

A STUDY OF THE STATUS OF PHYSICAL EDUCATION IN
CLASS A HIGH SCHOOLS IN THE STATE OF KANSAS

by

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INTRODUCTION

Purpose

The purpose of this report was to determine the status of physical education in the class A high schools in the state of Kansas as it existed in the school year 1964-65.

The information compiled in this study may be of some use to others in the field of physical education, particularly those who are high school physical education instructors. This report may help them in comparing their particular situation to the over-all picture of physical education as it exists. It may also enlighten prospective physical education teachers as to the conditions now present in the class A high schools.

Method of Study

An investigation for information concerning this subject proved to be futile. Some of the literature found was similar to the problem, but did not deal specifically with the class A high schools.

Using as a basis a questionnaire used in a master's report by Richard Towers, a simple short answer questionnaire was constructed in order to get the information necessary to write a report concerning the class A high schools in Kansas. The questionnaire was three pages in length and consisted of short answer questions pertaining to the size of the school, the program, the staff, and the facilities and equipment.

To become familiar with which schools were classified as A schools for inter-scholastic activities, reference was made to the Kansas State High School Activities Association Handbook.

Article IX. Section 1 states:

For interscholastic activities all member high schools shall be divided into three classes--AA, A and B. Class AA shall include the 56 high schools with the largest enrollments; Class A the next 64; and Class B the remainder. . . .

A list of the schools in this category was compiled from the class A state high school basketball tournament pairings.

The name of the principal of each class A high school was found in the Kansas Educational Directory. A questionnaire was mailed to each of these principals. A self-addressed, stamped envelope was included with the questionnaire.

After ten days, forty-five schools had returned the questionnaire. Nineteen follow-up letters which included another questionnaire were sent and this resulted in eleven more returns.

The answers to each question were recorded and the data compiled for use in writing this report.

Questionnaire Results:

Number mailed - - - - 64
 Number returned - - - - 56
 Per cent returned - - - 87.5

RESULTS AND DISCUSSION

The body of this report contains each question on the questionnaire followed by a table showing the results of the

answers to the question. An interpretation of the findings shown in the table follows.

Enrollment of Class A High Schools

The enrollment of the class A high schools in Kansas varied from a high of 630 students to a low of 252. There were 38 class A high schools with an enrollment of less than 400. This represented 68 per cent of the reporting schools. This left only 18 schools with an enrollment greater than 400. Of these 7 or 12.5 per cent of all the class A schools had an enrollment of over 500.

Table 1. Total school enrollment.

Groupings by size of school	Number of schools	Total Students enrolled
Above 500	7	3,895
499 - 450	2	920
449 - 400	9	3,745*
399 - 350	13	4,874
349 - 300	10	3,299
299 - 250	15	4,060
Total	56	20,793

*Two schools did not indicate the number of students enrolled. The 1964-65 Kansas Educational Directory was used to find the number of students enrolled in each of these schools.

A comparison between the number of boys and girls enrolled in physical education showed that there was not much variance. The enrollment of the boys ranged from a high of 223 to a low of 25. The range for girls was from a high of 230

enrolled to a low of 20 in one school.

As shown in Table 2, there were a total of 10,010 boys enrolled in the schools of which 4,212, or 42 per cent, were enrolled in physical education. There were 3,777 girls enrolled in physical education out of 9,188 total enrollment for a percentage of 41, just 1 per cent less than the number of boys.

The high percentage of boys and girls enrolled in physical education in the schools grouped from size 450 to 499 was due to the fact that one school in this group had 100 per cent of the girls and 223 of the 230 boys enrolled in physical education.

A more accurate table would have been possible if all of the schools would have given complete information as to the number of boys and girls enrolled in school and in the physical education classes.

Table 2. Number of boys and girls enrolled in physical education.

Groupings According to size of school	Total no. of boys enrolled in school	Total no. of boys in Phys. Ed.	Per cent	Total no. of girls enrolled in school	Total no. of girls in Phys. Ed.	Per cent
Over 500	2,084	905	43	1,822	816	45
499 - 450	490	281	57	430	278	64
449 - 400	1,250**	607*	49	1,263***	465**	37
399 - 350	2,294**	989*	43	2,230*	896*	40
349 - 300	1,709	648	38	1,590	631	40
299 - 250	2,203	782**	35	1,853	691*	37
Totals	10,010	4,212	42%	9,188	3,777	41%

*One school did not indicate number of students under this heading.

**Two schools did not indicate number of students under this heading.

***Three schools did not indicate number of students under this heading.

Program

In this section, questions were asked which covered the areas of health examinations, modified program, electives, grading system, inter-scholastic and intramural sports, and activities in the physical education program.

Question 1. Are health examinations required for students in physical education?

Table 3. Physical examination requirement.

Required	Number of schools	Per cent
Yes	19	34
No	37	66

Health examinations were required in 34 per cent of the schools. Thirty-seven, or 66 per cent, of the schools did not require an examination specifically for physical education. One school reported that a lung and heart check was given for girls but that the boys had no requirement. Another stated that only athletes were required to have a physical examination and that the school paid half of the bill.

Question 2. How often are health examinations required?

Table 4. When are health examinations given?

When given	Number of schools	Per cent
Annually	17	90
Entrance to High School	1	5
Each semester	1	5

Seventeen, or 90 per cent, of the schools requiring an examination indicated that an examination was given each year. One required the examination only upon entrance to high school, and another required one each semester. One school stated that health examinations were given only when there was an apparent physical defect. Another said that examinations were never given.

Question 3. Are health examinations given by the family physician?

Table 5. Who gives the examination?

Family physician	Number of schools	Per cent
Yes	15	79
No	3	16
Yes and No	1	5

In fifteen, or 79 per cent, of the nineteen schools requiring health examinations, the family physician administered the examination. One of the three schools in which the family physician did not give the examination indicated that the student could also have the family physician give an examination if so desired. In one school either the family physician or the school gave the examination.

Question 4. Does the physical education program include a corrective or modified program for those not qualified physically for the regular course?

Table 6. Corrective or modified program.

Program available	Number of schools	Per cent
Yes	19	34
No	37	66

Nineteen schools had some type of program for those not able to participate in the regular physical education class activities. This is the same number of schools that required a physical examination before participating in physical education. One school indicated that those unable to participate in the regular class were excused.

Question 5. How many students are enrolled in your modified program this year?

Table 7. Number of students enrolled in the modified program.

Number of students	Number of schools	Per cent
20	1	5
14	1	5
10	1	5
5	2	11
4	1	5
3	6	32
2	3	16
1	1	5
No indication	3	16

Three of the schools which stated they had a modified program gave no indication of the number of students enrolled. There were six schools that had three students in their modified program. The greatest number of students enrolled in a

modified class was twenty as indicated by one school. The total number of students benefiting from the modified program in the sixteen reporting schools was 83.

Question 6. Is a student allowed to elect from a group of activities in the regular required physical education course?

Table 8. Students permitted to elect activities.

Elect activities	Number of schools	Per cent
Yes	14	25
No	42	75

One-fourth or 14 of the 56 high schools permitted the students to elect from a group of activities. The remaining 75 per cent did not allow the students to choose the physical education activity in which they would participate.

Question 7. What are the fields of activities in which it is possible for students to elect?

Table 9. Electives which may be chosen.

Group of electives	Number of schools	Per cent
Team sports	14	100
Individual sports	14	100
Combatives	8	57
Rhythmics	6	43

All of the 14 schools permitting students to elect from a group of activities allowed the students to choose from the

area of individual and team sports. The students could choose combatives in 8 schools and rhythmic activities in only 6.

Question 8. What unit of credit is given for the physical education class per semester?

Table 10. Credit given per semester for physical education.

Credit given	Number of schools	Per cent
1/2	39	70
1/4	6	10
1	6	10
No reply	2	4
1/4 & 1/2	2	4
1/2 & 1	1	2

Thirty-nine schools, or 70 per cent, gave one-half credit per semester for physical education. Ten per cent gave one-fourth credit per semester and another 10 per cent gave one full credit. There were three schools that varied in the amount of credit given depending upon the phase of the physical education program in which the student was enrolled.

Question 9. Are participants in inter-scholastic sports given physical education credit?

Table 11. Physical education credit for participation in inter-scholastic sports.

Credit received	Number of schools	Per cent
Yes	9	16
No	46	82
No reply	1	2

Physical education credit was given to participants in inter-scholastic sports in nine of the fifty-five class A high schools answering this question. Eighty-two per cent of the schools did not give physical education credit for participation in inter-scholastic athletics.

Question 10. In what other activities may a student participate and receive credit in physical education?

Table 12. Activities other than inter-scholastic sports for which physical education credit is given.

Activities	Number of schools	Per cent
None	55	98
Health by correspondence	1	2

Only one school indicated that a substitution, other than participation in inter-scholastic athletics, was made for receiving credit in physical education. This substitute was a health course by correspondence which indicates that this may be offered only to students not attending the school on a full-time basis.

Question 11. How often do physical education classes meet each week?

Table 13. Periods per week physical education classes met.

Periods per week	Number of schools	Per cent
5	34	60
Alternate (3 one week, 2 next)	8	15
3 times and 5 times	7	12
3	3	5
2 1/2	2	4
4	1	2
No answer	1	2

Physical education classes met five times a week in thirty-four, or 60 per cent, of the schools. Three of the seven schools having classes meeting both three and five times a week indicated that the classes meeting five times a week were regarded as advanced classes. At one of the three schools in which classes met three times a week, the total amount of class time for the week is five hours.

Question 12. What is the length of the physical education class period in minutes? (Including dressing and showering time)

Table 14. Length of physical education class period.

Length of period	Number of schools	Per cent
50 - 54	5	9
55	26	46
56	2	4
57	8	14
58	6	11
60	7	12
65	1	2
2 hrs. twice a week		
1 hr. once a week	1	2

Forty-six per cent of the schools reporting had a physical education class period of 55 minutes. The shortest time allotted for class was a 50 minute period in two schools. The longest class period was 65 minutes, except for a unique situation in one school where the physical education class met for two hours at a time twice a week and for one hour on the third day.

Question 13. What factors determine the size of the classes?

Table 15. Factors determining class size.

Factors	Number of schools	Per cent
Number of students who need the course	39	70
Number of students per instructors	26	46
Facility accommodation	18	32

The most commonly used factor in the determination of the physical education class size was according to the number of students needing the course. Any one of the three or any combination of the three factors listed above accounted for deciding how many students would be in each physical education class.

Question 14. What factors are used in determining the grades for the physical education program?

Table 16. Factors determining grade in physical education.

Factors	Number of schools	Per cent
Attitude	52	93
Demonstration & performance test of skills	50	90
Knowledge tests covering activities studied	49	88
Attendance	46	82
Sportsmanship	42	75
Hygiene inspection	39	70
Achievement tests	38	68
Physical fitness	37	66

The attitude of the student was the most common factor in determining the students grade in physical education. All but four of fifty-six schools indicated this and three stated that over half of the students' grade was dependent upon his attitude. One school indicated that in the area of physical fitness and achievement tests the students' individual improvement was the most important in determining the grade. Other schools mentioned that leadership qualities and daily participation were considered. From these and other factors listed in Table 16, it may be concluded that there are many things taken into account when the students' grade in physical education is determined.

Question 15. What grading system is used in your school?

Table 17. Grading system used in schools.

Type of system	Number of schools	Per cent
A, B, C, D, F	52	92
S and U	2	4
A, B, C, D, F, & S, U	1	2
1, 2, 3, 4, 5	1	2

The grading system used in fifty-two, or 92 per cent, of the class A high schools was the A, B, C, D, F system. Two schools used the S & U system and only one graded on a basis of 1, 2, 3, 4, 5. One school reported that the A, B, C, D, F system was used for grading the boys, and the S & U for the girls.

Question 16. In which of the following inter-scholastic sports does your school participate?

Table 18. Inter-scholastic sports.

Sport	Number of schools	Per cent
Football	56	100
Basketball	56	100
Track and field	56	100
Golf	37	66
Cross-country	35	62.5
Wrestling	16	28.5
Tennis	16	28.5
Gymnastics	5	9
Baseball	4	7

All fifty-six class A schools had teams which participated inter-scholastically in football, basketball, and track.

Thirty-seven schools reported inter-school competition in golf.

Thirty-five schools participated in cross-country during the fall. The same number of schools, sixteen, had wrestling and tennis teams. Only four of the fifty-six schools reported that they fielded a team in baseball. This may partly be due to the fact that it would conflict with the other three spring sports. Also, the baseball program is usually handled outside of school, during the summer months. There was only one school that competed in all nine sports.

Question 17. What intramural activities are offered by your school?

Table 19. Intramural activities.

Activities	Number of schools	Per cent
Basketball	28	85
Volleyball	17	52
Touch football	6	18
Softball	6	18
Tennis	5	15
Table tennis	4	12
Badminton	3	9
Golf	1	3
Wrestling	1	3
Track	1	3
Soccer	1	3
Tumbling	1	3
Bowling	1	3
Dancing	1	3
Chess	1	3

Thirty-three of the class A schools offered an intramural program; twenty-three did not. A few of the schools had a complete program of activities, but most of them consisted only of basketball. This was the most popular activity, as twenty-

eight schools reported having basketball in the program. One school's intramural program consisted of only girls basketball. Next in popularity was volleyball, with seventeen schools including this activity. The other more prominent activities offered were: touch football, softball, tennis, table tennis, and badminton. Three schools reported that the junior high school students were included in the intramural program.

Question 18. What are the activities studied in your physical education program?

Table 20. Activities in physical education program.

Activities	Number of schools	Per cent
Volleyball	56	100
Tumbling	54	95
Basketball	53	93
Gymnastics	51	91
Touch football	47	84
Track	46	82
Badminton	46	82
Wrestling	42	75
Soccer	37	66
Dancing	32	57
Tennis	31	55
Archery	30	53
Golf	22	39
Speedball	22	39
Swimming	7	12
Bowling	7	12
Softball	3	5
Low Organization games	3	5
Table tennis	2	4
Shuffleboard	2	4
Weight training	2	4
Handball	1	2
Horseshoes	1	2
Deck tennis	1	2
Marching	1	2
Physical fitness testing	1	2

The only activity offered in physical education by 100 per cent of the schools was volleyball. The next three most popular activities were tumbling, basketball, and gymnastics. Each was included in over 90 per cent of the schools. Touch football, track, badminton, and wrestling were next in line. Other activities offered by over one-third of the schools were soccer, dancing, tennis, archery, golf, and speedball. Only three schools indicated that softball was included in the physical education program. The probable reason for this was because softball was omitted from the list of activities to be checked and would have had to have been written in under other activities.

Question 19. Is health included in the high school curriculum?

Table 21. Health in the high school curriculum.

Health included	Number of schools	Per cent
Yes	51	91
No	5	9

Fifty-one schools reported that health was taught at the high school level. Two schools indicated that health was included only as part of physical education. One school stated that health was taught only one semester. Five schools did not include health in the high school curriculum.

Question 20. List the aspects of health studied in your school.

Table 22. Aspects of health studied in schools.

Aspects studied	Number of schools	Per cent
No answer	23	45
General Health	18	35
First Aid, Hygiene, Diseases, Anatomy & Physiological Processes	5	10
Narcotics, Tobacco, Alcohol, Sex Education, Grooming & Cleanliness	3	6
Physical and Mental Well Being	2	4

Twenty-three schools made no attempt to answer this question. Another eighteen simply designated that a general health program was offered. Only twenty per cent of the schools listed the specific aspects of health taught in the program. Some of the topics included were: first aid, hygiene, anatomy, physiological processes, narcotics, tobacco, alcohol, sex education, and mental health.

Facilities and Equipment

Many graduates in physical education are unaware of the facilities and equipment as they actually exist in the high schools. It is hoped that the findings in this section will give a clearer picture as to the present existing conditions in the class A high schools.

Question 1. How much money was budgeted for the 1964-65 school year for physical education?

Table 23. Money budgeted for physical education.

Amount in dollars	Number of schools	Per cent
No answer	17	30
Not known	5	8.5
No set budget (amount)	8	14
No separate budget	1	2
2,500	1	2
1,200	2	4
1,000	5	8.5
700	1	2
600	1	2
500	7	12
400	3	5
300	2	4
218	1	2
200	1	2
100	1	2

As shown in Table 23, this question was not answered by seventeen of the schools and another five indicated that they did not know the amount budgeted. Eight schools had no set budget and were allowed whatever amount was needed. In the twenty-five schools that reported a set budget, the funds available ranged from a high of 2,500 dollars in one school to a low of 100 dollars in one school. Five schools reported a budget of 1,000 dollars and seven had a budget of 500 dollars. Only eight of the reporting schools had a budget less than 500 dollars.

Question 2. How many outside play fields are available for physical education?

Table 24. Outside play fields for physical education.

Number of play fields	Number of schools	Per cent
0	2	4
1	11	20
2	21	36
3	10	18
4	9	16
5	1	2
Unlimited	1	2
No answer	1	2

Thirty-six per cent of the schools reported two play fields available for use in physical education. Only two schools indicated no outside play fields for physical education classes. On the other hand, one school reported that the play area was unlimited. Eleven schools, or 20 per cent, had one play field and nineteen schools had from three to five fields available for classes.

Question 3. Do you have a swimming pool?

Table 25. Number of swimming pools in class A high schools.

Pool	Number of schools	Per cent
Yes	2	4
No	54	96

Two of the class A high schools had swimming pools. However, five schools indicated that the city pool was used by the school for classes. As shown in Table 20, seven schools included swimming in the physical education program.

Question 4. Are boys and girls physical education classes scheduled at the same period?

Table 26. Scheduling of boys and girls physical education classes.

Scheduled same period	Number of schools	Per cent
Yes	21	37.5
No	35	62.5

Boys and girls classes were scheduled at the same period in twenty-one, or thirty-seven and one half per cent of the schools. One school indicated that the classes were scheduled together only for advanced work. In another school the classes met at the same time one period a day. In thirty-five schools the boys and girls physical education classes were not scheduled at the same time.

Question 5. Do you have a separate gymnasium for boys and girls?

Table 27. Separate gymnasium for boys and girls.

Separate gymnasium	Number of schools	Per cent
Yes	12	21.5
No	44	78.5

Forty-four or 78.5 per cent of the class A high schools did not have a separate gymnasium for boys and girls classes. Twelve of the schools indicated that separate gymnasiums were available for boys and girls.

Question 6. How is the situation handled if boys and girls classes are scheduled at the same period?

Table 28. Method used when only one gym is available.

Method used	Number of schools	Per cent
No gym division	8	44
Classes meet on alternate days	6	33
Alternate days of health and gym	3	17
Folding doors (partition)	1	6

In eight of the schools not having a separate gymnasium for boys and girls, there was no gym division during the class period. Six schools alternated the days on which classes met in order to avoid a conflict. Three schools alternated the physical education and health classes.

Question 7. What personal equipment is furnished by your school for physical education classes?

Table 29. Personal physical education equipment furnished by school.

Equipment furnished	Number of schools	Per cent
Soap	45	80
Combination lock	38	68
Towel	35	62.5
Gym suits	9	16
Supporter, socks	4	7
T-shirt (boys)	1	2
Nothing	3	5
No answer	2	4

Eighty per cent, or forty-two of the schools furnished soap for the physical education classes. A towel was furnished by thirty-five of the schools. A combination lock was provided in thirty-eight, or sixty-eight per cent of the schools. Three schools indicated that none of the above were furnished for students in physical education. Gym suits, supporters and socks were furnished by a few schools.

Question 8. Are students charged a fee for using equipment?
If so, how much?

Table 30. Rental fee for use of equipment.

Is a fee charged	Number of schools	Per cent	Number of schools	Cost in dollars
Yes	22	39	2	3.50
No	27	49	2	3.00
Included as part of book rental	3	5	3	2.50
No answer	4	7	1	2.00
			4	1.50
			4	1.00
			1	.25
			3	No ans.

Twenty-five of the 52 reporting schools charged a rental fee for the use of equipment. Three of the schools had no specific fee as such, but included it as part of the book rental fee. The amount charged ranged from \$3.50 as reported by two schools, to a low of twenty-five cents in one school. One school required a \$2.00 deposit, of which seventy-five cents was refunded at the end of the year.

Question 9. What type of system is used for storing physical education clothes?

Table 31. System used for storing physical education clothes.

System used	Number of schools	Per cent
Individual lockers	37	66
Self-service basket with lock	25	45
Check out basket	15	27

Thirty-seven, or 66 per cent of the schools reported that individual lockers were used as part of or as the only system in storing physical education clothes. In fifteen schools the baskets were checked out from the cage and were either returned to the cage with clothes or stored in an individual locker during the physical education class period. A self-service basket with a lock, which in some cases was taken to an individual locker, was provided in twenty-five schools.

Question 10. Do you launder your own equipment in your school?

Table 32. Laundering physical education equipment.

School does laundering	Number of schools	Per cent
Yes	22	39
No	34	61

Twenty-two, or 39 per cent, of the class A high schools laundered their own physical education equipment. One school reported that not only all of the school's equipment was laundered but that the student's was also done by the school.

Another stated that the athletic equipment was laundered, but not the physical education. Thirty-four schools did not launder the physical education equipment.

Question 11. Do you feel the facilities and equipment in your school are adequate? If not, then how can they be improved?

Table 33. Facilities and equipment and their improvement.

Need for improvement	Number of schools	Per cent	Type of improvement	Number of schools
Yes	25	45	No indication	4
No	30	53	Additions to existing facilities	6
			All new facilities	1
			Outdoor facilities	2
			More equipment	8
			More storage room	3
			More money	3
			Locker space	4
			Larger staff	1
			Larger gym	2
			New gym	1

Thirty, or 53 per cent of the schools indicated that the present facilities were adequate as they presently existed. Forty-five per cent of the schools reported that some type of improvement should be made to the existing facilities. Eight schools indicated a need for more equipment in the physical education program. Six schools did not state specifically what improvement could be made but expressed the need for additions

to the existing facilities. Four schools which reported a need for improvement gave no indication as to what would help the situation.

Staff

The first few questions of this section pertain to the staff and ask for information concerning certain aspects as they currently exist. The remaining questions enable the instructor to express his opinion on the particular phase of the physical education program referred to by each question.

Question 1. How many physical education instructors are there in your school?

Table 34. Number of physical education instructors.

Number of instructors	Number of schools	Per cent
1	1	2
2	37	66
3	16	28
4	1	2
5	1	2

As shown in Table 34, sixty-six per cent of the schools had two physical education instructors. Sixteen, or twenty-eight per cent indicated that there were three instructors. Only three schools had less than two or more than three physical education teachers.

Question 2. Does each instructor have a major in the field of physical education?

Table 35. Major in field of physical education.

Instructors have major	Number of schools	Per cent
Yes	49	87
No	6	11
No answer	1	2

Eighty-seven per cent of the schools reported that each physical education instructor had a major in that field. Six schools indicated that not all of the physical education instructors had a major in physical education.

Question 3. Do physical education instructors have coaching duties?

Table 36. Coaching duties for physical education instructors.

Have coaching duties	Number of schools	Per cent
Yes	52	93
No	4	7

In ninety-three per cent of the schools, the physical education instructor had coaching duties. One school indicated that the coaching done by the physical education instructor was in the minor sports only. Four schools indicated that the physical education instructor did not coach any of the inter-scholastic sports.

Question 4. Do physical education instructors direct the intramural program?

Table 37. Responsibility for intramural program.

Physical education instructor responsible	Number of schools	Per cent
Yes	18	54.5
No	15	45.5

Eighteen of the thirty-three schools offering an intramural program indicated that the physical education instructor was responsible for directing the program. In fifteen of the schools the physical education instructor was not in charge of the intramural program.

Question 5. Do physical education instructors teach other subjects besides physical education?

Table 38. Subjects taught other than physical education.

Are other subjects taught	Number of schools	Per cent	Other subjects taught	Number of schools
Yes	46	82	Health	11
No	10	18	Driver Education	11
			History	10
			Social Science	10
			Science	9
			Mathematics	5
			Biology	4
			English	4
			Industrial Arts	2
			Psychology	2
			Government	2
			Business	1
			Commerce	1
			Counselor	1
			Drawing	1
			Home Living	1
			Physics	1
			Reading	1
			Sociology	1
			Study Hall	1

In forty-six, or eighty-two per cent of the schools, the physical education instructor not only taught physical education, but also taught other courses in the curriculum. The most common subjects taught were health and driver training as reported by eleven schools. Ten schools indicated that the physical education instructor taught history and social science. The other subjects reported as being most commonly taught by a physical education instructor were: science, mathematics, biology, English, industrial arts, psychology and government. One school reported that the physical education instructor was also the counselor.

Question 6. How many clock hours per week does the average physical education staff member spend in the performance of all his duties?

Table 39. Hours per week spent on job by physical education instructors.

Hours per week	Number of schools	Per cent
15 - 24	4	7
25 - 34	11	20
35 - 44	13	23
45 - 54	15	27
55 - 64	5	9
No answer	8	14

The amount of time spent by the physical education instructor in the performance of his duties, as reported by fifteen schools, fell between 45 and 54 hours per week. Eight of the schools listed fifty hours as being the time spent on the job.

Seven schools indicated that thirty hours were spent and six schools reported forty. The range was from a high of sixty hours reported by three schools, to a low of fifteen reported by two.

Question 7. How many classes of physical education do you feel you can effectively teach a day?

Table 40. Number of classes per day which can be effectively taught.

Number of classes	Number of schools	Per cent
3	4	7
4	6	11
5	30	53
6	14	25
7	1	2
No answer	1	2

In thirty schools, it was thought that the physical education instructor could effectively teach five hours a day. Fourteen schools indicated that six class periods could be effectively handled. This represented one-fourth of the schools. There were six schools that reported four classes as being a sufficient amount. Only one school believed that seven classes could be effectively taught in one day.

Question 8. What do you feel is the ideal class size for physical education?

Table 41. Ideal physical education class size.

Class size	Number of schools	Per cent
15 - 20	12	21.5
21 - 25	27	48.0
26 - 30	12	21.5
31 - 35	2	4.0
36 - 40	3	5.0

The ideal class size for physical education reported by forty-eight per cent of the schools fell between twenty-one and twenty-five students per class. Nineteen of the schools in this section felt that the classes should be limited to twenty-five students. Fifty-one schools indicated that the classes should not be larger than thirty. The range was from forty students to a low of fifteen. In some cases the ideal number of students for a particular class would depend upon the activities being taught.

Question 9. Do you feel that coaches should be physical education instructors?

Table 42. Opinions of physical education teachers as to whether or not coaches should be physical education instructors.

Opinion	Number of schools	Per cent
Yes	32	57
No	23	41
No answer	1	2

It has been indicated from conversations with administrators that coaches when teaching physical education, have a

tendency to neglect the physical education program in favor of developing the athletic team he coaches. To refute this point, thirty-two schools indicated that they felt the coaches should also be the physical education instructors. On the other hand, there were forty-one per cent of the schools which thought that coaches should not instruct the physical education classes. One school indicated that if the instructor coached more than one major sport he should not be in charge of physical education. Another school reported that the physical education instructor should be a coach only on a voluntary basis.

Question 10. Do you think health should be taught beyond the ninth grade?

Table 43. Health taught beyond the ninth grade.

Should be taught	Number of schools	Per cent
Yes	37	66
No	19	34

As shown in Table 43, two-thirds of the schools felt that health should be taught beyond the ninth grade. Nineteen schools did not feel that a health course was needed after the ninth grade. One school reported that the students were exposed to the same material in science that would be studied in health. Another school indicated that enough health could be included in other courses.

Question 11. Do you think there should be coeducational activities in the physical education curriculum?

Table 44. Coeducational activities in the physical education curriculum.

Activities should be included	Number of schools	Per cent
Yes	38	68
No	18	32

There were eighteen schools that did not believe coeducational activities should be a part of the physical education program. Thirty-eight, or sixty-eight per cent of the schools thought that coeducational activities should be included. Five of these schools stated that the activities should be on a limited basis.

Question 12. Do you think there should be special classes for the handicapped student in high school?

Table 45. Special classes for handicapped students.

Should be classes	Number of schools	Per cent
Yes	50	89
No	6	11

Eighty-nine per cent of the schools indicated that they thought there should be special classes for the handicapped student. However, only nineteen, or slightly over one-third of the schools provided such a program. Six schools stated

that these classes should be conducted only if there were facilities available and a sufficient number of handicapped students to participate in such a program.

Question 13. Do you feel the physical education experiences in your high school are providing opportunities for developing effective citizens for today's society?

Table 46. Class experiences providing desirable opportunities.

Providing opportunities	Number of schools	Per cent
Yes	51	91
No	3	5
Yes and no	2	4

Fifty-one of the fifty-six reporting class A high schools felt that their physical education program was providing opportunities for the students to develop into effective citizens. One school stated that this opportunity is provided but that most of the students do not take advantage of it. Four schools indicated that there is room for improvement. One of the schools that answered both yes and no believed that physical education was providing this opportunity for the boys, but not for the girls. Only three schools did not think that their physical education program was helping prepare the students to become better citizens in society.

SUMMARY

There were 64 class A high schools in the state of Kansas. The information compiled in this study was gathered from the 56 schools which returned the questionnaire.

The enrollment of the schools ranged from 630 to 252. Thirty-eight schools had an enrollment of less than 400 students. Forty-two per cent of the boys and 41 per cent of the girls that were enrolled in the class A schools participated in the physical education program.

Health examinations were required in 34 per cent of the schools before the student was allowed to participate in physical education. In ninety per cent of these schools, the examinations were given each year.

Nineteen schools included a program for the handicapped student who was unable to participate in the regular physical education class. A total of eighty-three students were enrolled in some type of modified program during the school year 1964-65.

Students were not allowed to elect physical education activities in 75 per cent of the schools. In fourteen schools the students were permitted to elect activities from individual or team sports, combatives, and rhythmic.

Seventy per cent of the schools gave one-half credit per semester and another six gave one full credit. Credit in physical education was given for participation in interscholastic sports by nine or 16 per cent of the fifty-five

reporting class A high schools.

In sixty per cent of the schools, the physical education classes met five times a week. Eight schools alternated the days and in seven, some of the classes met three times a week and other ones met every day.

The amount of time most frequently allotted for physical education was fifty-five minutes. This included dressing and showering time.

In 70 per cent of the schools, the number of students needing to take the course was a factor in the determination of the physical education class size. Consideration was also given to the number of students per instructor and the facility accommodation in many of the schools.

The attitude of the student was the most common factor in determining the students grade in physical education as indicated by 93 per cent of the schools. Other aspects considered by most of the schools in determining the grades were: demonstration and performance test of skills, knowledge tests covering the activities studied, attendance, sportsmanship, hygiene inspection, and physical fitness of the individual.

The three types of grading system used in the schools were the A, B, C, D, F, system, 1, 2, 3, 4, 5 or S & U. The most popular by far was the A, B, C, D, F, system which was used by 92 per cent of the schools. Only one school used the 1, 2, 3, 4, 5 system and two graded using S & U.

The class A schools compete in nine of the ten inter-

scholastic sports in Kansas. No class A school competed in swimming. All fifty-six reporting schools had teams which participated in football, basketball, and track. There was only one school that competed in nine of the sports.

There were thirty-three class A high schools which offered an intramural program. Twenty-three had no program at all. The two most commonly offered activities were basketball and volleyball. Some of the other sports in the program were touch football, softball, tennis, badminton, and table tennis.

The activity covered in 100 per cent of the physical education programs was volleyball. The next three most popular activities to be included were tumbling, basketball, and gymnastics. Other major activities were touch football, track, badminton, wrestling, soccer, tennis, dancing, and archery. Bowling and swimming were offered as part of the physical education program in seven schools.

Health was included in the curriculum by 91 per cent of the high schools. Some of the specific aspects studied were alcohol, narcotics, tobacco, sex education, first aid, anatomy, physiological processes and mental health.

Seventeen schools did not answer the question pertaining to the amount of money budgeted for physical education and five schools stated that they did not know the amount. The budget ranged from a high of \$2,500 to a low of \$100 in the twenty-five schools that indicated a set budget.

Seventy-four per cent of the schools had at least two play

fields available for physical education. Only two schools did not have an outside play field for the physical education classes.

There were two class A high schools that had a swimming pool. However, five schools indicated that the city pool was used by the school for classes.

Forty-four of the fifty-six schools reported that they did not have a separate gymnasium for boys and girls. In the schools where boys and girls classes were scheduled at the same time, and a separate gym was not available, the situation was handled in various ways. Eight schools reported that there was no gym division and in six of the schools the classes met on alternate days.

Eighty per cent of the schools furnished soap for the physical education classes. A towel and combination lock were also provided by a majority of the schools. The fee charged for the use of this equipment ranged from \$.25 to \$3.50.

Twenty-two schools reported that they laundered their own physical education equipment. This left thirty-four, or 61 per cent, of the schools that used other means outside the school to launder this equipment.

Individual lockers were available for use in sixty-six per cent of the schools as a means for storing physical education clothes. The self-service basket system was used in twenty-five schools. In some of the schools it was used in conjunction with individual lockers as was the check out basket

system.

Fifty-three per cent of the schools indicated they felt that the present facilities for physical education were adequate. Thirty of the reporting schools did not think the facilities available were sufficient to handle the classes. Some of the improvements listed that could be made were: more equipment, storage room, and money; additions to existing facilities; all new facilities; larger staff; larger gym; and more locker space.

Sixty-six per cent of the schools reported that they had two physical education instructors. Sixteen, or 28 per cent, had three instructors. Eighty-seven per cent of the schools indicated that the physical education instructor had a major in that field and in 82 per cent of the schools taught other subjects besides physical education.

The subjects most commonly taught were health, driver education, history, social science, science, and mathematics.

In addition to this the physical education instructors had coaching duties in fifty-two or 93 per cent of the reporting schools. Regardless of this fact, only thirty-two of the schools indicated that they thought the coach should be the physical education instructor.

In eighteen of the thirty-three schools offering intramurals, the physical education instructor was in charge of the program.

The number of hours per week spent by the physical

education instructor in the performance of all of his duties ranged anywhere from fifteen to sixty hours. In fifteen schools this fell between forty-five and fifty-four hours, with the greatest number of schools reporting fifty hours as the amount of time spent per week.

Thirty schools thought that the physical education could effectively teach five hours a day. One-fourth of the schools indicated that six periods could be taught per day.

The ideal class size as reported by sixty-nine per cent of the schools was between twenty-one and thirty. The class size thought to be ideal ranged from 15 students to as many as forty.

Sixty-eight per cent of the schools felt that there should be coeducational activities in the physical educational program, and eighty-nine per cent thought that special classes should be provided for the handicapped student who is unable to participate in the regular activities.

Only three of the fifty-six reporting schools indicated that they did not feel the physical education program in their school was providing the students with opportunities for developing into effective citizens.

CONCLUSIONS

The conclusions concerning the class A high schools in the state of Kansas are as follows:

Forty-two per cent of the boys and forty-one per cent of

the girls in the class A schools were enrolled in physical education.

Approximately one-third of the schools required a physical examination for students in physical education. The same number of schools, nineteen, had a modified physical education program for the handicapped students.

In one-fourth of the schools the students could elect from a group of activities offered in the program.

Except for in a few cases, physical education credit was not given for participation in activities other than the regular physical education class.

In sixty per cent of the schools the physical education class met every day. Fifty-five minutes was the length of the class period in forty-six per cent of the schools.

The factors used for determining class size were the number of students who need the course, the number of students per instructor and how many students the facilities could accommodate.

Many things were taken into account to determine the students grade in physical education. Attitude was the most common factor mentioned.

The A, B, C, D, F system of grading was used by 92 per cent of the schools.

All fifty-six schools had teams that competed inter-scholastically in football, basketball, and track. Approximately two-thirds of the schools had golf and cross country teams and

almost one-third competed in wrestling and tennis.

Volleyball and basketball were the activities most commonly offered in the thirty-three schools that had an intramural program.

The physical education programs consisted mostly of volleyball, tumbling, basketball, gymnastics, touch football, track, badminton, wrestling, soccer, dancing, tennis, and archery.

Ninety-one per cent of the schools included health in the curriculum.

The budget for physical education in the reporting schools ranged from \$2,500 to \$100.

Two class A high schools had their own swimming pool. Twelve schools had a separate gymnasium for boys and girls. In those that didn't the classes met together or on alternate days when scheduled at the same time.

A towel, soap, and a lock were furnished by most schools on a rental basis ranging from \$.25 to \$3.50.

One, or a combination, of the following systems were used to store physical education clothes: individual lockers, self-service basket with a lock, or check out basket.

Approximately forty per cent of the class A schools had facilities available to launder their physical education equipment.

About one-half of the schools thought that present existing facilities for physical education were adequate.

The physical education instructor had coaching duties in

ninety-three per cent of the schools. Yet only fifty-seven per cent of the schools indicated that they thought the coach should be the physical education instructor. In a little over fifty per cent of the schools having intramurals, the physical education instructor was in charge of the program.

In many schools the physical education instructor also taught other subjects.

Most physical education instructors spent between forty-five and fifty-four hours a week in the performance of all his duties. It was thought by most schools that the physical education teacher could effectively teach five classes per day. The class size indicated as being ideal was one which had between 21 and 25 students.

Sixty-eight per cent of the schools felt that coeducational activities should be included in the physical education program. Eighty-nine per cent indicated that special classes should be made available in physical education for the handicapped student.

Over ninety per cent of the schools believed that they were providing opportunities for students to develop into effective citizens in today's society through the physical education program.

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A STUDY OF THE STATUS OF PHYSICAL EDUCATION IN
CLASS A HIGH SCHOOLS IN THE STATE OF KANSAS

by

FRANK GEORGE KAVANAUGH

B. S., Kansas State University, 1964

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Physical Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1965

The purpose of this report was to determine the status of physical education in the class A high schools in the state of Kansas for the school year 1964-65.

The information compiled in this study may be of some use to others in the field of physical education, particularly those who are concerned with physical education at the high school level. This report may help them in comparing their particular situation to the over-all picture of physical education as it exists. It may also enlighten prospective physical education teachers as to the conditions now present in the class A high schools.

An investigation for information concerning this subject proved futile. Some of the literature was related to the problem, but was not concerned specifically with the class A high schools.

A three page short answer questionnaire was constructed in order to get the information necessary to write the report. It consisted of questions pertaining to the size of the school, the program, the staff, and the facilities and equipment.

The name of the principal of each class A school was found in the Kansas Educational Directory. A questionnaire, with a self-addressed, stamped envelope, was sent to each of these principals.

Within ten days, forty-five of the questionnaires had been returned. A follow-up letter and questionnaire sent to nineteen schools resulted in eleven more returns. The total

number returned was fifty-six of sixty-four, or 87.5 per cent.

As shown in this study the enrollment of the class A high schools ranged from 630 to 252 students. Sixty-eight per cent of the high schools had an enrollment of less than 400 students. Forty-two per cent of the boys and forty-one per cent of the girls were enrolled in physical education.

Thirty-four per cent of the schools required health examinations for the students participating in physical education. Nineteen schools had a program for the handicapped students who could not take part in the regular class activities.

In one-fourth of the schools, the student could elect from a group of activities in the physical education program.

One-half credit per semester was given for physical education by seventy per cent of the schools. Credit in physical education for participation in extra-class activities was given by nine schools.

The physical education class met five times a week in sixty per cent of the schools. The factors taken into consideration in determining the class size were: the number of students needing the course, the number of students per instructor, and the facility accommodation.

There were many factors used in determining the student's grade. The one used most commonly was attitude.

Class A schools competed in nine of the ten inter-scholastic sports in Kansas. All of the schools competed in football, basketball, and track.

The two activities played in most of the intramural programs were volleyball and basketball. The physical education classes included these two activities and others; some of which were: tumbling, gymnastics, touch football, track, badminton, wrestling, and soccer.

Health was included in the curriculum by 91 per cent of the high schools.

In the twenty-five schools reporting a set budget for physical education, the amount ranged from \$100 to \$2,500.

Seventy-four per cent of the schools had at least two outside play fields available and two schools had a swimming pool.

Only two out of every ten schools had a separate gymnasium for boys and girls. The schools not having these facilities either alternated the days of physical education or had no gym division when classes were scheduled at the same time.

A towel, soap, and combination lock were provided on a rental basis, ranging from \$.25 to \$3.50, by the majority of schools.

Twenty-two schools reported that they launder their physical education equipment.

The systems used in storing physical education clothes were: individual lockers, self-service basket with lock, or check out basket.

Fifty-three per cent of the schools indicated they felt that the present facilities were adequate for a good physical

education program.

In eighty-two per cent of the schools the physical education instructor also taught other subjects. Coaching duties were performed by the physical education instructor in 93 per cent of the schools, yet only 57 per cent of the schools indicated that they thought the coach should be the physical education teacher.

The ideal class size for physical education was thought to be between twenty-one and twenty-five.

Coeducational classes in some activities was looked upon favorably by 68 per cent of the schools.

Only three of the fifty-six schools did not think that their school was providing opportunities in the physical education classes through which the students could develop into effective citizens in today's society.