

THE PRESENT STATUS OF BOY'S PHYSICAL EDUCATION
IN SOUTH DAKOTA PUBLIC SENIOR HIGH SCHOOLS

by

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B. S., Kansas State College
of Agriculture and Applied Science, 1952

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE

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INTRODUCTION

This study was conducted to determine to what degree the following conditions existed in the public secondary schools of South Dakota:

1. The extent of required and elective physical education.
2. The qualifications of the personnel conducting the program.
3. The facilities available for carrying out the program.

DEFINITION OF TERMS

1. The physical education curriculum for this study shall include classroom activities, intramural sports, and interscholastic athletics.

2. Facilities shall include all indoor and outdoor areas used in carrying out the program.

3. The qualifications of instructors includes: professional training in physical education and academic preparation.

4. Core curriculum is that part of the curriculum which contains the basic activities usually carried on by most schools.

LIMITATIONS OF THE STUDY

True conditions may not have been ascertained due to lack of response by many schools with inadequate programs. Some schools neglected to answer parts of the questionnaire which were probably the weak points in their programs. However, with 75 per cent of the schools answering the questionnaire it was felt that a good representation of the programs, as they existed in public secondary schools of South Dakota was obtained.

REVIEW OF LITERATURE

In analyzing the problem of determining the status of boy's physical education in South Dakota high schools, the author decided upon the questionnaire as the best technique for gathering the data necessary.

As a basis for determining what questions should be used on the questionnaire to obtain the desired information, a review of literature was made. A report by LaPorte covering a period of 19 years is considered a master report by those in the field of physical education. In this report, LaPorte¹ listed desirable standards for all phases of an effective physical education program.

In order to make a study on the status of boy's physical education it was found that the entire program must be included. First, in order to find out what is offered in the curriculum, a review of literature was made to determine what should be included in the physical education curriculum. Cassidy² gave details on the scope of a good curriculum in physical education. The same procedure was followed in determining what questions should be included to get an accurate account of the status of personnel qualifications. Davis and Lawther³ told of the preparation, training and in general the role of the teacher of physical education. In determining which facilities should be available, Irwin and Humphrey⁴ were referred to as they listed desirable standards for equipment in carrying out the physical education program.

It was not expected that any school would have all the areas of program and facilities listed on the questionnaire. It must be remembered that the

¹ Wm. Ralph LaPorte, The Physical Education Curriculum, pp 29, 40, 43, 51.

² Rosalind Cassidy, Curriculum Development in Physical Education, pp 339-351.

³ Elwood C. Davis and John D. Lawther, Successful Teaching in Physical Education, pp 389, 411, 497.

⁴ Leslie W. Irwin and James H. Humphrey, Principles and Techniques of Supervision in Physical Education, pp 183-195.

purpose of the study was to determine the status of boy's physical education in South Dakota high schools.

THE QUESTIONNAIRE

A questionnaire was sent to the principal of the selected high schools. Enough cases were taken so that by starting out with the larger schools and working down through the smaller schools an adequate sample of all sizes of schools was taken. A letter of explanation and purpose accompanied each questionnaire. It was felt that the principal was the man to fill in the questionnaire due to its scope. A copy of the questionnaire is found in the Appendix.

Questionnaires were sent to the principals of 282 public secondary schools. Two hundred twelve questionnaires were returned. Seventy five per cent of the principals responded. The questionnaire was sent out on June 6th, 1956 with July 1, 1956 set as a deadline date for return. Only one questionnaire was sent to each principal.

It was presumed that information obtained from the questionnaire would be of value to the physical education department of South Dakota State College. It was felt that the information would be valuable in better understanding how to prepare students in the field of physical education. This should ultimately improve the physical education programs in the high schools.

The information could be of interest to the general public that they might better understand the curriculum of physical education, the training of its supervisors and the desired facilities necessary to carry on a good physical education program.

SCOPE OF THE CURRICULUM

Content or subject matter is a most important element in curriculum design. Physical education curriculums should stress unified experiences for children and youth. A good physical education program should be conceived as an integral part of the total educational effort of a school. The program should be well balanced so as to stimulate growth and development of social and psychological outcomes. The program should be interesting and should also meet the needs of the students. According to Cowell and Hazelton,¹ if purposes and needs of students and the experiences are related to basic groups of living, the physical education program will become an integral part of the community.

Table 1. Required and elective physical education.

Physical Education Offering	:		:		: No. of Schools : No. of Schools and				: No. of hours of			
	:		:		: and Years of				: P.E. per week			
	: No. of Schools		: Cent		: P.E.				: P.E. per week			
	:	:	:	:	:	:	:	:	:	:	:	:
	: Have	: Have Not	:	:	: 1	: 2	: 3	: 4	: 1	: 2	: 3	: 4 : 5
Required Course	61	151	29	6	21	6	36	4	36	11	0	7
Elective Course	70	142	33	4	7	3	46	2	22	11	6	16

Twenty-nine per cent of the reporting schools required physical education, while 33 per cent offered physical education as an elective. A high percentage of the reporting schools had either a required or an elective physical education program. These schools having a required or elective course offered it for varying numbers of years. The most common amount being four years, with two

¹ Charles C. Cowell and Helen W. Hazelton, Curriculum Designs in Physical Education, p 46.

years being the next amount commonly offered. The average amount of time spent per week on physical education was found to be between two and three hours.

Another important item in determining the scope of curriculum was in regards to credit given in physical education. If a program of physical education is worthwhile enough to be a part of the curriculum, recognition in the form of credit toward graduation should be made. LaPorte¹ stated that it was being recognized more and more that physical education credit should be required for graduation from a given school level on the same basis as other academic subjects.

Table 2 indicates the number of schools which gave credit for physical education, and as indicated how much credit was given. Table 2 also indicates the number of schools allowing inter-school athletics and intramural sports to substitute for physical education requirements.

Table 2. Physical education credit.

	Yes	: No	: Physical Education : Credit per year			
			1	2	3	5
No. of schools giving physical education credit	67	62	27	33	8	
Allow substitution inter-school athletics for physical education requirement	90	38				
Allow substitution of intramural sports for physical education requirement	51	61				

¹ Wm. Ralph LaPorte, The Physical Education Curriculum, p 50.

Of the reporting schools only 67 indicated that credit was given for physical education. Ninety of the reporting schools allowed inter-school athletics to substitute for physical education. Fifty-one of the reporting schools allowed intramural sports to substitute for physical education. One-fourth to one-half credit per year was found to be the most prevalent amount of credit given.

In order to determine which activities were carried on in selected South Dakota high schools a long list of activities was made. The list was designed to cover a large area of activities, thereby covering most any activity a school might have.

LaPorte¹ indicated that schools should select activities according to available facilities, devoting two-thirds of the available time on activities placed in a core curriculum and a third of the time on elective activities.

Experts are in agreement that if principals feel that the curriculum in physical education is inadequate they should strive to better it by utilizing the physical education instructor to help revise and construct the new curriculum. Davis and Lawther² say that many schools are engaged in curriculum revision, as education is being made more meaningful and valuable to pupils and to society. Davis and Lawther³ further state that in small school systems the physical education teacher is the best qualified person to construct the program in physical education.

Table 3 indicates which activities were offered in the various curriculums and the activities were ranked in order of number of times offered by the reporting schools.

¹ Wm. Ralph LaPorte, The Physical Education Curriculum, p 31.

² Elwood C. Davis and John D. Lawther, Successful Teaching in Physical Education, p 212.

³ Ibid., p 213.

Data recorded in Table 3 show that activities such as basketball, softball, track, volleyball and touch football were offered quite extensively by the reporting schools. These are the activities that are part of the core curriculum. However such carry over activities as tennis, golf, swimming, horseshoes and handball were seldom included in the curriculum. Many of the carry over activities were not mentioned at all as a part of a physical education program.

Table 3. Physical education activities offered in selected south dakota high schools.

Activity	No. of Schools	Activity	No. of Schools
1. Basketball	112	20. Folk Dancing	6
2. Softball	95	21. Hiking	6
3. Track	94	22. Swimming and diving	4
4. Volley ball	75	23. Handball	4
5. Touch football	63	24. Skiing	4
6. Hand baseball	44	25. Bowling	3
7. Table tennis	32	26. Restrictives and correctives	3
8. Tumbling pyramids	29	27. Fly casting	2
9. Soccer and speedball	22	28. Boxing	1
10. Gymnastic apparatus	19	29. Archery	1
11. Social dancing	17	30. Water polo	1
12. Badminton	15	31. Field hockey	0
13. Social games	12	32. Boating	0
14. Tennis	11	33. Camping	0
15. Skating	10	34. Fencing	0
16. Wrestling	9	35. Riding	0
17. Golf	8	36. Snow shoeing	0
18. Horseshoes	7	37. Squash	0
19. Rhythms	7		

Experts have generally thought that in most areas there is a positive relationship between the size of the school and the extent of the physical education program. Table 4 shows these findings in the state of South Dakota.

Table 4. Physical education offered in regard to size of school.

Size of School	: No. of : Schools	: Have P.E. :		Per Cent
		: Yes :	: No:	
Enrollment of 50 or less	149	32	117	21
Enrollment of 50 to 150	48	24	24	50
Enrollment of 150 to 300	6	6	0	100
Enrollment over 300	2	2	0	100

There was found to be a positive relationship between South Dakota high schools offering physical education and the size of the enrollment. The results shown in Table 4 indicate that all schools with an enrollment over 150 have physical education, while only 32 out of a possible 117 schools with enrollment under 50 have a physical education program.

An intramural program can add much to enrich a physical education program. For an intramural program to function properly it should be organized and be directed for obtaining the best results. Cowell and Hazelton¹ say that wherever one finds a good physical education program, there is reason to expect an interesting and well organized intramural program at the high school level. Irwin² states that the program of intramurals in any school, large or small must be directed properly for the best results to be obtained.

¹ Charles C. Cowell and Helen W. Hazelton, Curriculum Designs in Physical Education, p 333.

² Leslie W. Irwin, The Curriculum in Health and Physical Education, p 221.

According to LaPorte,¹ a student should have opportunity for additional participation in activities through the intramural program.

Tables 5 and 6 were included to test the extent of intramural programs in selected South Dakota high schools.

Table 5. Intramural sports.

	Yes	:	No	:	Per Cent
Have intramural sports program	102		98		51
Have co-recreation sports program	31		181		15
Have supervisor and instructor of intramurals	95		3		97

A little more than 50 per cent of the schools reporting had an intramural program. Most of the schools reported as having had an intramural program had supervision over the program. There were found to be very few of the reporting schools which had co-recreational activities.

Table 6. Directors of the intramural program.

	No. of Schools
Athletic coach	96
Classroom teacher	23
Physical education instructor	15
Student	2
Boys advisor	1
City recreation director	1

¹ Wm. Ralph LaPorte, The Physical Education Curriculum, p 51.

Inter-school athletics for boys has been a conventional part of the total school program. That inter-school athletics do contribute to the physical education program is brought out as Cowell and Hazelton¹ state that athletics are an important and vital part of the program of education for youth and adults. This being the case the author set out to find which sports were a part of the competitive sports program and the number of schools which competed in each. Table 7 illustrates this information.

Table 7. Scope of interscholastic sports.

Sport	No. of Schools Competing
Basketball	190
Track	163
Baseball	68
Football	67
Six-man football	57
Softball	53
Golf	10
Tennis	8

Basketball and track were found to be the predominant interscholastic sports. Baseball, softball, football and six-man football were about on a par with relation to schools competing. Golf and tennis were almost non-existing in the interscholastic competition program.

¹ Charles C. Cowell and Helen W. Hazelton, Curriculum Designs in Physical Education, p 366.

PERSONNEL

In the teaching profession it has become accepted that such things as knowledge of subject matter, professional preparation and experience are all necessary in order to obtain the desired level of teaching competency. To further bring out this point, Snyder and Scott wrote:

If the purpose of education is to serve the needs of children and youth, then all teachers should have the same high level of knowledge and skill necessary to render the kind of educational service the students deserve and have a right to expect. This cannot be accomplished by providing the prospective teacher with a bare smattering of knowledge and skill in the field in which he is to teach.¹

The personnel carrying out the physical education program is important in determining the status of a program. It is generally recognized in the teaching profession that professional growth must be a continuous process. LaPorte² states that physical education personnel should seek to improve their professional standing by increased training and further graduate study.

Table 8 indicates the status of personnel with regards to physical education in selected South Dakota high schools.

¹ Ramond A. Snyder and Harry A. Scott, Professional Preparation in Health, Physical Education and Recreation, p 104.

² Wm. Ralph LaPorte, The Physical Education Curriculum, p 51.

Table 8. Tabulation of personnel data.

	: : Athletic : Coaches	: Physical : Education : Director	: Intramural : Sports : Director	: Per Cent : Athletic : Coaches
Regular member of faculty	205	88	84	97
Not regular member of faculty			1	
One year of college completed	1			$\frac{1}{2}$
Two years of college completed	9			5
Three years of college completed	10	5	4	5
Bachelor's Degree	180		75	85
Major in physical education	66	29	18	31
Minor in physical education	58	23	27	29
Less than minor in physical education	72	21	33	33
Working toward Master's in physical education	26	11	9	12
Master's Degree in physical education	8	3	2	4
Doctor's Degree in physical education	0	0	0	
Teaches subjects other than physical education	175	71	74	83
Teaches only physical education	13	9	4	6

It was found that the athletic coach in most cases was in charge of the physical education as well as the intramural program. In most cases, 83 per cent of the time, the athletic coach taught subjects other than physical education. Six per cent taught only physical education classes. Many of the athletic coaches in charge of the physical education program had less than a minor in physical education.

A small per cent of the teachers in the field were found to be furthering their education by taking graduate work. LaPorte¹ says that in order for a teacher to do efficient work, assignments for instructors should not exceed five or six clock hours per day. This maximum should include after school responsibilities.

FACILITIES

Trying to drive a nail without a hammer is a difficult task, as is trying to carry out a good physical education program difficult without adequate facilities. The physical education instructor must constantly strive to better available facilities. Many times human ingenuity will do a great deal. Irwin stated this concept as follows:

The facilities, equipment, and available space affect the type of program and the activities included in the curriculum perhaps to a greater extent than any other factors with the possible exception of sufficient teachers to conduct the program. Without either indoor or outdoor space it is practically impossible for a school to maintain a desirable program of physical education.²

LaPorte³ stated that existing facilities should be fully utilized and additional improvement should be made to meet the needs of the pupils in

¹ Wm. Ralph LaPorte, The Physical Education Curriculum, p 50.

² Leslie W. Irwin, The Curriculum in Health and Physical Education, p 55.

³ Wm. Ralph LaPorte, op.cit., pp 40-47.

order to provide an adequate program.

Table 9 indicates the conditions existing in the public secondary schools of South Dakota.

Table 9. Existing facilities in selected south dakota high schools.

	: None	: School	: Non-School	: No Reply
Football field	74	84	41	13
Basketball court	5	155	38	14
Baseball field	47	57	83	25
Tennis court	157	22	15	18
Indoor swimming pool	191	1	4	16
Outdoor swimming pool	176	1	17	17
Track	98	66	33	15
Locker room	29	154	12	17
Showers	18	163	13	18
Equipment room	59	143	11	7
Handball facilities	187	8	1	17
Volleyball facilities	62	116	8	26
Softball areas	46	137	17	12
Bowling alleys	169	1	25	17

Of 190 principals judging their outdoor and indoor facilities, 111 judged their outdoor facilities as inadequate and 133 judged their indoor facilities as being inadequate.

Perhaps not as vital yet certainly an asset and a credit to a better physical education program is the availability of miscellaneous items of

equipment. LaPorte¹ stated that for a physical education program to function in the best manner incidental supplies and equipment should be supplied. Medical examination should also be required. Table 10 indicates the status of such items in selected South Dakota high schools.

Table 10. Miscellaneous.

	Schools	Students
Towels furnished by	28	174
Towel laundry service by	26	174
Require Medical Examination in	Yes	No
a. physical education	69	34
b. intramural sports	57	42
c. interscholastic sports	186	12

Results of the table indicate that pupils furnish and laundry their towels in most cases. Medical examinations were required in most cases for interscholastic sports, more than half the time for intramural sports, but only a third of the time for physical education.

South Dakota did not have a state requirement for physical education. LaPorte² indicated that a state requirement should be instituted in each state as soon as possible. In order to find out the opinion of the principals of selected high schools, a direct question was placed on the questionnaire with regards to a state requirement for physical education. Table 11 gives the results of this question.

¹ Wm. Ralph LaPorte, The Physical Education Curriculum, p 71.

² Ibid., p 51.

Table 11. State requirement for physical education.

	Yes	No
Favor state requirement for physical education	149	32

Of the 181 principals who answered the question of a state requirement for physical education, 149 favored a state requirement. This is a large enough number to indicate that if brought to a vote of the principals, a state requirement for physical education would meet with favor.

SUMMARY AND CONCLUSIONS

Wherever needed and possible the physical education curriculum should be revised to better meet the needs of the pupils. The physical education instructor should be brought in and utilized in any curriculum revision. With 29 per cent of the reporting schools requiring physical education and 33 per cent offering elective physical education it is evident there is a need for more schools to add physical education to their curriculum as a requirement.

Only 50 per cent of the schools having physical education gave credit toward graduation. This is not in keeping with the modern concept that credit for physical education should be given the same status as other academic subjects.

There appeared to be a positive relationship between the size of school and the physical education offerings.

The athletic coach in most cases was found to be carrying the load of intramural sports as additional duty and thereby carrying too heavy a load

to do justice to the intramural program. Fundamental skills for many activities of both the core curriculum and the elective program were found to be taught in the regular physical education classes. Many boys in the inter-school sports program and the intramural program were allowed to substitute these activities for physical education and therefore were deprived of many carryover skill activities.

Of the personnel, the athletic coach was found to be the most used individual administering the physical education program. In most cases his time exceeded that recommended.

Facilities, both outdoor and indoor, in most cases were judged as inadequate by the responding principals. Towels were usually furnished by the students themselves. Medical examinations were required in two thirds of the cases where a student took part in either the inter-school or the intramural program. A medical exam was only required a third of the time for physical education.

A state requirement for physical education was recommended by most of the principals answering.

RECOMMENDATIONS

The facts obtained from the questionnaire in this study reveal that in order to best serve the youth of South Dakota, an adequate physical education program should be instituted; professional standing should be improved; and facilities should be improved. Along with the following recommendations:

1. The curriculum in physical education should be revised to better meet the needs of the pupils and should be set up by a state supervisor so

that eventually a state wide curriculum for physical education would evolve.

2. Credit should be allowed for physical education toward graduation.

3. Schools should not be allowed to substitute interscholastic or intramural sports participation for the physical education requirement.

4. There should be a consolidation of schools so that better physical education opportunities could be created.

5. There should be at least a minor in physical education required of persons instructing physical education, directing intramural sports or coaching interscholastic sports.

6. Further training of personnel already in the field of physical education should be accomplished through in-service-training and encouraging affiliation with professional associations and by further graduate study.

7. When additional construction of physical education facilities is contemplated the physical education instructor should be consulted.

8. A state requirement for physical education should be instituted.

9. Physical examinations should be required of all high school students each year.

10. A continuation study should be made after five years as a follow-up of this study to determine the extent of progress in the important areas studied.

ACKNOWLEDGMENT

The writer wishes to express his appreciation to Dr. O. K. O'Fallon, of the Education Department at Kansas State College, for his helpful suggestions and criticisms relative to the preparation of this status study. His authoritative counsel and advice were indispensable in compiling this report.

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APPENDIX

SOUTH DAKOTA STATE COLLEGE

Of Agriculture And Mechanic Arts
College Station
Brookings, South Dakota

Division of Science and Applied Arts
Department of Physical Education

Dear Principals:

I am sending you this questionnaire in order that better service might be rendered to the public schools of South Dakota.

This information will be used as a basis for a Masters Report with the hopes that it will be used further in the training of physical education instructors so that they will better be able to train the youth of this state or any other state in which the information might be of some value. All replies will be considered confidential.

A self-addressed envelope is enclosed for your convenience in returning the questionnaire. I will greatly appreciate your response as soon as possible.

Sincerely,

Jim Iverson
Physical Education Department

QUESTIONNAIRE TO DETERMINE THE PRESENT STATUS OF
BOY'S PHYSICAL EDUCATION IN SOUTH DAKOTA PUBLIC SECONDARY SCHOOLS

1. Name of School _____
2. The approximate enrollment of boys in your senior high school is _____.
3. Check one () A. 3 year senior high school ()
B. 4 year senior high school ()

Scope of Curriculum

Check the following statements that are true in your school.

1. Have _____ Have not _____ required physical education classes.
2. Have 1 _____ 2 _____ 3 _____ 4 _____ years of required physical education.
3. Have 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ hours of required physical education classes per week.
4. Have _____ Have not _____ elective physical education classes.
5. Have 1 _____ 2 _____ 3 _____ 4 _____ years of elective physical education classes.
6. Have 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ hours of elective physical education classes per week.
7. Do you give credit for physical education toward graduation? Yes _____ No _____
8. Total number of credits for physical education per year is $\frac{1}{2}$ 1 _____ 2 _____ 3 _____ 4 _____.
9. Allow substitution of interschool athletics to fulfill the physical education requirement. Yes _____ No _____.
10. Allow substitution of intramural sports participation to fulfill the physical education requirement. Yes _____ No _____.
11. Towels furnished by A. School _____
B. Students _____
12. Laundry service for towells furnished by A. School _____
B. Students _____
13. Do you require a medical examination for boys participating in:
A. Physical Education Yes _____ No _____
B. Intramural Sports Yes _____ No _____
C. Interscholastic Sports Yes _____ No _____
14. Would you favor a state requirement for physical education? Yes _____ No _____

List of activities offered to boys in physical education - check those offered in your school.

- | | |
|---------------------------------------|--|
| () 1. Basketball | () 18. Folk Dancing |
| () 2. Gymnastic apparatus | () 19. Golf |
| () 3. Field Hockey | () 20. Handball |
| () 4. Rhythms | () 21. Hard baseball |
| () 5. Soccer or Speedball | () 22. Hiking |
| () 6. Softball | () 23. Horseshoes |
| () 7. Swimming, Diving & Life Saving | () 24. Riding |
| () 8. Touch football | () 25. Skating |
| () 9. Track & Field | () 26. Skiing |
| () 10. Tumbling & Pyramids | () 27. Snowshoeing |
| () 11. Volleyball | () 28. Social Dancing |
| () 12. Archery | () 29. Social Games |
| () 13. Badminton | () 30. Squash |
| () 14. Boating | () 31. Table Tennis |
| () 15. Bowling | () 32. Tennis |
| () 16. Camping | () 33. Water Polo |
| () 17. Fencing | () 34. Wrestling |
| | () 35. Restricted or Corrective Activities for subnormal cases. |

Intramural Sports

1. Do you have an intramural sports program? Yes No
2. Do you have a co-recreational program? Yes No
3. What is the average number of hours per week throughout the year that your intramural program is offered?
4. Do you have supervision and instructors for your intramural program? Yes No
5. The director of the intramural program is:
 - A. Classroom teacher ()
 - B. Physical Education Instructor ()
 - C. Athletic Coach ()
 - D. Student ()
 - E. Other

Check the following intramural sports that are offered at your school.

- | | |
|-----------------------|-----------------------------|
| () 1. Basketball | () 10. Wrestling |
| () 2. Softball | () 11. Horseshoes |
| () 3. Volleyball | () 12. Handball |
| () 4. Track | () 13. Bowling |
| () 5. Baseball | () 14. Others |
| () 6. Badminton | <u> </u> |
| () 7. Touch football | <u> </u> |
| () 8. Tennis | <u> </u> |
| () 9. Swimming | <u> </u> |

Interscholastic Sports Program

1. Do you have an interscholastic sports program? Yes No
2. Check the following interscholastic sports that are offered in your school.

- | | |
|-------------------|-----------------------------|
| () 1. Basketball | () 8. Swimming |
| () 2. Track | () 9. Six-man football |
| () 3. Football | () 10. Wrestling |
| () 4. Baseball | 11. Others |
| () 5. Tennis | <u> </u> |
| () 6. Golf | <u> </u> |
| () 7. Softball | <u> </u> |

Personnel

Check the conditions listed below that exist in your school.

	Football Coach	Basketball Coach	Track Coach	Baseball Coach	Swimming Coach	Golf Coach	Tennis Coach	Intramural Sports Director	Physical Education Director	Physical Education Instructor
Regular member of faculty										
Not regular member of faculty										
One year of college completed										
Two years of college completed										
Three years of college completed										
Bachelor's Degree										
Major in Physical Education										
Minor in Physical Education										
Less than Minor in Physical Education										
Working toward Master's in Physical Education										
Master's Degree in Physical Education										
Doctor's Degree in Physical Education										
Teaches subjects other than Physical Education										
Teaches only Physical Education										

Check one:

Have 1 2 3 4 5 staff members for physical education, intramural sports, and interscholastic athletics.

Facilities

Check the conditions listed below that exist in your school.

	NONE	SCHOOL	NON-SCHOOL	NO.
Football Field				
Basketball Court				
Baseball Field				
Tennis Court				
Indoor Swimming Pool				
Outdoor Swimming Pool				
Track				
Locker Rooms				
Showers				
Equipment Room				
Handball Facilities				
Volleyball Facilities				
Softball Areas				
Bowling Alleys				
Others				

In your opinion, are your outdoor facilities A. adequate ()

B. inadequate ()

In your opinion, are your indoor facilities A. adequate ()

B. inadequate ()

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IN SOUTH DAKOTA PUBLIC SENIOR HIGH SCHOOLS

by

JAMES DWIGHT IVERSON

B. S., Kansas State College
of Agriculture and Applied Science, 1952

AN ABSTRACT COPY
OF MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE

1957

PHYSICAL EDUCATION PROBLEM

I. Title

The present status of Boy's Physical Education in South Dakota public senior high schools.

II. Statement of the Problem

1. To determine the scope of the physical education curriculum.
2. To determine public, private, and school facilities utilized in carrying out the school's physical education program.
3. To determine the qualifications of instructors.

III. Definition of Terms

1. The scope of the physical education curriculum for this study included classroom activities, intramural sports, and inter-scholastic athletics.
2. Facilities included all indoor and outdoor areas used in carrying out the program.
3. The qualifications of instructors included their professional training in physical education and extent of academic preparation.
4. Core curriculum is that part of the curriculum which contains the basic activities usually carried on by most schools.

IV. Purpose of the Study

To determine the status of the existing programs and offer recommendations designed to meet standardized practices.

V. Method of Securing Data

The necessary information for this study was secured through questionnaires sent to the principals of 212 South Dakota public high schools.

VI. Treatment of Data

1. Statement of the problem
2. Evaluation of data
 - a. Extent of physical education curriculum.
 - b. Extent of preparation of physical education leaders.
 - c. Extent of physical education facilities.

VII. Limitations of the Study

True conditions may not have been determined due to lack of response by schools with inadequate programs.

VIII. Summary and Conclusions

Wherever needed and possible the physical education curriculum should be revised to better meet the needs of the pupils. The physical education instructor should be brought in and utilized in any curriculum revision. With 29 per cent of the reporting schools requiring physical education and 33 per cent offering elective physical education it is evident there is a need for more schools to add physical education to their curriculum as a requirement.

Only 50 per cent of the schools having physical education gave credit toward graduation. This is not in keeping with the modern concept that credit for physical education should be given the same status as other academic subjects.

There appeared to be a positive relationship between the size of school and the physical education offerings.

The athletic coach in most cases was found to be carrying the load of intramural sports as additional duty and thereby carrying too heavy a load to do justice to the intramural program. Fundamental

skills for many activities of both the core curriculum and the elective program were found to be taught in the regular physical education classes. Many boys in the inter-school sports program and the intramural program were allowed to substitute these activities for physical education and therefore were deprived of the carryover skill activities.

Of the personnel, the athletic coach was found to be the most used individual administering the physical education program. In most cases his time exceeded that recommended.

Facilities, both outdoor and indoor, in most cases were judged as inadequate by the responding principals. Towels were usually furnished by the students themselves. Medical examinations were required in two-thirds of the cases where a student took part in either the inter-school or the intramural program. A medical exam was only required a third of the time for physical education.

A state requirement for physical education was recommended by most of the principals answering.

IX. Recommendations

The facts obtained from the questionnaire in this study reveal that in order to best serve the youth of South Dakota, an adequate physical education program should be instituted; professional standing should be improved; and facilities should be improved. Along with the following recommendations:

1. The curriculum in physical education should be revised to better meet the needs of the pupils and should be set up by a state

supervisor so that eventually a state wide curriculum for physical education would evolve.

2. Credit should be allowed for physical education toward graduation.

3. Schools should not be allowed to substitute interscholastic or intramural sports participation for the physical education requirement.

4. There should be a consolidation of schools so that better physical education opportunities could be created.

5. There should be at least a minor in physical education required of persons instructing physical education, directing intramural sports or coaching interscholastic sports.

6. Further training of personnel already in the field of physical education should be accomplished through in-service-training and encouraging affiliation with professional associations and by further graduate study.

7. When additional construction of physical education facilities is contemplated the physical education instructor should be consulted.

8. A state requirement for physical education should be instituted.

9. A continuation study should be made after five years as a follow-up of this study to determine the extent of progress in the important areas studied.