

THE RE-EVALUATION OF BOYS' SPORTS PROGRAMS IN
KANSAS HIGH SCHOOLS TO MORE FULLY PREPARE
BOYS FOR FUTURE LIFE

by

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INTRODUCTION

Today many items are included in the list of sports which were not originally considered as such. As examples, about one-third of the sports included in this study have grown out of necessity; hunting for food, skiing for transportation, and fencing for defense. It is admitted that all of these sports have been changed to offer the participant more enjoyment, but nevertheless, they still date back into antiquity as a means for better living.

The sports that have been developed for recreation have a more limited history, and it has been only recently that people have been able to indulge in general participation in these sports. Man in the past had time for such activities only after the labor of making a living, which usually meant participation only once or twice a year.

The early history of truly recreational sports was marked with bloodshed and death. Our primitive ancestors played their games much as the young child of today plays--with no inhibitions learned through experience. An excellent example of this brutality was the Indian game of lacrosse. All the members of two opposing tribes would play. Lacrosse is "a game of ball ... played with long-handled rackets with which the hard ball is caught, carried, or thrown".¹ Unfortunately, the long-handled rackets frequently became nothing more than a substitute for

¹Webster's Collegiate Dictionary, p. 560.

the conventional tomahawk. Thus, it was no wonder that our forefathers thought sports unethical.

Despite great opposition, sports inevitably crept into our modern life. The greatest single cause was the increase of leisure time. In fact, the history of sports and the history of leisure are so closely related that it is impossible to consider one without the other.

The place of leisure in the society of today is unprecedented in the annals of the world. Other societies have had leisure, some of them have had even more leisure than present day Americans enjoy. But our leisure is unique in that for the first time, all members of the society are free to participate in any type of leisure they wish so long as it does not interfere with others.

All leisure before this time was based on a two class system, the citizen-slave or the noble-serf. But in both cases the results were the same, only a small percentage of the society was free to enjoy itself.

During the Middle Ages abuses of this leisure became so common (or the knowledge of the abuses became so widespread) that the words "leisure" and "evil" became almost synonymous to a large number of people. It was only a matter of time before the system was condemned. The final break occurred at the same time as the Reformation.

Within a short time all Christian churches started looking upon excessive leisure with an authoritarian disapproval. A

good example of this disapproval can be found in the "Discipline of the M. E. Church" published in 1792.

...we prohibit play in the strongest terms... .
 The students shall rise at five o'clock...summer and winter... Their recreation shall be gardening, walking, riding, and bathing without doors, and the carpenter's joiner's, cabinetmaker's or turner's business within doors... . A person shall be appointed to always be present at the time of bathing. Only one shall bathe at a time; and no one shall remain in the water above a minute... . The students shall be indulged with nothing which the world calls play. Let this rule be observed with the strictest nicety; for those who play when they are young, will play when they are old."¹

Of all the churches, the Puritans were perhaps the most fanatical in their disapproval of leisure. This fanaticism culminated after their establishment in New England and soon spread over the entire country.

But it was impossible for the Puritanical ideology to remain valid for long, even though remnants of it color our thinking today. In the first place, "Yankee Ingenuity" soon established a surplus of workers. As long as this surplus could move to new land, our ideologies could be enforced. But the closing of the frontier forced leisure upon us. At the same time new scientific methods were developed which proved that leisure for play was beneficial, and even essential for normal growth.²

This scientific attitude was soon apparent in the philosophies behind the American public school system. Since the time of Herbert Spencer almost every curriculum study has included

¹Harvey C. Lehman and Paul A. Wetty, The Psychology of Play Activities, p. 4.

²Porter Sargent, Between Two Wars, p. 196.

the correct use of leisure time as one of the main objectives of education.¹ The Educational Policies Commission claims that recreational training should include a well rounded program for the use of leisure, both in direct participation and in the role of a spectator.² The National Association of Secondary School Principals believes that the school should not only teach worthy use of leisure time but should also provide recreational facilities.³ Yet the schools of today are doing little more than they did one hundred years ago to provide occupation for leisure time, unless, perhaps, one considers the entertainment they provide by football and basketball games.⁴

Although Jahn's system of gymnastics was tried in many schools during the early part of the nineteenth century, it was not until 1885 that physical education really gained a foothold in the American public schools. But at that time physical education was included only in an attempt to develop an efficient body so the mind would be free to unfold to its fullest extent.

Around 1885 both the Spiess and the Ling systems of gymnastics were introduced. Both were brought directly from the old countries, Spiess' German system emphasizing exercise on the apparatus, and Ling's Swedish system, which featured gym-

¹Aubrey A. Douglass, Modern Secondary Education, Vol. 1, p. 229.

²Educational Policies Commission of the National Education Association, Policies for Education in American Democracy, p. 204.

³National Association of Secondary School Principals, Planning for American Youth, p. 29.

⁴Calvin O. Davis, Our Evolving High School Curriculum, p. 46.

nastics. Although many schools today retain parts of these systems, by 1900 most of the schools realized the failings of such complete regimentation in a democratic society.

The next movement for physical education in the public schools was an emphasis upon team sports. The team sport movement grew directly out of student interest and in many places was inaugurated despite opposition from school authorities. The avowed objective of these sports was to teach the students how to "get along" with others. Incidentally, they did prove to be a good means of furthering public school relations; and in some cases, they also proved to be money makers.

This movement, emphasizing competitive sports still seems to be gathering momentum in Kansas today, and has resulted in a number of problems. Those most frequently listed by principals are:¹

1. Too few pupils benefit.
2. Distraction from school work.
3. Transportation difficulties and bad conduct on trips.
4. Undesirable conduct of spectators during the contest.
5. Questionable moral values resulting from too strong a desire to win.
6. The community tends to rate the success of the school in terms of success in athletics.
7. The community tends to interfere in the administration of interscholastic athletics.
8. Arrangements for athletic contests are placed upon a commercial basis.
9. The salary of the coach tends to be much higher than that of the other teachers.
10. Coaches tend to direct outstanding athletes to their own institutions.

¹Douglass, op. cit., Vol. II, p. 431-2.

By 1910 Dr. Thomas D. Wood and Clark Hetherington invaded the existing system of team sports with an attempt to introduce the "play activities period".¹ This admirable program is still to be realized in the average school, but some of it has now been fairly well incorporated into the better sports programs. It is this attack that led to the next main period in the development of physical education in the American schools--the intramural sports program.²

Intramurals have had a good effect on almost every school that has tried them. The greatest contribution has been the increase in the number of participants.

World War I again swung the emphasis in physical education to bodily development and can be blamed for the loss of many years of progress. The public, looking at the large number of draft rejections, put the entire problem of health and health education upon the curriculum.³ Naturally, the physical education department received the brunt of the load. Unfortunately, when physical and dental inspections revealed shortcomings, little was done in the schools to correct the situation, and often nothing was done by the child's parents.

During the depression many schools dropped their health program and cut actual physical education to the bare essentials. In many parts of the country the "bare essentials" meant cutting

¹Seward C. Staley, *The Curriculum in Sports*, p. 60.

²James Rogers, *The Child and Play*, p. 133.

³Loc. cit.

physical education as much as was permissible by state law.

Another result of the depression, however, was the awakening to the realization that something must be done to prepare for leisure time. Toward the end of the '30's a few schools attempted to add a comprehensive program of sports. But World War II soon cut all such activities until little other than physical fitness was emphasized.

The supply of teachers became adequate in 1948, with approximately eleven percent more teachers on hand than were needed, and in the field of physical education there were over twice as many new teachers as there were available positions.¹ At the same time production again met demand, and the problem of extensive leisure now again confronts them, creating "The Current Dilemma".

THE CURRENT DILEMMA

The historical background to this dilemma has been summarized by Life magazine in its mid-century issue.

The conquest of time and space...has brought more technical advances in fifty years than man has made in his entire previous history.... Speed of travel, the most dramatic instance of this century's accelerating progress, is a valid example of the speed of development of many other fields. For it is a direct outgrowth of improvements in engineering and design, which occurred only because the sciences upon which they depend have also progressed. The curve of speed reflects the whole pattern of man's approach to mastery of his environment.

¹Ray C. Maul, Teacher Supply and Demand in the United States, p. 16.

... The accumulation of technical knowledge...has brought in the past ten years a breakdown of barriers that had once seemed to be impassable: planes have been built which fly faster than sound... . Gigantic computing machines have been developed which for the first time free mathematicians from the drudgery of time-consuming calculations. The release of atomic energy, most formidable of physical problems until a few years ago, has at last been exploited to set new records for destruction. The span of human life, determined for hundreds of years by factors that man could not control, has been extended by the discovery of cures for diseases which could never be cured before... .¹

This increase in power over our environment, coming as it has in a democratic society, means freedom from many of life's drudgeries, and freedom from many restraints. Yet it has brought a host of new restraints necessary in a new society. The individual can no longer conduct his business as he pleases, and can no longer spend his leisure without restraint. Personal power has increased to the extent that one man can cause harm to hundreds and thousands of other people, and personal restriction becomes necessary.

Community restraints, so effective for hundreds of years, have in the present situation decreased. Today many people do not even know their neighbors, and care less what happens to them. This situation leaves society with two alternatives, either to legislate some form of restraint or to educate each individual to face his responsibilities. However, legislation has proved ineffective throughout history. As an example of that failure,--today, after centuries of restraint, approximately seventy percent of the total tax dollar has to be spent for

¹"Acceleration of Science", Life, January 2, 1950, p. 30.

protection.

The only other alternative, education for responsibility, is an accepted educational objective.¹ As previously mentioned, education for responsible use of leisure time is also an accepted doctrine.² But there is little agreement on what constitutes worthy use of leisure time. Even in the relatively narrow field of sports there is no agreement on a program suitable to be adopted by our schools.

Need for training in the use of leisure time was recognized early. According to Herbert Spencer, worthy use of leisure time is what makes life worth living.³ Spencer claims that during the leisure hours man must find some means of discharging his surplus energy.⁴ Modern scientists modify Spencer's theory to the extent of saying that muscles unused at man's tasks have to be used in some other way. These scientists advance two reasons for this: The tone of one muscle is directly dependent upon the tone of all muscles, and efficient use of the body depends upon the tonal quality of the whole body. Also, while one muscle is in use the opposite muscles are at rest.⁵

Karl Groos adds two more reasons for wisely planned leisure time; the relaxation and recreation of exhausted powers, and

¹Douglass, op. cit., Vol. 1, p. 228.

²Ibid., p. 232.

³Ibid., p. 228.

⁴Karl Groos, The Play of Man, p. 361.

⁵Anton Carlson and Victor Johnson, The Machinery of the Body, p. 358.

preparation for tasks of life.¹ To the average man, the first needs no explanation. If it were not for the quiet evenings spent at home, the summer vacation to the mountains, or the week-end fishing trip many people could not continue fulfilling their daily tasks. Furthermore, Mr. Cullen claims that work is not a natural state,

...unless we can say that work is the result of a general instinct of self-preservation, it is the least natural expression, and if instinctive it generally comes into operation only as a last resort, for primitive man never worked unless he was driven to it and unable to shift the burden upon his wife, his slaves, or someone else. Work is an acquired taste with a certain 'tang' to it which is never altogether pleasant. There is, it is true, a natural impulse to periodic activities the expression of which is pleasurable, but this is quite different from assigned, forced, or regular tasks.²

In our society leisure must provide for creativity.³ Lee claims:

...specialization in our modern industry is not specialization upon an art, nor according to the laws of art. It is not even specialization upon a service, upon a whole achievement of any sort. It is specialization within the task, carried to so extreme a point, leaving to each worker so minute a contribution to the result, that nothing of significance remains...⁴

It should be remembered that leisure time activities often become drudgery in themselves, but as Mr. Johnson says:

The difference between the drudgery of work and the drudgery of play lies in the background of the emotions, which in play makes drudgery a part of the game. Infinite

¹Groos, op. cit., p. 361

²George B. Cullen, The Threat of Leisure, p. 7.

³Rodgers, op. cit., p. 19.

⁴Joseph Lee, Play in Education, p. 435.

pains are taken by the naturalist in his collections, notes, observations, comparisons; by the scholar in his research; the inventor in his shop; the writer in his study; the artist in his studio; the football player in the field; and the child in kitemaking, sandplay, blocks, and dolls.¹

It is to leisure, especially the leisure provided for the infant, that modern man owes part of his superiority over other animals.² Schools have been established to utilize the child's leisure time along constructive lines, but as Dr. William H. Kilpatrick says:

...Nearly one quarter of the child's life during school age is spent in vacation, and his health, his mental development and his growth in fitness for social responsibilities depend to that extent on the attitude of, and provision by, home and community for vacation activities.³

Play is natural for the growing child. In a sense, the child at play is a good example of scientific investigation. The baby carefully squishes his Pablum between his fingers, tests its throwing qualities, and finally tastes it. Then when the baby is released into the world outdoors, one of his first acts is to find a mud puddle, squish the mud through his fingers, test its throwing qualities, and, as in the case of Pablum, taste it.

The older child develops a mania for creative play.⁴ First of all he tries to make houses out of sand and blocks. Then he graduates to the living room furniture. Still later

¹George E. Johnson, Education through Leisure, p. 88.

²Cullen, op. cit., p. 6.

³Rodgers, op. cit., p. 100.

⁴Johnson, op. cit., p. 78.

he digs caves in the tomato patch, then gives that up in favor of a box laboriously hauled up into a tree. At one time this activity led directly to the establishment of a home.

The child indulges in almost all activities that adults do, even though the child's efforts are unrealistic and puny compared with adult activity. It is during this time that many of the likes and dislikes of life develop, and it is at this time that later-life-habits are established. It is only natural that the school should provide a large number of experiences for the child to base his future activity upon. It is here that the child should be trained in the acceptable and worthy uses of leisure time.

If the coming generation is not provided with some worthy means of utilizing leisure time, delinquent practices will continue to rise. According to E. J. Marks, Judge of the Juvenile Department, Orange County Court, Anaheim, California, juvenile delinquency decreased seventy percent after the opening of supervised playgrounds.¹ But the delinquency problem does not confine itself to children alone. Almost everyone can cite instances in which adults, like irresponsible children, have left refuse scattered around, or have contributed to the pollution of our rivers. These acts constitute delinquency fully as much as petty shoplifting.

Another real danger our civilization faces today is the rapid increase in mental disorders. Many of these could be

¹Rodgers, op. cit., p. 36.

prevented by a well-balanced program of activities. Dr. Pearce Baily, Chief of the section of Neurology and Psychiatry, Surgeon General's Office, says: "Non-medical agencies, such as boys' clubs, Boy and Girl Scouts, settlement agencies, and playgrounds, promise most in the line of prevention."¹

The gravest danger leisure presents today is to civilization. "The proper use of leisure has created every civilization which has ever existed, and the improper use has killed each one in turn."² The threat to the present civilization comes not only from the people's inability to protect themselves from outside aggression, but also a general weakening of their ideologies.³ It is not the man at work that one has to worry about, it is the man with nothing to do.

"We have told people what they must do during working hours; the nearest we have ever come to directing their leisure is to tell them what they must not do. From henceforth we must take a positive attitude toward leisure and direct it in an aggressive way... ."⁴

¹Ibid., p. 32.

²Cullen, op. cit., p. 87.

³Ibid., p. 96.

⁴Ibid., p. 103.

PROCEDURES

While doing preliminary work selecting a thesis topic, it became increasingly apparent that the entire problem of adult leisure activities needed investigation. However, such an investigation would take the services of many different experts, and would take many years to complete. As mentioned previously, other writers have attempted to solve the problem, but have failed because they attempted to cover too large a field. Mr. Cullen, in The Threat of Leisure wrote an entire book just defining the problem. Therefore, this study has been limited to the problem of sports in the state of Kansas.

One of the first problems confronting a study of this type is a definition of terms. Unless the reader knows what the author means by the words he uses, the value of the entire study is questionable. In this thesis, the most important words and their definitions are:

Leisure: Time free from the work of everyday living.

Recreation: A diversion for re-creating both mind and body.

Sports: Physical pastimes engaged in for diversion or for development of the body.

Competition: A contest between one or more individuals and a corresponding group.

Future Life: Life after secondary school training.

High School: Grades nine through twelve unless otherwise noted.

City of the first class: A city of over 15,000 population.

City of the second class: A city of 6,000 to 15,000 population.

City of the third class: Village and rural.

In the field of sports there are a number of questions that need answering. They are as follows:

1. In what sports are adults actually participating?
2. What sports are the schools offering?
3. Are the sport choices of adults due to their high school training?
4. What changes need to be made so the schools can more fully prepare the students for future sports activity?

Two different methods of approach were found to answer the question of what adult men were doing in sports. The first was to send a questionnaire to a sampling of men throughout the state, and the second was to interview personally a smaller number of men within the vicinity of Manhattan.

It immediately became apparent that sending questionnaires had many inherent weaknesses that would tend to undermine the validity of such a method. The major problem would be to find a list of men from which to select. A telephone book has a listing of people in a slightly higher socio-economic group than is actually found in any community, and city directories are printed mainly for the larger cities. Another weakness of the questionnaire method was that answers would come mainly from those who would be dissatisfied with the existing problem, and thus would not prove to be a truly random sampling.

The other alternative--personal interviews--was adopted. It was decided to make two hundred interviews on the basis of the following plan of sampling: one hundred high school graduates from Manhattan, fifty high school graduates from farming areas,

and fifty high school graduates from a small community. Figs. 1 and 2 show the questions used and a list of the more common sports.

Manhattan was canvassed by interviewing one adult male every third block. At first it was planned to keep within a previously determined ratio of single, duplex, and apartment dwellings, but under practical conditions it was found that a majority of duplexes were in the newly built up areas, and that the majority of the apartments were near the college. Also, it was impossible to keep the sampling exactly in the block selected due to lack of graduates, lack of graduates of high schools in Kansas, and inavailability of the occupants of some homes. (Three calls were made before a home was considered unavailable for interview.) If it was found impractical to remain in one block, the next was taken, however, in no case was a sampling taken more than one block away from the original. Of course, there were some areas in which no sampling could be taken, Fig. 3 shows the points from which samples were taken.

The rural area decided upon was rural free delivery Route 1 out of Manhattan. It was selected because it not only included ranch areas but also river bottom farms. Great difficulty was encountered here due to the lack of high school graduates. On the entire route only sixteen high school graduates were found who were available for interview. Rural free delivery Route 4 out of Manhattan was selected to supplement Route 1, and the required total of fifty was reached. Fig. 4 shows the location of Routes 1 and 4.

Wamego, for several reasons, was selected as the small town to be polled. In the first place, it was found that there were slightly over fifty blocks in Wamego, which considerably lessened the complexity of determining a sampling. Also, Wamego was far enough from Manhattan to insure little or no influence on the sports program. Fig. 5 shows the spread obtained.

In answering the second problem of this thesis, "What sports are the schools offering?" a questionnaire was used, due to distance involved in sampling the schools. A sample of this questionnaire and the letter accompanying it may be found in the Appendix, Figs. 6, 7, and 8. These were sent to one out of every four schools in the state and of the one hundred eighty-seven questionnaires sent, one hundred forty-three were returned, slightly above 76%. One hundred forty-one of the returns were usable. The schools contributing are listed on Fig. 43. A few other returns arrived after the data were tabulated, so they were not included.

The questionnaire was checked at Wamego, Leonardville, St. George, and Junction City. In two towns the principal answered the questionnaire and in the other two towns, the coach. Since the principals had no trouble in answering the questions, and a list of the principal's names was available, the questionnaires were sent to them.

The recipients of the questions seemed to be greatly interested in this study. One of the principals indicated that he had been contemplating such a study, and approximately forty-

five percent of those returning the questionnaire requested a summary. The large number of returns, approximately seventy-six percent, was another indication of their interest.

FINDINGS OF ADULT MALE SPORT INTERESTS

Over the fifty odd years covered in this thesis by the experiences of those interviewed, the average high school sports program has undergone considerable revision. For instance, one man who had graduated before the turn of the century spent an hour explaining how his shinny team had won the district title. Today that sport is so little known it was necessary to ask three physical education majors the meaning of shinny before receiving a satisfactory answer.

The main purpose in trying to understand the high school sports program has been to determine whether the sports interests of the adults of Kansas are based upon their high school training. Another purpose was to find if the high school sports program was meeting the activity needs of its students.

Forty-two of the two hundred people interviewed had not participated in any of the sports offered by their school, either in regular classes or on the school playground. Forty-nine had participated in one sport, forty-four in two sports, thirty-three in three sports, twenty-one in four sports, and eleven in more than four sports. The average number they participated in was 2.04

School Sponsored Sports Participated in
While in High School

Of the sports offered by the high school, basketball was the most popular, with approximately fifty percent of all high school boys participating. Those from rural areas claimed an even higher percentage--sixty-eight. Apparently the reason it was more popular in rural areas is that it was a winter sport and came when farm work had the fewest demands. Graphs showing the percentages in Manhattan, Wamego, and the rural area can be found on Figs. 9, 10, and 11.

Football ranked second in the cities, while hardball ranked second in the rural district. Actually, there was not much difference in the percentage of students participating in hardball, for Wamego interviewees played hardball as much as those in the rural area, and Manhattan was not far behind. The difference lay in football participation. Half the number of rural boys played football as compared with those from the cities. To a large extent this probably was due to the farmwork in the fall. But one cannot overlook the natural group spirit found in a town, which calls for more participation in a sport like football. As might be expected, track and field ranked third except in the rural areas where it was preceded by football and softball.

The top five school-sponsored sports were basketball, football, track and field, hardball, and softball. In only one place, Wamego, had another sport ranked in the upper five--tennis. But it was only slightly higher than softball, six percent as compared with four percent.

By combining the totals, it was found that only five percent of all high school graduates had taken tennis in school. And yet, tennis was the highest ranking sport which did not require an entire team to play. The other school-sponsored sports had so few participants that their statistical validity was questionable. These sports which ranked below the two percent level were not included in the graph, Fig. 12, although one answer in either Wamego or the rural area was enough for inclusion on Figs. 10 and 11. The sports not included were apparatus, camping, dancing, golf, handball, roller skating, hiking, and swimming.

Non-School Sponsored Sports Participated in While of High School Age

The most striking characteristic of the teen age person is his apparent diversity of interests. Out of the entire list of sports included in this study, only two--fencing and snow-shoeing--were not mentioned. Fifteen were mentioned over twenty times, and twenty-one sports were indicated at least ten times in the Manhattan group alone. Figs. 13, 14, 15, and 16 summarize these findings.

The diversity of participation was also striking. Only twelve had participated in no sports at all, claiming they either had too much work to do or were interested only in music, etc. The average person participated in 4.85 sports.

Hunting, fishing, and swimming, in that order, were the most popular non-school sports. Many more indicated a liking for these sports than the top ranking school sponsored sports. Ice

skating, horseback riding and softball came next, with the exception of the rural area, where horseback riding was fourth. The inclusion of this sport in the list caused considerable comment among the ranch owners. As one put it, "I guess it was fun at one time, but now it's work."

Softball, number six, was the highest ranking team sport. But many variations of the game were played--catch and pop-up. Basketball was another sport that was changed because of a lack of facilities and players.

The first choice sports were those for the individual, and were followed in popularity by those sports which require a minimum of players. Although there has to be some ability for participation in any sport, it seems as though the participant's talent wasn't the prime requisite of leisure sports. The diversity of interests was a good indication of this. As one old man put it, "I love to fish, but never catch anything".

The graphs for this section are drawn to the same scale as the others for ease of comparison. As in the first case, those below the two percent level were not included. They were apparatus, badminton, calisthenics, casting, gymnastics, handball, lacrosse, mountain climbing, rope skipping, sailing, skeets, skiing, and soccer.

Sports Participated in Within the Last Year

The real test of an interest is the length of time it is sustained. And sports are no exception. For instance, if hunting and fishing were comparatively new interests to the average adult, they might be called passing fancies just as miniature golf has been. At least we would have little indication that they were otherwise. However, interest in both hunting and fishing usually started before high school age and have remained favorites. Within the last year over forty-five percent of the persons interviewed claimed active participation in hunting, fishing or both. Other sports showed a dependency on available facilities and the age of the participants. The findings are presented graphically in Figs. 17, 18, 19, and 20.

Softball ranked third on the list in rural areas, fourth in Wamego, and only eighth in Manhattan. In part this discrepancy was due to the difference between the average ages of the rural and the urban groups. It was found that the average rural high school graduate interviewed was twenty-six, while the average from the urban group was about ten years older.

The wide participation in baseball in Wamego was due to the sports program of the service clubs. These clubs started what one participant called "an old man's league". "You've never seen so many crippled up men in one town as the day after the veterans of World War I tangled with the Lions."

Swimming was often named in the interviews except in Wamego where there were no facilities available. Manhattan had its city

pool and the rural area had the Big Blue River. Tennis ranked fifth in Manhattan because both city and college owned courts were available. In Wamego and the rural area tennis was less popular.

Bowling was another sport which seemed to be fairly well restricted to Manhattan--again where facilities were available. Other examples of restriction to Manhattan were badminton, billiards, dancing, roller skating, and table tennis. The only sport more popular in the country was horseback riding.

The average adult participated in approximately two sports during the year. However, this ranged from one man who participated in nine to thirty-six adults who hadn't participated in any sport.

Of the sports actively used, hunting and fishing were the favorites, as shown in Figs. 21, 22, 23, and 24. In the urban area golf was also very popular. For the entire group in order of preference the favorite sports were hunting, fishing, golf, swimming, basketball, softball, horseback riding, hardball, football, tennis, camping, ice skating, and rowing. Ten other sports mentioned singly were boxing, bowling, dancing, horseshoes, roller skating, skeets, table tennis, track and field, volleyball and wrestling.

It was found that interest in a favorite sport started early, and there was seldom any training received in that sport. Seventy-two percent indicated that the interest developed before reaching high school, thirteen percent during high school, and fifteen percent after leaving high school.

Sixty-eight percent indicated no training in their favorite participating sport, against thirty-two percent who indicated such training. Of those who received training, the majority received it from parents, friends, or other sources, while thirty-six received it in high school. However, in some of those cases, the interest developed before the high school age.

Sports Participation by Age Groups

As previously mentioned, sports participation is dependent upon age. Of course, there are some men who are athletic enough to remain active in a sport long after the average person has to quit. As interesting as these deviations are, for the purpose of this thesis it is necessary to adhere to general tendencies. In the public schools our first concern is the average individual.

In order to have as high a degree of statistical validity as possible, the two hundred answers were divided into groups of fifty rather than into age groups. The first group was from eighteen to twenty-five years old, the second group was from twenty-five to thirty-two years old, the third group was from thirty-two to forty-three years old, and the last group was over forty-three.¹ Although these groups do not represent an equal span of ages, the broad tendencies were accurately portrayed. For instance, after the age of twenty-five, there was a sharp drop in the number of persons playing any sport. This drop

¹Since some people did not want to give their age, age was estimated by adding eighteen to the number of years that have passed since their graduation.

leveled off, and even gained slightly in later years. The graphical presentation of this material can be found in Figs. 25, 26, 27, and 28.

As age increased there was a lessening of participation in all sports except golf, which fell off only in the last group, and fishing, which regained some popularity in later years. An example of lessened participation in a sport is swimming; twenty-six percent of the first group participated, twenty percent of the second group, and six percent of the third, while the older men had only four percent still participating.

Actually, hunting and fishing were the only participating sports of major importance in the last age group. Although there were others of validity, the general trend indicated that hunting and fishing would soon be the only sports left. A comparison of all the sports choices in order of preference can be found in Fig. 29.

BOYS' PHYSICAL EDUCATION IN KANSAS HIGH SCHOOLS

One of the major problems involved in revising the physical education curriculum is the lack of trained personnel. Most of the schools are so small that the director of physical education has to teach one or more subject totally unrelated to his field. Often the teacher is picked for his ability in another field, and physical education is given to him more or less as a secondary assignment.

The size of the schools in both first and second class cities is sufficient to maintain a full time physical education

director. The average first class city high school has five hundred thirty-three boys in attendance, and the average second class city high school has one hundred forty-nine boys in attendance. But there are over five hundred village and rural high schools in Kansas with an average of thirty-seven boys in attendance.

The problem is further complicated because many of the physical education majors coming out of our colleges lack training in a wide variety of sports. Some of them are hired because they have done well in college athletics, or are able to produce winning teams. Competitive athletics have done much to impede progress in the other fields of physical education. The principal of one of the largest schools interviewed carefully explained that his school did not have a physical education program. All the sports offered in his school were chosen to provide the student with the skills necessary for successful participation in competitive athletics.

Competitive Athletics Offered by Schools of the First Class

As might be expected, all of the schools found in cities of the first class offered basketball, football, and track and field. Golf was apparently becoming one of the major sports, as eighty-three percent of the schools offered it. Half of the schools included tennis and wrestling, thirty-three percent hardball, and seventeen percent swimming. A graphical summary of this material can be found in Fig. 30.

The complaint that too few students benefit from direct participation in competitive athletics is borne out by this study. It was found that only thirty-one percent of the boys participated at all, and it is questionable whether or not all of them were allowed to compete. Almost everyone can remember the boys who faithfully practiced year after year without competing once. Or if they ever got a chance to play, it was when the home team was far enough ahead or so hopelessly behind it didn't make any difference.

Competitive Athletics Offered by Schools
in Cities of the Second Class

Schools found in cities of the second class offer their students the same sports as the cities of the first class school systems with the exception of swimming. Basketball, football, and track and field ranked one hundred percent. But golf dropped to thirty percent, tennis to forty percent and wrestling to ten percent. Even though the number of schools offering golf, tennis, and wrestling is less than the cities of the first class schools, participation is higher--forty-six percent. As these schools are smaller than those in the cities of the first class, the chances are that more of the participants had a chance to compete with members of other schools. This is presented graphically in Fig. 31.

Competitive Athletics Offered by Schools in Villages and Rural Areas

The village and rural schools show greater diversity in their competitive sports program than the city schools. One of the major controlling factors in the rural areas is the cost of equipment.

Basketball is by far the leading sport, with ninety-six percent of the schools indicating that they maintain teams. It seems as though basketball is a "must" with any self-respecting school. A few years ago a Nebraska school with only five eligible players took top state honors in their class.

Track and field was offered by sixty-five percent of the schools. This is rather surprising, as a large number of participants are needed on a track team. However, one or two individual stars are often enough to win regional meets where titles are usually awarded.

Football was indicated by fifty-eight percent of the schools. This low figure is in part due to the high cost of equipping and maintaining a team. Injury and even death may occur when teams are improperly equipped and many schools are reluctant to take that chance.

Fifty-seven percent of the rural schools maintain hardball teams, but only fifteen percent have softball. Four percent indicated they offered horseshoes competitively. A number of other sports were mentioned but were either non-competitive type sports or failed to be included by a large enough percentage to establish statistical validity. A summary can be found in

Fig. 32.

It was found that about seventy-two percent of the students participate in competitive athletics. With a good chance to make the team, and with a chance to compete with others of the same caliber, it is not surprising to find this percentage as high as it is. It is the small school that comes the closest to fulfilling the objectives of competitive sports (Fig.34).

Competitive Athletics Offered by Schools of Kansas

In attempting to obtain an average of all the schools, it was found that the village and rural schools dominated the average, as shown by Fig. 33. The major sports, football, basketball, and track and field are still the top ranking sports, but hardball ranks only thirteen percent lower than football. The rest of the competitive sports fared poorly: with tennis showing only seventeen percent, and softball twelve percent while swimming rated slightly over one percent.

Physical Education and Intramurals Offered by Schools in Cities of the First Class

The physical education and intramural program should be the place in the student's curriculum where the training for sports used in future life should be provided. Also, it should be a program for providing improvement of body tone and for remedying physical defects.

The physical education classes in the schools of the cities of the first class offered a majority of competitive sports,

which included, in fifty percent or more of the schools, volleyball, calisthenics, football, softball, basketball, gymnastics, apparatus, track and field, and wrestling.

It was surprising to find that thirty-three percent of the schools offered boxing. Other sports offered by one third of the schools were dancing, hockey, horseshoes, rope skipping, soccer, and swimming. One-sixth of the schools included archery, badminton, hardball, bicycling, bowling, canoeing, golf, handball, marksmanship, rowing, table tennis, and weight lifting, as shown in Fig. 34.

Only one of the six schools offered remedial physical education, and there were only six students in that class. However, the regular physical education classes reached sixty-five percent of the students and the intramurals reached forty-eight percent. It was found that nineteen percent of the pupils did not participate in any school sponsored physical activity.

Physical Education and Intramurals Offered by Schools in Cities of the Second Class

The program offered in medium sized cities was not as varied as in the larger cities, but a higher percentage of students was reached. Softball was offered by a larger number as was track and field. But the other sports generally rated lower. This is summarized in Fig. 35.

Two of the schools indicated that they offered remedial physical education. There were a total of twenty-one students enrolled in those classes, but twenty of them were from one

school. It was found that fifty-nine percent of the students were actively participating in physical education classes and that thirty-four percent were enrolled in intramurals. Again, nineteen percent were not participating in any school sponsored physical education activity.

Physical Education and Intramurals Offered by Schools in Village and Rural Areas

The existing program of physical education and intramurals offered in this group was very poor. There was none in twelve percent of the schools, as is shown in Fig. 36. The sports which were included were volleyball in sixty percent, calisthenics and softball in approximately fifty-four percent, and basketball in thirty-six percent of the schools. Even though track and field lends itself readily to intramurals, only twenty-two percent of the schools included it. There were a number of other sports which should have been included but were not.

Fifty-four percent of the students in the village and rural schools were enrolled in regular physical education classes, and forty-one percent participated in intramurals. As with the schools in first and second class cities, the percentage of students not participating in any sports was nineteen. These percentages are summarized in Fig. 37.

Physical Education and Intramurals Offered by Schools of Kansas

The entire program of sports was so intimately tied to the village and rural schools that it was impossible for the city

schools to change the picture by more than nineteen percent. This is shown in Fig. 38. Therefore, needed changes should be aimed primarily at these rural schools.

The wide variety of sports offered clearly indicated the lack of a unified program in Kansas. This was a surprising situation in a state that has carried unity of curriculum to the extent of prescribing texts. Although there was a need for teacher freedom, there was also a necessity for a program to insure a minimum of physical educational advancement.

Recreational Sports Offered by Schools in Kansas

If the philosophy advanced by the National Association of Secondary School Principals is to be accepted, every school should have a recreational program other than that provided for during school hours.¹ Perhaps it is the newness of this concept, perhaps it is the lack of funds, perhaps it is any of a number of reasons, but forty-five percent of all the schools in Kansas are failing to meet this need. Even those schools that are offering sports for recreation are failing to meet the needs of the students. Figures 39, 40, 41, and 42 summarize this statement better than it can be done in words.

¹See page four of this study.

Requirements in Physical Education

By a ruling of the State Board of Education, all able bodied students in Kansas are required to take at least one unit of physical education before graduating from high school. Although most of the schools have exceeded the minimum, there are many that do not.

Also, there are a number of different ways to meet this requirement. A total of forty-one percent of all the schools give physical education credit for competitive athletics, and a total of twenty-three percent of all the schools give physical education credit for intramural athletics. One of the schools allowed competitive athletics to take the place of classes in physical education, but indicated that a check was made to insure the minimum of five hours a week.

The physical education classes are failing to teach those sports which have the greatest and longest participation appeal for the high school alumni. It was found that sixty-seven percent consisted of hygiene and calisthenics, and six percent consisted of health and calisthenics. Only twenty percent of the schools indicated that their program differed from this. For a list of the contributing schools see Fig. 43.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. The high schools of Kansas are failing to provide training in those sports which have the greatest and longest participation value for the alumni.
2. The high schools of Kansas are failing to provide the variety of sports participated in by high school age boys.
3. The high schools of Kansas are failing to provide enough remedial physical education.
4. About one out of every six students fails to participate in any athletics during the school year.
5. Some Kansas high schools are failing to provide sports in intramurals and physical education.
6. Many Kansas high schools are failing to provide recreational sports.
7. Too few students benefit from direct participation in competitive athletics, especially in the larger school systems.
8. Village and rural schools have the best competitive sports participation.
9. The physical education program is not balanced among those sports enjoyed as a spectator, those sports which develop the body, and those sports used in future life.
10. Many schools give physical education credit for competitive athletics.

11. Many schools use hygiene and calisthenics as a means of meeting the physical education requirement.

12. There is a need for more individualized sports.

13. Hunting and fishing are the most popular sports.

14. Age has a bearing on the variety and extent of sports participation.

15. Active participation in those sports which are favorites with adults usually starts at grade school age.

16. Availability of facilities has a direct bearing on the amount of participation in a sport.

Recommendations

1. There should be an immediate re-evaluation of the existing rulings concerning physical education requirements in light of the newer educational philosophies.

2. There should be a re-evaluation of the elementary school physical education to determine if it is meeting the needs of the pupils.

3. There should be a widening of the variety of sports offered in the high schools to include those which carry over into adult life, especially hunting, fishing and swimming.

4. The high schools should provide a balanced program of physical education including spectator sports, body building sports, and sports that carry over into adult life.

5. The high schools should provide remedial physical education for those who need it.

6. A system of recreation should be built to meet the needs of both the students and the community.

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APPENDIX

1. NAME _____ AGE _____
2. ADDRESS _____ OCCUPATION _____
3. EDUCATION, IN YEARS EL. () J.H. () HS. () COL. ()
4. YEAR COMPLETED LAST FULL TIME SCHOOLING _____
5. HIGH SCHOOL ATTENDED _____
6. TYPE OF COURSE _____ YEAR COMPLETED _____
7. SCHOOL SPONSORED SPORTS PARTICIPATED IN WHILE IN HIGH SCHOOL
_____, _____, _____, _____, _____, _____, _____.
8. NON-SCHOOL SPONSORED SPORTS PARTICIPATED IN WHILE IN HIGH SCHOOL
_____, _____, _____, _____, _____, _____, _____,
_____, _____, _____, _____, _____, _____, _____.
9. SPORTS PARTICIPATED IN WITHIN THE LAST YEAR. OFTEN (O) SELDOM (S)
_____, _____, _____, _____, _____.
10. SPORTS IN WHICH YOU THINK YOU SHOULD HAVE RECEIVED TRAINING IN
HIGH SCHOOL _____, _____, _____, _____.
11. WHAT IS YOUR FAVORITE SPORT? _____.
12. WHEN DID YOU FIRST BECOME INTERESTED IN THIS SPORT? _____
13. DID YOU RECEIVE ANY SPECIAL TRAINING IN THIS SPORT? YES ___ NO ___
14. IF SO, WHERE? BSA___, COL___, H.S.____, FRIENDS___, PARENTS___
15. HAS THE SPORTS PROGRAM OF YOUR HIGH SCHOOL DAYS BEEN OF VALUE TO
YOU DURING THE PAST YEAR? MUCH____, SOME____, LITTLE____,
NONE_____.
16. REMARKS:

Fig. 1. Questionnaire

1. Apparatus _____
2. Archery _____
3. Badminton _____
4. Baseball _____
4. hardball _____
5. softball _____
6. Basketball _____
7. Bicycling _____
8. Boxing _____
9. Billiards _____
10. Bowling _____
11. Calisthenics _____
12. Camping _____
13. Canoeing _____
14. Casting _____
15. Croquet _____
16. Dancing _____
17. Fencing _____
18. Football _____
19. Fishing _____
20. Golf _____
21. Gymnastics _____
22. Handball _____
23. Hiking _____
24. Hockey _____
25. Horseback riding _____
26. Horseshoes _____
27. Hunting _____
28. Lacrosse _____
29. Marksmanship _____
30. Mountain climbing _____
31. Rope skipping _____
32. Rowing _____
33. Sailing _____
34. Skating _____
34. ice _____
35. roller _____
36. Snowshoeing _____
37. Swimming _____
38. Skeet _____
39. Skiing _____
40. Soccer _____
41. Table tennis _____
42. Tennis _____
43. Track and field _____
44. Volleyball _____
45. Weight lifting _____
46. Wrestling _____

Fig. 2. List of Sports

- CH—College Hospital
- D—Dickens Hall
- DA—Drafting Barracks
- DB—Drafting Barracks
- E—Engineering Hall
- EAg—East Waters Hall
- ER—Ellen Richards Lodge
- F—Fairchild Hall
- G—Education Hall
- GR—Greenhouse
- I—Illustrations Hall
- K—Kedzie Hall
- L—Library
- M—Auditorium
- MA—Margaret Alborn Lodge
- MS—Military Science
- N—Nichols Gymnasium
- P—Stock Judging Pavilion
- PH—President's Home
- PP—Power, Heat & Service
- R—Farm Machinery Hall
- S—Engineering Shops
- SA—Small Animal Laboratory
- T—Thompson Hall
- UD—Ula Dow Cottage
- V—Veterinary Hall
- VH—Veterinary Hospital
- VZ—Van Zile Hall
- W—Willard Hall
- WAg—West Waters Hall
- XX—Mathematics Hall
- XX—Chemical Engineering Hall

- Lutheran
- 4—First Presbyterian
- 5—Free Methodist
- 6—Scientist
- 7—St. Luke Lutheran
- 8—First Baptist
- 9—Congregational
- 10—First Methodist
- 11—Episcopal
- 12—Catholic
- 13—First Christian
- 14—Second Baptist
- 15—Zion M. E.
- 26—Wesleyan Methodist

- OTHER CITY BUILDINGS**
- 16—Hospital Parkway
 - 17—Hospital St. Mary
 - 18—Library
 - 19—Court House
 - 20—Post Office
 - 21—City Hall
 - 22—Fire Station
 - 23—Community Building
 - 24—Bus Station
 - 25—Union Pacific Station
 - 26—R. I. Station

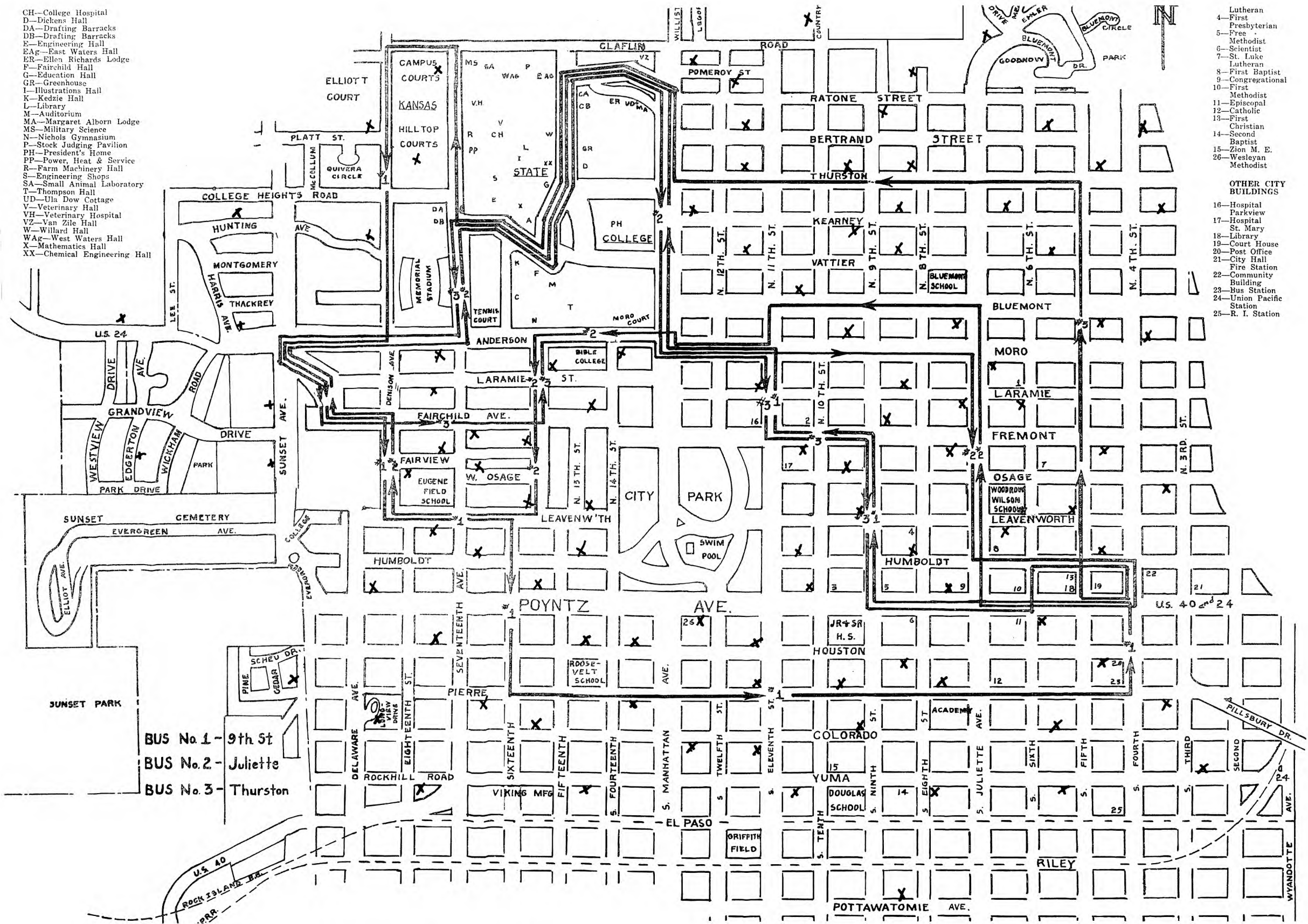
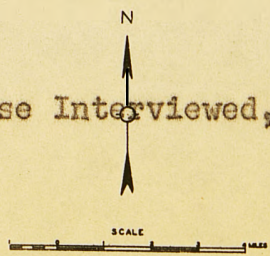


Fig. 3. Residences of those interviewed, Manhattan.



Fig. 4. Residences of Those Interviewed, Rural Routes



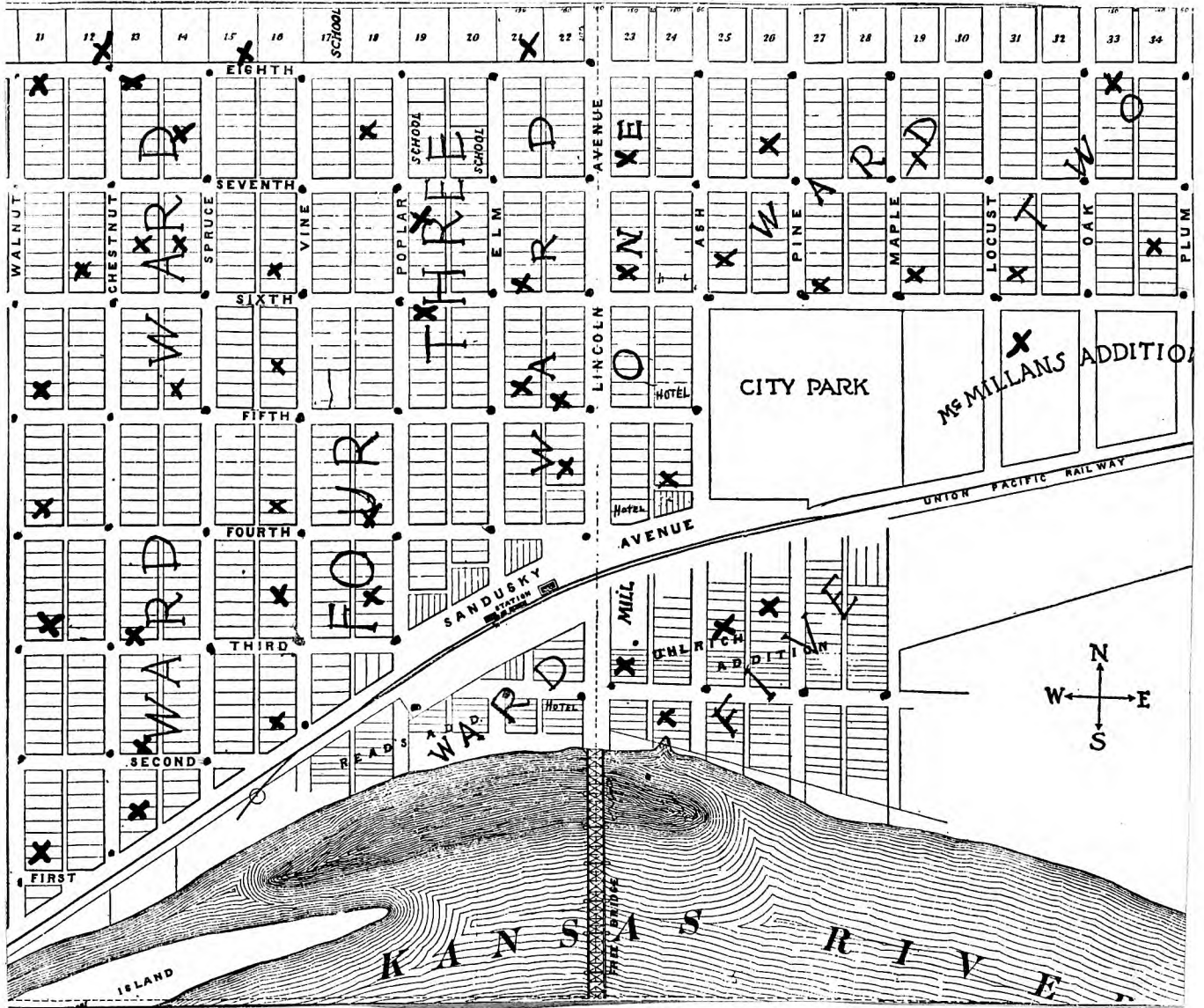


Fig. 5. Residences of those interviewed, Wamego.

Department of Education
and Psychology
Kansas State College
April 15, 1950

Dear Sir:

For graduate work in education, I am attempting to determine the carry over value of physical education into adult life, at least insofar as recreational activities are concerned.

In order to do this as objectively as possible, I am conducting interviews with over two hundred adults in an attempt to find what they have done in the way of sports during the past year.

But as yet I have no idea what the sports program is in the average Kansas high school. I would very much appreciate your help by checking through the following questionnaire and returning it to me at your earliest convenience.

Needless to say, any information given by you will be held in strict confidence. However, I will be glad to send you the results of this study if you so desire.

I believe this study will be of educational value as it will give some idea of adult sport activities and some idea of what is now being offered throughout the state. If we find that the adult needs are being met, we will have something definite to offer critics of the existing program. If we find that adult needs are not being met, then we will have something definite to work towards. In either case the results will be of genuine value.

Thank you very much for the information.

Sincerely yours,

William E. Porter

Fig. 6. Physical education programs of Kansas high schools, letter of introduction.

1. NAME OF SCHOOL _____
2. WHAT IS THE TOTAL NUMBER OF MALE STUDENTS IN SCHOOL? _____
3. WHAT IS THE TOTAL NUMBER OF MALE STUDENTS IN REGULAR PHYSICAL EDUCATION CLASSES? _____
 THIS TOTAL NUMBER IS DIVIDED AS FOLLOWS:
 - A. REGULAR PHYSICAL EDUCATION CLASSES _____
 - B. SPECIAL REMEDIAL PHYSICAL EDUCATION CLASSES _____
4. WHAT IS THE TOTAL NUMBER OF MALE STUDENTS PARTICIPATING IN COMPETITIVE ATHLETICS?
 - A. INTERSCHOOL ATHLETICS _____.
 - B. INTRAMURAL ATHLETICS _____.
5. WHAT IS THE TOTAL NUMBER OF MALE STUDENTS NOT PARTICIPATING IN ANY FORM OF PHYSICAL EDUCATION ACTIVITIES? _____
6. HOW MANY YEARS OF PHYSICAL EDUCATION ARE REQUIRED FOR GRADUATION? _____
7. IS PHYSICAL EDUCATION CREDIT GIVEN FOR:
 - A. INTERSCHOOL ATHLETICS? YES _____ NO _____.
 - B. INTRAMURAL ATHLETICS? YES _____ NO _____.
8. IS THE STATE PHYSICAL EDUCATION REQUIREMENT MET BY HEALTH AND HYGIENE CLASSES ALONE? YES _____ NO _____.
 BY CALISTHENICS ALONE? YES _____ NO _____.
 COMBINATION OF THE TWO ONLY YES _____ NO _____.
9. SHOULD YOU DESIRE A SUMMARY OF THIS STUDY TO WHOM SHOULD IT BE SENT?
10. REMARKS OR EXPLANATIONS: (USE OTHER SIDE OF THIS PAPER FOR ADDITIONAL ROOM IF NECESSARY)

Fig. 7. Physical education programs of Kansas high schools, questionnaire

IN THE FOLLOWING LIST PLEASE INDICATE MALE PARTICIPATION IN COLUMN:
 "A" THOSE SPORTS OFFERED COMPETITIVELY WITH OTHER SCHOOLS.
 "B" THOSE SPORTS OFFERED IN INTRAMURALS AND PHYSICAL EDUCATION.
 "C" THOSE SPORTS OFFERED FOR WHICH THERE IS NOT ADEQUATE EQUIPMENT.
 "D" THOSE SPORTS OFFERED FOR RECREATION ONLY.

	A	B	C	D
1. APPARATUS				
2. ARCHERY				
3. BADMINTON				
4. BASEBALL (HARDBALL)				
5. BASEBALL (SOFTBALL)				
6. BASKETBALL				
7. BICYCLING				
8. BOXING				
9. BILLIARDS				
10. BOWLING				
11. CALISTHENICS				
12. CAMPING				
13. CANOEING				
14. CASTING				
15. CROQUET				
16. DANCING				
17. FENCING				
18. FOOTBALL				
19. FISHING				
20. GOLF				
21. GYMNASTICS				
22. HANDBALL				
23. HIKING				
24. HOCKEY				
25. HORSEBACK RIDING				
26. HORSESHOES				
27. HUNTING				
28. LACROSSE				
29. MARKSMANSHIP				
30. MOUNTAIN CLIMBING				
31. ROPE SKIPPING				
32. ROWING				
33. SAILING				
34. SKATING (ICE)				
35. SKATING (ROLLER)				
36. SNOWSHOEING				
37. SWIMMING				
38. SKEETS				
39. SKIING				
40. SOCCER				
41. TABLE TENNIS				
42. TENNIS				
43. TRACK and FIELD				
44. VOLLEYBALL				
45. WEIGHT LIFTING				
46. WRESTLING				
OTHERS:				
47. _____				
48. _____				

Fig. 8. Physical education programs of Kansas high schools, list of sports offered.

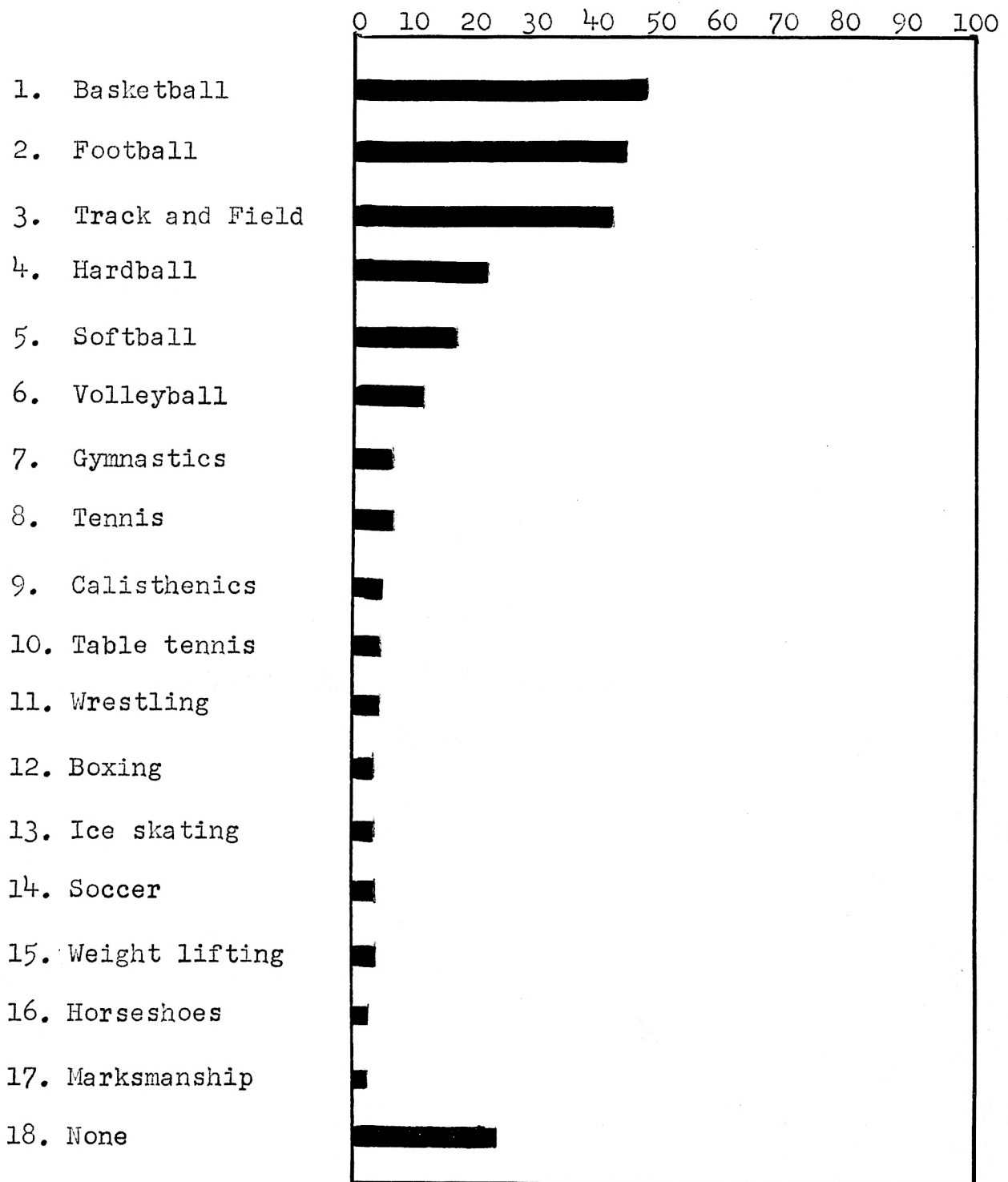


Fig. 9. School sponsored sports participated in while in high school
Manhattan, 100 cases

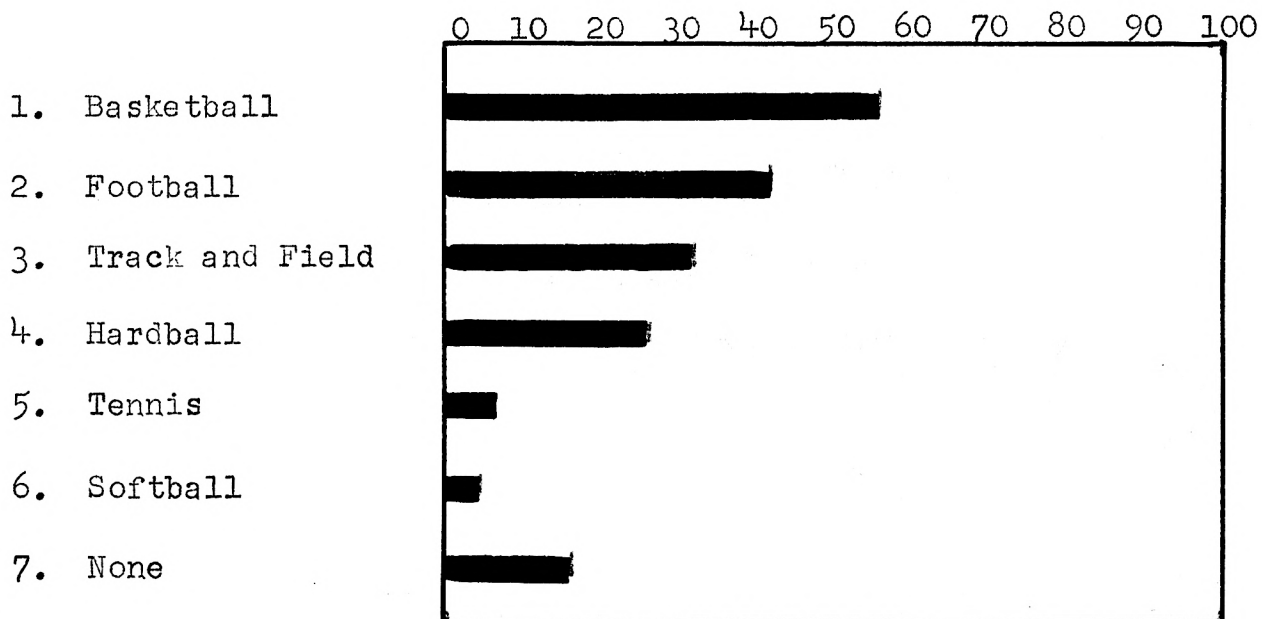


Fig. 10. School sponsored sports participated in while in high school
Wamego, 50 cases

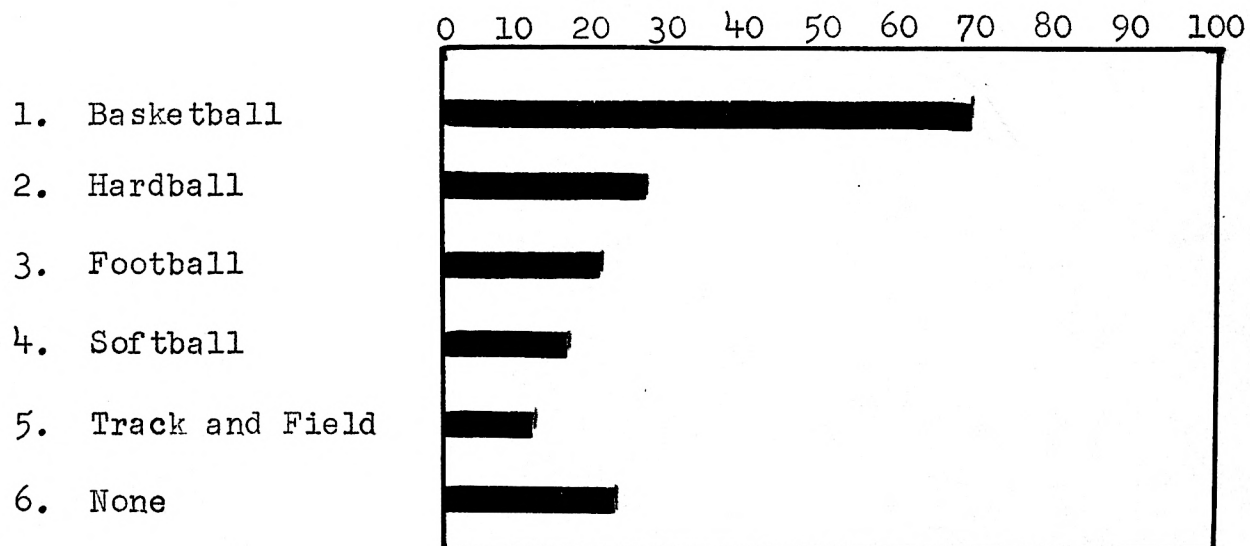


Fig. 11. School sponsored sports participated in while in high school
Rural, 50 cases

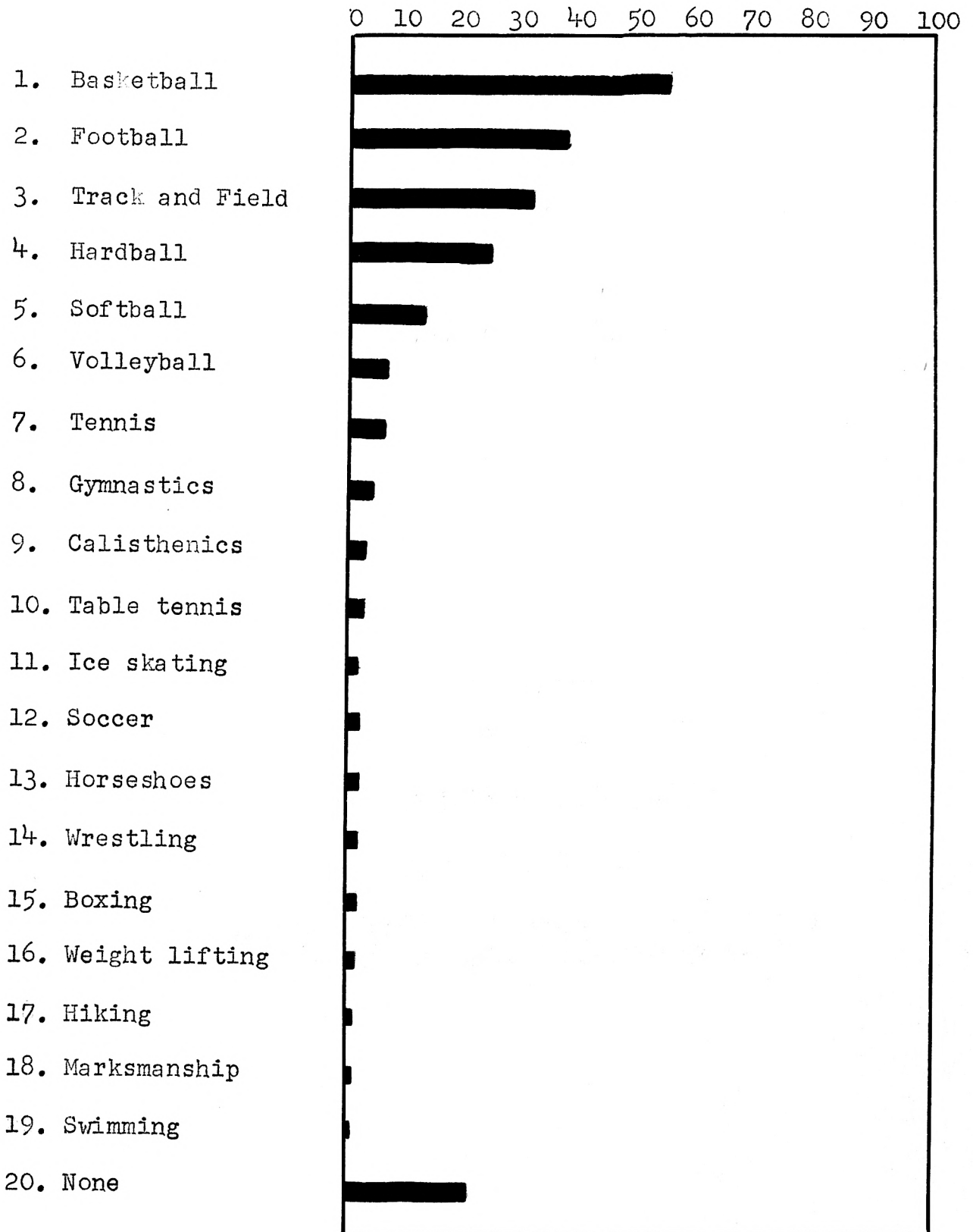


Fig. 12. School sponsored sports participated in while in high school
 Total, 200 cases

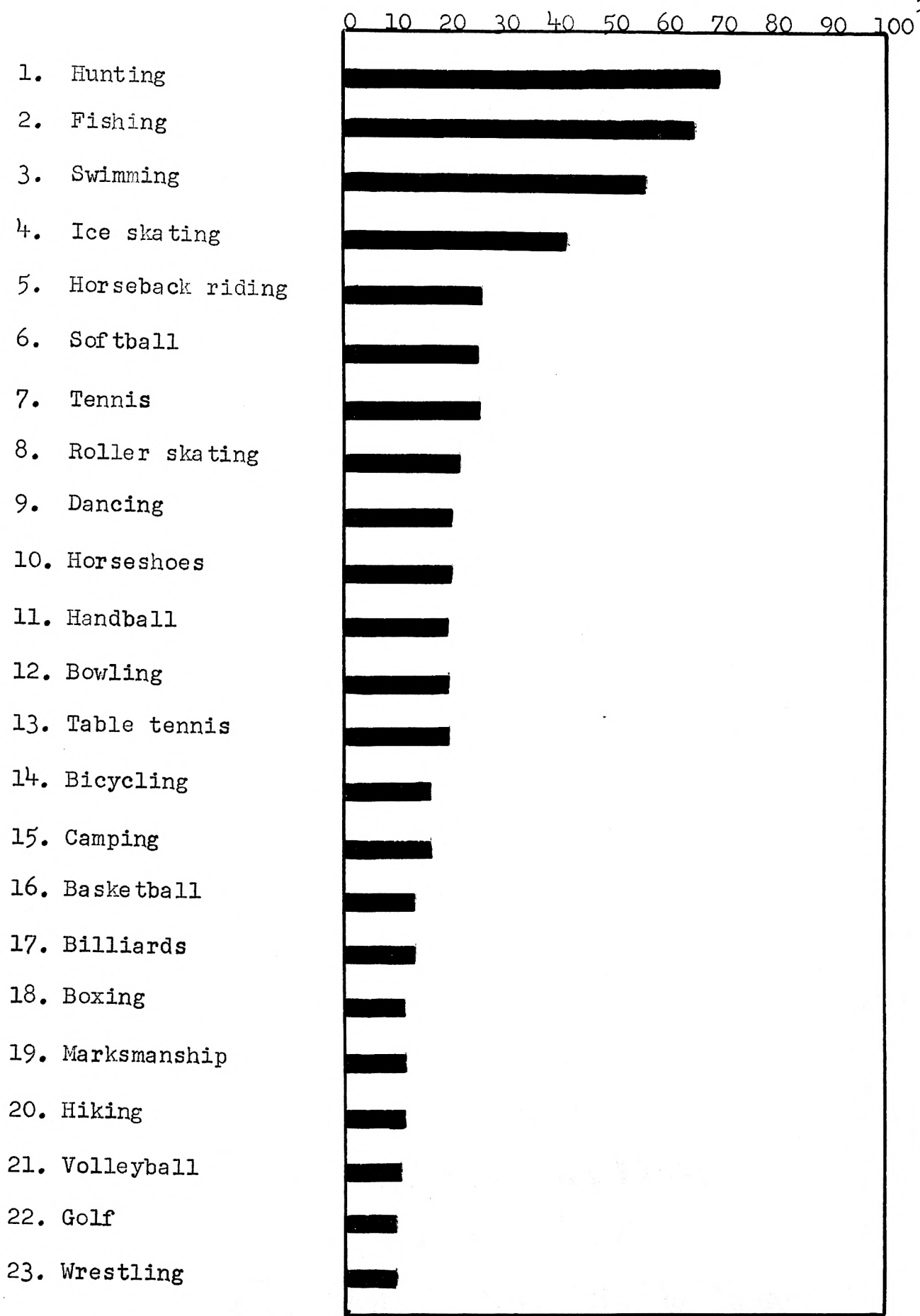


Fig. 13. Non-school sponsored sports participated in while of high school age Manhattan, 100 cases

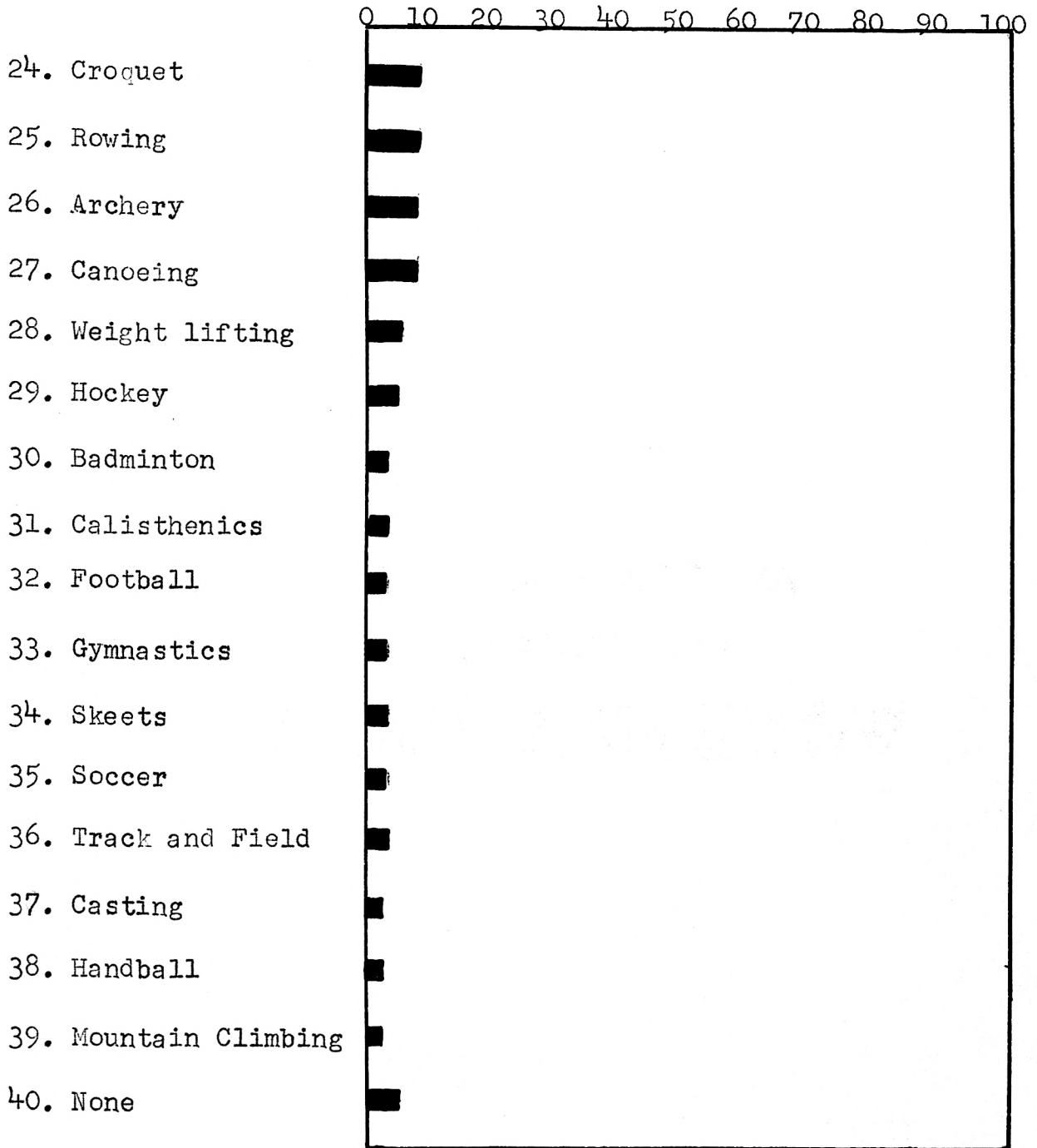


Fig. 13. None-school sponsored sports participated in while of high school age, Manhattan, 100 cases, continued.

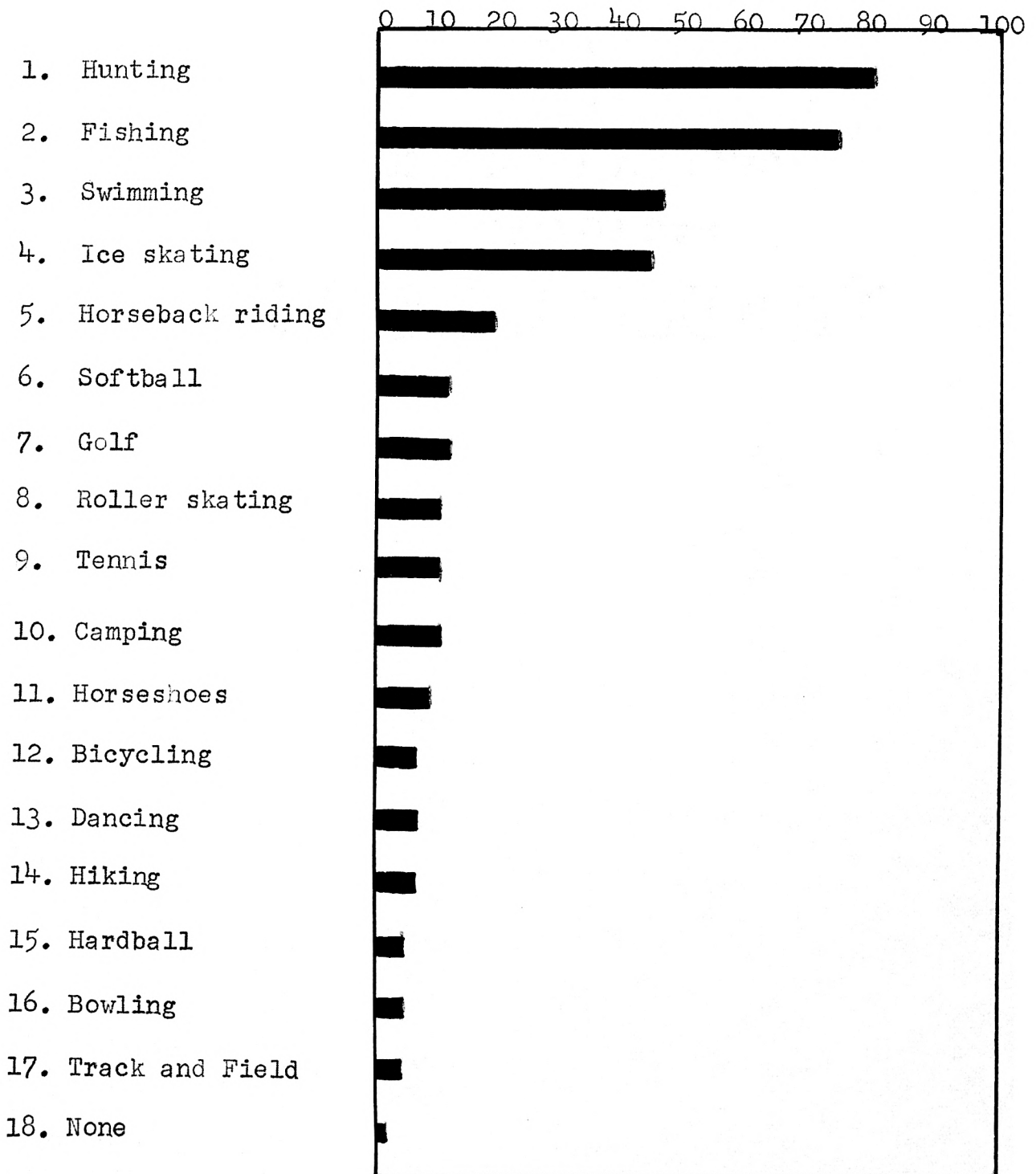


Fig. 14. Non-school sponsored sports participated in while of high school age Wamego, 50 cases

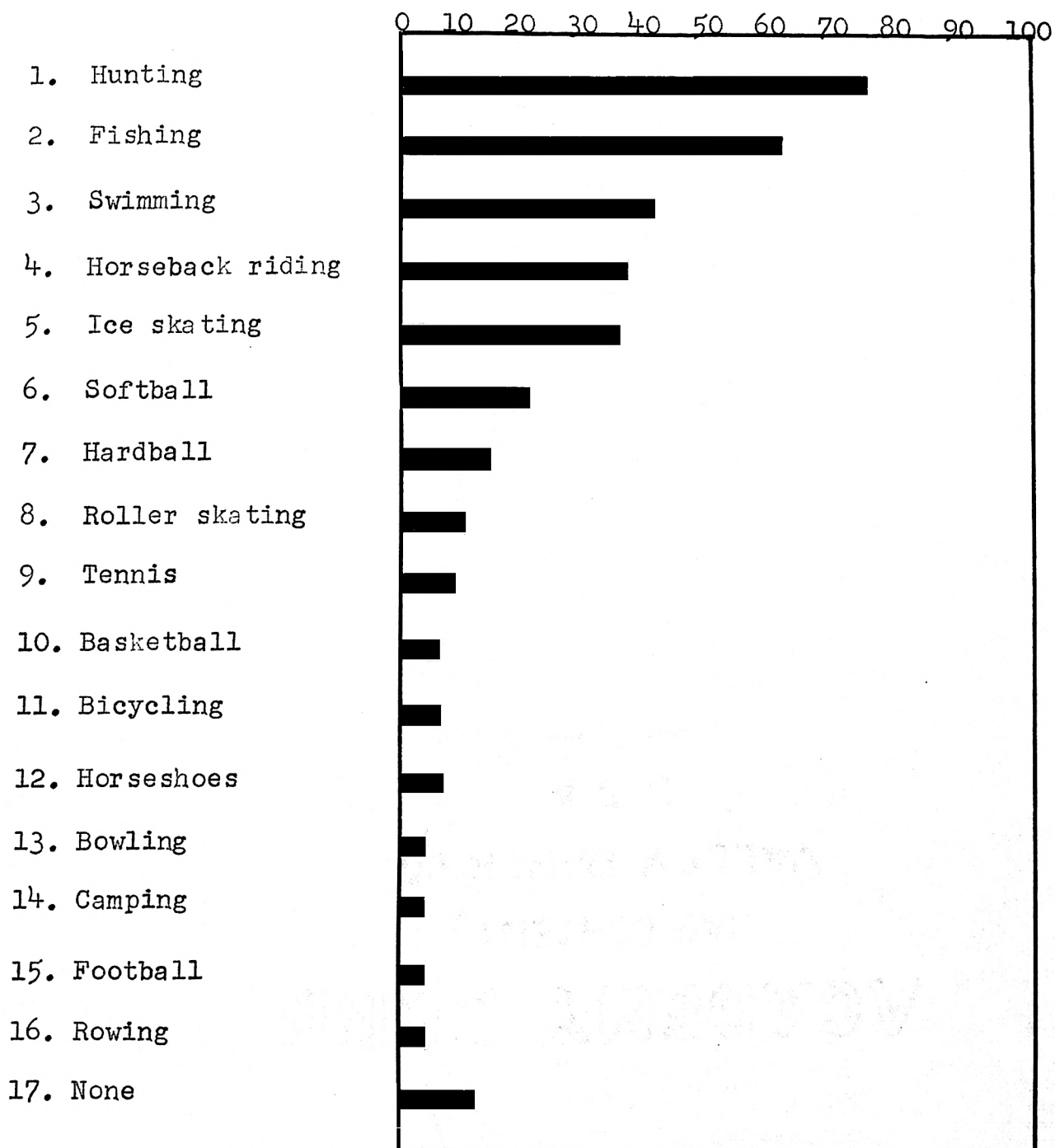


Fig. 15. Non-school sponsored sports participated in while of high school age Rural, 50 cases

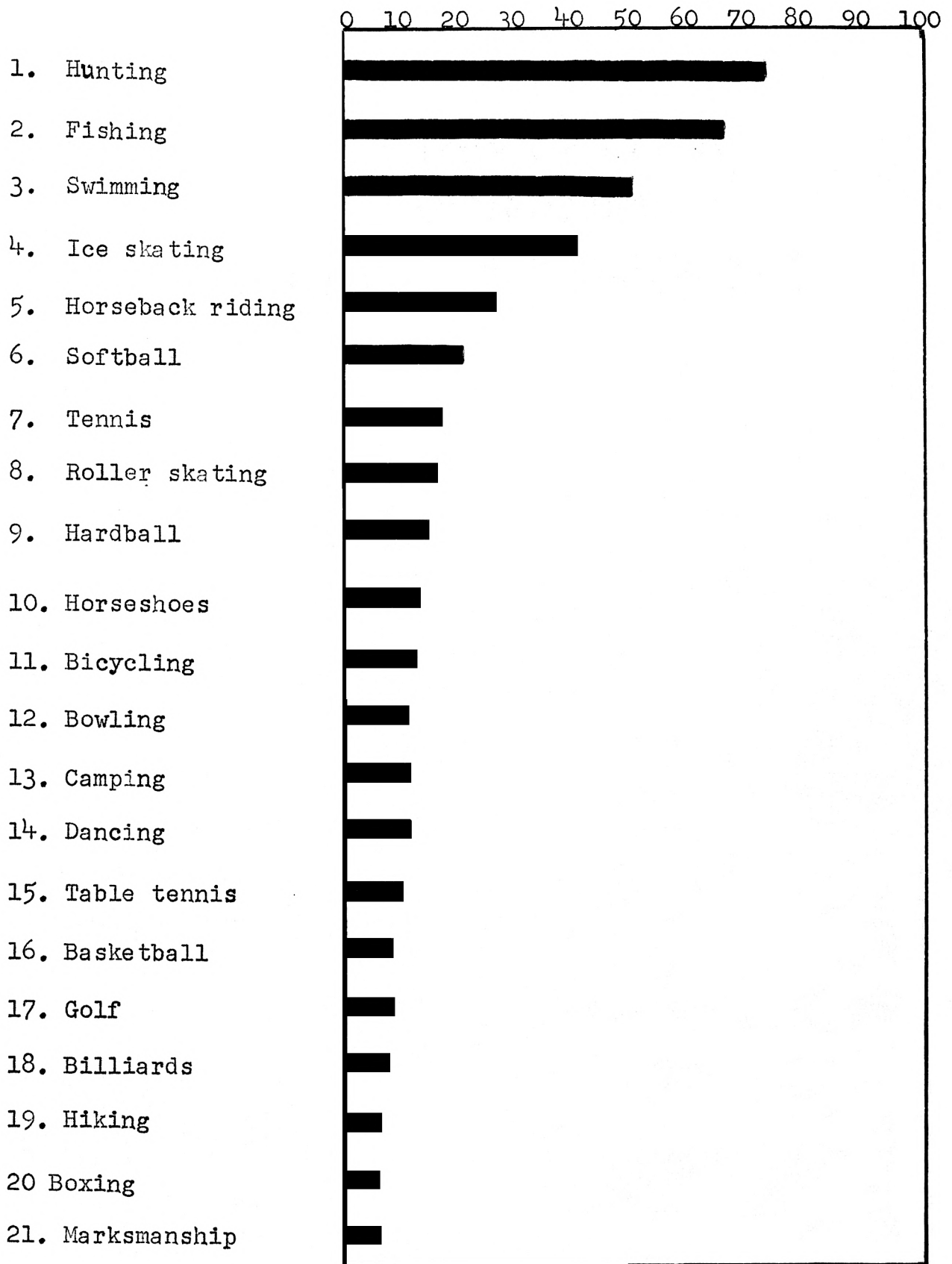


Fig. 16. Non-school sponsored sports participated in while of high school age
Total, 200 cases

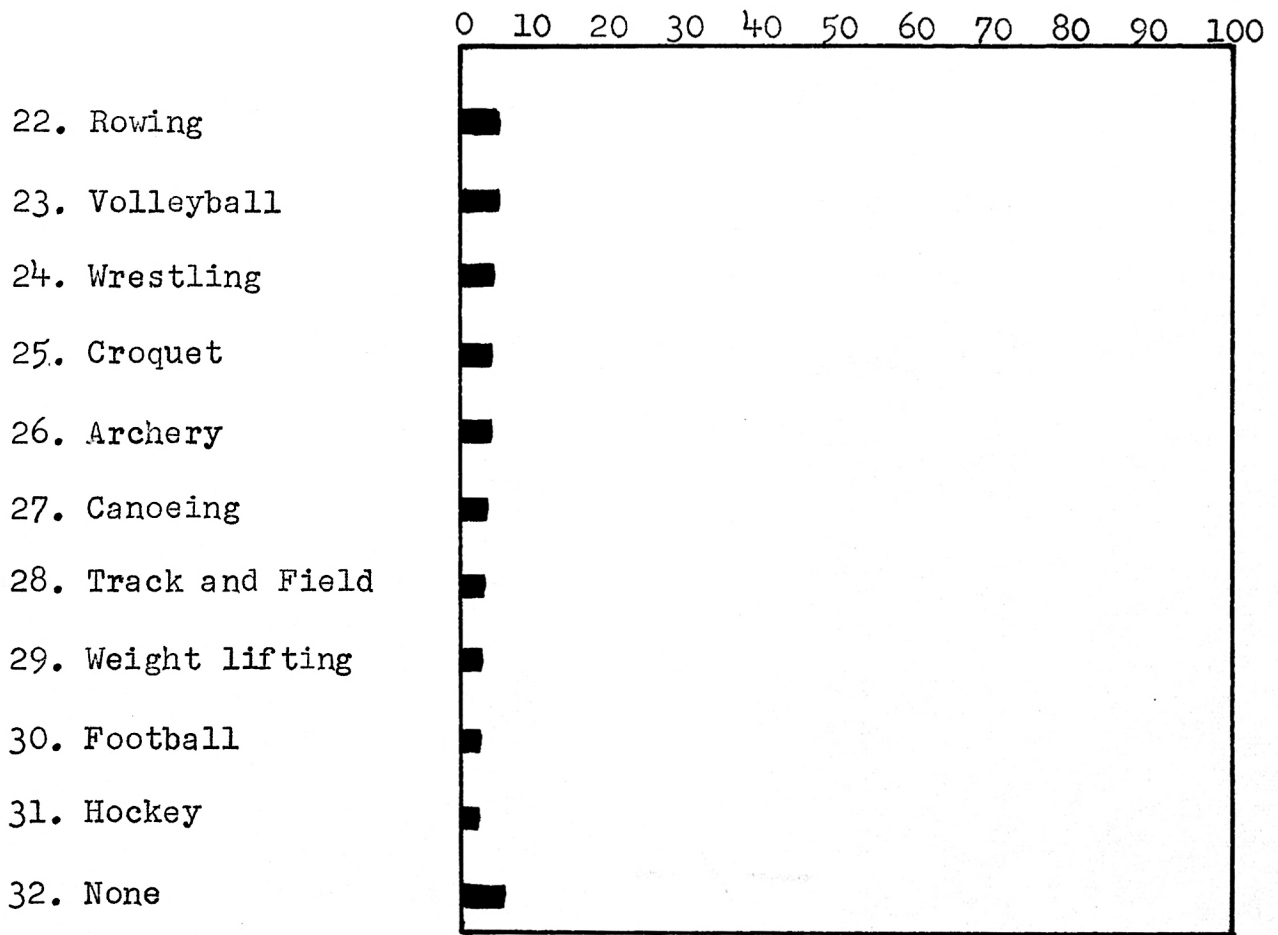


Fig. 16. Non-school sponsored sports participated in while of high school age, total, 200 cases, continued.

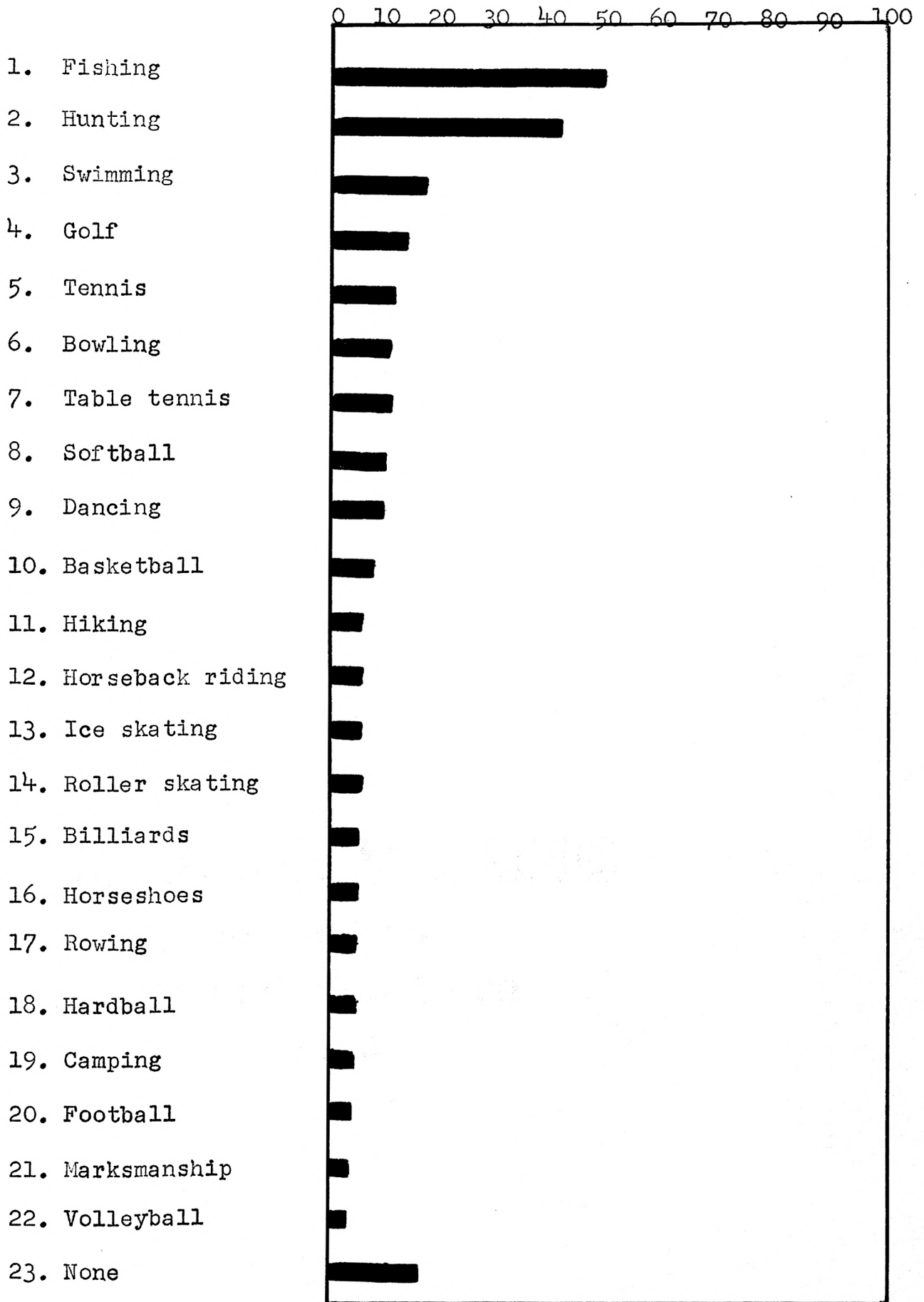


Fig. 17. Sports participated in within the last year, Manhattan, 100 cases

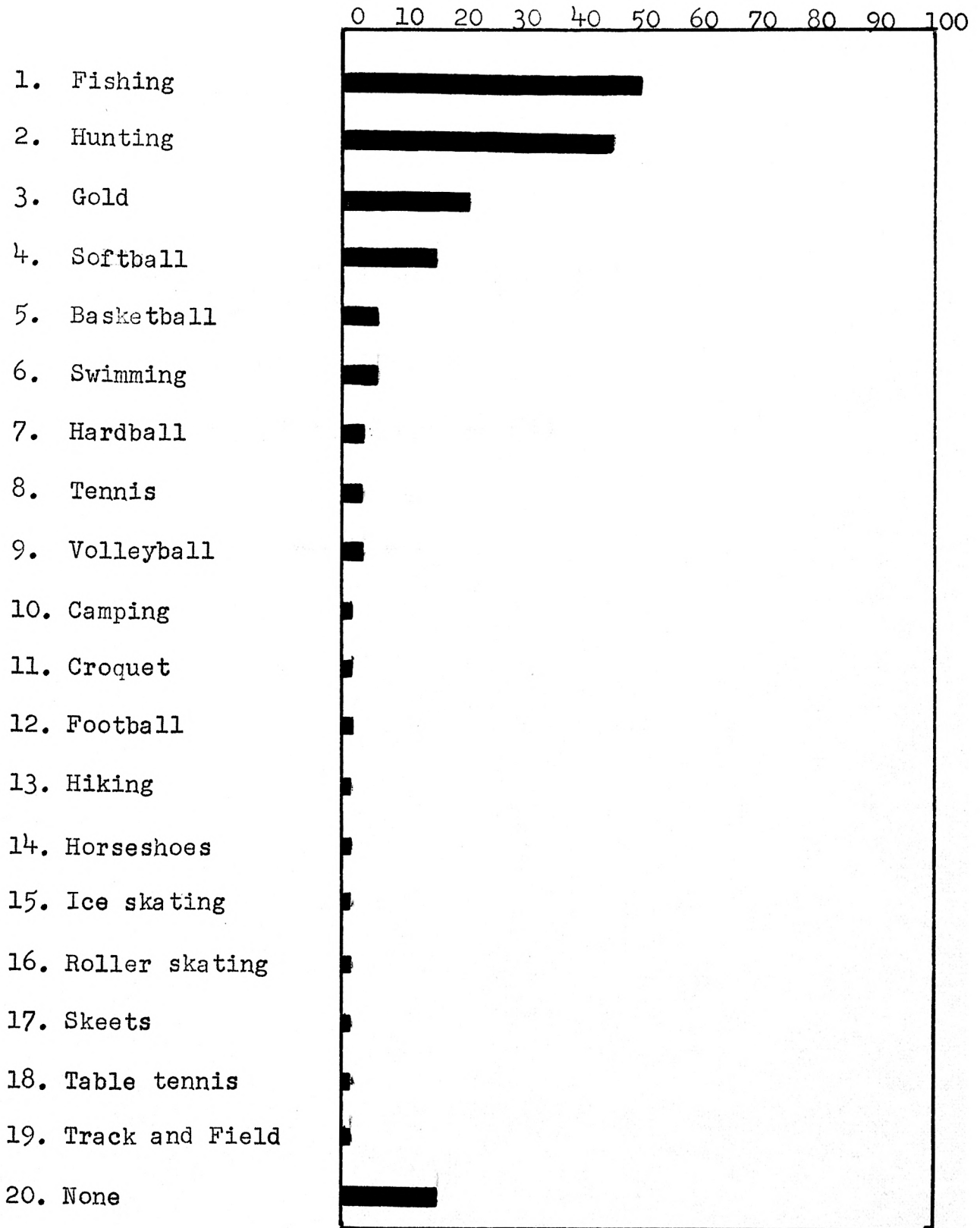


Fig. 18. Sports participated in within the last year, Wamego, 50 cases.

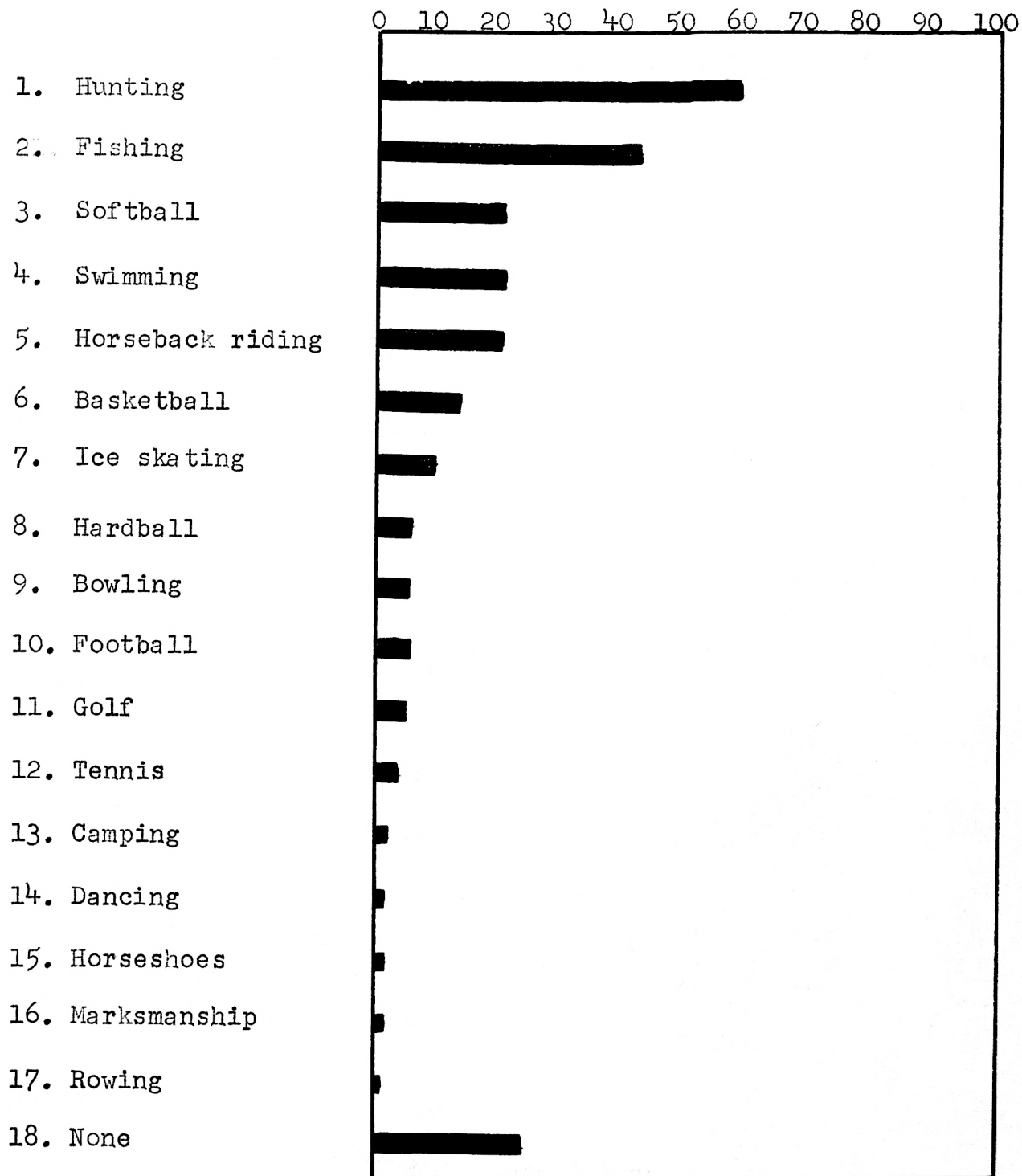


Fig. 19. Sports participated in within the last year.
Rural, 50 cases.

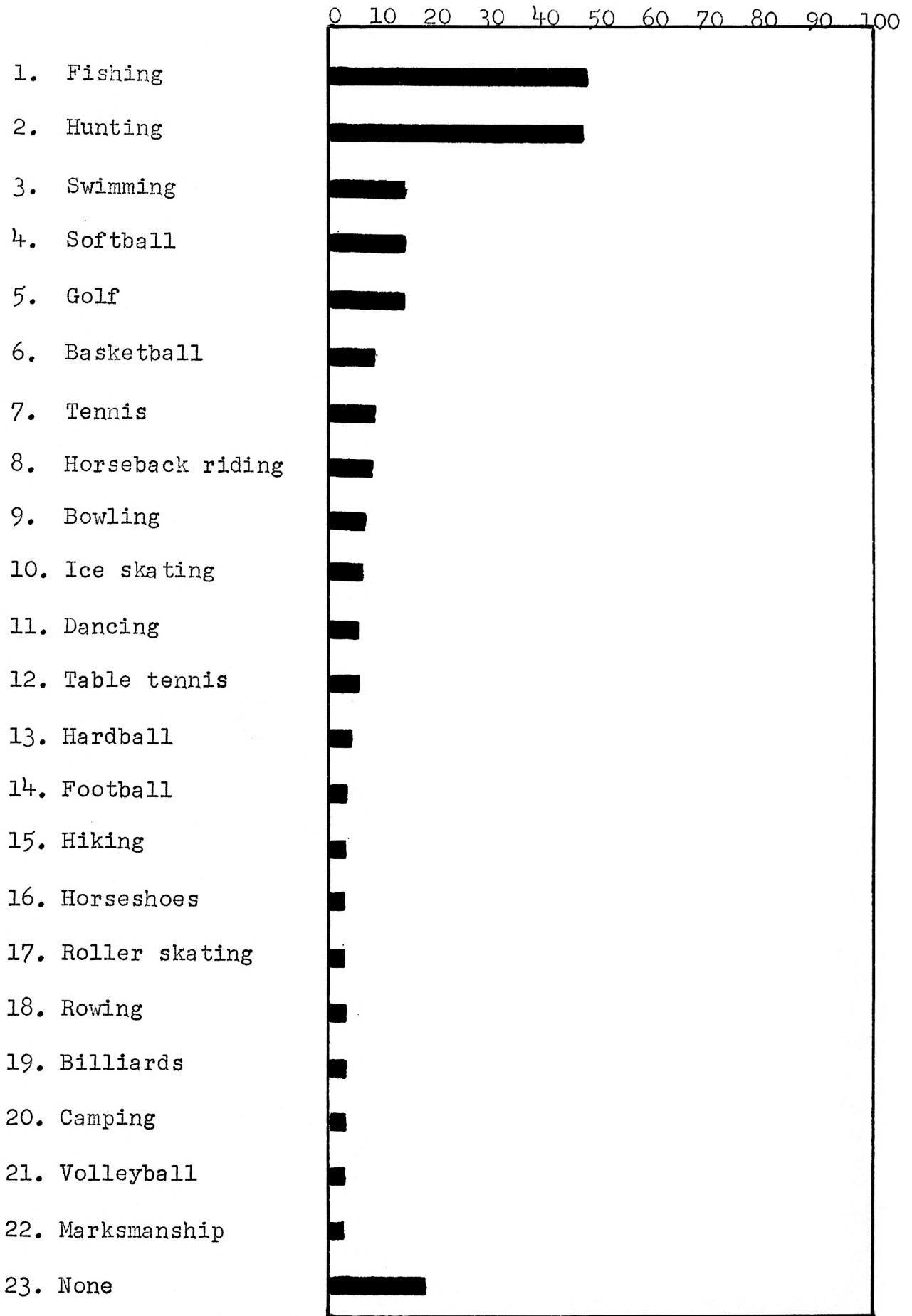


Fig. 20. Sports participated in within the last year, Total, 200 cases.

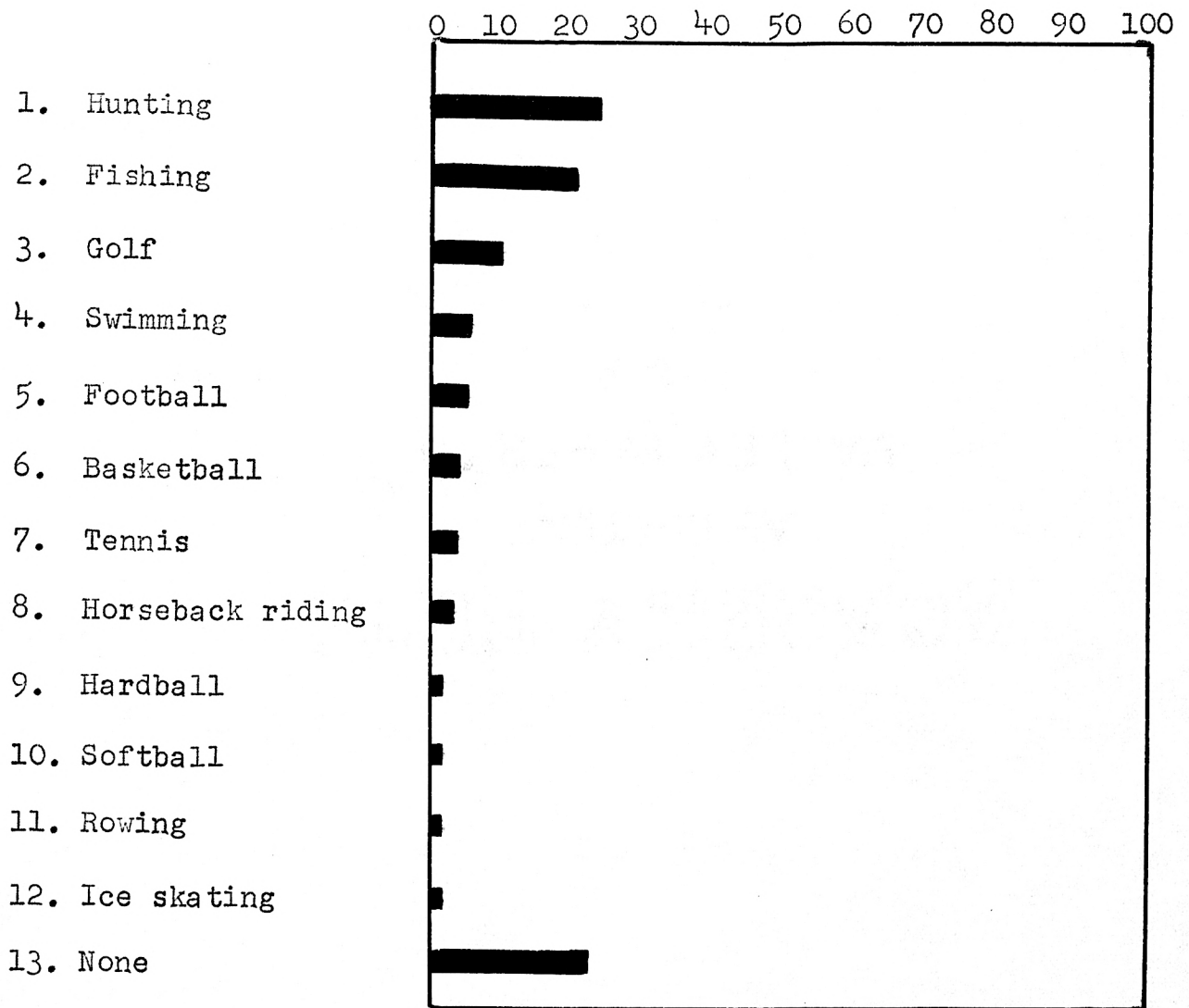


Fig. 21. Sports indicated as favorites, Manhattan, 100 cases.

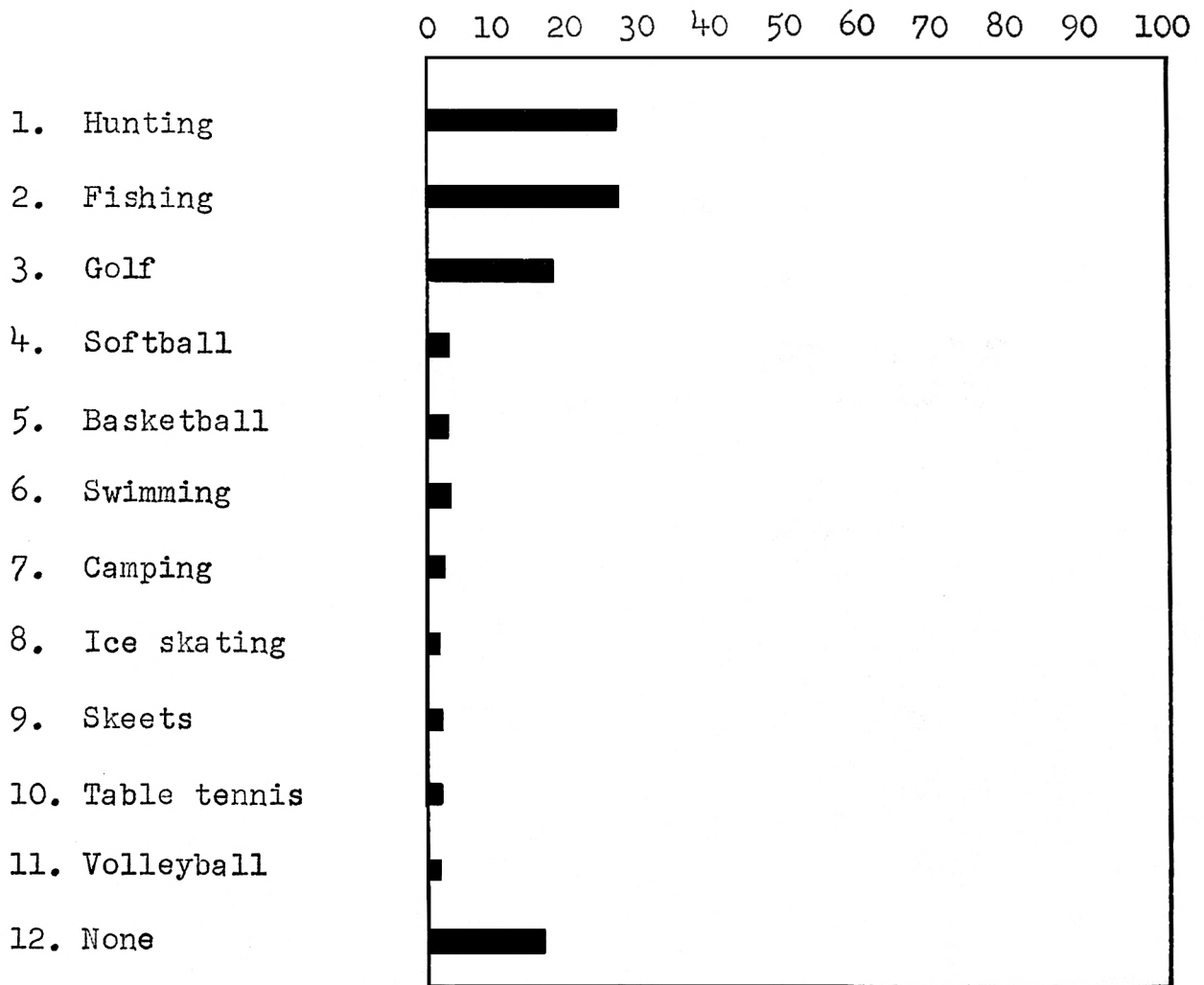


Fig. 22. Sports indicated as favorites, Wamego, 50 cases.

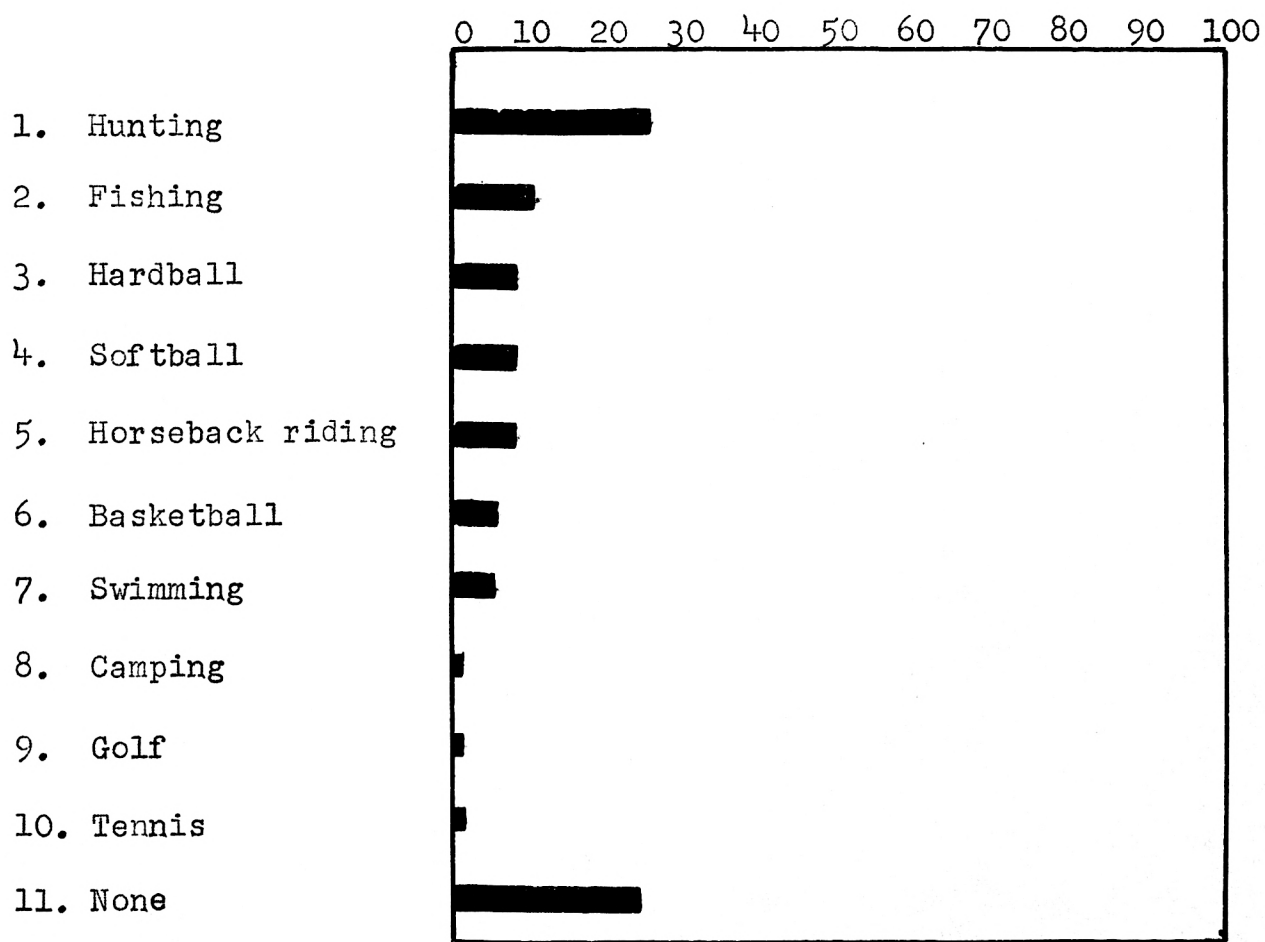


Fig. 23. Sports indicated as favorites, Rural, 50 cases.

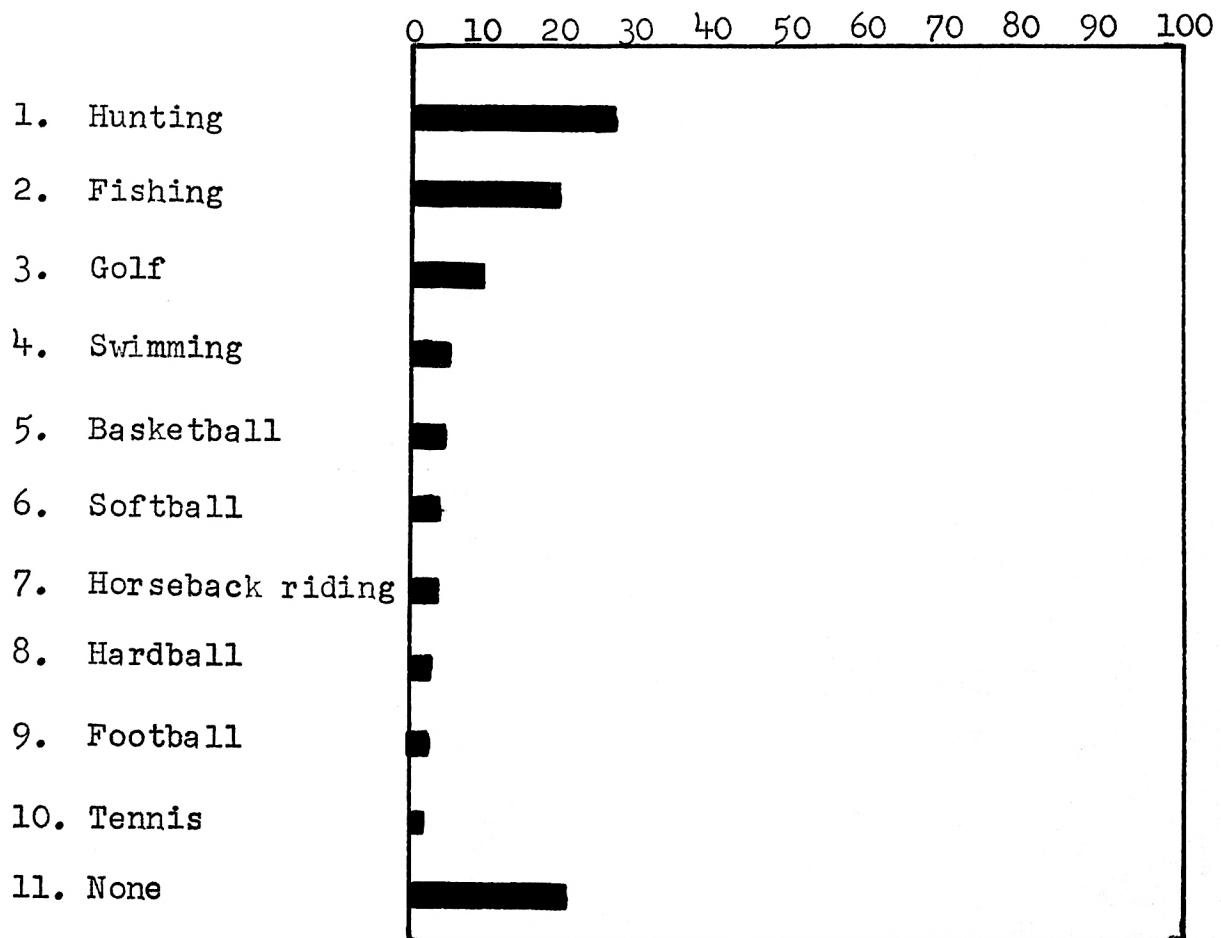


Fig. 24. Sports indicated as favorites, Total, 200 cases.

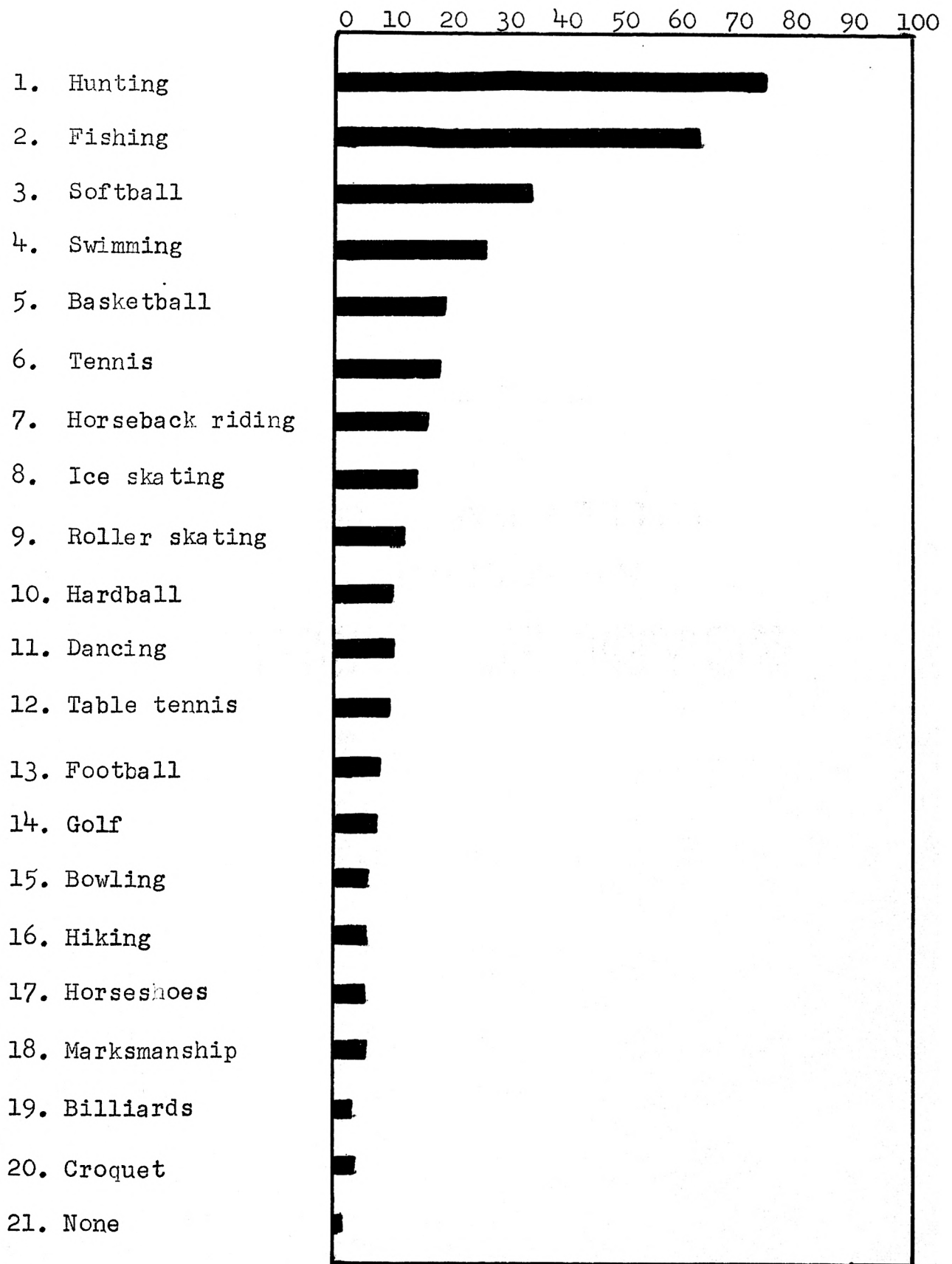


Fig. 25. Sport choices within the last year by age groups, Age 18-25, 50 cases.

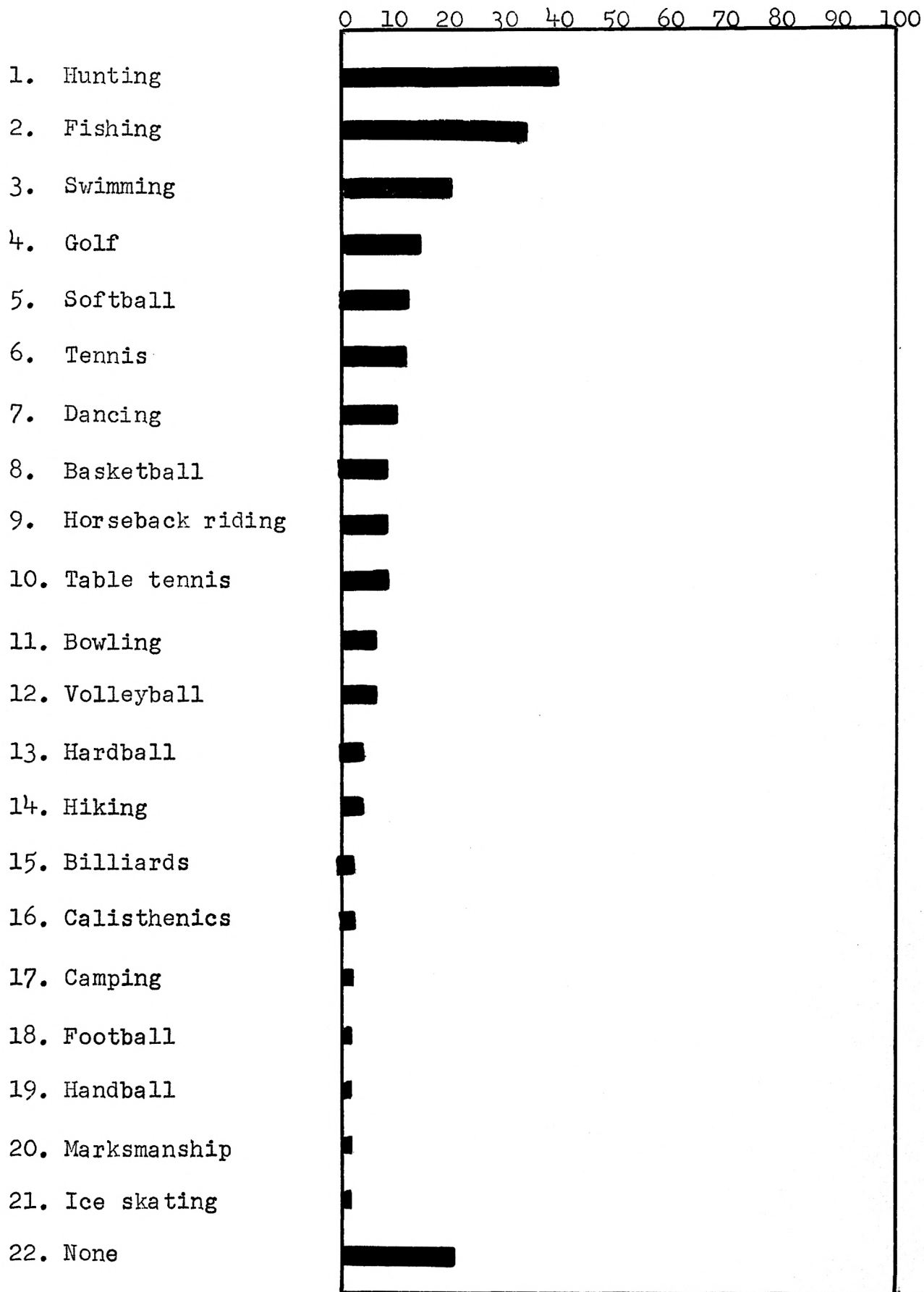


Fig. 26. Sport choices within the last year by age groups, Age 25-32, 50 cases.

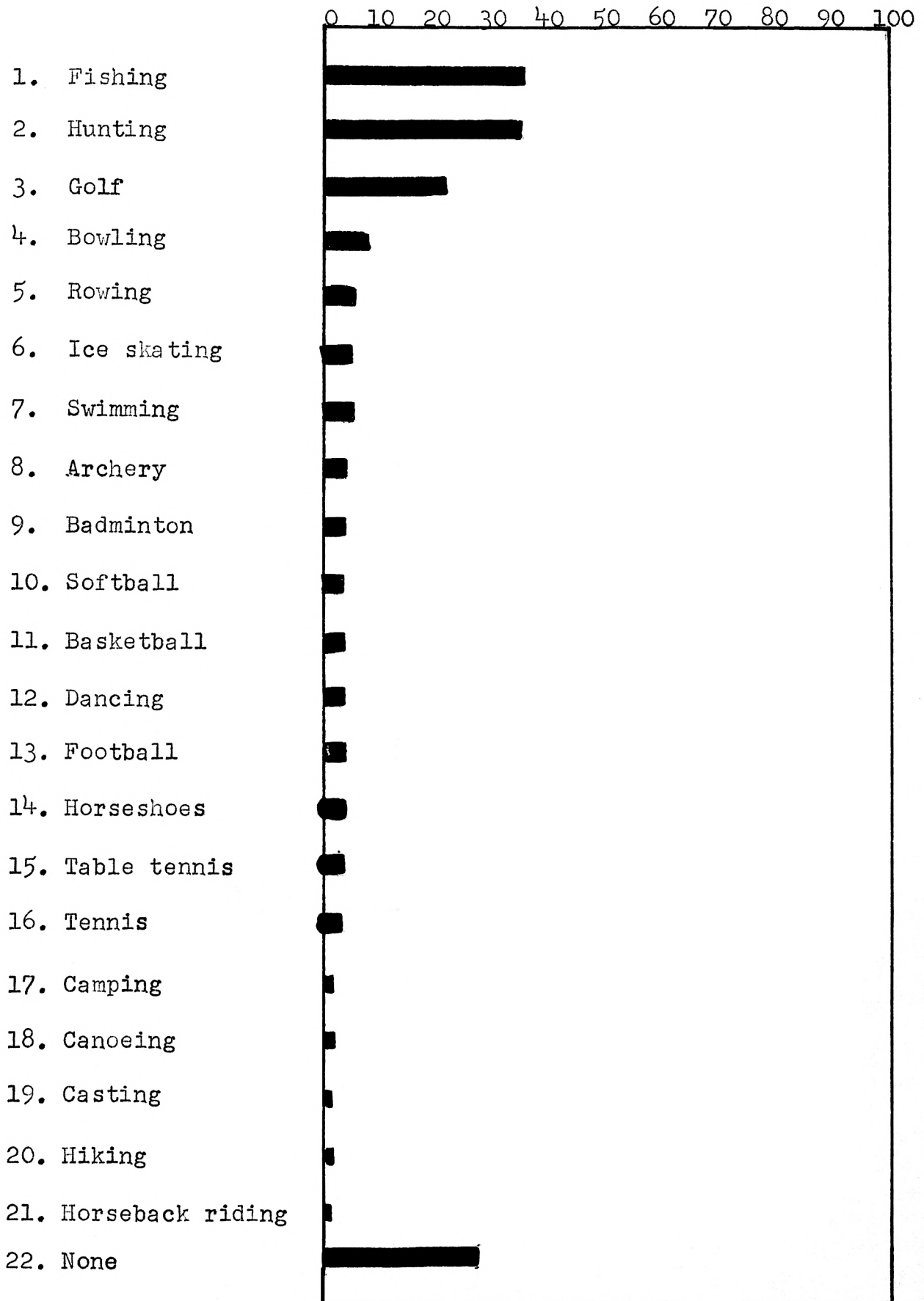


Fig. 27. Sport choices within the last year by age groups, Age 32-43, 50 cases.

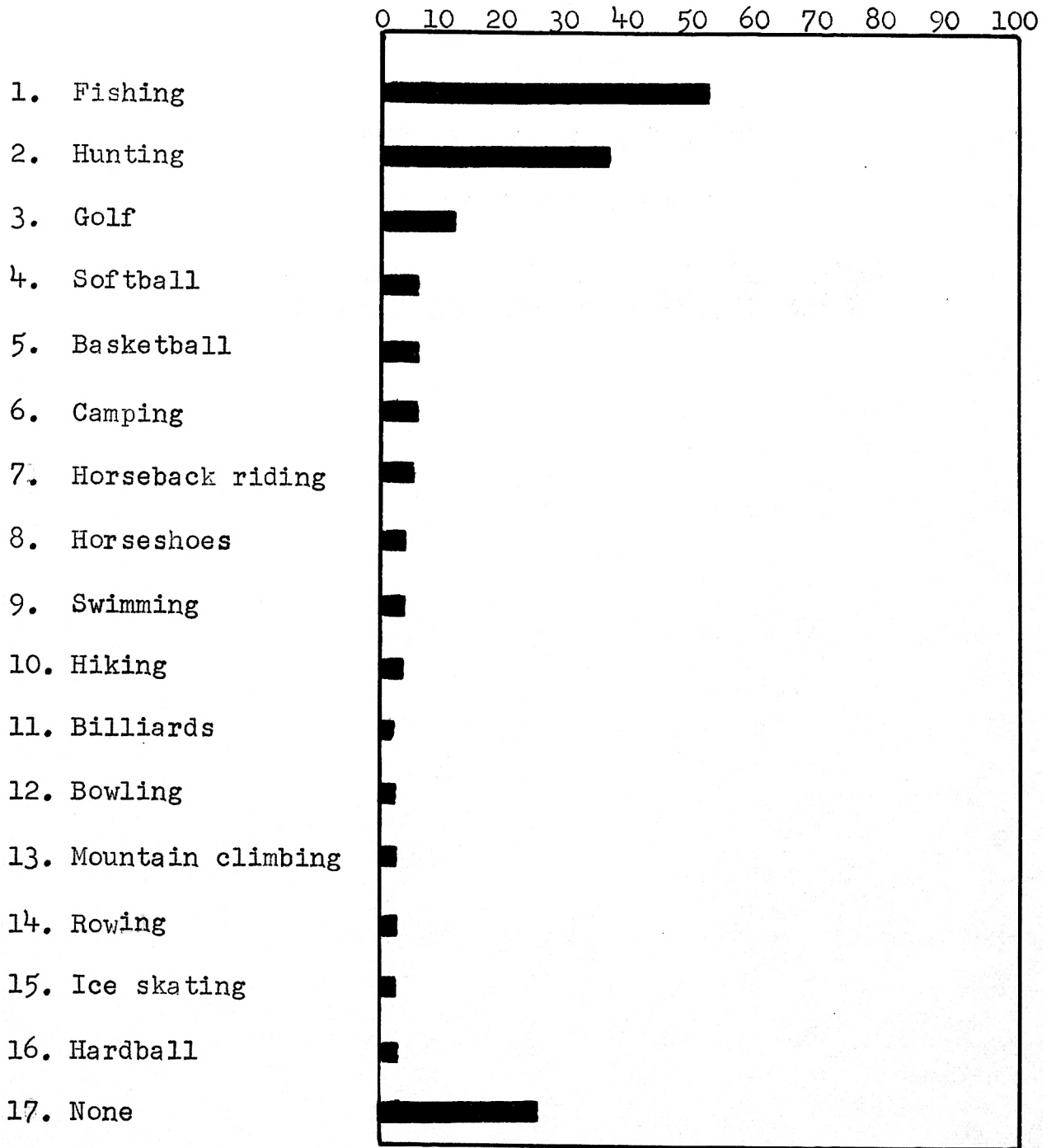


Fig. 28. Sport choices within the last year by age groups, Age 43 and over, 50 cases.

Sports participated in high school	Sports participated at high school age	Sports part. in last year	Favorite sport
1. Basketball	Hunting	Fishing	Hunting
2. Football	Fishing	Hunting	Fishing
3. Track & Field	Swimming	Swimming	Golf
4. Hardball	Ice skating	Softball	Swimming
5. Softball	Horseback riding	Golf	Basketball
6. Volleyball	Softball	Basketball	Softball
7. Tennis	Tennis	Tennis	Horseback riding
8. Gymnastics	Roller skating	Horseback riding	Hardball
9. Calisthenics	Hardball	Bowling	Football
10. Table tennis	Horseshoes	Ice skating	Tennis
11. Ice skating	Bicycling	Dancing	
12. Soccer	Bowling	Table tennis	
13. Horseshoes	Camping	Hardball	
14. Wrestling	Dancing	Football	
15. Boxing	Table tennis	Hiking	
16. Weight lifting	Basketball	Horseshoes	
17. Hiking	Golf	Roller skating	
18. Marksmanship	Billiards	Rowing	
19. Swimming	Hiking	Billiards	
20.	Boxing	Camping	
21.	Marksmanship	Volleyball	
22.	Rowing	Marksmanship	
23.	Volleyball		
24.	Wrestling		
25.	Croquet		
26.	Archery		
27.	Canoeing		
28.	Track & Field		
29.	Weight lifting		
30.	Football		
31.	Hockey		

Fig. 29. Comparison of all sport choices, Chart.

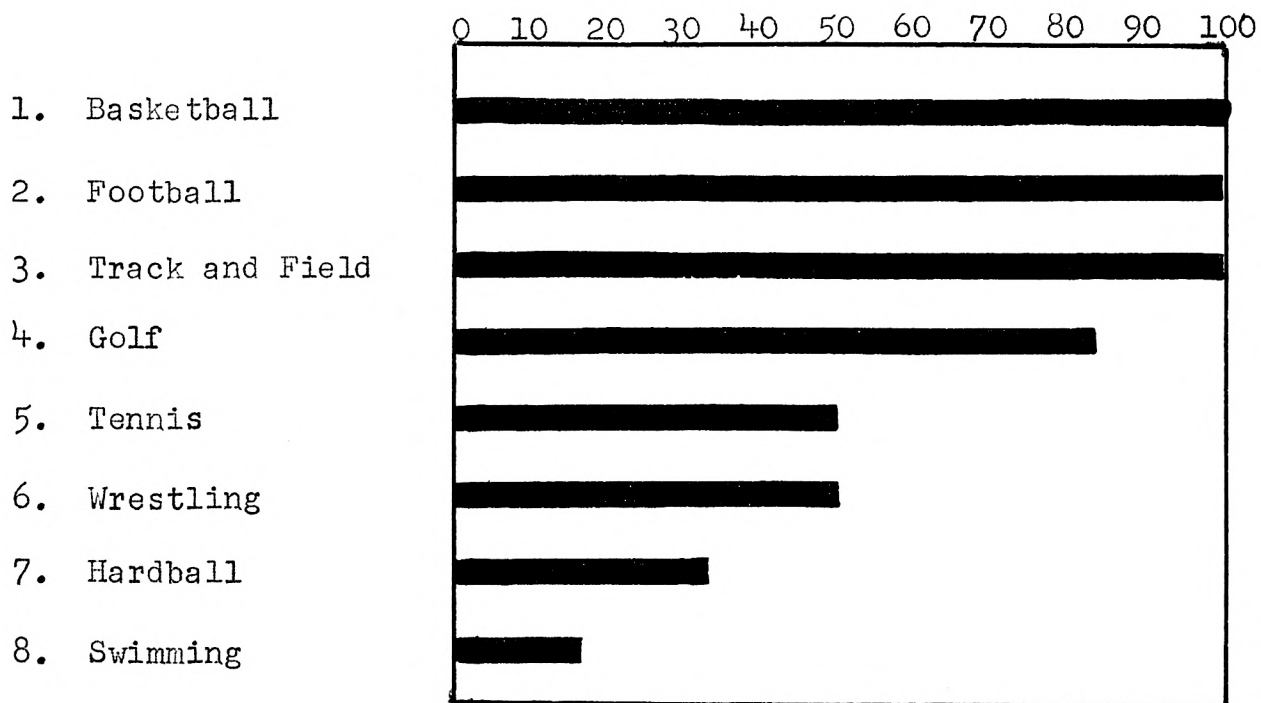


Fig. 30. Competitive sports offered by Kansas high schools, Cities of the first class.

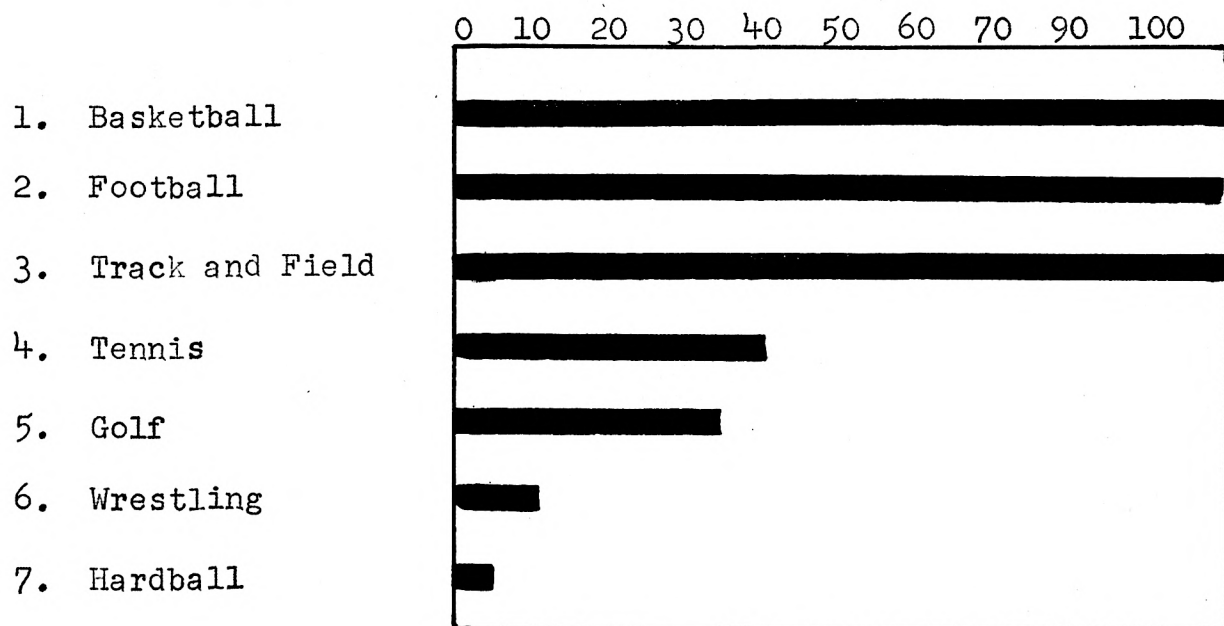


Fig. 31. Competitive sports offered by Kansas high schools, Cities of the second class.

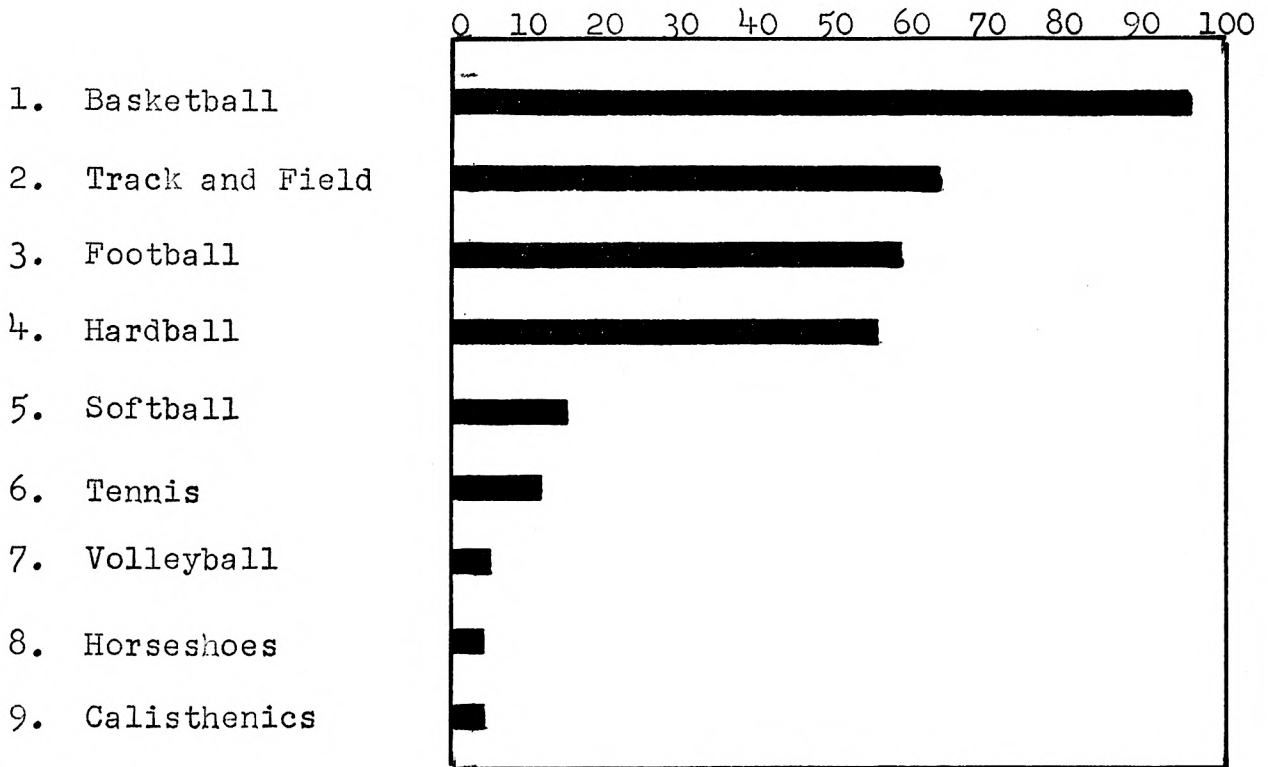


Fig. 32. Competitive sports offered by Kansas high schools, Villages and rural areas.

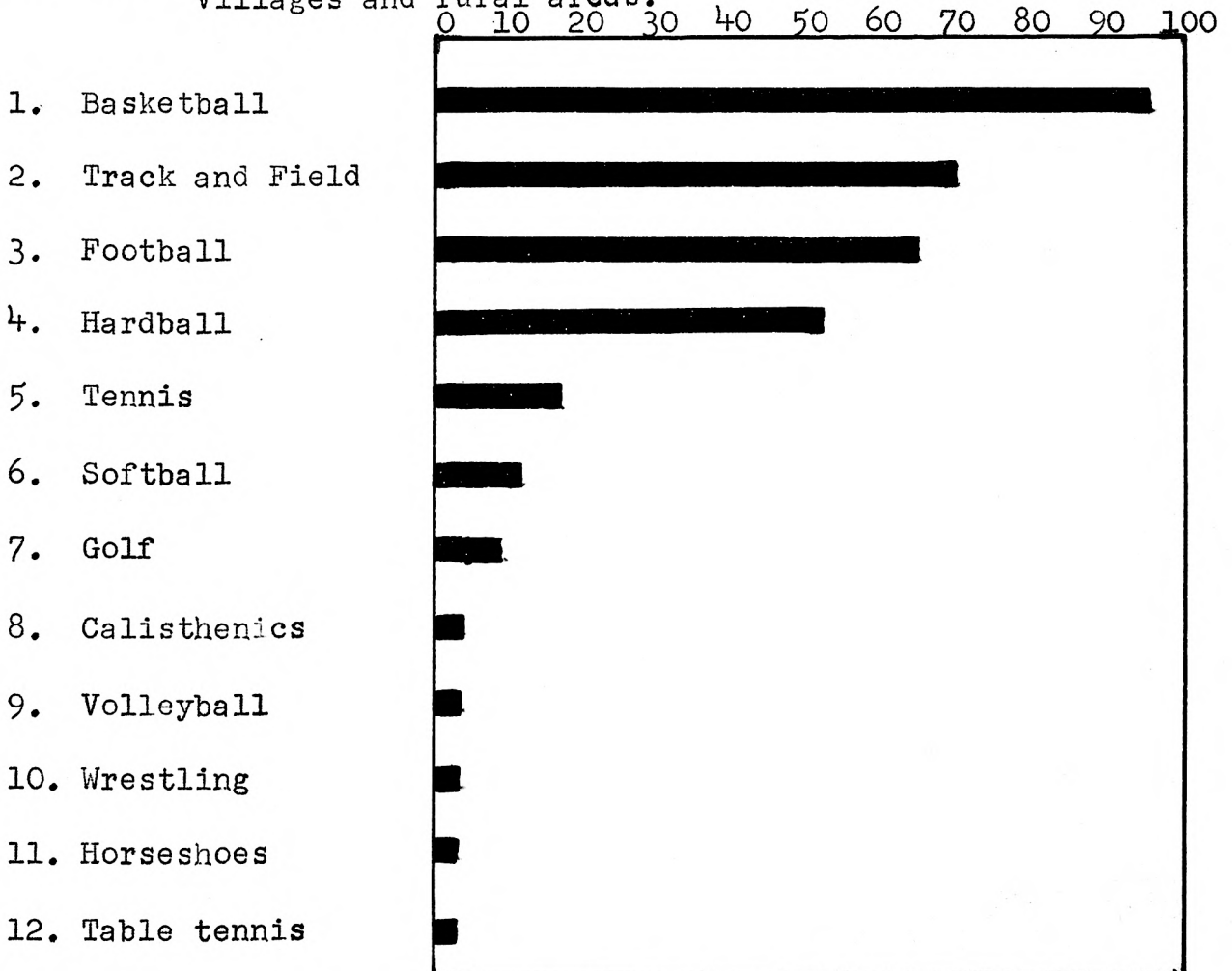


Fig. 33. Competitive sports offered by Kansas high schools, All schools.

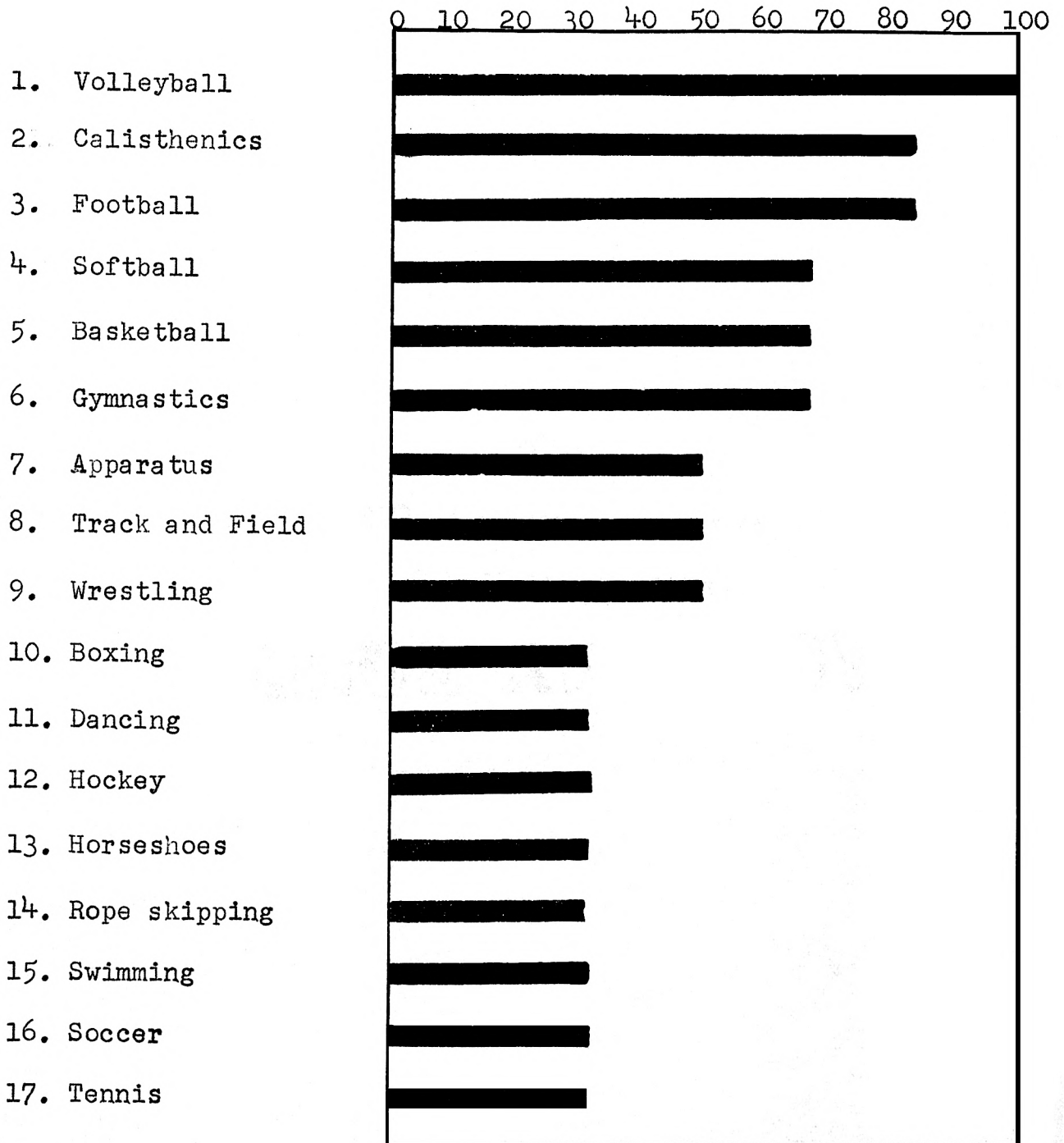


Fig. 34. Physical education and intramurals offered by Kansas high schools, Cities of the first class.

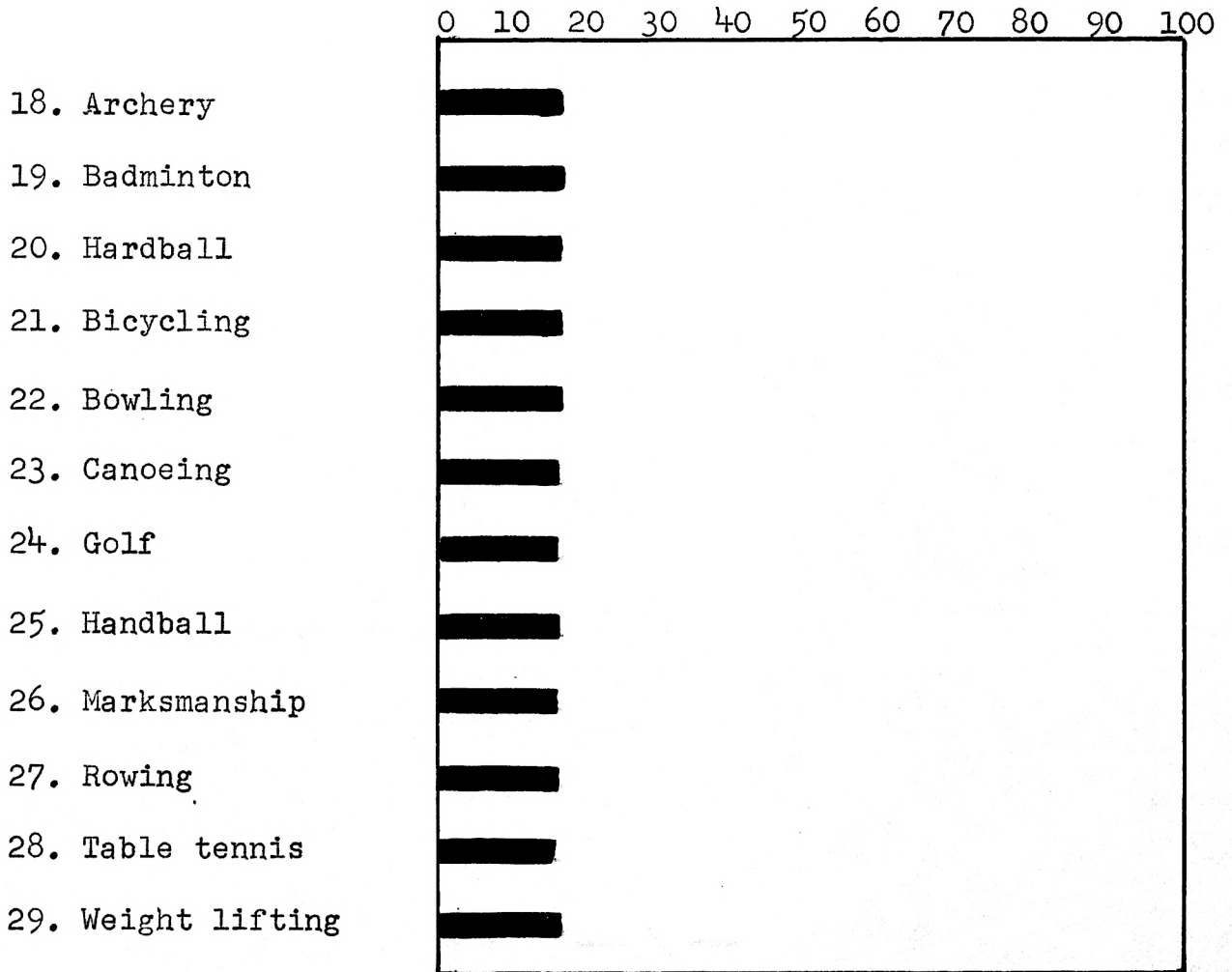


Fig. 34. Physical education and intramurals offered by Kansas high schools, Cities of the first class, continued.

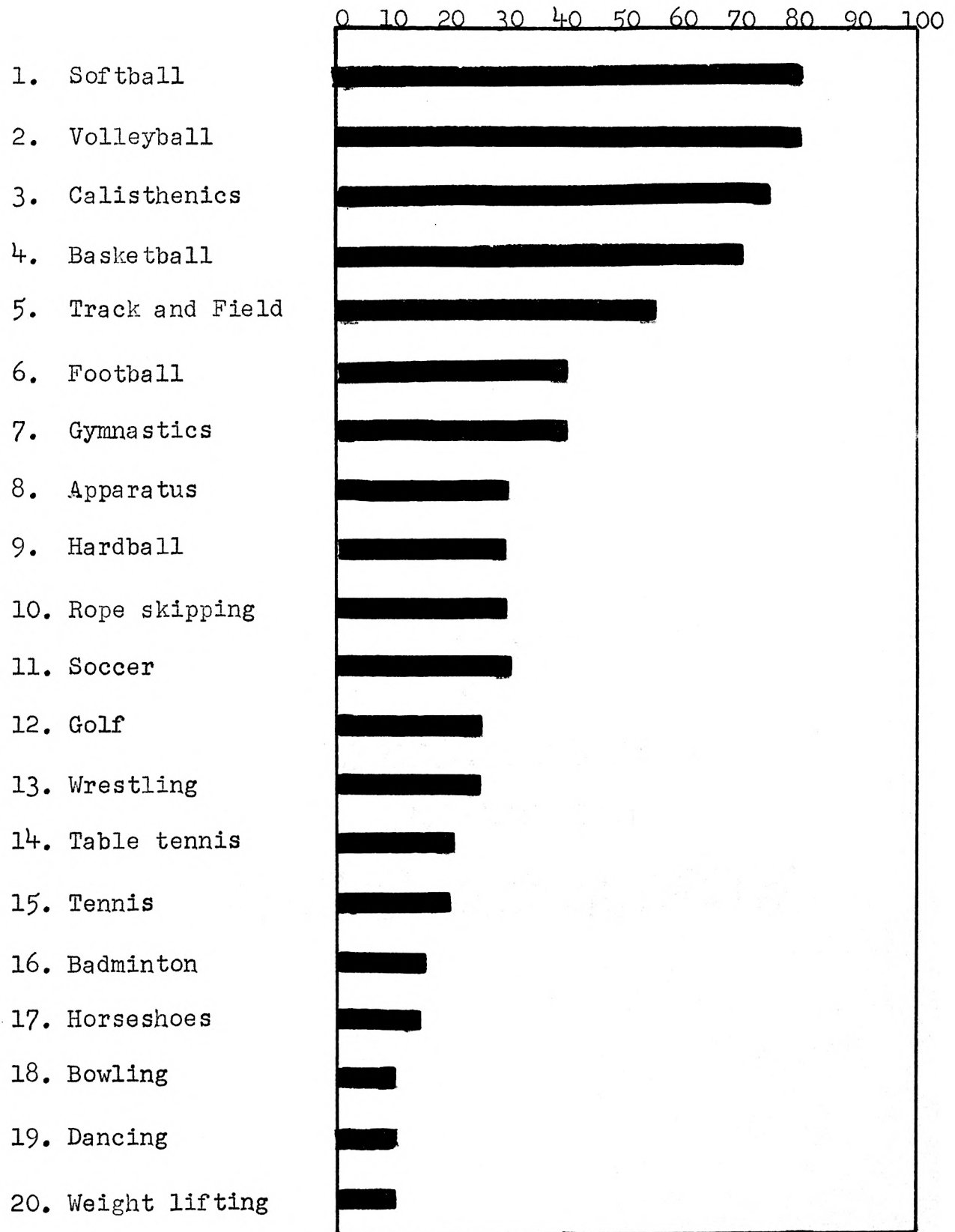


Fig. 35. Physical education and intramurals offered by Kansas high schools, Cities of the second class.

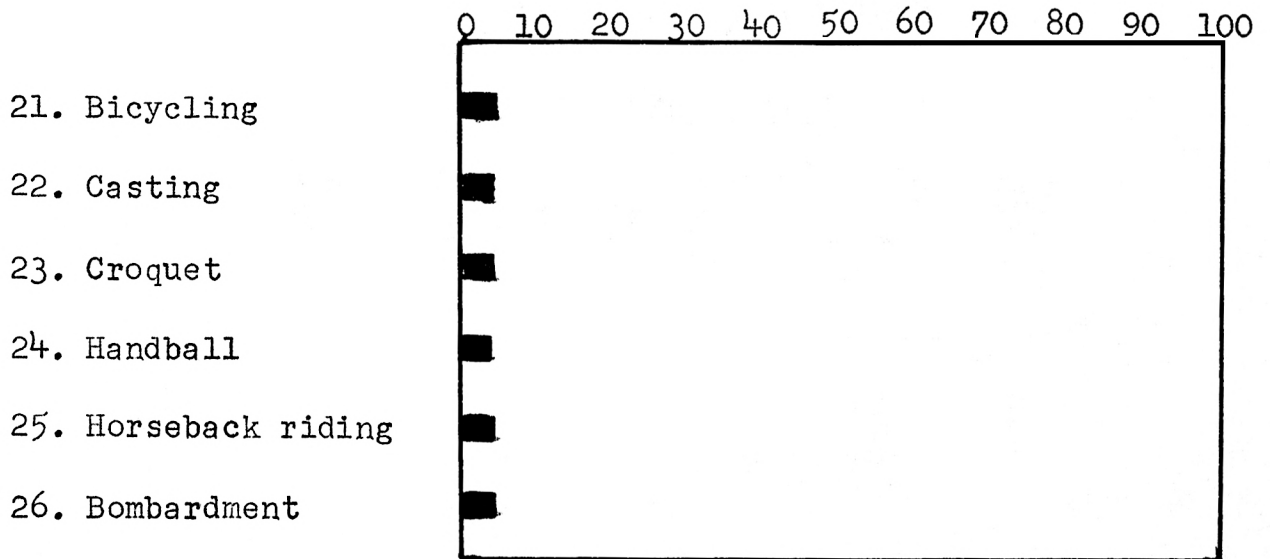


Fig. 35. Physical education and intramurals offered by Kansas high schools, Cities of the second class, continued.

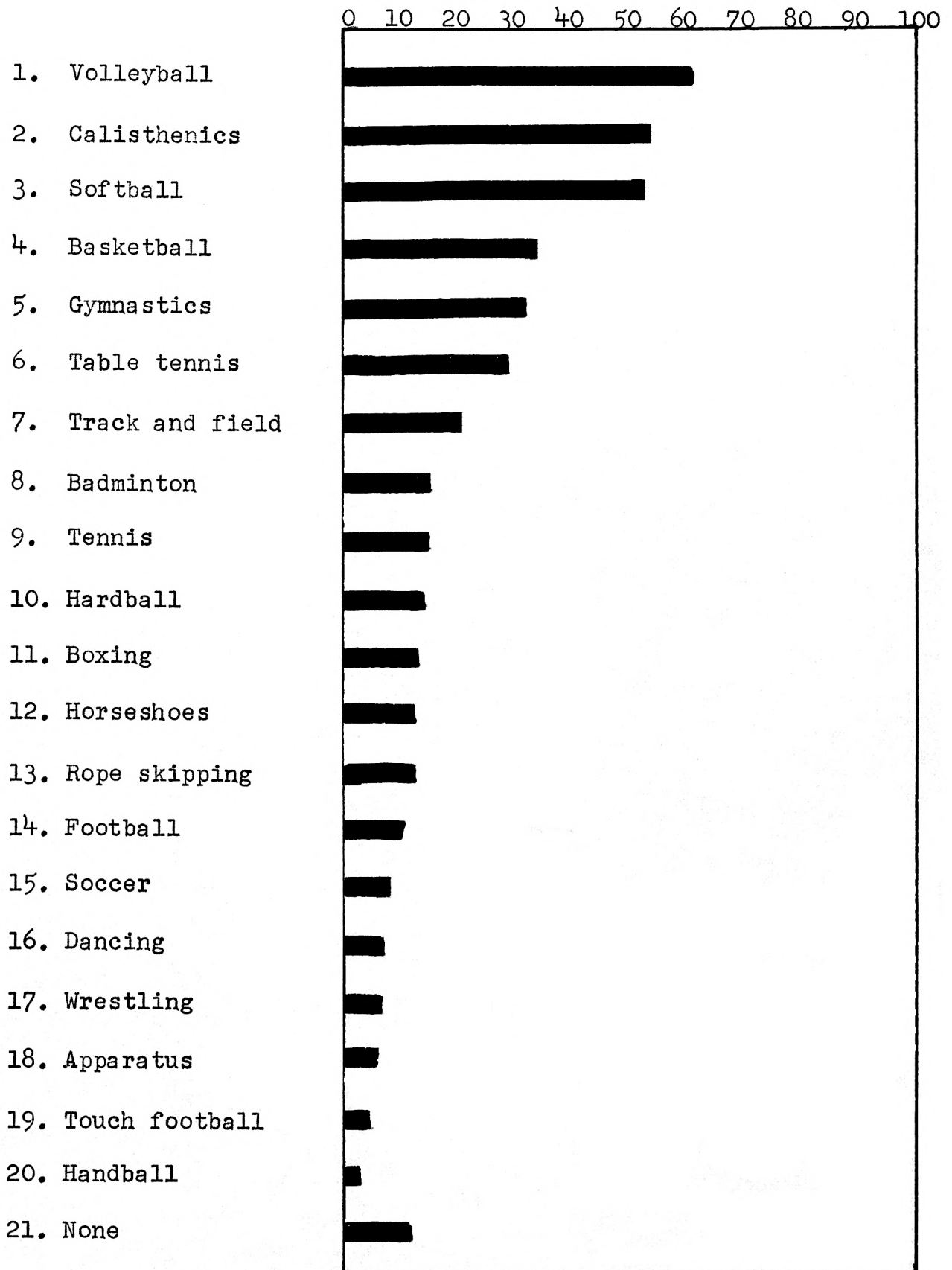


Fig. 36. Physical education and intramurals offered by Kansas high schools, Village and rural.

	Competitive Athletics	Physical Education Classes	Intramurals	No sport
First Class city schools	31	65	48	19
Second Class city schools	46	59	34	19
Village and Rural schools	72	54	41	19

Fig. 37. Physical education and intramurals offered by Kansas high schools, percentage of boys participating or not participating.

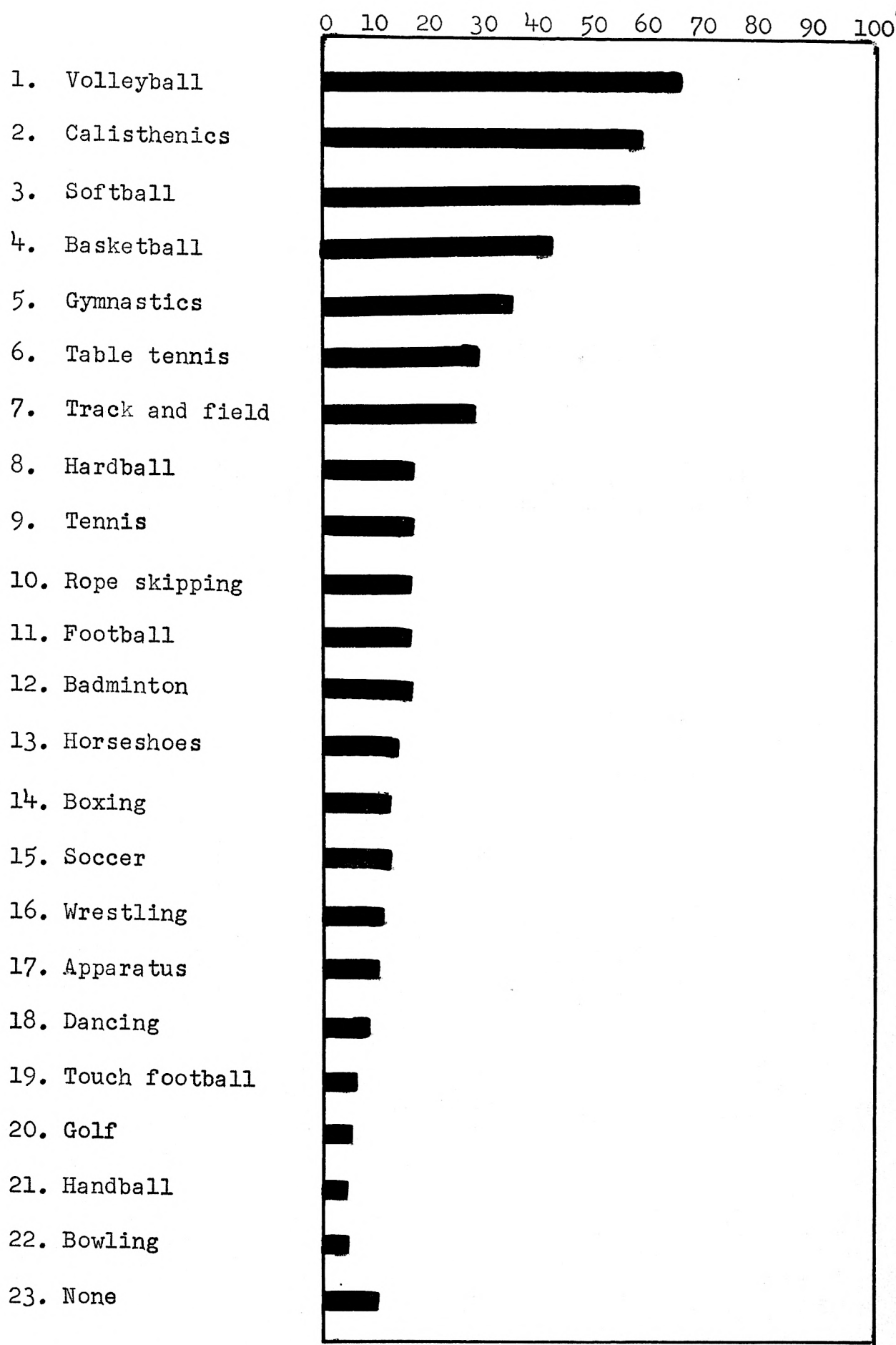


Fig. 38. Physical education and intramurals offered by Kansas high schools, All schools.

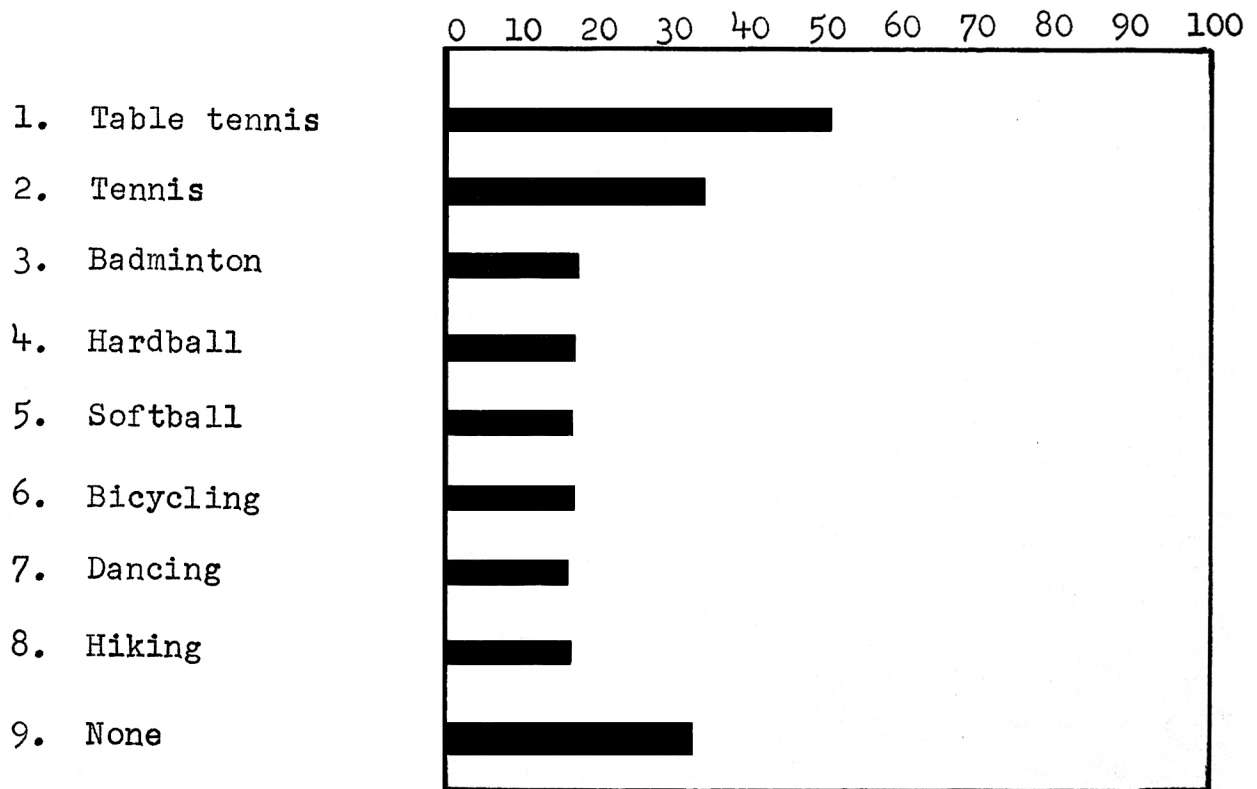


Fig. 39. Recreational sports offered by Kansas high schools, Cities of the first class.

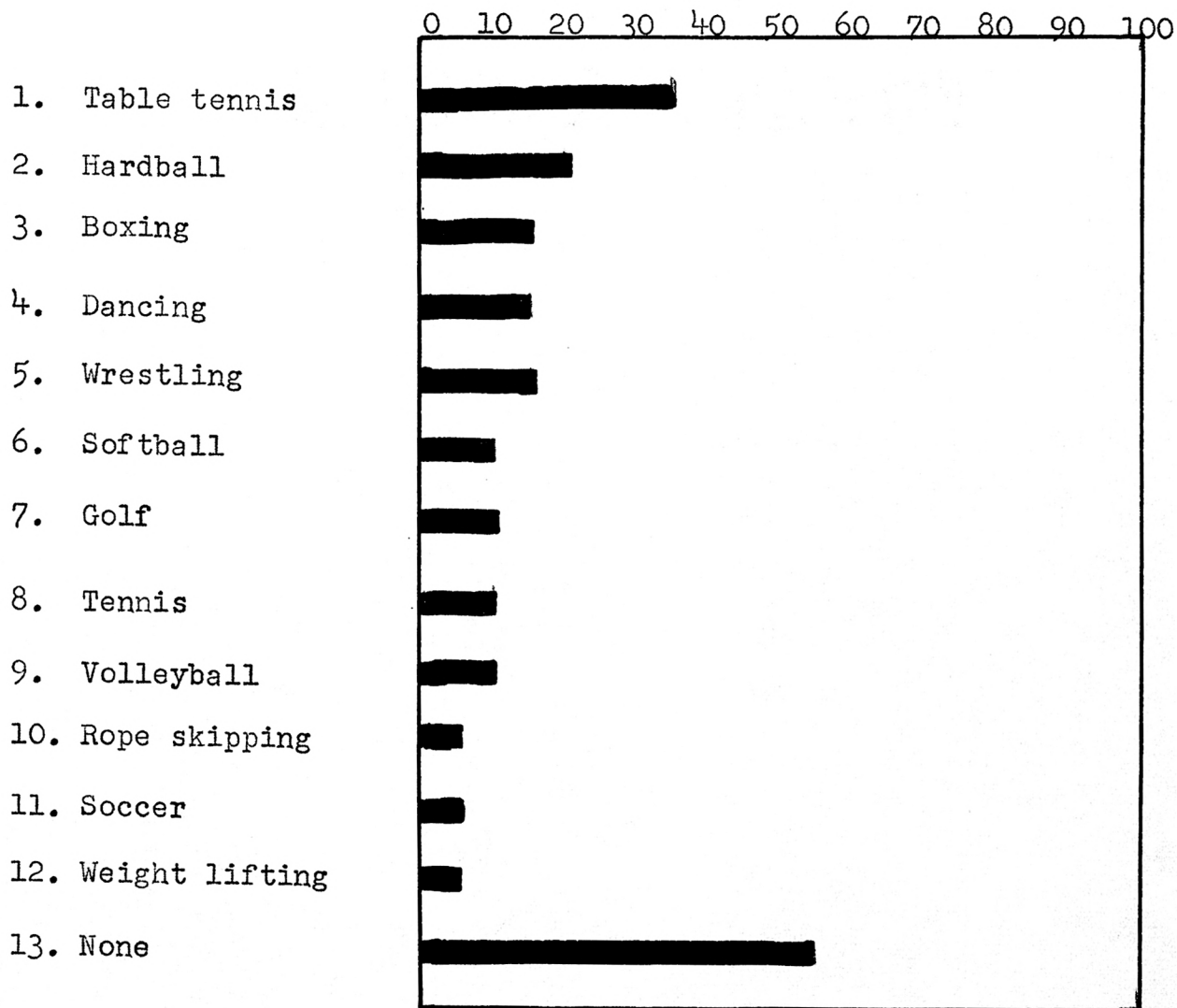


Fig. 40. Recreational sports offered by Kansas high schools, Cities of the second class.

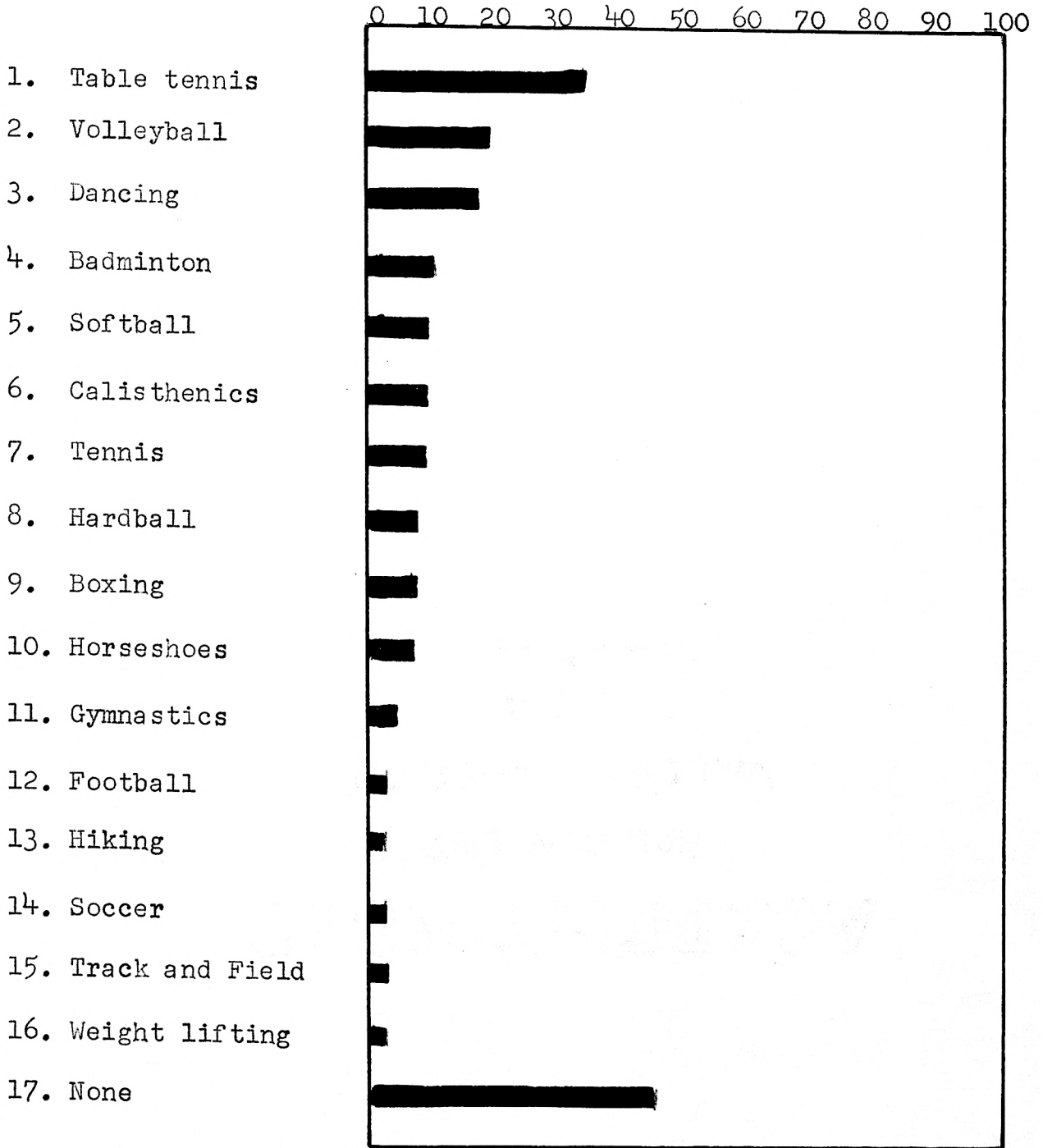


Fig. 41. Recreational sports offered by Kansas high schools, Village and rural.

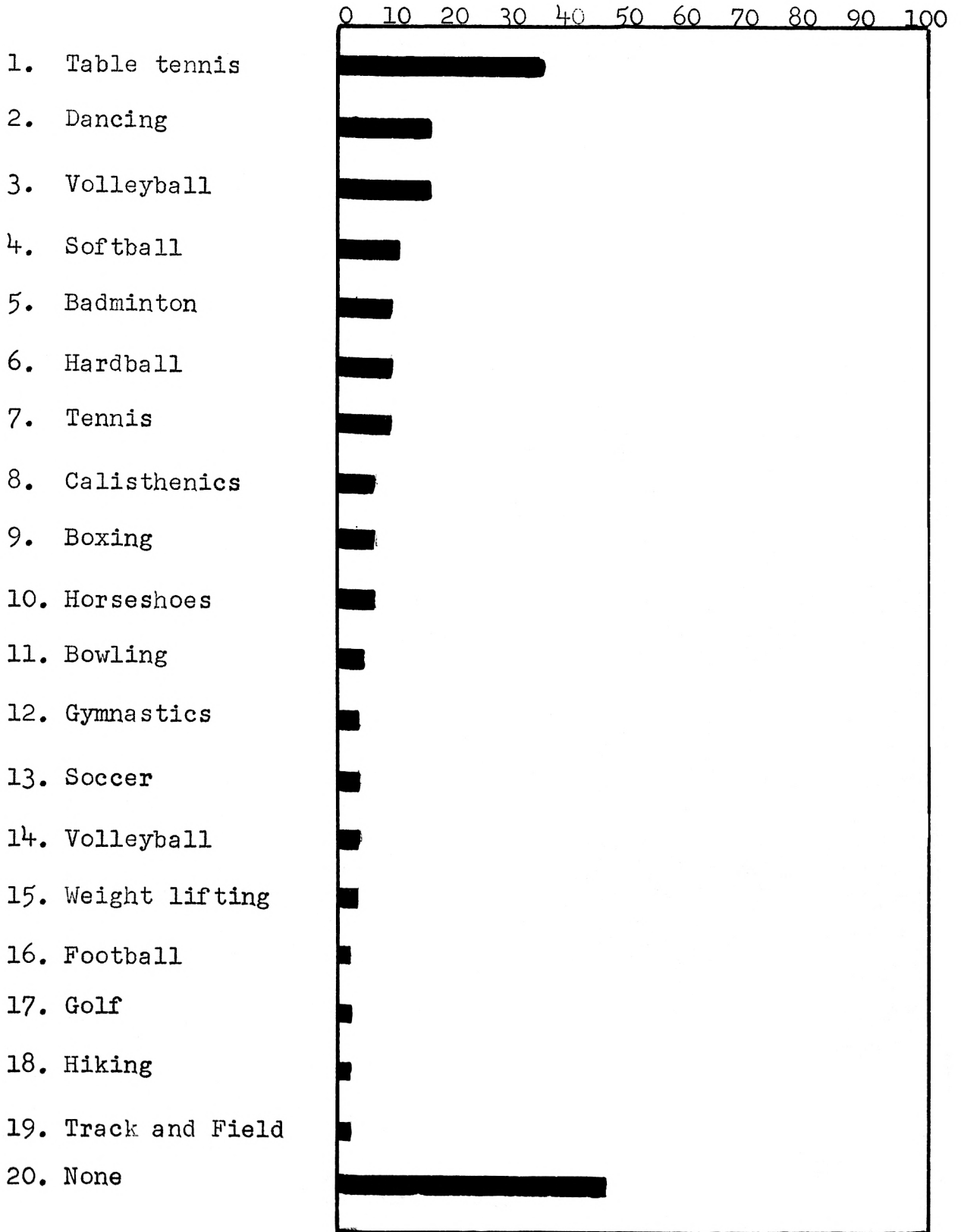


Fig. 42. Recreational sports offered by Kansas high schools, All schools.

Cities of the First Class

Atchison High School	Leavenworth High School
Hutchinson High School	Salina High School
Sumner High School Kansas City	Wichita North High School

Cities of the Second Class

Abilene High School	Manhattan High School
Beloit High School	McPherson High School
Caldwell High School	Neodesha High School
Cherryvale High School	Norton High School
Colby High School	Osawatomie High School
Council Groves High School	Ottawa High School
Emporia High School	Pratt High School
Hoisington High School	Seneca High School
Iola High School	Weir High School
Kingman High School	Yates Center High School
Liberal High School	

Villages and Rural Areas

Abbyville Rural High School	Arcadia Community High School
Admire Rural High School	Arma Community High School
Alexander High School	Athol Rural High School
Altamont Community High School	Auburn Rural High School
Americus Rural High School	Bancroft Rural High School

Fig. 43. High schools contributing.

Basehor Rural High School	Gove Rural High School
Bennington High School	Greenleaf High School
Blaine Rural High School	Hamilton Rural High School
Bluff City Rural High School	Hardtner High School
Brookville Rural High School	Haviland Rural High School
Buffalo High School	Healey Rural High School
Bushong Rural High School	Highland Rural High School
Canton High School	Holcomb High School
Cawker City High School	Howard High School
Centralia Rural High School	Inman Rural High School
Crawford County High School	Jewell City Rural High School
Clayton High School	Kensington High School
Clifton Rural High School	Kipp High School
Conway Springs High School	LaCrosse Rural High School
Corning Rural High School	Lakin Rural High School
Covert High School	Lansing Rural High School
Culver Rural High School	Lecompton Rural High School
Deerfield Rural High School	Leon Rural High School
Denison Rural High School	Leoville Rural High School
Dorrance Rural High School	Lillis Rural High School
Dunlap Rural High School	Lincolnvill High School
Edson High School	Logan High School
Elkhart High School	Lorraine Rural High School
Elmdale Rural High School	Lovewell Rural High School
Englewood High School	Lyndon High School
Erie High School	Maize High School

Fig. 43. High schools contributing,
continued.

Garfield Rural High School	Manter Rural High School
Matfield Green High School	Seaman Rural High School
McCracken High School	Severance Rural High School
McLouth Rural High School	Sharon Springs Comm. High School
Moline High School	Smith Center High School
Monumet High School	South Haven Rural High School
Morrowville Rural High School	Spivey Rural High School
Moundridge High School	Stanley Rural High School
Mullinville Rural High School	Strawn Rural High School
Munden Rural High School	Summerfield Rural High School
Nashville Rural High School	Syracuse High School
Oakley High School	Thayer High School
Onaga Rural High School	Towanda High School
Overbrook Rural High School	Udall Rural High School
Palco High School	Valley Center High School
Partridge Rural High School	Vesper High School
Peabody High School	Vinland Rural High School
Piedmont Rural High School	Wakefield Rural High School
Planeview High School	Walton High School
Prescott Rural High School	Washington Rural High School
Protection High School	Wayside High School
Ransom Rural High School	Westmoreland Rural High School
Richmond Rural High School	Whitewater High School
Robinson Rural High School	Williamsburg Rural High School
Roxbury High School	Wilson High School
St. Benedict High School	Winona High School
St. John High School	Zenda Rural High School
St. Marys Rural High School	Scott City Comm. High School

Fig. 43. High schools contributing,
continued.