

A SURVEY OF PHYSICAL EDUCATION
IN THE SCHOOLS OF KANSAS

by

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PURPOSE

The purpose of this survey is to gather certain data relative to the present status of physical education in the schools of Kansas. The survey is not intended to be an analysis covering all phases of physical education, but it surveys a few of the major problems and existing conditions. The information collected will be useful to the school board, superintendent and instructor who are planning curricula in schools or departments of physical education. When using any of the information presented in the following pages, one should bear in mind that the facts relate only to existing conditions and should avoid the error of assuming that it is desirable to perpetuate these conditions.

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MATERIAL AND METHOD

The material gathered for this study was obtained from the following sources:

1. Reading material
 - a. Books
 - b. Bulletins
 - c. Magazines
2. Survey

Upon the basis of material consulted the following questionnaire was made out and sent to superintendents, principals, and physical instructors or coaches in all the Kansas first and second class city schools:

A SURVEY OF PHYSICAL EDUCATION IN THE SCHOOLS OF KANSAS

1. Number of students enrolled in your high school:
 - a. Boys_____
 - b. Girls_____
 - c. Number taking physical education:
 1. Boys_____
 2. Girls_____
2. Is physical education a part of your curriculum:
 - a. Yes_____
 - b. No_____
 - c. Compulsory_____
 - d. Elective_____
 - e. _____

3. Number of years offered:

- a. Grades _____
- b. Jr. High _____
- c. Sr. High _____

4. Physical education classes:

- a. Number of class periods per week _____
- b. Length of class period: 70 _____ 60 _____ 50 _____ 45 _____
40 _____ 35 _____ 30 _____ ? _____
- c. Size of classes: 60 _____ 55 _____ 50 _____ 45 _____ 40 _____
35 _____ 30 _____ 25 _____ ? _____

5. Do you give credit for physical education the same as in other academic subjects:

- a. Yes _____
- b. No _____
- c. Units per semester _____
- d. Number of possible units _____

6. Activity or play space:

a. Gym

Basketball court _____
 Volley ball nets and balls _____
 Indoor baseballs and bats _____
 High Bars _____
 Parallel Bars _____
 Horizontal Bars _____
 Flying Rings _____
 Long Horse _____
 Buck _____
 Climbing Ladder _____
 Climbing Rope _____
 Climbing Pole _____
 Spring Board _____
 Gym Mats 3 _____ 5 _____ 7 _____ 9 _____ 10 _____ 12 _____ 14 _____ ? _____

b. Outdoor Space

Football Field _____
 Baseball Field _____
 Running Track _____
 Horse Shoe Courts _____
 Tennis Courts _____
 Soccer Field _____
 Archery Range _____
 Outdoor Basketball court _____
 Swimming Pool _____

7. The High School physical education instructor:
a. Hired as a physical education instructor _____
b. Hired as a Coach _____
c. Hired as an academic instructor _____
8. Does your physical education instructor teach other subjects:
a. Yes _____
b. No _____
c. What he teaches:
1. Social Science _____
2. Biological Science _____
3. Mathematics _____
4. Commercial subjects _____
5. Manual Training _____
9. Do you have physical education for the grades:
a. Yes _____
b. No _____
10. Physical education instructor for the grades:
a. Male _____
b. Female _____
c. High school instructor supervises _____
d. Special physical education instructor for the grades _____
e. Grade teacher have charge _____
11. Are your recesses and noon hour play periods supervised:
a. Yes _____
b. No _____
c. Who is in charge _____
12. Is there a physical examination required before and after the year's work:
a. High School
1. Before _____
2. After _____
b. Junior High
1. Before _____
2. After _____

- c. Grades
 1. Before _____
 2. After _____
- d. Before and after competition in school sports _____
- e. Every year _____ Every half year _____ When _____
13. Do you have a school Doctor _____ Nurse _____
 Dentist _____
14. Who gives the physical examination: Doctor _____
 Nurse _____ Physical education instructor _____
15. What grading system do you use in physical education
 a. Passed or failed _____
 b. Grade the same as other academic subjects _____
16. Do you have special classes or corrective gymnastics
 for physically handicapped students and those ex-
 cused by the doctor:
 a. Yes _____
 b. No _____
17. What is the nature of this work:
 a. Corrective gymnastic classes _____
 b. Individual exercises _____
 c. Rest _____
18. Do you have an Intra-mural program:
 a. Boys _____
 1. Yes _____
 2. No _____
 b. Girls _____
 1. Yes _____
 2. No _____
19. What does your program include:
 Field Hockey _____
 Soccer _____
 Basketball _____
 Swimming _____
 Volley ball _____
 Indoor baseball _____
 Playground baseball _____

Track _____
 Speed ball _____
 Hand ball _____
 Tether ball _____
 Basket ball free throw _____
 Horse shoes _____
 Others _____

20. Are all students given an opportunity to take part in this program _____
21. What percent participate _____
22. Amount of physical education instruction had by instructor:
 a. Amount of professional training _____
 b. Degree held _____
23. Is health instruction given in the physical education classes _____
 If so, how much time is given to instruction _____
 When offered as a part of the class period
 a. 1st part _____
 b. Last part _____
24. What qualifications should the physical education teacher have? List five in your order of preference.
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
25. Do you think that a school credit should be given for physical education:
 a. Yes _____
 b. No _____

Why?

FINDINGS

Enrollment

There are twelve first class city high schools in Kansas, eight of which (66.66%) returned reports. There are seventy-five second class city high schools, thirty-seven of which (49.33%) returned reports. Combining both first and second class city high schools, forty-five (51.72%) returned reports.

Table I gives the per cent of the returns and the per cent of the schools having physical education.

Table I

Showing Percentage of Returns and Percentage
of Schools Having Physical Education

Class cities	Questionnaires sent out	Number Returned	Per cent Returned	Number Having Phy.Ed.	Per cent Having Phy. Ed
1st	12	8	66.66%	8	100%
2nd	75	37	49.33%	28	76.62%

In the first class city schools there was a total of 9,523 pupils enrolled. Of this number 5,809 of a percentage of 61.1% were taking physical education. The mean

percentage is 56.4% and the median is 51.8%. The number of girls enrolled was 4,887. Of this number 2,875 or a percentage of 58.8% were taking physical education. The mean is 53.8% and the median is 42.6%. The number of boys enrolled was 4,636. Of this number 2,934 or a percentage of 63.2% were taking physical education. The mean is 74.8% and the median is 52.4%.

	<u>Mean</u>	<u>Median</u>
Students enrolled taking physical education...	56.4%	51.8%
Girls enrolled taking physical education.....	53.8%	42.6%
Boys enrolled taking physical education.....	74.8%	52.4%

In the second class city schools there were 14,377 pupils enrolled. Of this number 6,419 or a percentage of 44.8% were taking physical education. The mean is 35.4% and the median is 36.2%. The number of girls enrolled was 7,336. Of this number 3,069 or a percentage of 42.4% were taking physical education. The mean is 33.7% and the median is 36.5%. The number of boys enrolled was 7,041. Of this number 3,350 or a percentage of 47.5% were taking physical education. The mean is 41.5% and the median is 36.0%.

	<u>Mean</u>	<u>Median</u>
Students enrolled taking physical education...	35.4%	36.2%
Girls enrolled taking physical education.....	33.7%	36.5%
Boys enrolled taking physical education.....	41.5%	36.0%

The total enrollment in both the first and second class city schools was 23,790. Of this number 12,228 or a percentage of 51.5%, were taking physical education. The mean percent was 45.9%. The number of girls enrolled in both schools was 12,225. Of this number, 5,944, or a percentage of 48.6%, were taking physical education. The mean percent is 48.7%, and the median is 39.5%. The number of boys enrolled was 1,667. Of this number 6,284 or a percentage of 55.3% were taking physical education. The mean percent is 58.1% and the median is 44.2%.

Table II will show the percents of the enrollment taking physical education and the percent of both boys and girls taking physical education.

Table II
Showing Enrollments and
Percentages in All Cities

Each school

Class Cities	Enrollment	Number Taking	Percent	Mean	Median
1st	9,523	5,009	61.1%	56.4%	51.8%
2nd	14,377	6,419	44.8%	35.4%	36.2%
Both	23,790	12,228	51.5%	45.9%	44.0%

Showing Enrollments and Percentages by Sex
in Both First and Second Class Cities

First Class

Sex	Enrollment	Number	Percent	Mean	Median
Boys	4,636	2,934	63.2%	74.8%	52.4%
Girls	4,887	2,875	58.8%	53.8%	42.6%

Second Class

Sex	Enrollment	Number Taking	Percent	Mean	Median
Boys	7,041	3,350	47.5%	41.5%	36.0%
Girls	7,336	3,069	42.4%	33.7%	36.5%

It is easily seen that physical education is well developed in the first class city schools, and in some of the second class city schools.

This development may be due to the fact that the educators and administrators realize the importance of a well developed program of physical education. The matter of finances, equipment, enrollment or a lack of information as to the necessity and importance of physical education as well as other academic subjects, may play a large part in the laxity of physical education in the smaller schools.

Today should find physical education a well established and well equipped division of education in any progressive school system.

Unfortunately, however, physical education is still, in minds of many educators and school boards, considered a special subject rather than a basic field of education. This is due possibly to the failure of educators and others to keep themselves abreast of the newer developments and trends of physical education.

Education should work toward the fine synchronizing of all mental and physical elements to produce a perfect human symphony in each individual. Inadequacy of either the

physical or the mental type inevitably will produce jarring results in social harmony. Physical illiteracy should be as abhorrent to the broadminded educator as so-called mental illiteracy. If the individual is to realize the maximum of his native capacities, both physically and mentally, and bring about a fine adjustment between these skills, it is essential that physical education be recognized as an integral and essential part of the basic educational program, and not merely as a special subject.

The day will come when educators will realize this and then and not until then will physical education get the same consideration the other academic subjects get as to credit, time and interest.

Curricular Status

Physical education is a regular part of the curriculum in all of the eight first class city schools. Of this number seven are compulsory in their requirement of it and one is elective.

In the second class city schools it is a regular part of the curriculum in twenty-eight of the thirty-seven schools. Of this number, it is compulsory in nineteen and elective in nine of the schools.

Table III
Curricular Status Of
Physical Education

First Class

Number of Schools	A Regular Part of Curriculum	Compulsory	Elective
8	8	7	1

Second Class

Number of Schools	A Regular Part of Curriculum	Compulsory	Elective
37	28	19	9

Credits Allowed for Physical
Education in Kansas Schools

Allowance of credit for physical education is a problem of much discussion as well as controversy. This can easily be gathered from the following data.

Thirty-one of the forty-five schools were in favor of giving credit for physical education the same as for academic subjects. Six were not in favor of this and eight gave no answer at all.

The six that were not in favor gave no reason why. The following is a summary as to why the thirty-one would give credit:

Physical education is education. It is a very vital part of the educational process. The new philosophy of education with its emphasis on the development of the whole child, and the emphasis on learning by doing, gives physical education, potentially, a greater opportunity to realize educational objectives, than any other method of education. Physical education is education through the physical. As a part of education it most certainly should receive credit, if French, mathematics, history and other subjects are to receive credit.

Sixteen schools graded physical education the same as other subjects. Twelve graded it either passed or failed.

Table IX

Credits Allowed for Physical Education

In First Class City Schools

Number of Schools Giving Credit	Number of Credits Per Semester	Number of Schools	Percent	Number of Possible Credits	Number of Schools	Percent
8	(1/4	2	25%	1	4	50%
	(1/2	6	75%	1 1/2	3	37.5%
				2	1	12.5%

In Second Class City Schools

Number of Schools Giving Credit	Number of Credits Per Semester	Number of Schools	Percent	Number of Possible Credits	Number of Schools	Percent
20	(1/4	13	65%	1/4	1	5%
	(1/8	2	10%	1/2	1	5%
	(1/2	5	25%	3/4	1	5%
				1	13	65%
				1 1/2	1	5%
				2	2	10%
				3	1	5%

Number of Years Physical
Education is Offered

A glance at Table V which follows shows that physical education is offered in the grades for six years in 50 per cent of the first class city schools. The other 50 per cent do not offer physical education in the grades.

Physical education is offered in the junior high schools of all the first class city schools. The number of years offered varies from one and one half to three years. Seventy-five per cent of the schools offer it for three years.

The number of years physical education is offered in the high schools varies from one to four years. Fifty per cent of the schools offer it for three years.

In the second class cities there is fifty per cent of the schools offering physical education for the grades. The number of years offered varies from two to six years.

Of the twenty-eight schools having physical education in second class city schools, twenty-three offer physical education for junior high school students. The number of years it is offered varies from one to three, the largest per cent offering it for three years.

The number of years it is offered in the senior high schools varies from one to four years, the largest per cent offering it for two and three years.

Table V

Number of Years Physical Education Is
Offered in First Class Cities

Grades

Number of Years Offered	Number of Schools	Percent
0	4	50%
6	4	50%

Junior High

Number of Years Offered	Number of Schools	Percent
$1\frac{1}{2}$	1	12.5%
2	1	12.5%
3	6	75.0%

Senior High

Number of Years Offered	Number of Schools	Percent
1	1	12.5%
2	2	25.0%
3	4	50.0%
4	1	12.5%

Number of Years Physical Education Is
Offered in Second Class Cities

Grades

Number of Years Offered	Number of Schools	Percent
0	14	50.0%
2	4	14.3%
3	3	10.7%
4	4	14.3%
6	3	10.7%

Junior High

Number of Years Offered	Number of Schools	Percent
0	5	17.8%
1	4	14.2%
2	6	21.4%
3	13	46.6%

Senior High

Number of Years offered	Number of Schools	Percent
1	7	25.0%
2	10	34.7%
2½	1	3.5%
3	9	32.3%
4	1	3.5%

Size, Number of Meetings and Length
of Period of the Physical
Education Classes

The classes in physical education for the most part were even in size and less than forty-five in number. The average length of class period was sixty minutes. The number of classes per week varied from two to five. Two classes a week seemed to be the most popular number that was offered.

Table VI

Size, Number of Meetings Per Week and
Length of Period of Physical Education
Classes in First Class Cities.

Number of classes per week	Number of Schools	Percent
2	6	75%
5	2	25%
<hr/>		
Minutes per class period	Number of Schools	Percent
20	1	12.5%
50	1	12.5%
60	6	75.0%
<hr/>		

Table VI (Con.)

Size of Classes	Number of Schools	Percent
30	1	12.5%
35	2	25.0%
40	5	75.0%

Size, Number of Meetings Per Week and
Length of Period of Physical Education
Classes in Second Class Cities

Number of classes per week	Number of Schools	Percent
2	21	75.0%
3	3	10.7%
4	1	3.6%
5	3	10.7%

Minutes per class period	Number of Schools	Percent
40	1	3.6%
50	2	7.2%
55	1	3.6%
60	22	78.4%
65	1	3.6%
70	1	3.6%

Table VI (Con.)

Size of Classes	Number of Schools	Percent
16	1	3.6%
20	2	7.2%
25	4	14.3%
30	4	14.3%
35	13	46.3%
40	4	14.3%

Table VII summarizes the information relative to the physical plant and equipment. It shows that all schools have a basketball floor and that most schools have indoor baseball equipment and volley ball equipment. None of the other items of the table were checked by as large a percent. It appears that the available apparatus is inadequate in many high schools.

Table VII shows that most all of the schools have a football field and that a large per cent have tennis courts, running tracks and baseball fields.

Beside a gymnasium, a certain amount of equipment in keeping with the type of program desired is necessary for the proper conduct of indoor and outdoor activities. At

the present time the tendency is toward a more informal type of program requiring facilities for basketball, playground ball, volley ball, rhythmic activities and apparatus work. A well-equipped gymnasium should include, besides facilities for the game program, the following apparatus: climbing equipment, parallel bars, rings, mats, horses and bucks. The outdoor equipment which has to take care of inter-school contests, should include an athletic field consisting of football, baseball and track space, tennis courts and horse shoe courts.

In the first class cities, six schools had well-equipped indoor space, one had poorly equipped space, and one had a medium equipped space. Six schools had well equipped outdoor space and two had poorly equipped space.

In the second class city schools, seven schools had well equipped indoor space, nine had moderately equipped space and twenty-one had poorly equipped space. Thirteen had well equipped outdoor space, thirteen had moderately equipped and eleven had poorly equipped space.

Table VII
Activity or Play Space in
First Class Cities

INDOOR

<u>Equipment</u>	<u>Number of Schools</u>	<u>Percent</u>
Basketball court	8	100.0%
Volley ball nets and balls	7	87.5%
Indoor baseballs and bats	8	100.0%
Horizontal bars	4	50.0%
Parallel bars	7	87.5%
Flying rings	6	75.5%
Long horse	5	62.5%
Buck	7	87.5%
Climbing ladder	4	50.0%
Climbing rope	3	37.5%
Climbing pole	5	62.5%
Spring board	1	12.5%
Mats	7	87.5%
Swimming pool	4	50.0%

OUTDOOR

<u>Equipment</u>		
Football field	7	87.5%
Baseball field	4	50.0%

Table VII (Con.)

<u>Equipment</u>	<u>Number of Schools</u>	<u>Percent</u>
Running track	4	50.0%
Tennis courts	4	50.0%
Archery range	4	50.0%
Outdoor basketball court	2	25.0%
Horse shoe courts	5	62.5%

Activity or Play Space in
Second Class Cities

INDOOR

<u>Equipment</u>	<u>Number of Schools</u>	<u>Percent</u>
Basketball court	37	100.0%
Volley ball nets and balls	31	83.7%
Indoor baseballs and bats	29	78.3%
Horizontal bars	15	40.5%
Parallel bars	22	59.4%
Flying rings	8	21.6%
Long horse	16	43.2%
Buck	11	29.7%
Climbing ladder	2	5.3%
Climbing rope	7	18.9%
Climbing pole	4	10.6%

Table VII (Con.)

<u>Equipment</u>	<u>Number of Schools</u>	<u>Percent</u>
Springing board	18	48.6%
Mats	33	89.1%
Swimming pool	2	5.4%

OUTDOOR

<u>Equipment</u>	<u>Number of Schools</u>	<u>Percent</u>
Football field	30	81.2%
Baseball field	24	65.0%
Running track	26	70.5%
Horse shoe courts	15	40.5%
Tennis courts	29	78.5%
Soccer field	7	18.9%
Archery range	3	8.12%
Outdoor basketball court	10	27.0%

The High School Physical
Education Instructor

Men were hired to direct physical education, in twenty-seven schools and in fifteen of these schools the director taught no other subjects. Men were hired as coaches in sixteen schools and all these taught other subjects. Two men were hired as academic instructors.

Subjects commonly taught by the physical instructor or coach were: Social Science, 11; Biological Science, 8; Physical Science, 1; Mathematics, 7; Commerce, 2; Manual training, 5.

<u>First class city schools:</u>	<u>Number of Schools:</u>
Hired as a physical education instructor	7
Hired as a coach	1
Hired as an academic instructor	0
Teaches other subjects besides physical education	4
 <u>Second class city schools:</u>	
Hired as a physical education instructor	20
Hired as a coach	15
Hired as an academic instructor	2
Teaches other subjects besides physical education	26

Physical Education for the Grades

Physical education for the most part is well taken care of in the grades. Physical education is more evident in the grades in both the second class city schools and first class city schools in that there is 50 per cent of the schools offering physical education in second class schools and 50 per cent of the first class city schools.

The grade teacher does the largest share of the supervising of physical education of the grades. In a few of the schools she is aided by the high school physical education instructor.

In the first class city schools the grade teacher is the sole supervisor of the recess periods with the exception of one school. In the second class city schools the grade teacher is in charge of the recess periods in 24 of the 26 schools. The principals supervise in the other two.

Table VIII

Physical Education for the Grades

First class city schools

	<u>Number of Schools</u>	<u>Percent</u>
Offered in the grades	4	50.0%
Instructor for the grades Teachers have charge	4	100.0%
Recess periods supervised	5	62.5%
Physical education instructor supervises	1	20.0%
Teacher supervises	4	80.0%

Second class city schools

Offered in the grades	14	50.0%
Instructor for the grades High school physical education instructor	4	14.3%
Teachers supervise	9	32.2%
Special teacher	1	3.5%
Recess periods supervised	26	72.3%
Principal supervises	2	7.7%
Teachers supervise	24	71.5%

Physical Examinations

Physical examinations are given before and after the the year's work in 62.5 per cent of the first class schools, as shown in Table IX, and in 68.7 per cent of the second class city schools. Examinations were given before and after competition in school sports in 75 per cent of the first class city schools and in 10.8 per cent of the second class city schools. Examinations were given before competition only, in 25 per cent of the first class city schools and in 78.5 per cent of the second class city schools.

In the first class city schools 37.5 per cent had doctors; 100 per cent had nurses; 50 per cent had dentists. In the second class city schools 8.1 per cent had a doctor; 45.4 per cent had a nurse; 2.7 per cent had a dentist.

The doctor gives the physical examination in 87.5 per cent of the first class city schools. The doctor is assisted by the physical instructor and nurse in 37.5 per cent of the schools. In the second class city schools the doctor does the examining in 75.6 per cent of the schools. The nurse gave the examination in 2.7 per cent of the schools and the physical education director assisted the doctor in making examinations in 35.1 per cent of the schools.

Table IX

Physical Examinations in the
Physical Education Classes

Physical examinations were required:

First class city schools

High school	Number of Schools	Percent
Before year's work	3	37.5%
Before and after year's work	2	<u>25.0%</u>
	Total	62.5%

Junior high school

Before year's work	0	
Before and after year's work	3	37.5%

Grades

Before year's work	0	
Before and after year's work	0	

Second class city schools

High school

Before year's work	18	54.4%
Before and after year's work	4	<u>14.3%</u>
	Total	68.7%

Table IX (Con.)

<u>Junior high school</u>		
Before year's work	14	50.0%
Before and after year's work	3	<u>1.7%</u>
	Total	51.7%
<u>Grades</u>		
Before year's work	2	7.7%
Before and after year's work	2	<u>7.7%</u>
	Total	15.4%

Examination given before competition in school sports:

First class city schools

	<u>Number of Schools</u>	<u>Percent</u>
Before and after competition	6	75.0%
Before competition	2	25.0%

Second class city schools

Before and after competition	4	10.8%
Before competition	29	78.5%

Corrective Work

Table X shows that the schools in Kansas are woefully weak in administering corrective work in physical education. Fifty per cent of the first class city schools have such work, while only 13.5 per cent of the second class city schools offer such work.

Children who are physically handicapped should be given a chance to reap the benefits of systematic exercises adapted to their particular needs.

In the general gymnasium classes, even before it had a special department, corrective gymnastics had for its object the giving of extra oversight to those who were in need of it. But during the last few years corrective gymnastics have very noticeably widened their scope, so that the term applies to the work of a department which takes care of all those who need remedial exercise for orthopedic and related conditions, and which prescribes the proper kind and amount of exercise for those not strong enough to take part in heavy sports and gymnastics.¹

¹Lippitt, A Manual of Corrective Gymnastics, p. 19.

Table X
Corrective Work in First Class Cities

	<u>Number of Schools</u>	<u>Percent</u>
Classes offered for physically handicapped	4	50.0%
<hr/> <u>Nature of work</u> <hr/>		
Corrective gym and Individual exercise	2	25.0%
Corrective gym	1	12.5%
Individual exercise	1	12.5%

Corrective Work in Second Class Cities

Classes offered for physically handicapped	5	13.5%
<hr/> <u>Nature of work</u> <hr/>		
Corrective gym, rest, Individual exercises	1	20.0%
Corrective gym and rest	3	60.0%
Individual exercise and rest	1	20.0%

Intramurals

From Table XI one can see that the intramural situation is very well developed in both the first and second class city schools. The per cent of the first class schools is 87.5. The second class schools show a percentage of 82.

All of the students enrolled in schools providing intramural programs are allowed to participate in these programs. Of the number enrolled in the first class city schools 58 per cent participate, as compared to 59.4 per cent of the second class schools. The percentages range from 30 per cent to 100 per cent, having a range of 70 per cent in the first class schools. In the second class city schools, the range was from 15 per cent to 95 per cent, having a range of 80 per cent.

Intramural athletics are justified in having a place in every school due to the fact that intramural athletics are intended to provide competition for the great mass of students, and since inter-scholastic athletics restrict participation to those who exemplify skill in certain events, it seems appropriate to state that, for educational purposes, the intramural program is superior to varsity competition. Many participants in intramurals who never can develop

sufficient skill to join varsity squads find herein an expression of an ideal which to them may be an extremely beneficial educational experience.

If, however, public education accepts the principle of "the greatest good for the largest number," then intramural athletics are superior to the interscholastic program.¹

Table XI

Intramurals

<u>Class schools</u>	<u>Number of Schools</u>	<u>Percent who Participate</u>
First class cities Per cent	7 87.5%	58.0%
Second class cities Per cent	30 82%	59.4%

¹Williams and Brownwell, Health and Physical Education, p. 140.

Table XI (Con.)

Intramural Sports Listed
As to their Popularity

First class city schools

Basketball -----	████████████████████
Volleyball -----	████████████████████
Indoor baseball -----	████████████████████
Field hockey -----	████████████████████
Track -----	████████████████████
Playground baseball -	████████████████████
Horse shoes -----	████████████████████
Basketball free throw	████████████████████

Second class city schools

Basketball -----	██
Volley ball -----	████████████████████████████████████
Track -----	████████████████████████████████████
Playground baseball -	████████████████████████████████████
Indoor baseball -----	████████████████████████████████████
Basketball free throw	████████████████████████████████████
Horse shoes -----	████████████████████████████████████
Hand ball -----	████████████████████████████████
Soccer -----	████████████████████████████████

Kinds of Degrees Held by Instructors

Four of the instructors reporting had more than one degree. Two had either a Bachelor of Science (B.S.), or a Bachelor of Arts (A.B.) degree with a Bachelor of Physical Education (B.P.E.). Two had either a Bachelor of Science or a Bachelor of Arts with a Master of Science degree. Of 25 instructors reporting Bachelor of Science degrees, 18 had a major in physical education. Of the 19 reporting Bachelor of Arts degree, four only had a major in physical education.

Table XIII

Kinds of Degrees Held by Instructors

First class city schools

<u>Degree</u>	<u>Number holding</u>
A.B.	3
B.S.	5
B.P.E.	2

Second class city schools

A.B.	16
B.S.	20
M.A.	2
Old Manual School Certificate.	1

Health Instruction

Health instruction should be a part of the physical education program, not that it should be stressed in the gym classes alone but that it should be correlated with other subjects. The physical education instructor should assume the major responsibility, however, because he is the instructor in health and is qualified as to scientific training, interest in the field, and has ability to lead children in this vital activity.

In both the first and second class city schools health education is given as a part of the physical education program. In the first class city schools this per cent is 62.5 and in the second class city schools it is 100 per cent.

Table XIV

Health Instruction as a Part of the Physical Education Period

Time offered per week	Number of Schools
<u>First class city schools</u>	
One whole period a week	5
<u>Second class city schools</u>	
One half period a week	8
One whole period a week	20

SUMMARY AND CONCLUSIONS

1. Physical education is a part of the curriculum in the high schools of the first and second class cities.
2. The majority of the schools hire a man that acts in the capacity of physical instructor and has charge of the athletic program.
3. For the most part the instructor is trained in the teaching of physical education. This is as it should be because high school students should not be under the supervision of an instructor that is not well informed as to his subject matter.
4. There is a need for more health examinations throughout the state. Without a knowledge of the student's physical condition it is difficult to determine the individual needs of each student. With this information, it is an easy matter to give the proper follow-up work following the physical examination.
5. The gymnasiums are for the most part lacking in the proper amount and kind of equipment to carry on a well-organized physical education program.
6. Corrective physical education does not receive the attention that it should. Special consideration should be

- given to those who are excused from class because of physical disabilities. The prescribing of the proper kind of exercise and the use of the rest period for those who are in need of it should be the goal of all physical education programs. The use of the study halls for the physically defective is a thing to be deplored.
7. Allowance of credit for physical education is a problem of much discussion as well as controversy. Schools differ greatly in regards to giving credit for physical education.
 8. Intramural programs are more developed than any other part of the physical education programs throughout the state.
 9. Health education receives a large amount of attention in the physical education program.
 10. The classes in physical education are for the most part even in size, and less than forty-five in number. The average length of time given to physical education classes is sixty minutes.

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