

A STUDY OF THE PHYSICAL EDUCATION FACILITIES, EQUIPMENT, AND
PROGRAMS OF THE SUBURBAN EIGHT CONFERENCE IN THE
GREATER KANSAS CITY AREA

by

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DANNY LYNN WILLEY

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Approved by:


Major Professor

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TABLE OF CONTENTS

Part	Page
INTRODUCTION	1
THE PROBLEM AND DEFINITIONS OF TERMS	1
The Problem	1
Statement of the Problem	1
Importance of the Study	2
PURPOSE OF THE STUDY	3
METHODS OF STUDY	3
Survey	3
Enrollment	4
Program and Curriculum	4
Facilities and Equipment	4
Staff	4
The Suburban Eight Member Schools	4
RESULTS AND DISCUSSION	4
The Questionnaire	5
SUMMARY AND CONCLUSION	27
BIBLIOGRAPHY	31
APPENDIX	32

LIST OF TABLES

Table	Page
1. Enrollment of Member Schools	5
2. Number Requiring Health Examinations	6
3. Number of Corrective Physical Education Programs	7
4. Units of Credit for Physical Education	8
5. Schedule of Physical Education Classes	10
6. Grading Systems for Physical Education	11
7. Interscholastic Sports Offered	13
8. Number Offering Health Education and the Aspects of Health Taught	15
9. Budgets for Physical Education	16
10. Number of Play Fields Available	18
11. Gymnasiums for Both Boys' and Girls' Classes	20
12. Personal Equipment Provided for Students of Physical Education	20
13. Needs of Facilities and Equipment	22
14. Number of Instructors Per School	23
15. Duties and Workloads of the Physical Education Instructors	25

INTRODUCTION

The Problem and Definitions of Terms

Education is physical, mental, social, and emotional development. It is certainly the overall development and advancement of any individual. Physical education is physical development and advancement. Physical education is physical growth and the attainment of coordination. It is physical activity and play. It is physical exercise and exertion.

In other words, physical education, like education, is made up of many components. All of these together, as a unit, make up the real meaning and value of physical education. So, as one can see, physical education may or can be work, but the writer believes it is and should also be fun for the participants.

The Problem

Statement of the Problem. It was the purpose of this report: (1) to help one become better acquainted with the working environment of the Suburban Eight Conference; (2) to familiarize one with the facilities, equipment, and programs of all the physical education departments of the Suburban Eight Conference; (3) to point out the many adequacies and inadequacies of the various

physical education departments; (4) to demonstrate the lack of carry-over activities and values in some physical education programs.

Importance of the study. This study was very important in that it is the instrument through which one will become most acquainted with the working environment and with the surroundings of the Suburban Eight Conference. The study is also very important not only because it will familiarize one with his work, but because it gives ready and available information on the physical education departments of the conference schools. It, therefore, can be readily used for quick reference by those interested. The study was also vital and important in that it was to point out the lack of carry-over activities and carry-over values in many schools' physical education programs today. Finally, the study was most important in that it was used to demonstrate both the adequacies and inadequacies, or shortcomings, of the selected schools' physical education programs.

Concerning the values and purposes of secondary school's physical education programs, William Leonard Hughes states:

The ultimate justification for any educational program is its contribution to the fullest possible development of the individuals who participate in it. If physical education and athletics are to play their parts in the education and development of children and youth, their philosophy, objectives, and program must conform to the philosophy, objectives, and program of modern education.

The physical educator must concern himself, not only with the educational objectives of his program but also with the methods for bringing them about; he must establish definite and defensible administrative policies and procedures regarding

organization, personnel, program, and facilities which make possible the conduct of an educational and developmental program.¹

PURPOSE OF THE STUDY

The purpose of this report was to determine the availability of the activities and facilities in selected secondary schools in the Greater Kansas City Area. For the purpose of this study, secondary schools in the Suburban Eight Conference in the Greater Kansas City Area were used.

It is hoped that the information in this report will prove not only valuable to the writer, but also to other physical education instructors, directors, and heads of departments of secondary schools in the Suburban Eight Conference and in the Greater Kansas City Area. It was also the hope of the author that some of the present physical education programs and departments may be improved, corrected, or advanced after the results of this survey are made available.

METHODS OF STUDY

The method used in this study was a survey taken of all eight physical education programs of the schools of the Suburban

¹William Leonard Hughes, Administration of Physical Education for Schools and Colleges, p. 3.

Eight Conference. This survey was conducted by the use of a questionnaire sent to the Heads of the Physical Education Departments of all the conference's member schools.

A questionnaire was constructed and sent to each school requesting the necessary information. The questionnaire consisted of four main parts or sections. They were as follows: (1) Enrollment of Member Schools; (2) Program and Curriculum; (3) Facilities and Equipment; and (4) Staff. A copy of the questionnaire is in the appendix.

The questionnaires were sent to eight schools September 15, 1968. All necessary data was received from five schools by November 1, 1968. After a short reminder, the remaining three schools' data and information was received by February 1, 1969. All eight schools of the Suburban Eight Conference (100 per cent) responded to the survey.

The Suburban Eight Member Schools

The member schools of the Suburban Eight Conference in alphabetical order are: (1) Center; (2) North Kansas City; (3) Oak Park; (4) Raytown; (5) Raytown South; (6) Ruskin; (7) Truman; and (8) William Chrisman.

RESULTS AND DISCUSSION

The body of this report contains the answers to the questionnaires sent out to the selected schools, the results of the questionnaires and findings, and an interpretation of.

the findings of this study.

THE QUESTIONNAIRE

1. Enrollment of Member Schools

TABLE 1

ENROLLMENT OF MEMBER SCHOOLS

Member Schools	Boys	Girls	Total
Center	670	670	1340
North Kansas City	850	1000	1850
Oak Park	1100	1100	2200
Raytown	850	896	1746
Raytown South	956	800	1756
Ruskin	700	700	1400
Truman	829	761	1590
William Chrisman	652	655	1307

All of the member schools of the Suburban Eight Conference were in the Class L (Large) classification of Missouri Secondary Schools. The Class L Classification ranged from schools with 625 enrollment and above. The difference of enrollment within the Conference ranged from 1300 students enrolled at Center High School to the enrollment of 2200 students at Oak Park Senior High School.

The number of students enrolled in physical education ranged from 350 girls enrolled at William Chrisman to 850 girls enrolled at Raytown High School. The boys enrolled in physical education ranged from 350 at William Chrisman to 890 at Raytown.

Therefore, the total number of students, boys and girls, enrolled in physical education in the conference ranged from a total of 700 students enrolled at William Chrisman Senior High School to 1740 students enrolled at Raytown Senior High School.

II. PROGRAM AND CURRICULUM

TABLE 2
NUMBER REQUIRING HEALTH EXAMINATIONS

Health Examinations	Per P. E.	Per Athletics
Center	No	Yes
North Kansas City	No	Yes
Oak Park	No	Yes
Raytown	No	Yes
Raytown South	No	Yes
Ruskin	No	Yes
Truman	Yes	Yes
William Chrisman	Yes	Yes

Of the eight schools surveyed, only two schools required health examinations for students in physical education. The two schools that required them were William Chrisman and Truman, both of the Independence School District. One school, Oak Park, did require physical examinations, but only for the adaptive physical education program. To the question, "How often are health examinations required?", only one answered once in the fall. One answered each and every year. All eight answered they required the examinations every year for athletic participants.

To the question, "Are health examinations given by the family physician?", only one, Truman, answered that they were. William Chrisman answered that they were not.

TABLE 3
NUMBER OF CORRECTIVE PHYSICAL EDUCATION PROGRAMS

Corrective Programs	Yes	No	No. Of Students
North Kansas City	X		12
Oak Park	X		23
Center		X	
Raytown		X	
Raytown South		X	
Ruskin		X	
Truman		X	
William Chrisman		X	

Only two of the eight schools included a corrective or modified program for those not qualified physically for the regular course in their physical education. They were North Kansas City and Oak Park, both in the North Kansas City School District. The other six schools offered no corrective or modified programs whatsoever in their curriculum. Of the two schools that did offer a modified program, 23 students were enrolled at Oak Park and 12 students at North Kansas City.

Two schools allowed their students to elect from a group of activities what they were going to participate in or do. The two were Oak Park and North Kansas City. Again, both were from the same school district. The other six schools

allowed absolutely no choice or election to their students. The list of fields of activities in which it was possible for students to elect in the two schools were: (1) Combatives (2) Rhythmics (3) Team sports (4) Individual sports (5) Physical Fitness (6) Gymnastics and (7) Recreational activities. Aquatics was listed on the questionnaire, but no school offered this as an activity.

TABLE 4
UNITS OF CREDIT FOR PHYSICAL EDUCATION

Units of Credit (Semester)	No. for P.E.	No. for Athletics
North Kansas City	1/2	0
Center	1/8	1/4
Oak Park	1/8	0
Raytown	1/8	1/4
Raytown South	1/8	0
Ruskin	1/8	0
Truman	1/8	1/4
William Chrisman	1/8	1/4

Concerning unit of credit given for physical education classes per semester, seven of the eight schools gave 1/8 credit per semester for physical education. In other words, they gave 1/4 credit per year in physical education. All seven also gave 1/4 credit per semester for those students who took physical education every day. Only one school, North Kansas City, offered any different type of accreditation or units. They offered 1/2 unit of credit per semester for physical education instead.

of the regular $1/8$ or $1/4$ unit set up by all others. Truman specified that they offer $1/4$ unit of credit per year to all students, and 1 and $1/2$ units of credit are required for graduation.

None of the eight schools offered participants in intramurals physical education credit. Only two of the schools, William Chrisman and Ruskin, did not offer intramurals or an intramural program at all. Concerning the question of whether or not the participants in interscholastic sports are given physical education credit, four of the eight did give credit for athletics while the other four did not. Those that gave athletes physical education credit were William Chrisman, Truman, Raytown, and Center Senior High Schools. Those not giving credit were Oak Park, North Kansas City, Ruskin, and Raytown South.

Only one school, William Chrisman, offered other activities, besides intramurals and inter-scholastic sports, in which a student may receive physical education credit. The other activity in which they offered physical education credit was in their Reserve Officer Training Corps (R.O.T.C.) program. The other seven schools offered no other activities whatsoever for credit. One school stipulated that the student was excused entirely from obtaining the required physical education credit if he was physically excused and unable to participate. The writer is almost sure that most all the other schools hold similar policies.

To the question, "How often do physical education classes meet each week?", Truman, William Chrisman, Oak Park, and North Kansas City answered that they met daily.

TABLE 5
SCHEDULE OF PHYSICAL EDUCATION CLASSES

Schedule	Daily	Every Other Day	Half and Half
North Kansas City	X		
Oak Park	X		
Truman	X		
William Chrisman	X		
Raytown		X	
Raytown South		X	
Ruskin		X	
Center			X

Three of the schools, Raytown, Raytown South, and Ruskin said that they met every other day. The remaining school, Center, said that they met on a half and half schedule. They met five days a week the first semester and every other day the second semester. This seems to be a quite satisfactory procedure and schedule for them.

In the survey, the time factor was fairly consistent. Concerning the length of the physical education class period in minutes, seven answered that the overall class period (including dressing and showering time) was 55 minutes. One stated that their entire class period was 60 minutes in length. Four stated that their showering time allowed was 5-7 minutes. The other four

stated that they allowed 10 minutes to shower. Dressing time allowed varied from 5 minutes by one school to 10 minutes by four schools. Two schools gave students 7 minutes dressing time; the other said they allowed 8 minutes.

The answers on the questionnaire pointed out that facility accomodation was one factor that determined the size of the classes in four of the schools. Another factor determining the size of the class was the number of students per instructor. Three schools offered this as a reason. Finally, four schools stated that the students needed the course which was the sole reason or factor on determining class size.

TABLE 6
GRADING SYSTEMS FOR PHYSICAL EDUCATION

Grade Factors	Attendance	Sportsmanship	Hygiene	Fitness
Center	X			
North Kansas City	X	X		
Oak Park	X	X	X	X
Raytown	X	X	X	X
Raytown South	X	X	X	X
Ruskin	X	X	X	X
Truman	X	X	X	X
William Chrisman				X

The questionnaire exposed the fact that many factors, or several combinations of factors, are used by many schools in determining the grades for the physical education program. Seven schools stated that attendance was one of the vital factors on which

they based the grade. Six said that sportsmanship made up a portion of their grade. Five said that hygiene inspection made up quite a percentage of their grade. Knowledge tests covering activities studied were a portion of the grade at seven schools. Physical fitness was a part of the grade earned at six schools. Six conference schools stated that demonstration and performance tests of skills made up a portion of the earned grade. Only three schools used achievement tests as a grade determinant.

Other factors used in determining grades were added. Two schools used attitude as a factor for basis for grades. Two also said that physical fitness tests were used to determine the grade. Finally, one school each stated that they used improvement, dressing out, and citizenship as a measuring basis for grades.

All eight schools of the conference used the same grading system. The system used was the E, S, M, I, and F system. All Missouri secondary schools use this system. It is equivalent to any other system used, like that of Kansas, or the college grading system of A, B, C, D, and F. The system runs as follows: E - Excellent; S - Satisfactory; M - Medium; I - Inferior; and F - Failing. None of them used a number rating or the S and U (Satisfactory and Unsatisfactory) method.

To the question of what interscholastic sports are participated in by your school, all eight stated that they participated in the "Big 5", (1) Football, (2) Basketball; (3) Track, (4) Wrestling, and (5) Indoor Track. Seven participated in baseball and golf. Also,

TABLE 7
 INTERSCHOLASTIC SPORTS OFFERED

Sports Offered	Big 5	Baseball	Golf	X-Country	Tennis	Swimming
Center	X		X		X	X
North Kansas City	X	X	X	X		
Oak Park	X	X	X	X		
Raytown	X	X	X	X		X
Raytown South	X	X	X	X		X
Ruskin	X	X	X	X	X	
Truman	X	X	X	X	X	X
William Chrisman	X	X		X	X	

seven participated in cross-country. Four said they offer interscholastic tennis and swimming. One even stated that they participate in interscholastic weight lifting. So, as one can readily see, the conference is very well rounded in its offering of interscholastic athletic sports. A total of eleven different interscholastic athletic sports are offered in the Suburban Eight Conference.

The conference schools also offer quite a variety of intramural activities in their physical education programs. Three schools offered flag football and basketball in their programs. Two schools said they offered co-ed volleyball and softball. One school each stated that they offered coed tennis, archery, wrestling, basketball, freethrows, volleyball, coed badminton, ping pong, gymnastics, and indoor soccer. So, the intramural programs for some of these conference schools are quite extensive. A total of fourteen activities were listed as offered by these eight schools in their intramural programs.

Only two schools related that they did not offer an intramural program at all.

As far as what activities are offered by the conference schools in their actual physical education programs, all eight schools offer volleyball, gymnastics, track, basketball, and touch or flag football. Seven offer weight training, physical fitness tests, wrestling, tumbling, soccer, and softball. Four offer speedball. Three schools offer tennis. Only two schools offered golf, archery, and dancing, but three of the schools also offered dancing for the girl's program and two offered archery for the girls. One school offered badminton for both the boys and girls, while three offered it for the girls only. Only one school, Raytown, offered boxing as part of its program. As one can readily see, the conference offers quite a variety of activities in its various physical education programs. A total of 18 different activities were listed by the schools. There was one inadequacy and lack in the program. No one offered or checked off swimming as a choice of activities offered. As far as the writer knows, there is no swimming pool in any of the eight schools of the conference.

To the question of whether or not health is included in the high school curriculum, four stated that it was, and four stated it was not. The four not offering it in their high school curriculum were William Chrisman, Truman, Raytown, and Center high schools. Consequently, the schools that offer it in their curriculum are North Kansas City, Oak Park, Ruskin, and Raytown South. One school,

TABLE 8

NUMBER OFFERING HEALTH EDUCATION AND THE ASPECTS
OF HEALTH TAUGHT

Health Class	Yes	No	Mental	Physical	Comm.	Public	Medical
Center		X					
North Kansas City	X			X			
Oak Park	X		X		X		
Raytown		X					
Raytown South	X		X			X	
Ruskin	X						X
Truman		X					
William Chrisman		X					

Raytown, said health is a part of their junior high curriculum, and some years it is incorporated or integrated in the senior high curriculum and program.

The writer then asked those schools who offered health in their curriculum to list the different aspects of health studied in their schools. One school stated that they studied all the aspects of health education. Two schools said they studied the aspect of mental health. One school each said they offered the following aspects of health: Physical health, community health, public health, medical self-help, and systematic functions. One said that they offered none of the aspects of health, probably one of those not offering health education at all in their curriculum. One school also stated that all the aspects of health were covered in their family relations course. So, as one might determine, the

conference seems a little bit lacking in health education and its various aspects and offerings or units.

III. FACILITIES AND EQUIPMENT

TABLE 9

BUDGETS FOR PHYSICAL EDUCATION

Budgets	Amount	No Set Budget	Did Not Answer
Truman	\$2105.00		
Oak Park	1800.00		
North Kansas City	1500.00		
Center	1270.00		
Ruskin	150.00		
Raytown		X	
William Chrisman		X	
Raytown South			X

An important and vital portion of a physical education program is the budget that is allocated for the purchase of needed equipment and facilities for the program. To the question of how much money was budgeted for the 1968-69 school year for physical education, Truman led out in expenditures. Truman said that its program was budgeted or had \$2105.00 to work with this past school term. Truman also stated that it had no set or strict budget to go by. They said they had no set budget, but could purchase at their own discretion and when necessary according to their needs. Oak Park had the highest set budget with \$1800.00 allotted

for the school year. North Kansas City, of the same school district as Oak Park had the second highest budget with \$1500.00. Center High School had the third highest budget with \$1270.00. Ruskin had the lowest listed Budget with \$150.00. delegated to the boy's department. Two schools, William Chrisman and Raytown, said that they did not have an allotted budget available for physical education. They stated that they did not have specified budgets to work with, but that they could purchase or request equipment and other needs for the program when they needed it. One school, Raytown South, did not answer the question, but put a question mark by it. Since they are in the same school district as Raytown, they probably have the same or similar policy in that they may purchase or request as the need arises.

A problem many times in today's physical education programs in suburban and urban areas is available play space. A physical education program needs plenty of open space and play fields to operate properly. Physical education should be an ever progressing and expanding portion of a community's educational program. To be an efficient and progressive program, the need of open space is a certain prerequisite. The writer found out in this survey how many outside play fields are available for physical education at all schools in the conference. Ruskin led out with six outside playfields. Oak Park had three large playfields for their use. William Chrisman and Truman also listed three regular playfields at their disposal. North Kansas City stated that they had forty acres of a public park to use at their own discretion for their physical education program.

TABLE 10
NUMBER OF PLAY FIELDS AVAILABLE

Play Fields	No.	Have No Needs	Have Needs
Ruskin	6	X	
Raytown South	5	X	
Oak Park	3	X	
William Chrisman	3	X	
Truman	3	X	
North Kansas City	3	X	
Raytown	1		X
Center	1		X

and activities. Two schools, Raytown and Center, said that this was one area in which they were lacking, and could use and needed more space for outside activities. They said that great strides and improvement needed to be taken to find and provide new space for their schools. Center and Raytown listed only one outside playfield available for their program. Space and open areas seem not to be readily available in these suburban areas. They state that they have no available space close at hand, at least not for immediate use or use in the near future.

The item that was lacking the most of the equipment and facilities of all the schools was the swimming pool. None of the high schools have a swimming pool. They all stated they definitely feel they have a need for one, and said they are sure both their program and students are lacking quite an experience and education because of the absence of the facility. Also, they all said that

they were in hopes of getting a pool sometime in the future, and future construction and building in their districts may include the badly needed swimming pool. It seems to the writer that schools of this size (1300 - 2200) definitely need pools for water safety instruction and for swimming instruction. The schools of this conference should be able to cope with and afford the price for better physical education. The writer is almost sure that all of the heads of the physical education departments felt that the time, effort, and money needed to construct such a pool would be well worth it in the end and pay back many dividends.

To the question of whether or not the boys and girls physical education classes are scheduled at the same period or during the same hour, all eight answered that they were. All said they were in the same situation and during the same time period.

Also, all eight schools stated that they did have separate gymnasiums for both the boys and girls classes.

Two of the schools had completely separate gyms for the girls and boys while the other six merely had dividers or separators (partition walls) in one large gym to separate boys and girls classes. To the question of how is the situation taken care of if boys and girls classes are scheduled at the same period, three stated that the problem did not apply to them. Three said that they resorted to the method stated above, that is the use of a divider in one large, common gymnasium. One said that co-educational activities were the only ones participated in if boys and girls classes were scheduled the same period. Also, one stated that if

the boys and girls classes were scheduled the same hour, they were always separated and never participated together.

TABLE 11
GYMNASIUMS FOR BOTH BOYS' AND GIRLS' CLASSES

Gymnasiums	Separate Gyms	2 Different Gyms	Dividers
Center	X	X	
North Kansas City	X		X
Oak Park	X	X	
Raytown	X		X
Raytown South	X		X
Ruskin	X		X
Truman	X		X
William Chrisman	X		X

Several schools furnished personal equipment for the students for their physical education classes.

TABLE 12
PERSONAL EQUIPMENT PROVIDED FOR STUDENTS OF PHYSICAL EDUCATION

Personal Equipment	Towels	Soap	Rental Locks	Non-Rental	Lockers
Center	X	X		X	X
North Kansas City			X		X
Oak Park			X		X
Raytown	X		X		X
Raytown South	X		X		X
Ruskin	X	X		X	X
Truman			X		X
William Chrisman				X	X

Four schools said that towels were furnished by them for the student's use, but that three of them required a fee paid by the students for their use and laundry. Two schools said they provided soap for their pupils. Three said they provided non-rental combination locks for physical education pupils, while five others said their students had the use of rental combination locks. None of the eight schools said they furnished free gym suits, supporters, socks, swim suits, or trunks. All eight stated they provided lockers for student's clothes and equipment during physical education classes. One school said they did provide colored gym trunks for their pupils according to achievement attained or for progression and improvement gained. Three schools said they they provided no personal equipment whatsoever for the students in their physical education classes.

Students were charged a fee for using equipment in three schools, but just mainly for the provision of towels. The five other schools charged no fee at all for the use of any equipment. No fee was charged for the use of either personal equipment or full class equipment.

The type of system used for storing physical education clothes varied somewhat. While some used open, cage type of lockers, others used the solid, closed type of locker. Some used the open, locked basket system; others used no baskets at all. Seven of the eight had individual lockers for their students while one school stated the system of storing clothes did not apply to them. All agreed on the need for good and proper ventilation,

in the locker and showering room.

Four of the schools said that they did launder their own equipment in their school. They related that they laundered towels and some their athletic uniforms. The other four stated that they did not handle their own laundering, but had it sent out.

When asked the question of whether they felt the facilities and equipment in their school are adequate, only two answered, "yes, we feel it is quite adequate." These two were Raytown South and Truman. Although Truman stated they felt their facilities and equipment were adequate, they added the note that they felt they could always stand improvement.

TABLE 13
NEEDS OF FACILITIES AND EQUIPMENT

Facilities and Equipment	Adequate	Not Adequate	Better Indoor Fac.
Raytown South	X		
Truman	X		
Center		X	
North Kansas City		X	X
Oak Park		X	X
Raytown		X	
Ruskin		X	
William Chrisman		X	X

The six schools that felt their equipment and facilities were otherwise listed the improvements that needed to be made in their departments. North Kansas City said that they needed a drying room, more lockers, and better towel provision. Oak Park stated that they felt they needed better shower facilities. William

Chrisman said that they needed all new indoor facilities. Raytown and Center high schools said that their biggest need was for more outside play area.

The next question that the questionnaire asked the heads of the departments was, "What equipment or facilities are lacking in your department that you feel you need or should have to improve the department?" Oak Park stated that their greatest needs were a swimming pool (as all the others) and more trampolines. Truman said they could improve their department most with new tennis courts, an archery range, and a swimming pool. Again, Center and Raytown listed the need for more and adequate outside playfields. William Chrisman listed new wrestling and gymnastics rooms and their equipment as their greatest wants. Ruskin said that they had many, many needs and improvements to be made, but did not list them for fear of leaving some out.

IV. STAFF

TABLE 14
NUMBER OF INSTRUCTORS PER SCHOOL

Instructors	No. on Staff	No. Having P.E. Majors
Oak Park	9	All
North Kansas City	7	All
Raytown	7	All
Truman	6	All
Center	5	All
Raytown South	4	All
Ruskin	4	All
William Chrisman	2	All

When asked the number of physical education instructors in their schools, the range was from two to nine instructors per school. Oak Park was first with nine physical education instructors in their department. North Kansas City and Raytown both had seven instructors each. Truman stated they had six physical education instructors. Center said they had five instructors. Raytown South and Ruskin had four instructors per department. William Chrisman had the least number of instructors with two in their department.

All eight schools answered that every instructor in their departments did have a major in the field of physical education. Also, five of the eight schools said that their physical education instructors did not teach other subjects besides physical education. Three schools said that some of their instructors did teach other subjects than physical education. Some of the other subjects taught by them were English, Biology, Health, and Study Hall.

Concerning physical education instructors having coaching duties, all eight schools stated that their instructors also have coaching duties. At North Kansas City all but one instructor has coaching duties. Oak Park said that three of five instructors in their program had coaching duties. Ruskin and several others stated that some of their instructors do have and some do not have coaching duties.

When asked if the physical education instructors direct the intramural program, four schools replied that they did. Two schools said that they did not, and of course, the other two schools

TABLE 15
DUTIES AND WORKLOADS OF THE PHYSICAL EDUCATION INSTRUCTORS

Duties	Coach	Direct Intramurals	Clock Hours
Center	X		20
North Kansas City	X	X	30
Oak Park	X	X	45
Raytown	X	X	54
Raytown South	X	X	?
Ruskin	X		30
Truman	X		35
William Chrisman	X		70

did not offer an intramural program. To the question of how many classes of physical education did the heads of the departments feel they could effectively teach a day, five stated they felt they could most effectively teach five classes or hours a day. The three other heads of the departments felt they could effectively teach four classes a day. Two schools felt that 35 pupils was the ideal class size for physical education. Two schools also said they felt 30 students made up the ideal class size. One school said the ideal class size ranged from 25 to 30 pupils. One school felt that the ideal class size would contain as many as 40 students. Another school said that only 20 to 24 students would make up the ideal class size.

To the question of how many clock hours per week does the average physical education staff member spend in the performance of all of his duties, the range ran from 20 hours per week to 70 hours.

per week. William Chrisman was the school that felt the instructors put in from 60 to 70 hours per week. Truman felt that their instructors put in (including their coaching duties) close to 55 hours each week. Raytown said its instructors put in around 54 hours per week. Oak Park said they put in 45 hours a week, and North Kansas City and Ruskin said approximately 30 hours a week. Center said their instructors only put in 20 hours a week in performing their duties. Raytown South did not answer this question.

Seven of the eight schools felt that coaches should be physical education instructors. The only school that felt coaches should not be physical education instructors said that it depended entirely on the professional attitude of the coach. Also, six of the eight said they thought health should be taught beyond the ninth grade. The two schools that felt it should not be taught beyond the ninth grade did not give reasons for their feelings. Only two schools said they did not think there should be co-educational activities in the physical education curriculum. The other six schools said they definitely felt there should be certain activities in which both sexes can participate in together in the curriculum.

Seven schools felt there should be special classes for the handicapped student in high school. The other school felt there should not be special classes because the handicapped students would feel cut-off, and separated, and different from the regular student. They felt that it would make the students feel inferior to the others and "outsiders" to the physical education program. If

they could be integrated in a regular physical education class, this school felt they would gain great self-confidence and other personal attributes from the class. All eight schools said they definitely felt the physical education experiences in their high schools are providing opportunities for developing effective citizens for today's society.

SUMMARY AND CONCLUSION

It was the purpose of this report to determine the availability of the activities, facilities, and programs of selected secondary schools in the Greater Kansas City Area. The author believes this objective was accomplished in this report through the use of the questionnaire from the survey. The curriculums of these schools were well dwelled into and defined by the use of this questionnaire. It showed the results coming from these physical education programs.

The enrollment within the conference ranged from 1300 students enrolled at Center High School to the enrollment of 2200 students at Oak Park High School. The number of students enrolled in physical education ranged from 350 girls enrolled at William Chrisman to 850 girls enrolled at Raytown High School. The boys enrolled in physical education ranged from 350 at William Chrisman to 890 at Raytown. Therefore, the total number of students, boys and girls, enrolled in physical education in the conference ranged from a total of 700 students enrolled at William Chrisman Senior High School

to 1740 students enrolled at Raytown Senior High School.

Only two schools required health examinations for students in physical education. They were William Chrisman and Truman Senior High Schools, both of the Independence School District.

Only two of the eight schools included a corrective or modified program for those not qualified physically for the regular course in their physical education programs. They were Oak Park and North Kansas City High Schools.

Four schools stated that they offered health in their high school curriculum; four stated that they did not. Those who offered health were Oak Park, Raytown South, Ruskin, and North Kansas City.

Oak Park High School led out with the number of physical education instructors on their staff with nine. Both North Kansas City and Raytown had seven instructors on their staffs. Truman was third in number with six.

William Chrisman led in the number of duties and workloads of their physical education instructors. They estimated they put in 70 hours per week. Truman ranked second with 55 hours, and Raytown third with 54 hours. Oak Park ranked fourth with approximately 45 hours per week.

Two schools, Oak Park and Center, had completely separate gyms for the girls and boys programs. The other six had dividers in one large gym to separate boys and girls classes. All eight schools stated that boys and girls classes were usually separated by either

the divider system or by having two distinct separate gyms.

Oak Park ranked first in having the best all-around program, facilities, and equipment. Oak Park ranked highest for many reasons, but some of them were: second highest budget to work with, very good facilities, plenty of good and new equipment, and plenty of play space and open area. Truman High School ranked second in over-all program. Truman excelled in that they ranked first in budget, had new facilities, plenty of good equipment, and good and sufficient area. Center High School was rated third for many of the same reasons. Raytown and Raytown South were very close to the same, and ranked fourth. They had good over-all programs, and many of the above mentioned requirements.

As Cowell and Hazelton state:

The curriculum, defined and carried out as a series of meaningful, guided experiences directed toward the attainment of specific objectives, is the basic instrument of the educative process. It is the medium through which we translate social-educational philosophies into teaching procedures.

Physical education, considered as a valuable and integral part of organized education, is the social process of change in the behavior of the human organism resulting from participation in big-muscle play and related activities.²

Also, the author feels this report has pointed out the various adequacies and shortcomings of the different physical education programs in the Suburban Eight Conference. Every school handles its own situation just a little differently, and many times must do so

²Charles C. Cowell and Helen W. Hazelton, Curriculum Designs in Physical Education, p. 7.

to adjust their environment so that education is the most effective.

As Vannier and Fait state:

Although there is a wide variance in the types of programs, leadership and facilities found in secondary schools throughout the country in this specialized field, educators, students and the general public are becoming increasingly aware that all youth should and must receive benefit from partaking in a good physical education program directed by skilled, capable teachers.

Every subject in the school curriculum has a unique contribution to make to the development of each student and, thus, to society. A strong, vigorous America can only be made up of citizens who have these qualities. The aims, goals, and purposes of the physical education are the same as those of all other school subjects-----to develop well-rounded, happy, healthy, skilled, and productive individuals determined to perpetuate democracy. A sound mind in a sound body is more than the happy state of affairs John Locke believed in; it is a prime necessity for our increased hours of leisure and in our tense, rushed, war-threatened time. With out increased leisure time, we must find a way to put it to productive use. We must not let our nation desintegrate physically, mentally, socially, or morally.³

In conclusion, this report certainly pointed out the fact that many physical education programs today lack carry-over activities and values. The questionnaire showed that the schools considered in this report need to offer more carry-over activities such as golf, tennis, bowling, fly casting, archery, fishing, and swimming. In this modern, fast-moving society and world of ours today we, as educators, must offer our youth the best possible opportunities to learn how to use in the most beneficial way the leisure time that we will have at our disposal in the future.

³Maryhelen Vannier and Hollis F. Fait, Teaching Physical Education in Secondary Schools, p. 10.

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- Vannier, Maryhelen, and Fait, Hollis F. Teaching Physical Education in Secondary Schools. Philadelphia and London: W. B. Saunders Company, 1964.

APPENDIX

10313 E. 61st. St.
Alpine Village-Apt. 1
Raytown, Mo. 64133
September 15, 1968

Dear Sir:

I am compiling information concerning the Physical Education facilities, equipment, and programs of the Suburban Eight Conference in the Greater Kansas City Area. I am making a study and survey of this phase of Physical Education to determine the many adequacies and few inadequacies that may be present in our Physical Education programs in the Suburban Eight Conference.

This information will be used toward the completion of my Master's Report for the completion of my Master's Degree at Kansas State University, Manhattan, Kansas.

I would greatly appreciate your response concerning this information. Also, I would certainly appreciate it, if this information could be returned to me by the 1st. of November.

I sincerely thank you for your help, aid, and time in filling out this questionnaire for my study.

Sincerely,

Dan Willey
Graduate Student
Kansas State University
Manhattan, Kansas

Return can be made by the self-addressed envelope included. Thank you.

10313 E. 61st St.
Alpine Village-Apt. 1
Raytown, Mo. 64133
January 4, 1969

Dear Sir:

If you remember, early this fall (in September) I sent you a questionnaire concerning your Boy's Physical Education Department. I am now compiling all of the statistics and information from all of the questionnaires. I need yours to complete my survey of the Suburban Eight Conference's Physical Education Programs.

I would appreciate it very much if you would fill out and complete the questionnaire and send it to me at my home address. If you recall, I am taking this survey to complete my Master's Report for my Master's Degree at Kansas State University in Manhattan, Kansas. So, I would greatly appreciate your response by the end of this month, the 1st. of February, or better yet, as soon as possible.

I had all but two of the questionnaires of the eight back by the 1st. of November, so I need yours to complete my work. I sincerely thank you for your help, aid, and time in filling out this questionnaire for my study. It shouldn't take over 5 to 10 minutes to fill out.

Sincerely,

Dan Willey
Graduate Student
Kansas State University
Manhattan, Kansas 66502

In case you have misplaced or lost the original questionnaire, I am including a new one. Return can be made by the self-addressed envelope included. Thank you.

A STUDY OF THE PHYSICAL EDUCATION FACILITIES, EQUIPMENT, AND
PROGRAMS OF THE SUBURBAN EIGHT CONFERENCE IN THE
GREATER KANSAS CITY AREA

QUESTIONNAIRE

I. Enrollment:

1. School enrollment: Boys _____, Girls _____, Total _____.
2. Number of students enrolled in physical education. Boys _____.
Girls _____.

II. Program:

1. Are health examinations required for students in physical ed.?
Yes _____; No _____.
2. How often are health examinations required? _____
3. Are health examinations given by the family physician? Yes _____
No _____
4. Does the physical education program include a corrective or modified program for those not qualified physically for the regular course? Yes _____; No _____.
5. How many students are enrolled in your modified program for the fall of 1968? _____.
6. Is a student allowed to elect from a group of activities in the regular required physical education program? Yes _____.
No _____.
7. What are the fields of activities in which it is possible for students to elect?
Combatives: _____ Others: _____
Rhythmics: _____
Team Sports: _____
Individual Sports: _____
Acquatics: _____
8. What unit of credit is given for the physical education classes per semester? _____.
9. Are participants in intramurals given physical education credit? Yes _____; No _____.
10. Are participants in interscholastic sports given physical education credit? Yes _____; No _____.
11. What are some other activities, besides intramurals and interscholastic sports, in which a student may receive physical education credit? _____
12. How often do physical education classes meet each week? _____

13. What is the length of the physical education class period in minutes? Overall (including dressing & showering time): _____
 _____ How much showering time is allowed: _____
 _____ How much dressing time is allowed: _____
14. What factors determine the size of the classes:
 Facility accomodation _____
 Number of students per instructor _____
 Number of students who need the course _____
 Other _____
15. What factors are used in determining the grade for the physical education program?
 Attendance: _____ Other: _____
 Sportsmanship: _____
 Hygiene inspection: _____
 Knowledge tests covering _____
 activities studied: _____
 Physical fitness: _____
 Demonstration and performance test of skills: _____
 Achievement tests: _____
16. What grading system is used in your school?
 A, B, C, D, F: _____; S and U: _____; 1, 2, 3, 4, 5, : _____;
 E, S, M, I, F: _____; Other: _____
17. What interscholastic sports are participated in by your school?

18. What intramural activites are offered by yours school?

19. What are the activities studied, taught, and offered in your physical education program?
 Volleyball _____ Basketball _____ Touch football _____ Tumbling _____
 Gymnastics _____ Badminton _____ Wrestling _____ Soccer _____
 Tennis _____ Dancing _____ Archery _____ Speedball _____
 Track _____ Boxing _____ Golf _____ Softball _____
 Weight Training _____ Physical Fitness _____ Swimming _____
 Tests _____ Other _____
20. Is health included in the high school curriculum? Yes _____; No _____.
21. List the aspects of health studied in your school. _____

III. Facilities and Equipment:

1. How much money was budgeted for the 1968-69 school year for physical education? _____
2. How many outside playfields are available for physical education? _____
3. Do you have a swimming pool? Yes _____; No _____.
4. Are boys and girls physical education classes scheduled at the same period? Yes _____; No _____.
5. Do you have a separate gymnasium for boys and girls? Yes _____; No _____
6. How is the situation taken care of if boys and girls classes are scheduled at the same period? _____
7. What personal equipment is furnished by your school for physical education classes?
 Towel _____ Other: _____
 Soap _____
 Combination locker (rental) _____
 Gym suits _____
 Supporter, socks _____
 Swim suits, trunks _____
8. Are students charged a fee for using equipment? Yes _____; No _____.
9. Describe the type of system used for storing physical education clothes. _____
10. Do you launder your own equipment in your school? Yes _____; No _____
11. Do you feel the facilities and equipment in your school are adequate? Yes _____; No _____. If not, then how can they be improved? _____
12. What equipment or facilities are you lacking in your dept. that you feel you need or should have to improve the dept.? _____

IV. Staff

1. How many physical education instructors are there in your school? _____
2. Does each instructor have a major in the field of physical education? Yes _____; No _____
3. Do physical education instructors teach other subjects besides physical education? Yes _____; No _____. If so, what are the subjects? _____

4. Do the physical education instructors have coaching duties?
Yes _____; No _____
5. Do the physical education instructors direct the intramural program? Yes _____; No _____
6. How many clock hours per week does the average physical education teacher spend in the performance of all his duties?

7. How many classes of physical education do you feel you can effectively teach a day? _____
8. What do you feel is the ideal class size for physical education?

9. Do you feel coaches should be physical education instructors?
Yes _____; No _____
10. Do you think health should be taught beyond the ninth grade?
Yes _____; No _____
11. Do you think there should be coeducation activities in the physical education curriculum?
Yes _____; No _____
12. Do you think there should be special classes for the handicapped student in the high school? Yes _____; No _____
13. Do you feel the physical education experiences in your high school are providing opportunities for developing effective citizens for today's society? Yes _____; No _____

Thank you again, for your time and help!

A STUDY OF THE PHYSICAL EDUCATION FACILITIES, EQUIPMENT, AND
PROGRAMS OF THE SUBURBAN EIGHT CONFERENCE IN THE
GREATER KANSAS CITY AREA

by

DANNY LYNN WILLEY

B. A., Bethany College, 1965

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Physical Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1969

The purpose of this report was (1) to help one become better acquainted with the working environment of the Suburban Eight Conference; (2) to familiarize the writer with the facilities, equipment, and the programs of all the physical education departments of the Suburban Eight Conference; (3) to point out the many adequacies and inadequacies of the various physical education departments; and (4) to demonstrate the lack of carry-over activities and values in some physical education programs.

It was hoped that the information in this report will prove not only valuable to the writer, but also to other physical education instructors, directors, and heads of departments of secondary schools in the Suburban Eight Conference and in the Greater Kansas City Area. It is also the hope of the writer that some of the present physical education programs and departments may be improved, corrected, or advanced after the results of this survey are made available.

The method used in this study was a survey taken of all eight physical education programs of the schools of the Suburban Eight Conference. This survey was conducted by the use of a questionnaire sent to the Heads of the Physical Education Departments of all the conference's member schools.

A questionnaire was constructed and sent to each school requesting the necessary information. The questionnaire consisted of four main parts or sections. They were as follows: (1) Enrollment of Member Schools; (2) Program and Curriculum; (3) Facilities and Equipment; (4) Staff. For the convenience of each head of the physical education department a self addressed stamped return envelope was included with

each questionnaire.

The total number returned was eight out of eight, or 100 per cent. In other words, all eight schools of the Suburban Eight Conference responded to the survey.

Oak Park ranked first in having the best all-around program, facilities, and equipment. Oak Park ranked highest for many reasons, but some of them were: second highest budget to work with, very good facilities, plenty of good and new equipment, and plenty of play space and open area. Truman High School ranked second in over-all program. Truman excelled in that they ranked first in budget, had new facilities, plenty of good equipment, and good and sufficient area. Center High School was rated third for many of the same reasons. Raytown and Raytown South were very close to the same, and ranked fourth. They had good over-all programs, and many of the above mentioned requirements.

In conclusion, the author found the conference schools were lacking somewhat in carry-over activities and values. It was found that there was a great need for swimming pools in all conference schools. Overall though, the author thought the programs offered by the Suburban Eight Conference in physical education were quite sufficient and offered the best of opportunities for their students to become good citizens.