE COLLEGE**

**By**

**Duane Collins Hill**

**A thesis submitted  
in partial fulfillment of the requirements for the  
degree Master of Science at South Dakota  
State College of Agriculture  
and Mechanic Arts**

**August, 1958**

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STATUS, PAST AND PRESENT, OF PHYSICAL EDUCATION  
GRADUATES OF SOUTH DAKOTA STATE COLLEGE

This thesis is approved as a, creditable, independent investigation by a candidate for the degree, Master of Science, and acceptable as meeting the thesis requirements for this degree; but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

## ACKNOWLEDGEMENTS

The author wishes to express appreciation to Professor Glenn E. Robinson, advisor to the study, for his helpful guidance during its course. Appreciation is also given to those members of the Physical Education Department and graduates included in the study, who made this study possible.

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## CHAPTER I

### INTRODUCTION

#### BACKGROUND FOR PROBLEM

The history of physical education at South Dakota State College, as a department in the Division of Science and Applied Arts, dates back to 1938. A minor was first offered during that year.

The offering of a minor in physical education made it necessary to add additional courses. These courses were to prepare students for coaching of athletic teams and teaching of physical education activity courses.

The next step in the development of the physical education program took place in 1947, with the introduction of a major field of concentration in physical education. The Master of Science degree was first granted in 1953.

#### STATEMENT OF PROBLEM

The purpose of this study is to determine the location and positions of physical education graduates of South Dakota State College and to determine if they have positions in physical education; to learn how much of their time is spent in physical education; how much time they spend coaching; and whether or not they are advancing with respect to position and monetary standards. The study will also attempt to determine what becomes of the students who leave the physical education profession and their reasons for leaving the field.

#### DELIMITATION OF PROBLEM

The study will be limited to physical education graduates (male

and female) from South Dakota State College. To be eligible for inclusion in the study, the graduate must have either a major or minor in physical education. Both bachelors and masters degree graduates are included in the study.

#### SIGNIFICANCE OF PROBLEM

The findings of this study should show many interesting facts about South Dakota State graduates. These facts will be useful in counseling physical education majors and minors. With a report of this type a person will be better able to understand the problems and also the compensations of the physical educator.

With a better understanding of problems faced by members of the profession already in the field, one should be better able to adjust the teacher training program to meet some of the problems that will confront future physical education graduates.

CHAPTER II

REVIEW OF THE LITERATURE

It was impossible to locate any published material related to this study; however, several unpublished theses and a problem parallel the study.

Christopherson, studying the occupational status of physical education graduates at South Dakota State College, came to the following conclusions:

- 1) The main reason for students choosing physical education as a major was an interest in athletics.
- 2) Zoology and natural sciences are the two most popular minors of physical education majors.
- 3) Basketball, football, track, and baseball, in that order, are the top four sports coached by the graduates.
- 4) Most graduates find employment in the senior high school.
- 5) Two of the State College graduates have earned masters degrees.
- 6) The main advantage of coaching and teaching physical education is that of being enjoyable, interesting, and stimulating work. The main disadvantage is the pressure to win and that success is measured in winning teams.
- 7) Eleven graduates have left the physical education profession for other vocations. Reasons for such a move were that the field is overcrowded at the present and that they might receive better pay.
- 8) Twenty-five graduates would major and minor in the same field as before if they had their education to take over again.
- 9) Approximately 69 per cent of the physical education graduates are still active in the field.
- 10) According to the opinion expressed by the graduates, there is a definite relationship between physical education training and success in other fields. <sup>1</sup>

Comparing the graduates of a liberal arts college and a state teachers college was a study conducted by Mc Bride. The purpose of the study was to determine the trends of physical education majors after graduation

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1. H. E. Christopherson, A Survey of The Present Occupational Status Of The Physical Education Graduate of South Dakota State College, Kansas State College, January 1951, unpublished problem.

and to determine if the majors stay in the field. If not, why not?

Mc Bride found that the number of physical education graduates is affected by the status of world affairs. The present trend is toward an increase in the number of physical education graduates; however, until the salaries of physical educators are more nearly in line with other professions, many who graduate will never enter the field and many others will leave the field in a short period of time. <sup>2</sup>

Zandier, using broad survey methods, attempted to determine the graduate status of individuals who had majored in physical education at the University of Illinois and graduated with degrees in that field. The study covered the years, 1923 through 1947. <sup>3</sup>

The title of a study conducted at the University of Iowa proved to be misleading. It did not pertain to physical education majors only, but rather was a comparison of grades and athletic achievement of all graduates. <sup>4</sup>

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2. Jack Earl Mc Bride, A Comparative Survey of the Post Graduate Status of Physical Education Majors From a Selected Illinois State Teachers College and a Selected Liberal Arts College; University of Illinois, 1956, unpublished.

3. Fred F. Zandier, The Post Graduate Status of Men and Women Who Graduated from the University of Illinois With a Major in Physical Education During the Period 1923-1947; 1950, unpublished.

4. William Walter Monypenny, A Personnel Study of Male Graduates of Southwestern College Between 1913 and 1934; State University of Iowa, 1936.

## CHAPTER III

PROCEDURE IN RESEARCH

## Justification and Explanation of Method

Many present-day research authorities consider the survey method, coupled with the questionnaire technique, the most unreliable of all research methods. The chief criticisms of the above mentioned methods are

- 1) The problem is unimportant.
- 2) The data could have been obtained elsewhere.
- 3) Opinions are treated as fact.
- 4) The respondents are incapable of giving the facts. <sup>1</sup>

These problems or criticisms have been largely overcome in this study. The problem is of grave importance because of the help that can be gained in respect to guidance of prospective physical education students and preparation of a curriculum that will aid future graduates preparing for a life in the teaching profession. Certainly it would have been difficult to obtain the information included in this study by any other means than through the use of a questionnaire. As for saying the respondents, included in this study, are incapable of giving facts, who would be more capable of answering questions about their history, since graduation, than the men and women who participated in this study?

Several factors made it more feasible to conduct this study using the survey method and questionnaire technique. They include the following:

- 1) Limitation of time
- 2) Limitation of finance

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1. \_\_\_\_\_ Research Methods Applied to Health, Physical Education, and Recreation; Published for The American Association for Health, Physical Education and Recreation; 1952, p 342.



- 3) Geographical location of graduates
- 4) Comparatively large number to investigate

The collection of the data through the use of the survey method

required the five following steps:

- 1) Compiling a mailing list of all physical education students who have graduated from South Dakota State College with a major, minor, or graduate degree in physical education.
- 2) Development of the questionnaire.
- 3) Mailing the questionnaire.
- 4) Development of the follow-up letter.
- 5) Mailing of the follow-up letter.

#### MAILING LIST

The mailing list was compiled through the excellent cooperation of the Alumni Office, Dean Frank G. Schultz of the Division of Science and Applied Arts, and the Physical Education Department.

The addresses were obtained through the Alumni Office and various staff members within the Physical Education Department.

The letters were mailed with notation to forward if the graduate were not located at their given address. In cases where no addresses were available the questionnaire was mailed to the parents with a request to forward. The number of letters returned because of improper, incorrect or insufficient address was only five. Of the five, it was possible to locate the correct addresses of two graduates and re-mail the questionnaires. Both questionnaires were returned promptly.

Even though the questionnaires were mailed first class, three graduates responded that they had not received the questionnaire when replying to the follow-up letter. Another questionnaire was mailed to them immediately.

## THE QUESTIONNAIRE

Compiling the questionnaire presented difficult problems. The information required for the study was something that could not always be answered by a "yes" or "no." It was necessary to use questions that could be answered with brief, concise answers. The questionnaire was submitted to several members of the graduate faculty at South Dakota State College prior to making the final copy. The critical comment of this group centered about the length of the questionnaire.

When the questionnaire was submitted to several members of the Physical Education Department, who are State College graduates, they found that it required, on the average, ten minutes to complete.

The questionnaire was duplicated on individual sheets of 16-pound mimeograph paper.

The questionnaires were coded to keep the material confidential. The only possible method of checking the questionnaire being processed was to refer to the master code sheet. The questionnaires were coded 1, 2, 3, and up to 201.

The questionnaire was accompanied by two letters, a letter of explanation and a letter of introduction. The letter of explanation was prepared by the author. Dr. R. B. Frost, Director of Athletics and Physical Education at South Dakota State College, prepared the letter of introduction.

When mailing the questionnaire (appendix C) and letters (appendix A and B), the researcher decided that the letter of introduction should be placed in a position where it would be read first because of the importance

that would be attached to a letter from Dr. Frost.

#### MAILING THE QUESTIONNAIRE

The questionnaires were prepared for mailing in two groups. Approximately 100 of the questionnaires were mailed February 29, 1958, with the second group being mailed the following day.

Included in the envelope containing the questionnaire and the letters of introduction and explanation was a self-addressed, stamped envelope for the return of the questionnaire.

#### FOLLOW-UP LETTER

The follow-up letter (Appendix B) was prepared and mailed to the individuals who did not reply to the questionnaire within six weeks. Eleven more questionnaires were returned after mailing of the follow-up letter.

#### COMPILATION OF RESULTS

After the desired data was collected from the graduates, the results were analyzed. The graduates were compared as far as year of graduation was concerned. Comparisons were made on such factors as salary, position, age at graduation, present age and military background. When studying the history, the researcher found that results showed the number of individuals leaving the teaching profession and their reason for doing so.

## CHAPTER IV

## ANALYSIS OF REPLIES

The analysis of replies contains five sections. These sections are as follows:

1. Questionnaire Returns
2. Personal Data on Graduates
3. Academic Background of Graduates
4. Present Status of Graduates
5. Teaching Experience and Employment

## QUESTIONNAIRES RETURNED

Table I shows the number of questionnaires returned.

TABLE I  
RESPONSE TO QUESTIONNAIRES

	Number	Per Cent
Questionnaires mailed	201	
Unable to locate	3	1.5
Returned blank	3	1.5
Questionnaires actually accounted for	172	85.6
Questionnaires actually returned	169	84.1
Questionnaires used in study	166	82.6

State graduates returning the questionnaire located in twenty-five different states. The states and number of graduates in each state are listed in Table II.

TABLE II  
 LOCATION, BY STATES, OF GRADUATES  
 RETURNING QUESTIONNAIRE

State		
South Dakota	74	44.6
Minnesota	32	19.3
Iowa	10	6.0
Illinois	6	3.6
California	5	3.0
Washington	4	2.4
Texas	4	2.4
New York	3	1.8
Michigan	3	1.8
Wyoming	3	1.8
Colorado	2	1.2
Georgia	2	1.2
Missouri	2	1.2
Nebraska	2	1.2
Nevada	2	1.2
North Dakota	2	1.2
Virginia	2	1.2
Alabama	1	.6
Florida	1	.6
Kansas	1	.6
Kentucky	1	.6
Montana	1	.6
Ohio	1	.6
Oregon	1	.6
Wisconsin	1	.6

## PERSONAL DATA

South Dakota State College has been offering a major or minor in physical education since 1938. Figure 1 indicates that no graduate received a degree in physical education until 1940. It also shows the number of graduates, by year of graduation, and the number of questionnaires, returned with respect to the years of graduation. During the war years no more than one student graduated each year. Following the war there was a gradual increase in the number of students graduating, until the peak was reached in 1950. A total of twenty-seven received degrees with either a major or minor in physical education during that year. After the peak was reached there was a slight decrease in the number of graduates for the following four years. A secondary peak was reached in 1956, with a slight dip being taken during 1957.

In separating the returns with respect to sex, it was determined that there were 23 female and 142 male respondents to the questionnaire. (This represents a return of 82.6 per cent.) Figure 2 depicts the number of male and female graduates and year of graduation of the graduates returning the questionnaires.

By far the greatest number of the graduates were younger than twenty-four years of age at graduation. Figure 3 indicates that the present age of graduates produces a more normal curve than the graduation age curve. The reason for the wide range of the graduation ages was that masters degree candidates were involved in the study. The youngest individual to graduate was twenty years of age and the oldest was forty-seven years old. The average present age of the graduates, included in this



Figure 1. Number of Physical Education Graduates per Year and Questionnaires Returned by Year of Graduation.

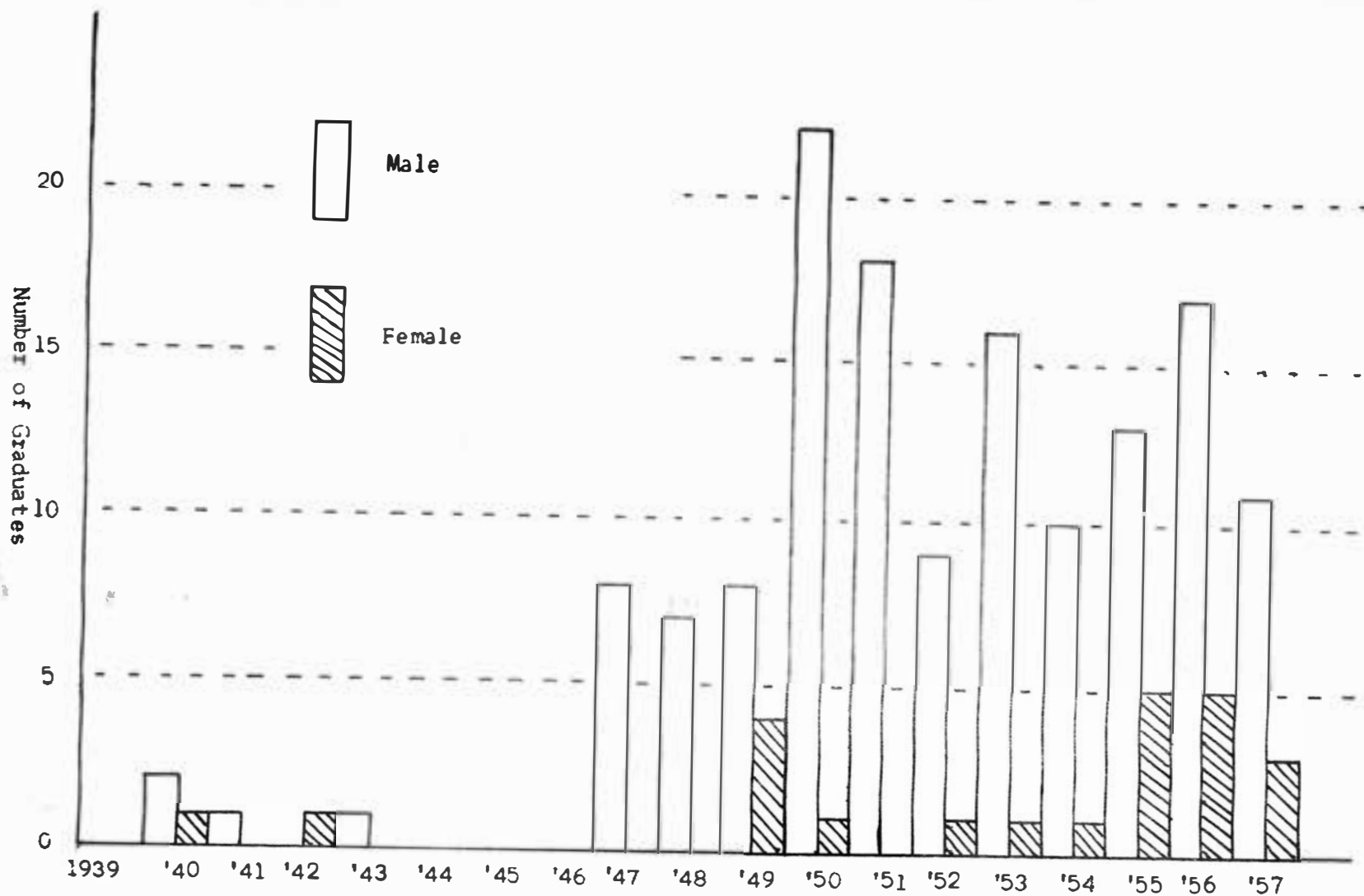


Figure 2. Number of Graduates By Sex and By Year of Graduation Included in This Study



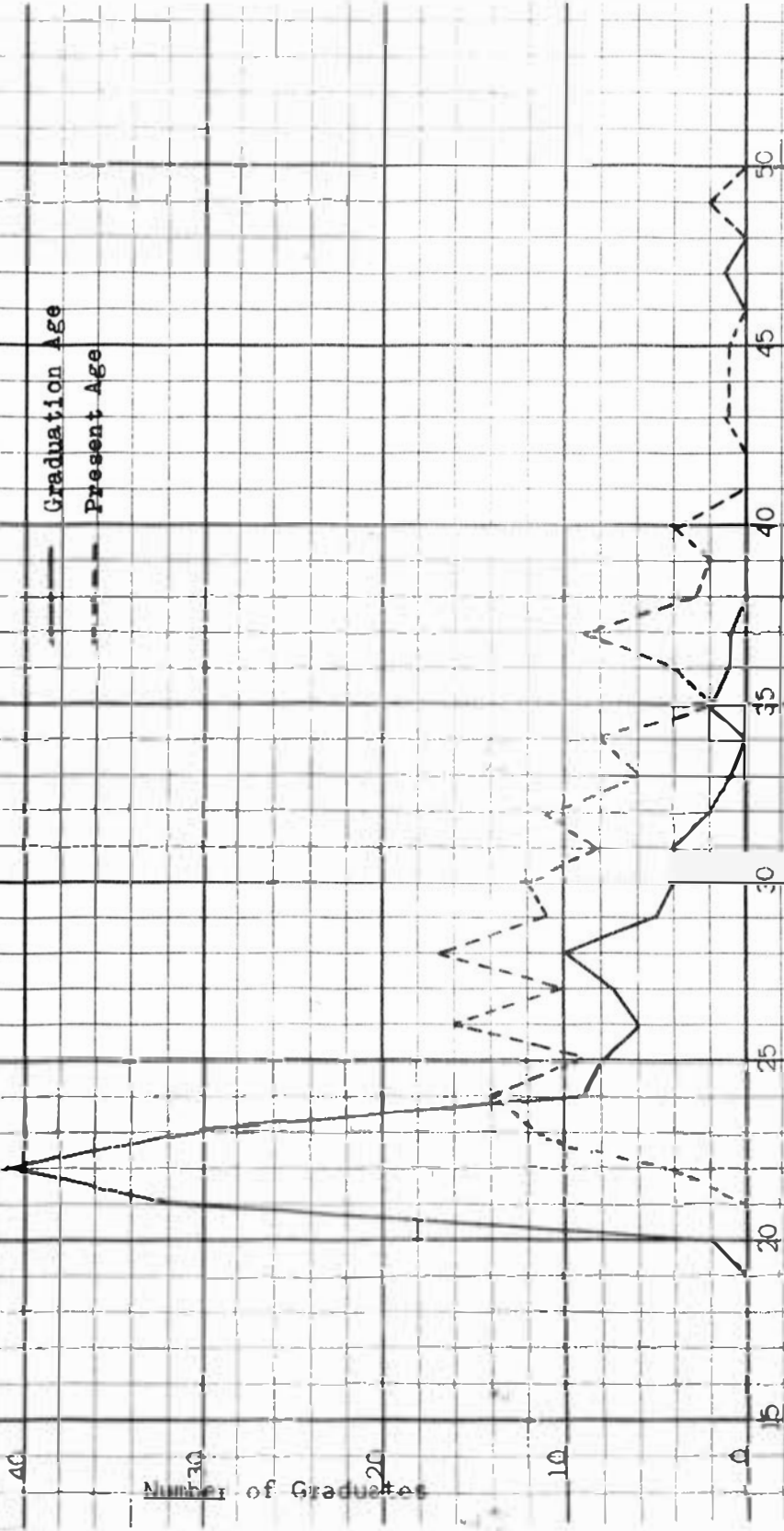


Figure 3. Graduation Age and Present Age of South Carolina College Graduates Returning the Questionnaire.

study, was thirty years.

Many graduates have married. Figure 4 displays the family size of the graduates. Of the 140 who had married, 114 had at least one child. The size family varies from one to six. The average number of children in a family was two. (2.2 per cent)

State College graduates found many ways of securing financial assistance for their education. Table III lists the various means of financial aid or assistance. By far the greater number of the individuals listed more than one method of financing their college education. The four most commonly listed were self, G. I. Bill, parents, and scholarship.

TABLE III  
METHODS OF FINANCING COLLEGE EDUCATION

Means of Assistance	Male	Per Cent		Female	Per Cent Female	Per Cent (M & F)
		Male	Female			
Self	120	83.9	12	52.2	79.5	
G. I. Bill	79	55.2	1	4.3	48.2	
Parents	60	42.0	21	91.3	48.8	
Scholarship	34	23.8	5	21.7	23.5	
Friend	1	.7	0	.0	.6	
Brother	1	.7	0	.0	.6	
Husband	0	.0	1	4.3	.6	
Assistantship	1	.7	0	.0	.6	
Wife	1	.7	0	.0	.6	
Minnesota (Veterans Adm.)	1	.7	0	.0	.6	
State Rehabilitation	1	.7	0	.0	.6	

Military background of State College graduates was quite extensive. Table IV indicates that 88.1 per cent of the males and 13.0 per cent of the females served with the military. A total of 77.7 per cent of the graduates spent some time in military service. The figure also shows the

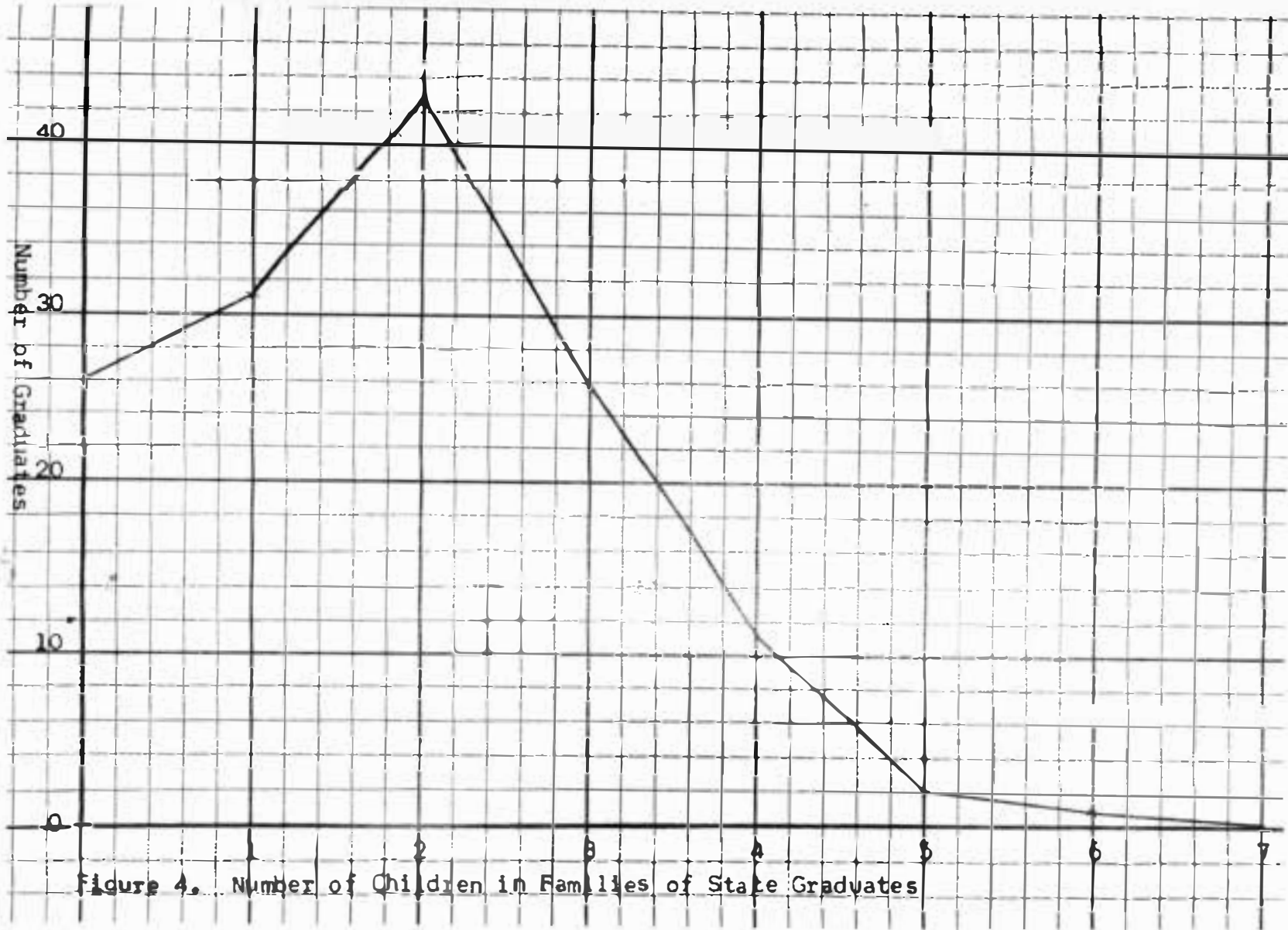


Figure 4. Number of Children in Families of State Graduates

branch of service with which the graduates served, whether they were commissioned or enlisted personnel. It was also interesting to note, even though State College has a reserve officer training program, that only 44.9 per cent of the graduates held a commission. A total of eighteen of the commissions held by State graduates were not received through the officer training program at the college.

Figure 5 shows the length of enlistment periods. The length of enlistment varied from six months to serving as regular service personnel. The most frequently mentioned enlistment period was two years. The average number of years spent in service was 2.7 years. (Regular service personnel were not included in this average.) A total of seventeen graduates were on active duty when the study was conducted.

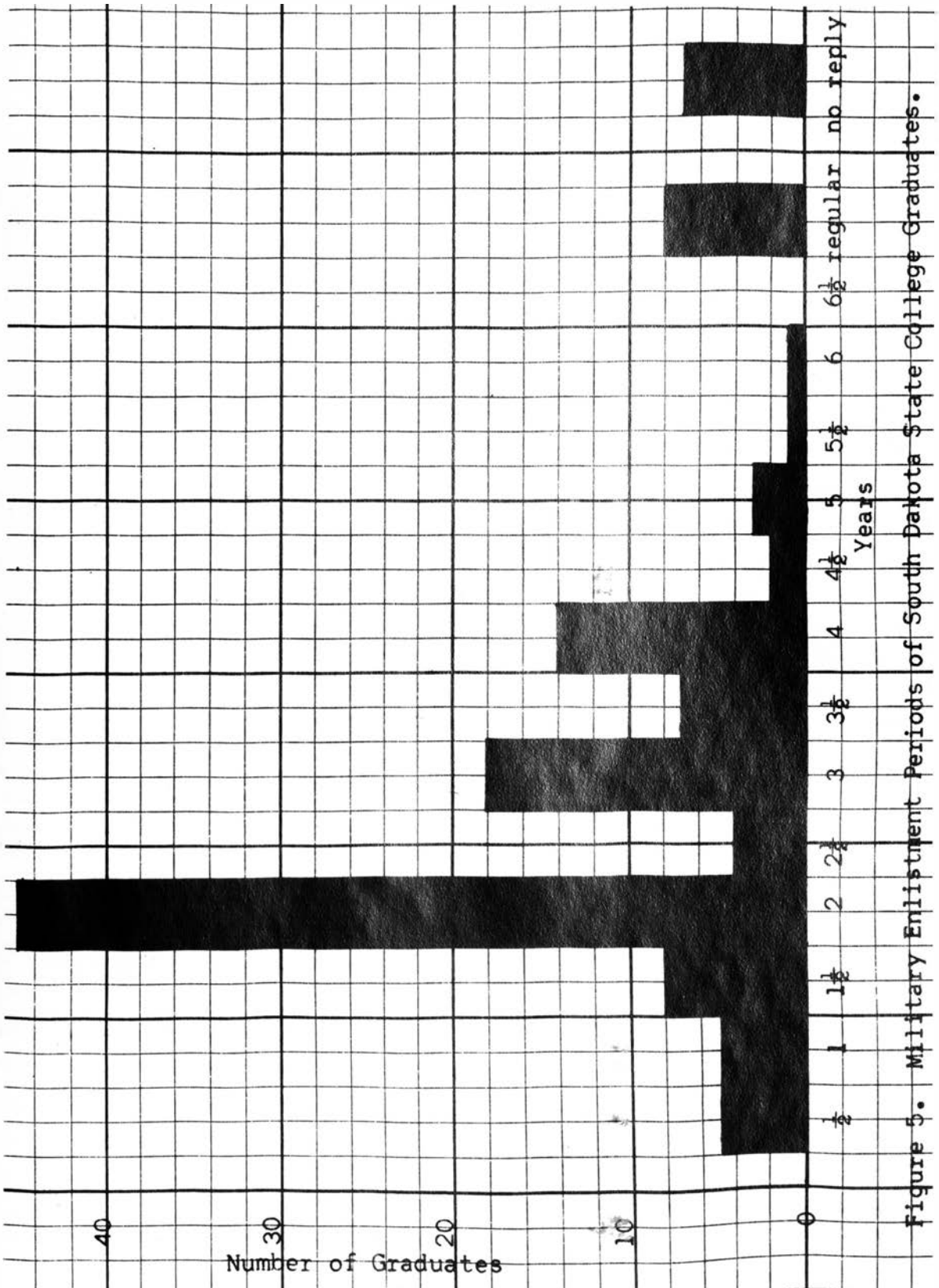


Figure 5. Military Enlistment Periods of South Dakota State College Graduates.

TABLE IV

## MILITARY BACKGROUND OF SOUTH DAKOTA STATE GRADUATES

	Number	Per Cent
<b>A. Military Service</b>		
Male (143 male respondents)	126	88.1
Female (23 female respondents)	3	13.0
<b>B. Branch of Service (Male and Female)</b>		
Army	77	59.7
Navy	22	17.1
Air Force	16	12.4
Marine	11	8.5
National Guard	2	1.6
Coast Guard	1	.8
<b>C. How Enlisted (Male and Female)</b>		
Draft	39	30.2
ROTC	40	31.0
Enlisted	38	28.7
Reserve or National Guard	12	9.3
<b>D. Status While in Service (Male and Female)</b>		
Enlisted	71	55.0
Officer	58	45.0
<b>E. Presently on Active Duty (April 1958)</b>		
Male (126)	17	13.5
Female (3)	0	0.0

## ACADEMIC BACKGROUND

This portion of the paper is concerned with the academic background of the graduates responding to the questionnaire. Tables included in this portion represent the major and minor fields of undergraduate concentration, plus post graduate attainment by State College graduates.

TABLE V

MAJOR FIELD OF CONCENTRATION OF GRADUATES  
INCLUDED IN THIS STUDY

Major Field Selected	Number	Per Cent
Physical Education	142	85.5
History and Political Science	10	6.0
Mathematics	7	4.2
Science	7	4.2
Economics	6	3.6
Industrial Arts	5	3.0
Social Science	5	3.0
Education	4	2.4
Sociology	3	1.8
Agriculture	3	1.8
Zoology	2	1.2
Social Studies	2	1.2
Business Science	2	1.2
English	1	.6
Journalism	1	.6
Home Economics	1	.6
Biology	1	.6
No Reply	2	1.2

Tables V and VI show the major and minor fields of concentration of the graduates included in this study. Many different major and minor field selections and combinations are noted in the above mentioned charts. Nearly 85.5 per cent of the graduates, responding to the questionnaire, have majors in physical education; the other 14.5 per cent have minors.

The science field proved to be the most commonly followed minor field of specialization. The combination of the number of graduates minoring in the social studies field would nearly correspond to the number selecting science as the secondary area of concentration.

TABLE VI  
MINOR FIELD OF CONCENTRATION OF GRADUATES  
INCLUDED IN THIS STUDY

Minor Fields Selected	Number	Per Cent
Science	60	36.1
Physical Education	24	14.5
History and Political Science	27	16.3
Zoology	18	10.8
Education	18	10.8
Social Studies	27	16.3
English	13	7.8
Mathematics	13	7.8
Natural Science	7	4.2
Sociology	6	3.6
Economics	3	1.8
Art	1	.6
Biological Science	2	1.2
Biology	1	.6
Chemistry	1	.6
Commercial	1	.6
French	1	.6
Spanish	1	.6
German	1	.6
Home Economics	1	.6
Industrial Arts	1	.6
Military Science	1	.6
Secretarial Science	1	.6
No Reply	6	3.6

It is noted that State College graduates are interested in post graduate education. Of the 166 graduates responding to the questionnaire, 75 have actually completed some graduate work. The number of hours



completed varies from 3 to 125 quarter hours of credit. A total of 61 have received a masters degree, a degree in physical therapy or an advanced degree in theology. Two individuals who have completed their masters degree work have also completed some work on their doctorate. One of the two expects to complete his Doctorate of Education in August, 1958.

The previous mentioned information, plus the type of degree earned, the year it was received, and the school awarding the degree are provided in Table VII. Approximately 60 per cent of the graduates completing their work for masters degrees, received their degree at South Dakota State College. Eighteen of the thirty-six did not do their undergraduate work at South Dakota State College.

TABLE VII

POST GRADUATE DEGREES EARNED BY SOUTH DAKOTA STATE  
COLLEGE GRADUATES INCLUDED IN THIS STUDY

	Number	Per Cent
<b>A. Advanced Degrees Earned</b>		
Master of Science	33	54.1
Master of Arts	4	6.6
Master of Education	19	31.1
Master of Guidance	1	1.6
Master of Public Health	1	1.6
Physical Therapy	2	3.3
Theology	1	1.6
<b>B. Year Advanced Degree Was Earned</b>		
1958	3	4.9
1957	11	23.0
1956	12	19.7
1955	11	23.0
1954	7	11.5
1953	4	6.6
1952	1	1.6
1951	4	6.6
1950	1	1.6
1949	1	1.6
<b>C. Schools Attended for Advance Degrees</b>		
South Dakota State College	36	59.0
South Dakota University	4	6.6
State University of Iowa	3	4.9
University of Minnesota	3	4.9
University of Missouri	2	3.3
University of Illinois	2	3.3
University of Purdue	2	3.3
Colorado State College (A A M)	1	1.6
University of Southern California	1	1.6
Kansas State College	1	1.6
Colorado State Teachers College	1	1.6
Colorado State College of Education	1	1.6
Mayo Clinic (Rochester, Minnesota)	1	1.6
Luther Theological Seminary	1	1.6
Not Listed	2	3.3

## PRESENT STATUS

Many graduates responding to the questionnaires had left the field of physical education; however, approximately 57.2 per cent remained in the profession. Table VIII points this out with respect to year of graduation.

TABLE VIII

PHYSICAL EDUCATION GRADUATES ACTIVE IN THE FIELD  
OF EDUCATION OR PHYSICAL EDUCATION

Groups*	1940	1941	1942	1943	1944	1945	1946	1947	1948
A	0	0	0	0	0	0	0	0	0
B	1	0	0	0	0	0	0	5	4
C	1	0	0	0	0	0	0	5	4
D	0	0	0	0	0	0	0	0	0
E	50.0	0	0	0	0	0	0	62.5	57.1
F	33.3	0	0	0	0	0	0	62.5	57.1

	1949	1950	1951	1952	1953	1954	1955	1956	1957	Total
A	1	0	0	0	0	0	4	4	2	11
B	4	13	12	4	8	7	8	10	8	84
C	5	13	12	4	8	7	12	14	10	95
D	25.0	0	0	0	0	0	80.0	80.0	66.7	47.8
E	62.5	59.1	66.7	41.4	50.0	70.0	61.5	58.8	72.7	58.7
F	41.7	56.2	66.7	40.0	47.6	63.6	66.7	61.8	71.4	57.2

- A. Female respondents active in physical education.
- B. Male respondents active in physical education.
- C. Total males and females active in physical education.
- D. Per cent of female respondents active.
- E. Per cent of male respondents active.
- F. Per cent of total respondents active.

The male and female graduates are compared individually. The table also shows (1) female respondents active in physical education; (2) male respondents active in physical education; (3) total male and female graduates active in physical education; (4) percentage of females active in physical education; (5) percentage of males active in physical education; (6) percentage of total respondents active in physical education. Of the respondents active in the field, eleven were female and eighty-four male. Nearly 48 per cent of the female and 59 per cent of male graduates remained in the profession.

A number of graduates taught prior to leaving the profession.

Figure 6 pictures the number of years taught by the graduates leaving the field of education. The years taught ranged from one to ten.

The State graduates, who left the field of education, gave various reasons for doing so. Reasons for leaving the teaching profession are listed in Table IV. Better opportunities elsewhere proved to be the reason for 25 per cent of the graduates leaving the field. Other contributing factors were low salary, military service, marriage, and long hours.

The graduates leaving the field have taken up varied vocations. They listed such professions as the ministry, banking, draftsman, and journalism; also military service, housewife, and various business positions. Their present occupation is listed in Table X.

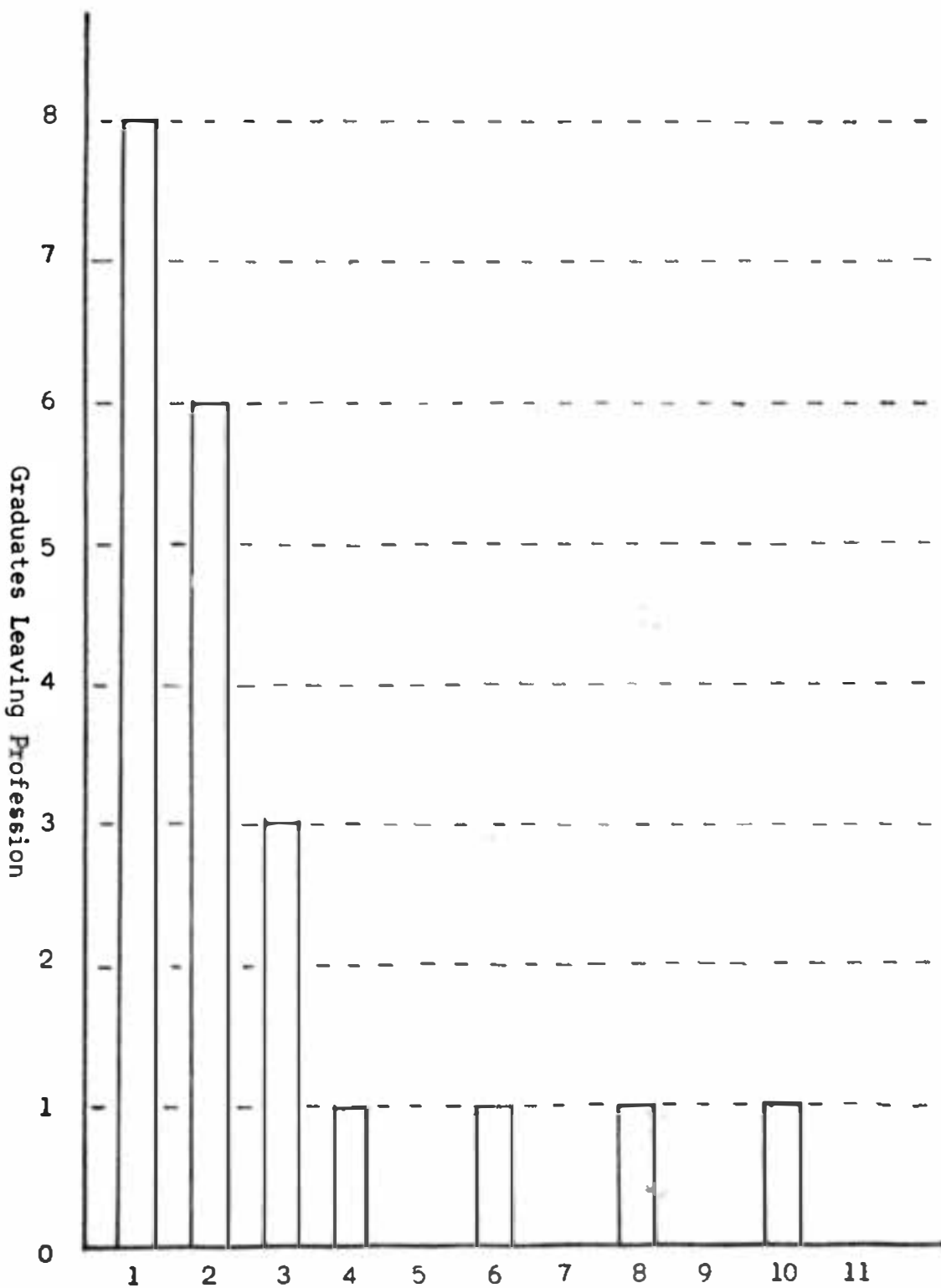


Figure 6. Years Spent Teaching Prior to Leaving the Teaching Profession

Twelve graduates who left the field of physical education are returning or have returned to the profession. The various reasons are listed in Table XI. Separation from military service was the primary reason listed by 41.7 per cent of the graduates re-entering the teaching profession.

TABLE IV

## REASONS FOR LEAVING THE TEACHING PROFESSION

Reasons for leaving profession		
Better opportunities elsewhere	18	25.4
Military service	12	16.9
Low salary	11	15.5
Marriage	6	8.5
Long hours demanded	4	5.6
Too many extra activities demanded	4	5.6
To become administrator	3	4.2
Family	3	4.2
Coaching was too strenuous	3	4.2
Inable to secure coaching position	2	2.8
Didn't know where husband would be stationed	2	2.8
Lack of security	1	1.4
Moved and established family	1	1.4
Called to the ministry	1	1.4
Coaches teach too many subjects	1	1.4
Lack of tenure assurance	1	1.4
Lack of salary spread (Administrator and teachers)	1	1.4
Wanted to stay in community	1	1.4
No satisfaction for family and self	1	1.4
Demand to win in coaching is overriding true values of physical education	1	1.4
Unpleasant experiences teaching in the military service	1	1.4
Poor Administrator	1	1.4
Greater interest in farming	1	1.4
No reason indicated	2	2.8

TABLE I

PRESENT POSITIONS OF GRADUATES LEAVING  
THE FIELD OF PHYSICAL EDUCATION

Present Positions	Number	Per Cent
Military service	12	27.9
House Wife	10	23.3
Business	6	14.0
Postal Service (clerk and carrier)	2	4.7
Physical Therapy	2	4.7
Salesman (auto and baked goods)	2	4.7
Banking	1	2.3
Draftsman	1	2.3
Farming	1	2.3
Journalism	1	2.3
Sports Supervisor (military)	1	2.3
Minister	1	2.3
Numerical Analyst	1	2.3
Nursery Manager	1	2.3
Professional Football	1	2.3

TABLE II

## REASONS FOR RETURNING TO THE TEACHING PROFESSION

Reason for Returning	Number	Per Cent
Release from Military Service	5	41.7
Liked coaching	1	8.3
Enthusiastic about physical education	1	8.3
Better salaries in profession	1	8.3
Took time out to start a family	1	8.3
Didn't like selling insurance	1	8.3
Returned because of poor health (unable to continue farming)	1	8.3
Plan to teach in the fall of 1958 (no reason listed)	1	8.3



## TEACHING EXPERIENCE

South Dakota State graduates have had good and bad years in the teaching profession. Beginning salaries, as shown in Table XII, tell the story of the increase in starting salaries for teachers. Prior to 1947, scanty information made it impossible to follow the gradual improvement of starting salaries for all state graduates in this study. From 1947 on it was possible to notice the gradual increase in starting salaries. In 1947 the average starting salary was \$2850.00; this increased to \$4075.00 in 1957. The Table shows male and female graduates with respect to year starting, lowest salary, highest salary, and average yearly salary received by State College graduates.

Table XIII shows the present salary of all State College graduates. A wide range in salaries was noted. The year 1951 showed the greatest range. The lowest salary received by a male graduate was \$4300.00. The highest was \$9300.00, or a difference of \$5000.00. In better than 50 per cent of the cases the highest salary was received by individuals teaching.

A comparison of the average salaries of all graduates to teaching graduates showed very little difference. (Table XII and XIII) Table XIV shows the salaries of the graduates teaching. The highest salaries in education were received by graduates teaching on the high school level. The highest teaching salary indicated was received by a 1950 graduate; the salary was \$7800.00

Position changes are recorded on Figure 7. The figure also shows how many graduates taught physical education in each position. There were

TABLE III

BEGINNING SALARIES OF SOUTH DAKOTA GRADUATES  
ENTERING THE TEACHING PROFESSION

Year Starting	Sex	Number	Lowest Salary	Highest Salary	Average Salary
1957	Male	6	\$3800.00	\$4500.00	\$4075.00
	Female	1	3350.00	3350.00	3350.00
1956	Male	10	3450.00	4220.00	4064.00
	Female	5	2950.00	4100.00	3480.00
1955	Male	6	3500.00	4750.00*	3640.00
	Female	4	3200.00	3525.00	3412.00
1954	Male	5	3100.00	4200.00	3735.00
	Female	1	3600.00	3600.00	3600.00
1953	Male	9	3000.00	4500.00	3735.00
	Female	None			
1952	Male	5	3200.00	4750.00**	3950.00
	Female	1	2600.00	2600.00	2600.00
1951	Male	14	2700.00	5000.00*	3418.00
	Female	None			
1950	Male	12	1900.00	3200.00	2854.00
	Female	None			
1949	Male	7	2280.00	3600.00	2861.00
	Female	2	2600.00	2600.00	2600.00
1948	Male	6	2700.00	3400.00	2983.00
	Female	None			
1947	Male	6	2500.00	3100.00	2850.00
	Female	None			
1946	Male	None			
	Female	None			
1945	Male	None			
	Female	None			
1944	Male	None			
	Female	None			
1943	Male	1	1860.00	1860.00	1860.00
	Female	None			
1942	Male	None			
	Female	None			
1941	Male	1	1800.00	1800.00	1800.00
	Female	None			
1940	Male	2	990.00	1500.00	1245.00
	Female	1	Unable to recall		

\* First teaching job on college level.

\*\* Had completed some work on doctorate before teaching.

TABLE XIII

## PRESENT SALARY OF SOUTH DAKOTA STATE GRADUATES

Year Graduating	Sex	Number	Lowest Salary	Highest Salary	Average Salary
1957	Male	9	\$2660.00	\$4700.00**	\$3028.00
	Female	1	3350.00	3350.00**	3350.00
1956	Male	16	2660.00	4850.00**	4206.00
	Female	4	3300.00	4000.00**	3638.00
1955	Male	13	2860.00	7190.00**	5020.00
	Female	3	3900.00	4075.00**	3975.00
1954	Male	8	4100.00	7500.00**	4945.00
	Female	None			
1953	Male	14	3828.00	7050.00*	4957.00
	Female	None			
1952	Male	6	4250.00	8552.00*	5681.00
	Female	None			
1951	Male	18	4300.00	9300.00*	5482.00
	Female	None			
1950	Male	20	4250.00	7800.00**	5826.00
	Female	None			
1949	Male	6	4200.00	7260.00**	5327.00
	Female	1	4324.00	4324.00**	4324.00
1948	Male	7	5100.00	7500.00*	6086.00
	Female	None			
1947	Male	8	4350.00	8000.00*	6581.00
	Female	None			
1946	Male	None			
	Female	None			
1945	Male	None			
	Female	None			
1944	Male	None			
	Female	None			
1943	Male	1	4200.00	4200.00*	4200.00
	Female	None			
1942	Male	None			
	Female	None			
1941	Male	None			
	Female	None			
1940	Male	1	6800.00	6800.00**	6800.00
	Female	None			

\* Non-teaching position.

\*\* Teaching position.

TABLE XIV

PRESENT SALARY OF SOUTH DAKOTA STATE GRADUATES  
IN THE TEACHING PROFESSION

Year Graduating	Sex	Number	Lowest Salary	Highest Salary	Average Salary
1957	Male	8	3800.00	4700.00 **	4200.00
	Female	1	3350.00	3350.00 **	3350.00
1956	Male	10	4100	4850.00 **	4549.00
	Female	4	3300.00	4000.00 **	3638.00
1955	Male	8	4650.00	7150.00 **	5600.00
	Female	4	3900.00	4075.00 **	3975.00
1954	Male	7	4100.00	7500.00 **	4825.00
	Female	None			
1953	Male	8	4200.00	5800.00 **	4694.00
	Female	None			
1952	Male	4	4250.00	5500.00 *	4921.00
	Female	None			
1951	Male	12	4300.00	5700.00 *	5070.00
	Female	None			
1950	Male	13	4250.00	7800.00 **	5433.00
	Female	None			
1949	Male	4	4500.00	7260.00 **	5590.00
	Female	1	4324.00	4324.00 **	4324.00
1948	Male	4	5100.00	6550.00 **	5690.00
	Female	None			
1947	Male	5	4350.00	7000.00 **	6090.00
	Female	None			
1946	Male	None			
	Female	None			
1945	Male	None			
	Female	None			
1944	Male	None			
	Female	None			
1943	Male	None			
	Female	None			
1942	Male	None			
	Female	None			
1941	Male	None			
	Female	None			
1940	Male	1	6800.00	6800.00 *	6800.00
	Female	None			

\* College level teaching

\*\* High School teaching level

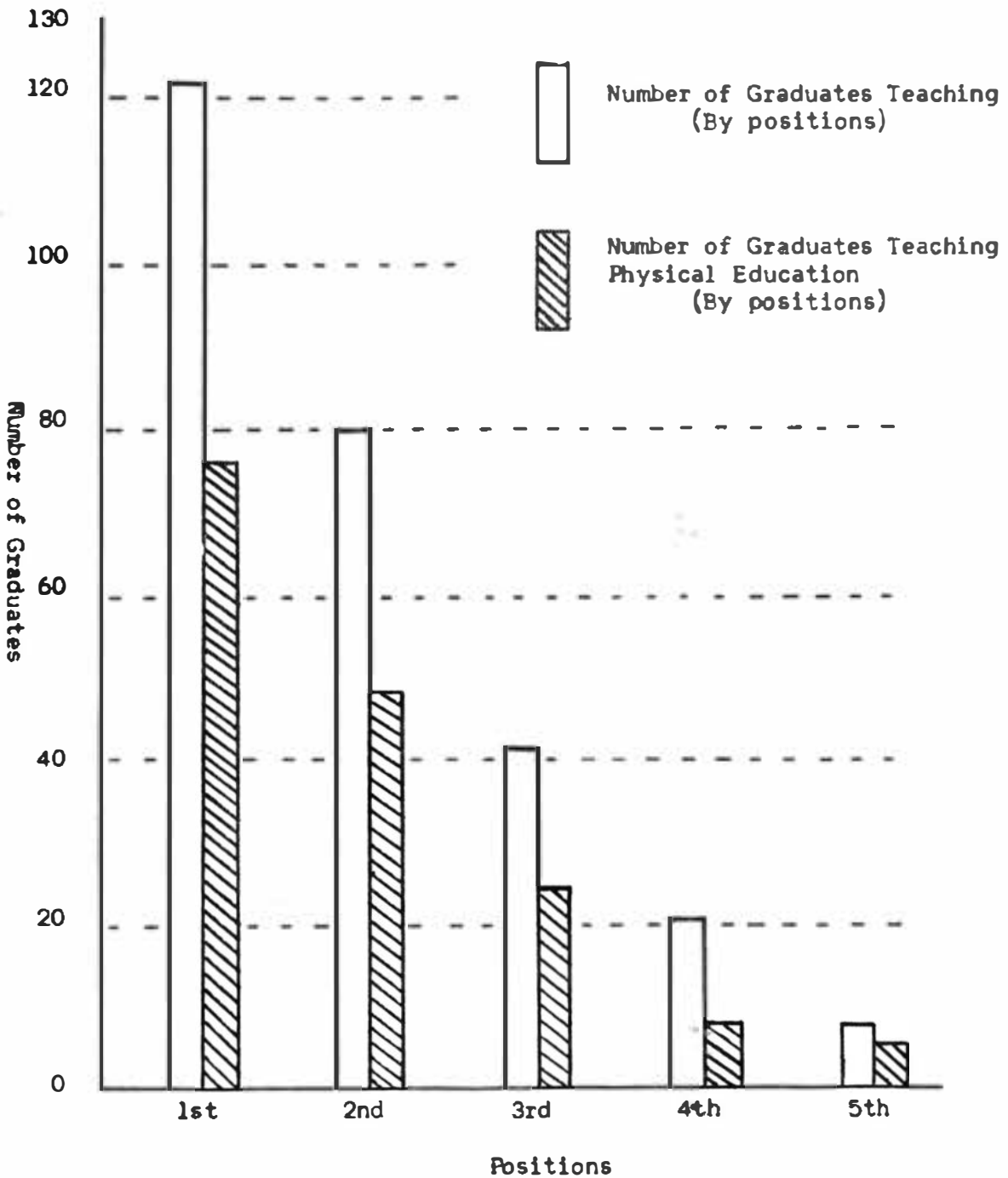


Figure 7. Number of Graduates Teaching Physical Education In Their First Five Positions.

forty-seven graduates teaching who did not teach physical education in the first position. With each position, the difference between the number teaching classroom subjects and physical education becomes less.

Figures 8, 9, and 10 illustrate the number of hours taught, per week, by State College graduates. The hours taught was treated on a position basis. The hours taught were grouped, 1-5, 6-10, 11-15, etc. The positions all formed similar curves. Hours teaching physical education were concentrated at the lower end of the scale, whereas total hours taught formed a more normal curve. Several individuals stated that they taught forty hours per week. This may be an error, or possibly they were confused with the hours spent at school each week.

State College graduates have coached many sports. Tables IV, XVI, and XVII point out the various sports coached. Duties (head coach, assistant coach, trainer, etc.) are listed by positions. Basketball, football, track, and baseball, in that order, were the sports most commonly coached. The coaching duties were broken down by positions showing the number of coaches moving to different school systems. It was noted that when moving to a new school system, coaches of spring and fall sports do not advance with respect to their duties. Coaches of the winter sports make better advancement, with respect to duties, when changing positions.

Figure 11 shows the average number of hours coached per week by State College graduates. Basketball requires the greatest amount of time per week, fourteen hours.

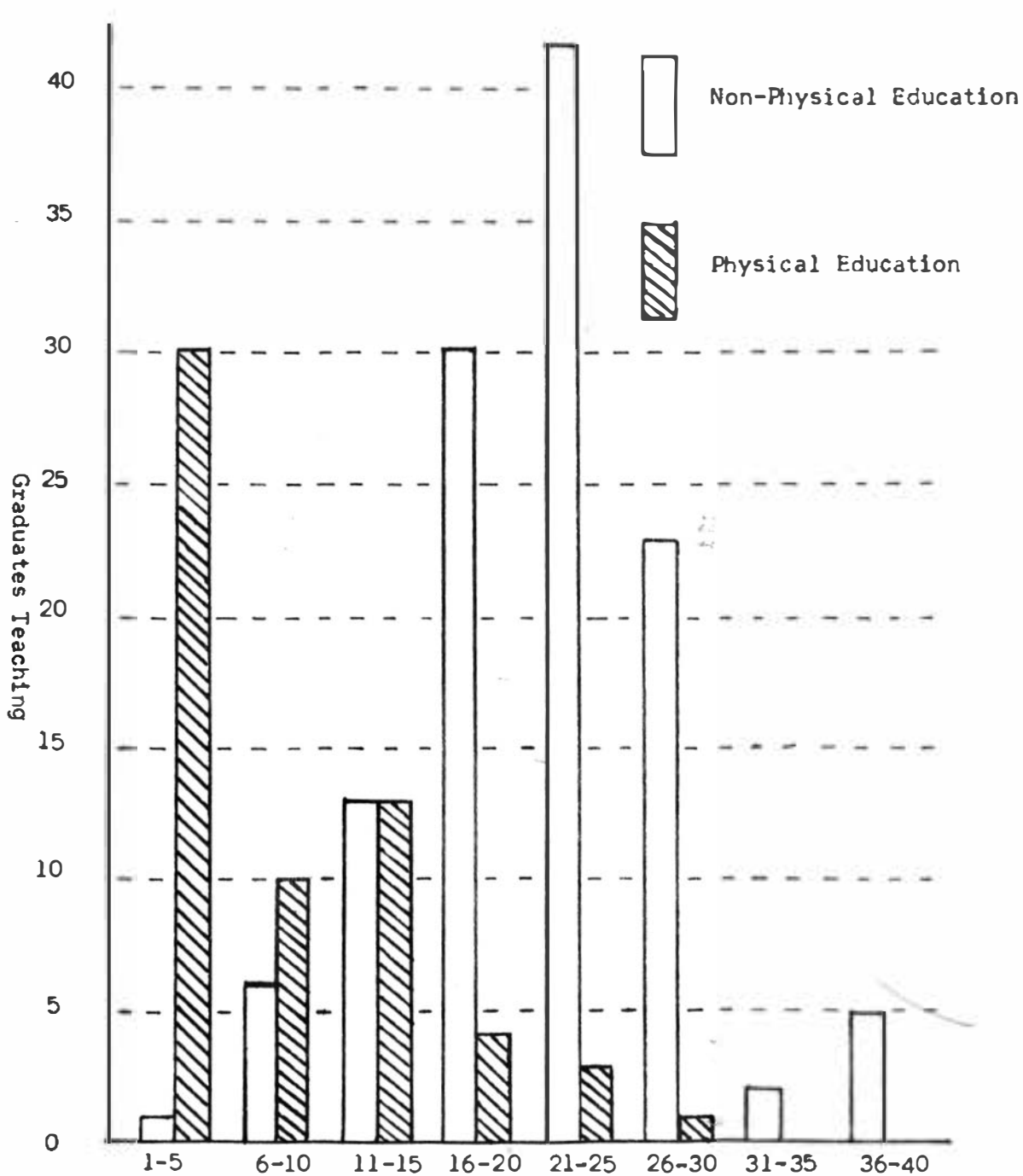


Figure 8. Hours Teaching Physical Education and Non-Physical Education Subjects Per Week. (1st position)

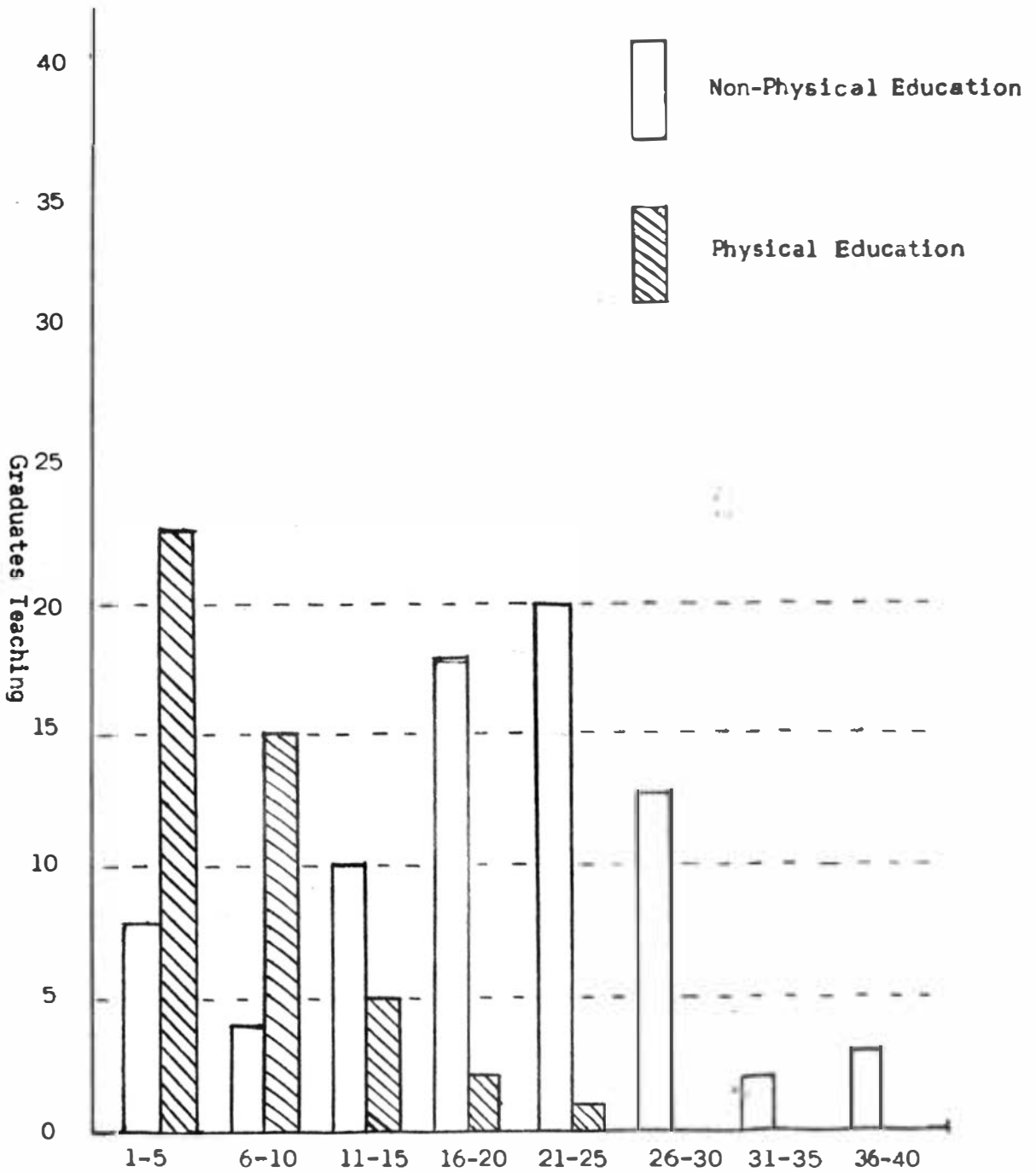


Figure 9. Hours Teaching Physical Education and Non-Physical Education Subjects Per Week. (2nd position)



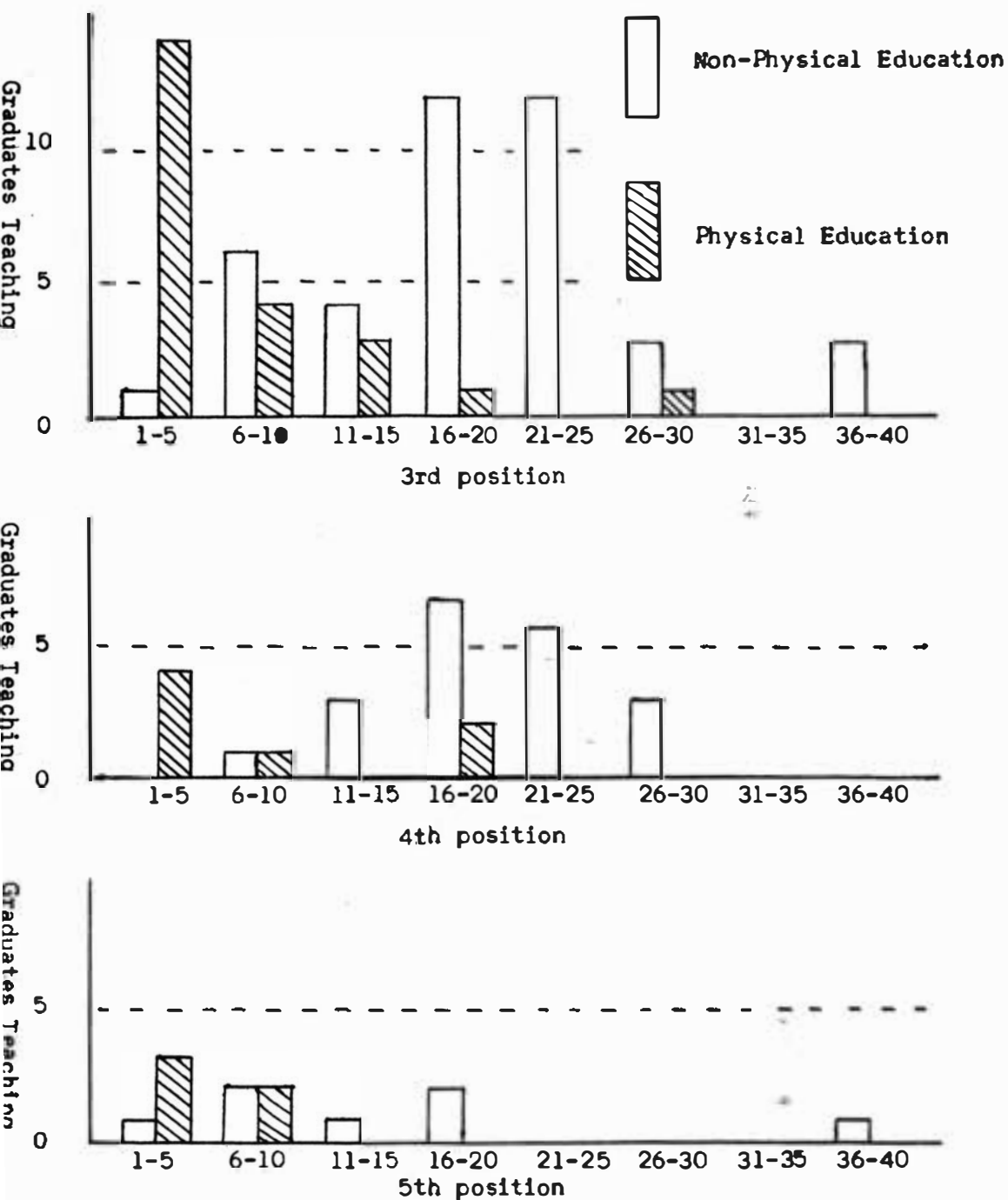


Figure 10. Hours Teaching Physical Education and Non-Physical Education Subjects Per Weeks. (3rd, 4th, 5th positions)

TABLE XV

## FALL SPORTS COACHED BY STATE COLLEGE GRADUATES

Sport	Number	Head Coach	Duties	
			Assistant	Trainer
<b>1st Position</b>				
Football	82	52	29	5
Baseball	5	5	0	0
Cross Country	3	3	0	0
Softball	1	1	0	0
<b>2nd Position</b>				
Football	52	32	18	6
Cross Country	4	2	2	1
Softball	1	1	0	0
<b>3rd Position</b>				
Football	29	16	13	0
Cross Country	3	1	2	0
Softball	1	1	0	0
<b>4th Position</b>				
Football	12	6	6	0
Cross Country	1	1	0	0
<b>5th Position</b>				
Football	2	1	1	0
Cross Country	1	1	0	0
Softball	1	1	0	0

TABLE XVI

## WINTER SPORTS COACHED BY STATE COLLEGE GRADUATES

Sport	Number	Need Coach	Titles	
			Assistant	Trainer
1st Position				
Basketball	34	48	38	3
Wrestling	5	4	1	0
Boating	1	1	0	0
2nd Position				
Basketball	52	39	13	0
Wrestling	2	2	0	0
Track	2	1	1	0
Hockey	1	0	1	0
3rd Position				
Basketball	25	16	9	0
Wrestling	2	2	0	0
Gymnastics	1	1	0	0
Swimming	1	1	0	0
4th Position				
Basketball	11	5	6	0
Wrestling	1	1	0	0
5th Position				
Basketball	1	1	0	0
Wrestling	1	1	0	0

TABLE XVII

## SPRING SPORTS COACHED BY STATE COLLEGE GRADUATES

Sports	Number	Head Coach	Duties	
			Assistant	Trainer
1st Position				
Track	78	58	20	2
Baseball	7	6	1	0
Tennis	1	1	0	0
Golf	1	1	0	0
2nd Position				
Track	45	34	11	1
Baseball	14	9	3	1
Tennis	1	1	0	0
Golf	1	1	0	0
Softball	1	1	0	0
3rd Position				
Track	24	13	11	0
Baseball	5	1	4	0
4th Position				
Track	12	8	4	0
Baseball	1	1	0	0
5th Position				
Track	3	3	0	0

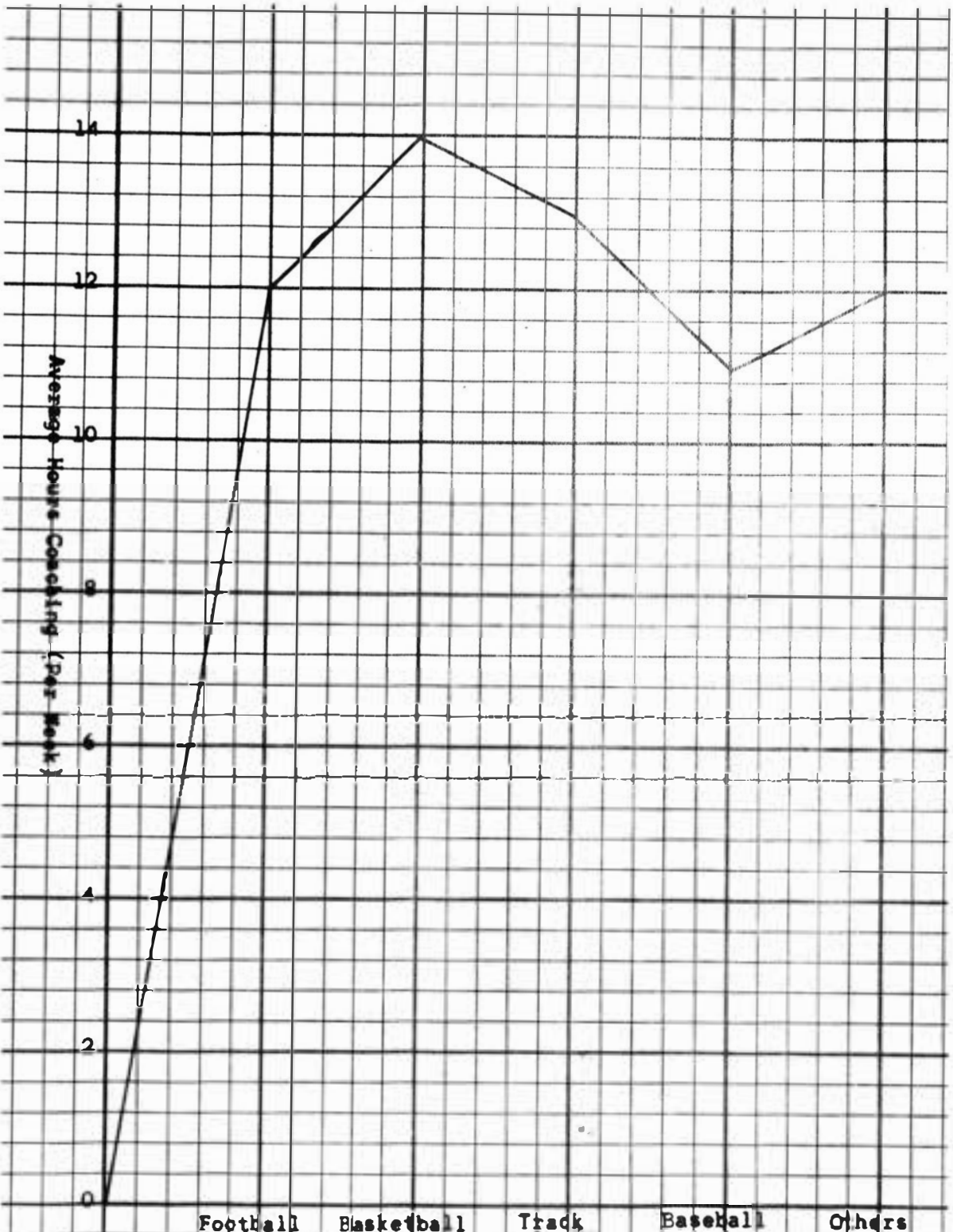


Figure 11. Average Hours Spent Coaching Per Week By State College Graduates

A present trend in education is that of giving additional pay increments for duties beyond the normal classroom teaching load. This study indicated that approximately 45.5 per cent of the graduates receive additional increments for after school activities. The additional payments vary from \$50.00 to \$500.00. The three most commonly mentioned duties for which additional payment is received are coaching, director of athletics, and intramural sports director or as an assistant.

Duties with no additional payments were listed by 69.5 per cent of the graduates responding to the questionnaire. (It is possible for the graduates to have both types of duties.) Duties involving no additional payment are coaching, lettermen's club advisor, class advisor, normal school responsibilities (noon duty, study hall), chairman of various committees, G. A. A. advisor and director of cheerleaders. The above are mentioned in the order of frequency indicated by the respondents.

The length of contract per year varied from eight to twelve months. The nine-month contract is most common, followed by the twelve-month contract and the ten-month contract. The eight-month contract was indicated by one respondent, but the eleven-month period was not listed.

Many State College graduates have part-time jobs to supplement their income. Approximately 16.7 per cent of the respondents indicated that they have a part-time job during the school year. During the summer 80 per cent of the respondents still active in teaching take employment. During the year the most often indicated means of gaining additional income was basketball officiating. Such things as construction work, recreation supervision, laborer, and insurance salesman were mentioned in the returned

questionnaires as types of summer employment.

## CHAPTER V

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## SUMMARY

A study of the status, past and present, of the physical education graduates of South Dakota State College, was carried out by the survey method of research. Four aspects of the graduates background were examined. These aspects were (1) personal data; (2) academic background of graduates; (3) present status of graduates; and (4) teaching experiences and employment.

Analyzing the data it seems that the following conclusions can reasonably be drawn.

## CONCLUSIONS

1. Generally speaking, good returns can be expected from a long questionnaire, if the study closely pertains to the group surveyed.
2. Generally speaking, war had an affect on the number of graduates receiving their degrees each year.
3. By far the greatest number of graduates were younger than twenty-four years of age at graduation.
4. The average number of children in State College graduate families is 2.2.
5. State College graduates used four chief methods of financing their education. They were self, G. I. Bill, parents, and scholarship.
6. A total of 77.7 per cent of the graduates served in military service. The average length of military enlistment was 2.7 years.



7. Many graduates have left the field of physical education.  
(42.8 per cent)
8. Of the graduates active in the field of education, sixty-one have received degrees higher than their bachelor degree. The sixty-one includes no one with a degree higher than a masters.
9. Science was the most popular minor field of concentration.
10. A total of twenty-one graduates left the field after teaching from one to ten years.
11. Better opportunities in other professions proved to be the reason for the largest percentage (25 per cent) of the graduates leaving the field.
12. Twelve graduates who left the field of physical education are returning or have returned to the profession.
13. The salaries of State College graduates have gradually improved over the years.
14. The highest salaries in education are received by graduates teaching on the high school level.
15. In more than 50 per cent of the cases, when comparing salaries of all graduates by year of graduation, individuals still in the teaching profession receive the highest salary.
16. When moving to a new school system, coaches of spring and fall sports do not make a great advancement with respect to coaching duties. Coaches of winter sports make better advancement when moving from one position to another.
17. The average load for coaching major sports varies from 11 to 14

hours per week, with basketball requiring the greatest amount of time.

18. Many State College graduates receive additional payment for after-school duties (45.5 per cent); however, 69.5 per cent had duties with no additional stipend.

19. The nine-month contract is most commonly used.

20. State College graduates have additional jobs to supplement their income, both during the school year and throughout the summer, approximately 16.7 per cent during the school and 80 per cent during the summer.

21. The geographical distribution of the graduates is widely spread; however, most of the graduates remain in the Middle West, with a total of 43.4 per cent being located in South Dakota.

#### RECOMMENDATIONS

In light of the preceding conclusions the following recommendations are made:

1. That a required physical education program for both elementary and secondary schools be adopted by the State of South Dakota. This will give the physical education teachers trained within the state an opportunity to teach in South Dakota.

2. It is recommended that counseling be conducted properly and with the best interest of the student in mind. Proper guidance may "weed out" the individual who is not entirely interested in the field of physical education.

3. That teachers strengthen their state organization. Only a strong group can get the improvement in teaching conditions so badly needed.

4. It is felt that more research is needed paralleling this study.

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**APPENDICES**

SOUTH DAKOTA STATE COLLEGE OF AGRICULTURE AND MECHANIC ARTS  
COLLEGE STATION - BROOKINGS, SOUTH DAKOTA

DIVISION OF SCIENCE AND APPLIED ARTS  
DEPARTMENT OF PHYSICAL EDUCATION

APPENDIX A  
January 29, 1958

To our former students in physical education:

Duane Hill, one of our graduate students, is conducting a survey amongst all those who have been students in the physical education teacher training program at South Dakota State College. The nature of this survey is explained in the attached material.

It is hoped that every one of you will respond to this request for information. We think it will help our department and also be of assistance to those students who may graduate henceforth.

We have so much confidence in our former students that we are expecting 100% response.

Sincerely,

R. B. Frost  
Director of Athletics  
and Physical Education

RBF:ljw

Enclosure

# SOUTH DAKOTA STATE COLLEGE OF AGRICULTURE AND MECHANIC ARTS

COLLEGE STATION - BROOKINGS, SOUTH DAKOTA

## APPENDIX B

January 29, 1958

Dear State Graduate:

As a graduate of South Dakota State College with an undergraduate or a graduate degree in physical education, your help in completing a survey involving physical education majors and minors is solicited. The data secured will form the basis for a Master of Science Thesis in the graduate school with a major in physical education at South Dakota State College. The study is concerned with the present status of graduate majors and minors in physical education, and will attempt to learn what they have done since graduation; what they are doing now; whether they are advancing in respect to position and monetary standards; whether they have left the field of physical education, and if so, why?

Because the number of individuals to whom this questionnaire is being sent is comparatively small, it is important that each participant respond immediately. Even if a few fail to respond, the data may be of considerable less value. Please complete the following questions and return the questionnaire in the return envelope.

Answer each question completely and accurately. As you notice, you have been assigned a code number. All information received will be entered and referred to by that number. Names will not be disclosed to anyone and all information will remain confidential.

Truly yours,

Duane C. Hill  
Graduate Assistant  
Physical Education Dept.  
South Dakota State College  
Brookings, South Dakota

APPENDIX C

Brookings, South Dakota  
March 1, 1958

Dear Graduate:

Some time ago you were mailed a questionnaire concerning the status of Physical Education graduates from South Dakota State College. The questionnaire was to be completed and returned to me. To date, nearly seventy percent of the questionnaires have been returned.

Upon checking my records, I see that you have not returned the questionnaire. If you have misplaced the original or have not recieved it, please notify me and a questionnaire will be sent to you immediately.

The validity of my research is dependent on the percentage of returns that I recieve. Therefore, every attempt is being made to get all the questionnaires returned.

Won't you as a graduate of South Dakota State College please take care of this now?

If your questionnaire is now in the mail please disregard this letter. Thank you.

Sincerely,



Duane C. Hill  
Graduate Assistant  
Physical Education Dept.  
South Dakota State College  
Brookings, South Dakota



**APPENDIX D**

THE STATUS OF PHYSICAL EDUCATION GRADUATES  
 FROM SOUTH DAKOTA STATE COLLEGE  
 1940-1957  
 questionnaire

## SECTION I

## PERSONAL DATA

Please answer the following questions with a brief answer or check the blank as the question warrants.

1. Year of graduation from South Dakota State College- - - - - \_\_\_\_\_
2. Sex - - - - - \_\_\_\_\_
3. Present age - - - - - \_\_\_\_\_
4. Age at graduation - - - - - \_\_\_\_\_
5. Marital status - - - - - \_\_\_\_\_
  - single \_\_\_\_\_
  - married \_\_\_\_\_
  - divorced \_\_\_\_\_
  - widow or widower \_\_\_\_\_
6. Number of children- - - - - \_\_\_\_\_
7. Who financed your education?- - - - - \_\_\_\_\_
  - parents \_\_\_\_\_
  - self \_\_\_\_\_
  - scholarship \_\_\_\_\_
  - G. I. Bill \_\_\_\_\_
  - other (state what) \_\_\_\_\_
8. Military service - - - - - \_\_\_\_\_
  - yes \_\_\_\_\_
  - no \_\_\_\_\_
  - a. Branch of service- - - - - \_\_\_\_\_
    - Army \_\_\_\_\_
    - Navy \_\_\_\_\_
    - Marine \_\_\_\_\_
    - Air Force \_\_\_\_\_
    - other (state what) \_\_\_\_\_
  - b. Enlistment period (years)- - - - - \_\_\_\_\_
  - c. How enlisted - - - - - \_\_\_\_\_
    - draft \_\_\_\_\_
    - ROTC \_\_\_\_\_
    - enlisted \_\_\_\_\_
    - National Guard or Reserve \_\_\_\_\_
  - d. Highest grade or rank obtained \_\_\_\_\_

- b. Lost interest in physical education - - - - - \_\_\_\_\_
- c. Lost too many athletic contests - - - - - \_\_\_\_\_
- d. Coaching is too strenuous - - - - - \_\_\_\_\_
- e. Better opportunities elsewhere- - - - - \_\_\_\_\_
- f. Too many long hours - - - - - \_\_\_\_\_
- g. Too many extra activities demanded- - - - - \_\_\_\_\_
- h. Other reasons - - - - -1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

5. If at any time you have left the teaching or coaching profession and have returned to it or are returning to it, please state reasons.
- a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_

SECTION IV

TEACHING EXPERIENCE AND EMPLOYMENT

List chronologically all the positions, with the exclusion of summer jobs, you have held since graduation. (Not just teaching positions.)

Position	Place	Number of years	Starting salary	last salary
1st				
2nd				
3rd				
4th				
5th				

Please answer the following questions about the teaching positions you have held.

1st Position

- 1. Hours teaching (per week) - - - - - \_\_\_\_\_
- 2. Hours teaching physical education (per week)- - - - - \_\_\_\_\_
- 3. Hours spent coaching in the fall (per week) - - - - - \_\_\_\_\_
  - a. sport - - - - - \_\_\_\_\_
  - b. duty (head coach, ass't, trainer and etc.) \_\_\_\_\_
- 4. Hours spent coaching during the winter (per week) - - - - - \_\_\_\_\_
  - a. sport - - - - - \_\_\_\_\_
  - b. duty- - - - - \_\_\_\_\_

- 5. Hours spent coaching in the spring (per week)- - - - - \_\_\_\_\_  
 a. sport - - - - - \_\_\_\_\_  
 b. duty- - - - - \_\_\_\_\_
- 6. Extra increments for - - - - - a. 1. duty \_\_\_\_\_  
 additional duties 2. payment \_\_\_\_\_  
 b. 1. duty \_\_\_\_\_  
 2. payment \_\_\_\_\_
- 7. Duties with no additional payment- - - a. \_\_\_\_\_  
 b. \_\_\_\_\_  
 c. \_\_\_\_\_  
 d. \_\_\_\_\_
- 8. Contract (months per year) - - - - - \_\_\_\_\_
- 9. Did you have an extra job to supplement your income - - -Yes \_\_\_\_\_  
 during the school year? no \_\_\_\_\_
- 10. Did you have a job to supplement your income during - - -Yes \_\_\_\_\_  
 the summer? no \_\_\_\_\_
- 11. If your answer to either question 9 or 10 is yes, please explain  
 the nature of the job.  
 a. school year - - - - - \_\_\_\_\_  
 b. summer- - - - - \_\_\_\_\_

2nd position

- 1. Hours spent teaching (per week)- - - - - \_\_\_\_\_
- 2. Hours teaching physical education (per week) - - - - - \_\_\_\_\_
- 3. Hours spent coaching during the fall (per week)- - - - - \_\_\_\_\_  
 a. sport - - - - - \_\_\_\_\_  
 b. duty (head coach, ass't, trainer and etc.) \_\_\_\_\_
- 4. Hours spent coaching during the winter(per week) - - - - - \_\_\_\_\_  
 a. sport - - - - - \_\_\_\_\_  
 b. duty- - - - - \_\_\_\_\_
- 5. Hours spent coaching in the spring (per week)- - - - - \_\_\_\_\_  
 a. sport - - - - - \_\_\_\_\_  
 b. duty- - - - - \_\_\_\_\_
- 6. Extra increments for - - - - - a. 1. duty \_\_\_\_\_  
 additional duties 2. payment \_\_\_\_\_  
 b. 1. duty \_\_\_\_\_  
 2. payment \_\_\_\_\_

7. Duties with no additional payment- - a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_

8. Contract (months per year) - - - - - \_\_\_\_\_

9. Did you have an extra job to supplement your income - - -Yes \_\_\_\_\_  
during the school year? no \_\_\_\_\_

10. Did you have a job to supplement your income during - - -Yes \_\_\_\_\_  
the summer? no \_\_\_\_\_

11. If your answer to either question 9 to 10 is yes, please explain  
the nature of the job.  
a. school year - - - - - \_\_\_\_\_  
b. summer- - - - - \_\_\_\_\_

3rd Position

1. Hours spent teaching (per week)- - - - - \_\_\_\_\_

2. Hours teaching physical education (per week) - - - - - \_\_\_\_\_

3. Hours spent coaching during the fall (per week)- - - - - \_\_\_\_\_  
a. sport - - - - - \_\_\_\_\_  
b. duty (head coach, ass't, trainer and etc.) \_\_\_\_\_

4. Hours spent coaching during the winter (per week)- - - - - \_\_\_\_\_  
a. sport - - - - - \_\_\_\_\_  
b. duty- - - - - \_\_\_\_\_

5. Hours spent coaching in the spring (per week)- - - - - \_\_\_\_\_  
a. sport - - - - - \_\_\_\_\_  
b. duty- - - - - \_\_\_\_\_

6. Extra increments for - - - - - - - - a. 1. duty \_\_\_\_\_  
additional duties 2. payment \_\_\_\_\_  
b. 1. duty \_\_\_\_\_  
2. payment \_\_\_\_\_

7. Duties with no additional payment- - - - - a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_

8. Contract (months per year) - - - - - \_\_\_\_\_

9. Did you have an extra job to supplement your income - - -Yes \_\_\_\_\_  
during the school year? no \_\_\_\_\_

10. Did you have a job to supplement your income during - - -Yes \_\_\_\_\_  
the summer? no \_\_\_\_\_

11. If your answer to either question 9 or 10 is yes, please explain  
the nature of the job.  
a. school year - - - - - \_\_\_\_\_  
b. summer- - - - - \_\_\_\_\_

4th Position

1. Hours spent teaching (per week)- - - - - \_\_\_\_\_

2. Hours teaching physical education (per week) - - - - - \_\_\_\_\_

3. Hours spent coaching during the fall (per week) - - - - - \_\_\_\_\_  
a. sport - - - - - \_\_\_\_\_  
b. duty (head coach, ass't, trainer and etc.) \_\_\_\_\_

4. Hours spent coaching during the winter (per week) - - - - - \_\_\_\_\_  
a. sport - - - - - \_\_\_\_\_  
b. duty- - - - - \_\_\_\_\_

5. Hours spent coaching in the spring (per week) - - - - - \_\_\_\_\_  
a. sport - - - - - \_\_\_\_\_  
b. duty- - - - - \_\_\_\_\_

6. Extra increments for - - - - - a. 1. duty \_\_\_\_\_  
additional duties 2. payment \_\_\_\_\_  
b. 1. duty \_\_\_\_\_  
2. payment \_\_\_\_\_

7. Duties with no additional payment- - - a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_

8. Contract (months per year) - - - - - \_\_\_\_\_

9. Did you have an extra job to supplement your income - - -Yes \_\_\_\_\_  
during the school year? no \_\_\_\_\_

10. Did you have a job to supplement your income during - - -Yes \_\_\_\_\_  
the summer? no \_\_\_\_\_

11. If your answer to either question 9 to 10 is yes, please explain  
the nature of the job.  
a. school year - - - - - \_\_\_\_\_  
b. summer- - - - - \_\_\_\_\_

5th Position

- 1. Hours spent teaching (per week)- - - - - \_\_\_\_\_
- 2. Hours teaching physical education (per week) - - - - - \_\_\_\_\_
- 3. Hours spent coaching during the fall (per week) - - - - - \_\_\_\_\_
  - a. sport - - - - - \_\_\_\_\_
  - b. duty (head coach, ass't, trainer and etc.) \_\_\_\_\_
- 4. Hours spent coaching during the winter (per week) - - - - - \_\_\_\_\_
  - a. sport - - - - - \_\_\_\_\_
  - b. duty- - - - - \_\_\_\_\_
- 5. Hours spent coaching in the spring (per week) - - - - - \_\_\_\_\_
  - a. sport - - - - - \_\_\_\_\_
  - b. duty- - - - - \_\_\_\_\_
- 6. Extra increments for additional duties - - - - - - - -a. 1. duty \_\_\_\_\_
  - 2. payment \_\_\_\_\_
  - b. 1. duty \_\_\_\_\_
  - 2. payment \_\_\_\_\_
- 7. Duties with no additional payment- - - - - - - -a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
- 8. Contract (months per year) - - - - - \_\_\_\_\_
- 9. Did you have an extra job to supplement your income during the school year? - - -Yes \_\_\_\_\_
  - no \_\_\_\_\_
- 10. Did you have a job to supplement your income during the summer? - - -Yes \_\_\_\_\_
  - no \_\_\_\_\_
- 11. If your answer to either question 9 or 10 is yes, please explain the nature of the job.
  - a. school year - - - - - \_\_\_\_\_
  - b. summer- - - - - \_\_\_\_\_

(Questionnaire continued on following page)

The South Dakota State College Department of Physical Education is in the process of evaluating it's physical education curriculum. Your help, as a physical educator, would be appreciated in answering the following questions.

What courses, or what type of courses, not offered at South Dakota State College do you think would be helpful to the physical education teacher or coach of athletics? - - - a.

- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

What courses offered at South Dakota State College do you feel did not help you as a teacher of physical education or coach of athletics?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

Additional comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Would you like a copy of the results of this study? - - - - - Yes \_\_\_\_\_  
no \_\_\_\_\_