

THE UNIVERSITY OF OKLAHOMA  
GRADUATE COLLEGE

A SURVEY OF THE PROFESSIONAL QUALIFICATIONS, RESPONSIBILITIES, INADEQUACIES, AND NEEDS OF WOMEN PHYSICAL EDUCATION TEACHERS IN KANSAS SECONDARY SCHOOLS  
WITH IMPLICATIONS FOR TEACHER EDUCATION

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WITH IMPLICATIONS FOR TEACHER EDUCATION

CHAPTER I

INTRODUCTION

Historical Background

The philosophy and ideals of Greek education in the fifth century B. C. and the significance which the Greeks attached to physical education in training the mind, body, and spirit still exert an influence upon physical education programs today.<sup>1</sup> The flaw in their almost perfect program was that only about 20,000 of the total population of approximately 200,000, or about ten per cent, were male adult citizens and thus eligible for this training.<sup>2</sup> The Greek ideal was complete and harmonious development and fullness of living. This is actually not too far removed from our

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<sup>1</sup>Eugene W. Nixon and Frederick W. Cozens, An Introduction to Physical Education (Philadelphia: W. B. Saunders Co., 1952), p. 24.

<sup>2</sup>Ibid., p. 26.



present aim.<sup>3</sup>

The Romans contributed very little to today's program of physical education. Their program was concerned with training as it developed efficiency in military activities. They attributed little worth to the individual, but valued the human being only in relation to his value to the state.

The Germans contributed a system of gymnastics under the leadership of GutsMuths and Jahn. From this system evolved the Turnverein societies, many of which are still flourishing in the United States as well as in Germany today. These societies commonly are called "Turner Societies." While their gymnastics were very good, the sessions were conducted with militaristic methods.

During this early developmental period in American physical education, the German system came into conflict with the Swedish system, developed originally by Ling. This Swedish system was supposed to have a scientific basis in studies of human anatomy. In many of the present day gymnasiums in our American schools, we find a compromise as a result of the controversy which raged for several decades over the relative merit of these two systems. We find the German horses, bucks, parallel and horizontal bars, and the Swedish stall bars, booms, climbing ladders, poles, balance

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<sup>3</sup> Delbert Oberteuffer, Physical Education (New York: Harper and Brothers, 1956), p. 10.

boards, and incline ropes. Light apparatus, such as wands, Indian clubs, and dumb-bells, is also common.

The German and Swedish systems of gymnastics were developed among foreign peoples and under social and political conditions never tolerated in America.<sup>4</sup> They have little or no meaning for children and are militaristic in origin and in methods.

The British influence upon American programs of physical education was very great. The founders of our country, being largely of British ancestry, brought with them the age-old English traditions and love of sports which no scholastic or puritanical regulations were ever able to obliterate. It is out of this British heritage of sports, more than from any other source, that the present-day program of physical education has developed.

During the past thirty-five to forty years, our American system of physical education has been evolving. Its bases are in the fields of sociology, biology, and psychology.<sup>5</sup> It abandons the theory of formal discipline; it suggests that learning and development come about through the individual's own activities rather than through a regime imposed from above. Young men and women, it is assumed today, need help in understanding the role each is to play in

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<sup>4</sup>Nixon and Cozens, op. cit., p. 32.

<sup>5</sup>Ibid., p. 33.

today's society. They need help in accepting their bodies as instruments of expression "to be cultivated and given intelligent care as the sole means of experience in living."<sup>6</sup> An interested attitude on the part of the learner is essential to progress. The teacher is regarded as a leader rather than a drillmaster or dictator who barks out commands which students execute as robots or puppets.

Today's physical education programs have no place for exercises done to commands, except for a few special purposes. Formal or invented movements are used only in the correction of physical defects. Instead, the present programs undertake to furnish skilled and intelligent leadership of children and youth in age-old activities of the human race, activities which have meaning and significance, which allow for mental activity, which promote wholesome self-expression, and which offer desirable social training in a democracy.

#### Need for the Study

The 1956 President's Conference on Fitness of American Youth has re-emphasized the importance of public school physical education programs and has spotlighted the teachers and leaders who implement these programs. Among many key

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<sup>6</sup> Rosalind Cassidy, New Directions in Physical Education for the Adolescent Girl (New York: A. S. Barnes and Co., Inc., 1938), p. 19.

questions posed for the conference members, there were particular questions raised concerning the personnel conducting fitness programs for American youth today and concerning the content of these programs. Is there a shortage of qualified personnel? What personnel are needed for the various programs for boys and girls in the different age groups? What should be the content of the physical education programs for these boys and girls? How can teachers and leaders of these programs be selected and appropriately trained? The conference itself then centered around the two emphases: (1) the public school physical education program and (2) the selection and preparation of teachers and leaders in the field of physical education.<sup>7</sup>

Concern for the teacher training programs in the field of physical education is, however, not new. Attempts at evaluation of these programs have been made many times throughout the past thirty to forty years. Permanent committees on standards for the training of physical educators were recommended as early as 1913 by the Middle West Society of Physical Education and Hygiene. The aims of physical education and curriculum content were the main areas of emphasis in a conference on professional training in physical

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<sup>7</sup>The President's Council on Youth Fitness, Fitness of American Youth, A Report to the President of the United States on the Annapolis Conference (Washington, D. C.: Superintendent of Documents, 1956), p. 36.

education held by the United States Bureau of Education in 1927. Curriculum studies were reported in 1929 indicating what courses were being required in institutions then purporting to offer a degree in physical education. Standards to be used in the evaluation of institutions training physical education teachers were presented in 1935 as a result of studies throughout the four years preceding the report itself. These standards were presented in 1939 in revised form as the Platform of the American Association for Health, Physical Education, and Recreation.

Unfortunately, these curricular evaluations and subsequent changes in professional education in the field of physical education have not always seemed to reflect the constantly changing functions and activities of teachers in the field. Many of the professional education programs have been developed apart from the realities of teaching problems and responsibilities. As a result, there is a growing concern that the nature of the work being done and to be done should become an important factor in the setting up of any professional curriculum. Snyder and Scott<sup>8</sup> emphasize the need for a survey to determine the number, kind, and scope of the functions performed by personnel in the various fields of physical education. Only as we ascertain the

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<sup>8</sup>Raymond A. Snyder and Harry A. Scott, Professional Preparation in Health, Physical Education, and Recreation (New York: McGraw-Hill Book Co., Inc., 1954), p. 81.

various factors affecting teachers in the field can we determine at least in part the competencies needed.

To date, no comprehensive study of the professional status of women teachers of physical education throughout the state of Kansas has been reported in the literature or placed on file in the state office of education. Kansas has not had and does not now have the advantage of state leadership in the field of physical education. Therefore, it was believed timely to make a survey of women teachers of physical education in Kansas secondary schools in order to gain information about their professional qualifications, responsibilities, and needs.

### The Problem

This study is designed to present detailed data concerning the professional status of women physical education teachers in secondary schools of first, second, and third class cities in Kansas. The purpose of the study is to gather and summarize information concerning these women physical education teachers and the physical education programs which they conduct and to relate these findings to current teacher education practices. This will involve an examination and analysis of the professional qualifications, the physical education facilities, the physical education program of activities, the non-instructional responsibilities, the undergraduate training inadequacies, and the

professional needs reported by these women physical education teachers. The results of this study should be a practical resource from which to gain insights into the kinds of teaching situations in which physical education teachers of Kansas are functioning and into the professional responsibilities for which the colleges and universities should be training them.

### Definition of Terms

It should be stated here that the classification of secondary schools used in this study is based upon the system set up by the Kansas State Department of Education. First class schools are those in cities of over 15,000 population. Second class schools are those in cities whose population ranges from 2,000 to 15,000. Third class schools are those in towns of less than 2,000 population and include those schools designated as rural high schools.

### Delimitations

This study will be limited to women teachers of physical education because the writer has responsibilities for curriculum planning and revision in relation to women students only and because the teacher preparation curriculum for women is somewhat more typical of true physical education. Only secondary schools will be included because there is a wide difference between the contents of the elementary

and secondary school physical education programs and between the responsibilities of the teachers at the two levels. The term secondary school used here refers to the junior and senior high schools, or to grades seven, eight, nine, ten, eleven, and twelve.

The names of all women designated as having physical education responsibilities in secondary schools of Kansas were secured from the 1956-1957 Administrators Annual Reports filed in the State Department of Education, Topeka, Kansas.

#### Methods of Research and Treatment of Data

In order to gather information for the study, the normative-survey type of research was used.<sup>9</sup> A tentative draft of the questionnaire was prepared and a pilot study was made in which this tentative questionnaire was sent to ninety women teachers of physical education in secondary schools of Missouri as listed in the Administrators Handbook of the state of Missouri. In this way, questions which lacked clarity and directness could be dropped or revised. Of these Missouri teachers, 59, or 65.5 per cent, completed and returned the questionnaire. From these completed tentative questionnaires, the final form of the questionnaire evolved.

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<sup>9</sup>Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York: Appleton-Century-Crofts, Inc., 1941), pp. 286-376.



In preparing the questionnaire, the Platform for Physical Education of the American Association for Health, Physical Education, and Recreation was used as the principal resource. This platform is presented in its entirety in the publication, Physical Education--An Interpretation for Superintendents, Supervisors, Principals, Directors of Physical Education, Teachers, and Parents.<sup>10</sup>

In relation to the attempt to obtain information from many individuals, Good, Barr, and Scates point out that "the questionnaire is an important instrument in normative-survey research, being used to gather information from widely scattered sources."<sup>11</sup> Koos justifies utilizing questionnaires to gather data by stating:

It should mean something for the legitimation of questionnaire investigation that the proportion of educational literature taking rise in it is so large--roughly a fourth of all published articles or of space occupied by them. It should be significant also that the proportions are approximately equal in educational periodicals and in research series published by higher institutions: not only do reports of questionnaire studies pass muster with the editors of periodicals, but they are approved in about the same proportions by those who render judgment on the typically more substantial investigations submitted as doctor's dissertations or are otherwise published in monograph form.<sup>12</sup>

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<sup>10</sup>Simon A. McNeely (ed.), Physical Education--An Interpretation for Superintendents, Supervisors, Principals, Directors of Physical Education, Teachers, and Parents (Washington, D. C.: U. S. Office of Education, 1950).

<sup>11</sup>Good, Barr, and Scates, op. cit., p. 325.

<sup>12</sup>Leonard V. Koos, The Questionnaire in Education (Chicago: Macmillan Company, 1928), pp. 144-145.

Final preparation of the questionnaire was made in view of criteria recommended for construction and administration of such an instrument. These criteria are as follows:

1. Can the information be secured from other sources?
2. Is the desired information obtainable?
3. Is the purpose of the study clearly stated?
4. Are questions organized in logical sequence?
5. Is factual quantitative information sought?
6. Can questions be answered briefly?
7. Will the answers lend themselves to tabulation?
8. Was the questionnaire submitted to critics for suggestions?<sup>13</sup>

The completed questionnaire (see Appendix I) was sent to women teachers of physical education in Kansas secondary schools in order to obtain information about their professional activities and responsibilities. Information was sought from these individuals in relation to four areas: (1) professional preparation, qualifications, and experience; (2) data concerning the school; (3) data concerning the physical education program, equipment, facilities, and teacher responsibilities; and (4) undergraduate inadequacies and professional needs of these physical education teachers.

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<sup>13</sup>Harold H. Bixler, Checklists for Educational Research (New York: Bureau of Publications, Teachers College, Columbia University, 1928), pp. 40-43.

Of the 340 women teachers of physical education to whom the questionnaire was submitted, 289, or 85.0 per cent, responded. Of this number of respondents, 38, or 13.1 per cent, returned the questionnaire without completing it, since for various reasons there was no woman teacher of girls' physical education in the school at that time. Two names were returned by Post Office officials as unknown. Twenty-three persons indicated they were no longer teaching physical education. Two teachers had resigned earlier in the year and had not been replaced. Nine respondents indicated that a man carried out the activity program while their responsibilities were limited to supervision of the girls' dressing room. One individual stated that she had not completed the questionnaire because there was no regular girls' physical education program in her school.

An examination of Table 1 reveals that of the 53 questionnaires sent to women physical education teachers in first class junior high schools, 51, or 96.2 per cent, were returned. Of the 39 women physical education teachers in second class junior high schools, 37, or 94.9 per cent, responded. Six of the 8, or 75.0 per cent, of the women physical education teachers in third class junior high schools acknowledged the questionnaire.

An examination of Table 2 reveals that of the 46 first class senior high school women teachers of physical education, 41, or 89.1 per cent, responded. Of the 65

TABLE 1  
NUMBER AND PER CENT OF WOMEN PHYSICAL EDUCATION TEACHERS  
IN KANSAS JUNIOR HIGH SCHOOLS WHO SUPPLIED  
INFORMATION FOR THE STUDY

Women Physical Education Teachers	Questionnaires Sent		Usable Questionnaires Returned		Unusable Questionnaires Returned		Total Responses	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Teachers in first class schools .....	53	100.0	51	96.2	0	00.0	51	96.2
2. Teachers in second class schools .....	39	100.0	35	89.7	2	5.1	37	94.9
3. Teachers in third class schools .....	8	100.0	5	62.5	1	12.5	6	75.0
4. Total women teachers of physical educa- tion .....	100	100.0	91	91.0	3	3.0	94	94.0

TABLE 2

NUMBER AND PER CENT OF WOMEN PHYSICAL EDUCATION TEACHERS  
IN KANSAS SENIOR HIGH SCHOOLS WHO SUPPLIED  
INFORMATION FOR THE STUDY

Women Physical Education Teachers	Questionnaires Sent		Usable Questionnaires Returned		Unusable Questionnaires Returned		Total Responses	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Teachers in first class schools .....	46	100.0	39	84.8	2	4.3	41	89.1
2. Teachers in second class schools .....	65	100.0	53	81.5	9	13.8	62	95.4
3. Teachers in third class schools .....	129	100.0	68	52.7	24	18.6	92	71.3
4. Total women teach- ers of physical education .....	240	100.0	160	66.6	35	14.6	195	81.2

women physical education teachers contacted in second class senior high schools, 62, or 95.4 per cent, responded. Ninety-two, or 71.3 per cent, of the 129 women physical education teachers in third class senior high schools acknowledged the questionnaire.

Each questionnaire was accompanied by a letter of transmittal (see Appendix II) which explained the purpose of the study and the uses to which the information would be put. This letter was signed by Adel F. Throckmorton, Superintendent, Kansas State Department of Instruction. Three weeks after the questionnaires were mailed, a first follow-up letter (see Appendix III) was sent. A second follow-up letter (see Appendix IV) was mailed one week following this. Follow-up letters were sent on the official letterhead paper of the Kansas State Teachers College, Pittsburg, Kansas. A note (see Appendix V) thanking the respondent for her participation in the study was sent to each person who returned the questionnaire.

In order to make some check on the questionnaires unreturned after the second follow-up letter and to gain some information about the girls' physical education teacher in the schools in question, a double postcard (see Appendix VI) was sent to the principals of these schools. On this postcard the principal was asked to check whether there was a woman teacher of girls' physical education, whether a man

taught girls' physical education, whether there was no organized girls' physical education program, or whether the girls' physical education teacher was on a full-time or part-time basis. The principals were asked in addition to encourage the girls' physical education teacher to return the questionnaire. Sixty double postcards were mailed to these principals whose physical education teachers had not responded after the second follow-up letter. Of this number, 43 cards, or 71.6 per cent, were returned. Examination of these cards revealed that two schools had no organized girls' physical education program. In eight schools, there was no girls' physical education teacher at that time. Six principals indicated that a man taught the girls' physical education activities. Twelve schools had a full-time woman physical education teacher. Fifteen schools had a part-time woman physical education teacher. As a result of this contact with the principals, nine more questionnaires were returned, making up the total of 289 questionnaires received in all. Of this number, 251 questionnaires were usable.

## CHAPTER II

### THE PHYSICAL EDUCATION ENVIRONMENT AND FACILITIES

#### Introduction

It has been said that the primary business of education is carried on in a school--an institution with budgets and desks, equipment and personnel.<sup>1</sup> To these necessary parts of an educational institution might be added balls and bats, showers and dressing rooms. For the effectiveness of teaching in any area is enhanced by the teaching aids and facilities available and by the physical environment in which learning takes place. As history comes to life and has increased meaning with maps and documentary films, so physical education becomes more vital in well lighted gymnasiums, cheerful dance studios, adequate outdoor play areas, or inviting swimming pools. Thus, the environment in which a program of educational activities functions has direct bearing upon the quality and effectiveness of that program.

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<sup>1</sup>Oberteuffer, op. cit., pp. 466-467.



Legal Organization of the Schools  
in the Study

It would seem apparent that the type of school organization and the location of the school, e.g. in a large city or a comparatively small one, would affect the breadth and type of activity offerings. To illustrate, a community high school in a first class city (over 15,000 population) many times has resources available for such different activities as swimming and bowling. Larger cities attract expert performers in the various fields, such as a Martha Graham dance group, ice skaters of Ice-Capades quality, or perhaps the New York Yankees. These give added impetus to both interest and learning.

The schools represented by the study participants are in eighty-seven of the one hundred five counties in Kansas (see Appendix VII). They are of three different organizational types: community schools, rural schools, and consolidated schools. An examination of Table 3 reveals that 78, or 31.0 per cent, of the total schools involved are community senior high schools. Seventy-five, or 29.9 per cent, of the total schools involved are community junior high schools. Of the total schools involved in the study, 7, or 2.8 per cent, are rural junior high schools and 62, or 24.7 per cent, are rural senior high schools. Twenty-nine consolidated schools, or 11.6 per cent, are represented in the study.

TABLE 3

LEGAL ORGANIZATION OF 91 JUNIOR HIGH SCHOOLS  
AND 160 SENIOR HIGH SCHOOLS IN KANSAS

Legal Organization	1st Class 90 Schools		2nd Class 88 Schools		3rd Class 73 Schools		Total 251 Schools	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Community junior high school .....	48	53.3	30	34.1	0	00.0	78	31.0
2. Community senior high school .....	29	32.2	39	44.3	7	9.6	75	29.9
3. Rural junior high school .....	3	3.3	3	3.4	1	1.4	7	2.8
4. Rural senior high school .....	9	10.0	7	8.0	46	63.0	62	24.7
5. Consolidated school .....	1	1.1	9	10.2	19	26.0	29	11.6

City Classifications of Schools  
in the Study

In Table 4, it is found that 39, or 24.4 per cent, of the 160 senior high schools represented in the study are of first class cities; 53, or 33.1 per cent, are of second class cities; and 68, or 42.5 per cent, are of third class cities. Of the 91 junior high schools represented, 51, or 56.0 per cent, are of first class cities; 35, or 38.5 per cent, are of second class cities; and 5, or 5.5 per cent, are of third class cities. This latter small number may be partially explained by the fact that rural students who have completed all eight grades when they come to the secondary school level in large measure attend high schools in third class cities.

TABLE 4

CITY CLASSIFICATIONS OF 91 JUNIOR HIGH SCHOOLS  
AND 160 SENIOR HIGH SCHOOLS IN KANSAS

City Classifications	Junior High 91 Schools		Senior High 160 Schools		Total 251 Schools	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. First class	51	56.0	39	24.4	90	35.8
2. Second class	35	38.5	53	33.1	88	35.1
3. Third class	5	5.5	68	42.5	73	29.1

### Organizational Plans of Schools in the Study

Table 5 shows the tabulations of the organizational plans of the schools represented by the teachers in the study, i.e. whether the secondary school encompasses three, four, or six years, and whether the junior and senior high schools are treated as separate levels. This data was considered important to the study since the organizational plan represented by the school very definitely affects the age levels and physical and mental developmental patterns with which the teacher of physical education will work. This in turn affects the pattern of physical education activities to be offered. A study of Table 5 indicates that of the first class schools, the 6-3-3 school organizational plan is most commonly found. Of the second class schools, the 6-2-4 school organizational plan is most commonly found, with the 6-3-3 school plan running a close second. Of the third class schools involved in the study, the 8-4 school organizational plan greatly outnumbers all others.

### Sizes of Faculties of Schools in the Study

In order to gain a more complete picture of the setting in which the physical education teacher functions, information was requested concerning the number of teachers in each of the schools as well as the numbers of boys and girls. Answers to the questionnaire concerning the student population of the various schools are inconclusive, since better

TABLE 5  
ORGANIZATIONAL PLANS OF 244\* JUNIOR AND SENIOR  
HIGH SCHOOLS IN KANSAS

School Organizational Plans	1st Class 90 Teachers		2nd Class 88 Teachers		3rd Class 73 Teachers		Total 251 Teachers	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. 6-3-3-2 plan .....	3	3.3	10	11.4	0	00.0	13	5.2
2. 6-4-4 plan .....	3	3.3	4	4.5	0	00.0	7	2.8
3. 6-2-4 plan .....	3	3.3	30	34.1	8	11.0	41	16.3
4. 6-6 plan .....	8	8.9	11	12.5	5	6.8	24	9.6
5. 8-4-2 plan .....	1	1.1	1	1.1	0	00.0	2	.8
6. 6-3-3 plan .....	70	77.8	20	22.7	1	1.4	91	36.3
7. 8-4 plan .....	2	2.2	12	13.6	52	71.2	66	26.3

\*It should be noted that seven of the study participants indicated they did not know the organizational plan of their schools.

than forty teachers failed for one reason or another to supply this information. However, Table 6 shows the sizes of faculties as a whole in the schools represented. More than half of the total number of teachers are in schools where the faculty numbers twenty or less. Seventy-five schools, or 29.9 per cent, have fewer than ten teachers on the faculty. Fifty-nine schools, or 23.5 per cent, have eleven to twenty teachers. Even though the secondary schools of Kansas are principally of small size, it is interesting to note that 39, or 15.5 per cent, of the schools represented in the study have more than forty teachers on the faculty. Thirty-one of these 39 are found in first class schools. By and large, it may be said that the larger faculties quite naturally are found in the schools of first and second class cities.

#### Number of Physical Education Teachers in Schools of the Study

Questions concerning the number of women teachers of physical education represented in each school faculty were left unanswered by nine teachers. Of the 242 teachers who replied, 237, or 94.4 per cent of the total, indicated no more than five women teachers of physical education on any one school staff.

#### Gymnasiums, Lockers, and Showers

Tables 7 and 8 show data concerning the number of

TABLE 6

SIZES OF FACULTIES IN 91 JUNIOR HIGH SCHOOLS  
AND 160 SENIOR HIGH SCHOOLS IN KANSAS

Faculty Size	1st Class 90 Schools		2nd Class 88 Schools		3rd Class 73 Schools		Total 251 Schools	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Under 10 teachers ...	4	4.4	12	13.6	59	80.8	75	29.9
2. 11-20 teachers .....	12	13.3	37	42.0	10	13.7	59	23.5
3. 21-30 teachers .....	15	16.7	20	22.7	2	2.7	37	14.7
4. 31-40 teachers .....	28	31.1	11	12.5	2	2.7	41	16.3
5. Over 40 teachers ....	31	34.4	8	9.1	0	00.0	39	15.5

TABLE 7

PHYSICAL FACILITIES FOR PHYSICAL EDUCATION  
IN 160 SENIOR HIGH SCHOOLS IN KANSAS

Physical Facilities	1st Class 39 Teachers		2nd Class 53 Teachers		3rd Class 68 Teachers		Total 160 Teachers	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Have gymnasium .....	38	97.4	46	86.8	64	94.1	148	92.5
2. Share gymnasium with boys .....	12	30.8	33	62.3	53	77.9	98	61.3
3. Locker facilities ex- clusively for girls .	30	76.9	43	81.1	53	77.9	126	78.8
4. Shower facilities provided for girls ..	31	79.5	48	90.6	31	45.6	110	68.8
5. Shower facilities provided for girls are adequate .....	22	56.4	31	58.5	19	27.9	72	45.0
6. Shower facilities used exclusively by girls .....	24	61.5	35	66.0	22	32.4	81	50.6



TABLE 8  
PHYSICAL FACILITIES FOR PHYSICAL EDUCATION  
IN 91 JUNIOR HIGH SCHOOLS IN KANSAS

Physical Facilities	1st Class 51 Teachers		2nd Class 35 Teachers		3rd Class 5 Teachers		Total 91 Teachers	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Have gymnasium .....	49	96.1	34	97.1	5	100.0	88	96.7
2. Share gymnasium with boys .....	27	52.9	28	80.0	3	60.0	58	63.7
3. Locker facilities ex- clusively for girls .	50	98.0	33	94.3	4	80.0	87	95.6
4. Shower facilities provided for girls ..	51	100.0	33	94.3	5	100.0	88	96.7
5. Shower facilities provided for girls are adequate .....	25	49.0	17	48.6	5	100.0	47	51.6
6. Shower facilities used exclusively by girls .....	43	84.3	24	68.6	3	60.0	70	76.9

senior and junior high schools respectively having gymnasiums in which to conduct physical education classes for girls. In addition, these tables show whether the gymnasium is used exclusively by the girls and whether locker and shower facilities are available for girls.

In response to questions concerning a gymnasium in the schools represented, 148, or 92.5 per cent, of the teachers in senior high schools indicated that the schools have a gymnasium. This means that in only twelve senior high schools are teachers of physical education functioning without the use of a gymnasium. Table 7 indicates that most senior high schools in all three classifications provide a gymnasium. The smallest number of schools with a gymnasium is in second class cities.

Eighty-eight, or 96.7 per cent, of the junior high school teachers indicated that there is a gymnasium in the school. This means that of the total number of junior high school teachers in the study, only three have to work without a gymnasium. Two of these are in first class schools, and one is in a second class school.

In working with girls in physical education, the problem is not always whether there is a gymnasium available but rather whether the gymnasium is shared with the boys' physical education classes and therefore, of course, with the athletic program period. Tables 7 and 8 show that 98,

or 61.3 per cent, of the teachers in senior high schools reported sharing the gymnasium with the boys' program. The largest numbers of teachers working under these limitations are found in third class senior high schools where 53, or 77.8 per cent, of the teachers indicated such a condition and in second class junior high schools where 28, or 80.0 per cent, of the teachers so indicated.

Better than three fourths of the teachers in both senior and junior high schools of all three city classifications noted that the locker facilities available for girls are used exclusively by girls. This was evidenced even in third class city schools where so often facilities of this type are limited.

Only 72, or 45.0 per cent, of the senior high school teachers and 47, or 51.6 per cent, of the junior high school teachers indicated that the shower facilities available for girls are adequate. It could be assumed that part of the inadequacy noted is due to limited number as well as to poor type of equipment or equipment in disrepair. Senior high schools are least well equipped in shower facilities. Thirty-one, or 45.6 per cent, of the senior high school teachers have shower facilities for girls, but only 19, or 27.9 per cent, of the teachers noted that the shower facilities available for girls are adequate. The highest percentage of teachers indicating shower facilities both available and adequate is found in second class senior high

schools and in first class junior high schools. Two schools in second class cities indicated showers but no gymnasium. Adequate shower facilities were indicated by only 22, or 56.4 per cent, of the teachers in first class senior high schools. A factor in these conditions may be the proportionately greater increase in school enrollments of first class cities.

Shower facilities are apparently used by both boys and girls in a surprising number of schools. Eighty-one, or 50.6 per cent, of the senior high school teachers and 70, or 76.9 per cent, of the junior high school teachers have shower facilities used by both sexes. The greatest percentage of schools where this situation is in existence is found in third class senior high schools. Only 22, or 32.4 per cent, of the teachers from schools of this classification indicated shower facilities reserved exclusively for girls.

#### Physical Education Equipment

Tables 9 and 10 show data concerning senior and junior high schools respectively relative to physical education equipment, its budgetary support, its use, and its storage.

Having monies set aside in the regular school budget for the purchase of physical education equipment not only provides the teacher with the necessary information for intelligently planning ahead but also provides the teacher

TABLE 9

BUDGET FOR, SHARING, AND STORAGE OF GIRLS' PHYSICAL EDUCATION  
EQUIPMENT IN 160 SENIOR HIGH SCHOOLS IN KANSAS

Budget for, Sharing, and Storage of Equipment	1st Class 39 Teachers		2nd Class 53 Teachers		3rd Class 68 Teachers		Total 160 Teachers	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Regular school bud- get provides for girls' physical education equip- ment .....	32	82.1	40	75.5	37	54.4	109	68.1
2. Equipment shared with boys' physical education classes ..	30	76.9	36	67.9	51	75.0	107	66.9
3. Storage of girls' physical education equipment consid- ered a problem .....	9	23.1	13	24.5	20	29.4	44	27.5

TABLE 10

BUDGET FOR, SHARING, AND STORAGE OF GIRLS' PHYSICAL EDUCATION  
EQUIPMENT IN 91 JUNIOR HIGH SCHOOLS IN KANSAS

Budget for, Sharing, and Storage of Equipment	1st Class 51 Teachers		2nd Class 35 Teachers		3rd Class 5 Teachers		Total 91 Teachers	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Regular school bud- get provides for girls' physical education equip- ment .....	43	84.3	30	85.7	4	80.0	77	84.6
2. Equipment shared with boys' physical education classes ..	37	72.5	22	62.9	4	80.0	63	69.2
3. Storage of girls' physical education equipment consid- ered a problem .....	16	31.4	9	25.7	0	00.0	25	27.5

with the necessary information for intelligently planning ahead but also provides the teacher with a sense of status in terms of her worth to the total school program. A check of Table 9 shows that the senior high school teachers in first class schools have a much greater advantage in this respect than senior high school teachers in other classifications. Thirty-two, or 82.1 per cent, of the teachers in first class senior high schools reported that the physical education equipment is regularly provided for in the school budget. This is also true in 40, or 75.5 per cent, of the second class senior high schools. In comparison, this was reported by only 37, 54.5 per cent, of the third class senior high school teachers. Of the 160 senior high school teachers, only 109, or 68.1 per cent, stated that the budget for physical education equipment is regularly provided for. According to the information in Table 10, teachers in junior high schools of all classifications reported that the regular school budget makes provisions for the physical education program needs. Eighty per cent or better in each classification as well as in the total so reported.

In addition to the financial support of the physical education program in terms of equipment, it is important to know how much of the equipment is purchased for the exclusive use of the girls, since boys frequently are much harder on all types of equipment. Table 9 shows better than half

of the senior high school teachers reporting that the physical education equipment in the schools is shared with the boys' program. One hundred seven teachers, or 66.9 per cent, so reported. First and third class senior high schools do not vary too much in this respect, but a slightly smaller number of teachers in second class schools reported that the equipment is shared with the boys' classes. As a whole, according to Table 10, the junior high school teachers are somewhat better off in terms of equipment which has to be shared. Sixty-three teachers, or 69.2 per cent, stated that equipment is shared with the boys' classes. Of this high number so reporting, 37, or 72.5 per cent, are in first class junior high schools. A first glance at Table 10 would seem to indicate that a greater percentage of teachers in third class junior high schools share equipment, but the number involved is not comparable to the number so reporting in first class schools.

An all-around program of physical education of necessity involves a tremendous amount of equipment, most of which can and often does make a storage problem. This storage problem is particularly important because it affects the proper care and therefore the efficient use of the equipment. Where proper storage is a problem, deterioration is increased, causing a greater financial output for the school. Only 44, or 27.5 per cent, of the senior high school teachers and 44, or 27.5 per cent, of the junior high school



teachers reported that the storage of girls' physical education equipment is a problem. Teachers in all three classifications at both levels noted comparatively little difficulty in this area.

#### Supplementary Teaching Aids and Specialized Personnel Available to Teachers

Tables 11 and 12 present data concerning senior and junior high schools respectively relative to various supplementary teaching aids and some types of specialized equipment and personnel which are made available to physical education teachers in the study. In today's modern school, one of the impressive features is the availability of teaching aids and resources with which to vitalize teaching. These are available to teachers regardless of subject area or level. For example, audio-visual aids to show sports techniques, strip films to aid in the analysis of techniques, books to add to the breadth of subject matter, pianos and public address systems to clarify instruction--any or all of these can provide a richer experience for boys and girls and a more challenging experience for the teacher. As teachers are challenged, teaching becomes more vitalized.

A study of Tables 11 and 12 shows somewhat smaller percentages of senior high school teachers than junior high school teachers who have books and pamphlets available to

TABLE 11

SUPPLEMENTARY TEACHING AIDS, SPECIALIZED EQUIPMENT, AND SPECIALIZED PERSONNEL  
AVAILABLE IN 160 SENIOR HIGH SCHOOLS IN KANSAS

Teaching Aids, Equipment, and Personnel	1st Class 39 Teachers		2nd Class 53 Teachers		3rd Class 68 Teachers		Total 160 Teachers	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Books .....	34	87.2	36	67.9	39	57.4	109	68.1
2. Audio-visual aids ...	35	89.7	37	69.8	33	48.5	105	65.6
3. Pamphlets .....	34	87.2	33	62.3	33	48.5	100	62.5
4. Phonograph .....	35	89.7	43	81.1	35	51.5	113	70.6
5. Phonograph records ..	35	89.7	43	81.1	31	45.6	109	68.1
6. Piano .....	36	92.3	28	52.8	43	63.2	107	66.9
7. Mirrors .....	21	53.8	8	15.1	11	16.2	40	25.0
8. P. A. System .....	25	64.1	31	58.5	26	38.2	82	51.3
9. Pianist employed by school .....	18	46.2	6	11.3	3	4.4	27	16.9
10. Student pianist .....	7	17.9	19	35.8	30	44.1	56	35.0

TABLE 12

SUPPLEMENTARY TEACHING AIDS, SPECIALIZED EQUIPMENT, AND SPECIALIZED PERSONNEL  
AVAILABLE IN 91 JUNIOR HIGH SCHOOLS IN KANSAS

Teaching Aids, Equipment, and Personnel	1st Class 51 Teachers		2nd Class 35 Teachers		3rd Class 5 Teachers		Total 91 Teachers	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Books .....	42	82.4	26	74.3	3	60.0	71	78.0
2. Audio-visual aids ....	38	74.5	27	77.1	3	60.0	68	74.7
3. Pamphlets .....	38	74.5	24	68.6	3	60.0	65	71.4
4. Phonograph .....	46	90.2	31	88.6	4	80.0	81	89.0
5. Phonograph records ...	45	88.2	30	85.7	2	40.0	77	84.6
6. Piano .....	24	47.1	17	48.6	4	80.0	45	49.5
7. Mirrors .....	5	9.8	9	25.7	1	20.0	15	16.5
8. P. A. System .....	25	49.0	24	68.6	3	60.0	52	57.1
9. Pianist employed by school .....	7	13.7	2	5.7	0	00.0	9	9.9
10. Student pianist .....	7	13.7	11	31.4	1	20.0	19	20.9

them as reference material. One hundred nine, or 68.1 per cent, of the senior high school teachers and 71, or 78.0 per cent, of the junior high school teachers noted that books are available. One hundred, or 62.5 per cent, of the senior high school teachers and 65, or 71.4 per cent, of the junior high school teachers noted that pamphlets are available to them. At both levels, first class schools are best equipped in this area, with second and third class schools following in order. Again, third class schools at both levels are least well equipped in this respect.

Tables 11 and 12 reveal that in all three classifications as well as in the total, a greater percentage of junior high school teachers than senior high school teachers reported audio-visual aids available for class use. Among junior high schools, the greatest difference in number reporting audio-visual aids is between second and third class schools. Among senior high schools, the greatest difference is between first and third class schools. A study of the totals reveals that 105, or 65.6 per cent, of the senior high school teachers and 68, or 74.7 per cent, of the junior high school teachers reported these teaching materials available.

In studying data concerning the availability of phonographs and phonograph records, as revealed in Tables 11 and 12, it is interesting to note that in some schools the phonograph is furnished by the school but the teacher

apparently must furnish her own records. This is true in a small number of third class senior high schools and in some first, second, and third class junior high schools. Three fourths of the schools in all classifications at the junior high school level and in first and second class schools at the senior high school level, however, reported phonographs available. Only the third class senior high schools are limited in this respect, with 35, or 51.5 per cent, of the schools so equipped. Similarly, third class senior high school teachers reported the largest number who furnished their own phonograph records.

One hundred seven, or 66.9 per cent, of the senior high school teachers and 45, or 49.5 per cent, of the junior high school teachers, according to Tables 11 and 12, reported that pianos are furnished by the schools. The lowest percentages of pianos furnished to teachers are found in first and second class junior high schools. However, the most interesting note about these data is that in many instances at both levels and in all classifications pianos are furnished with no provisions made for a pianist. Whereas 107, or 66.9 per cent, of the senior high school teachers reported pianos available, only 83, or 51.9 per cent, reported both pianos and pianists available. In this regard, junior high school teachers reported a smaller percentage of both pianos and pianists. Whereas 45, or 49.5 per cent, of the junior high school teachers reported pianos available, only 28, or 30.8 .

per cent, reported both pianos and pianists available. In both junior and senior high schools, students serve as pianists more often than pianists employed by the schools. In studying all the data in this area, it would seem apparent then that either the piano as a useful resource to the teacher is going unused in many instances or else the teacher herself is serving as her own pianist.

Most physical education teachers are agreed that one of the best means for individual improvement is for students to analyze their skills as revealed in mirrors. Thus, even though the modern physical education teacher should be using mirrors in regular classwork as well as in the restricted program, Tables 11 and 12 reveal that only twenty-five per cent or less of the teachers in both junior and senior high schools reported mirrors available. Forty, or 25.0 per cent, of the senior high school teachers and 15, or 16.5 per cent, of the junior high school teachers stated that mirrors are furnished for class use. The excessive expense involved may account for these small numbers having mirrors with which to work. The first class junior high schools are least well equipped in this respect. Only five, or 9.8 per cent, of the teachers reported mirrors available.

Data in Tables 11 and 12 show little difference in the numbers of teachers reporting that public address systems are available to them. Eighty-two, or 51.3 per cent, of the senior high school teachers and 52, or 57.2 per cent,

of the junior high school teachers indicated availability of a public address system. Apparently a little less than one half of the teachers reporting are at some disadvantage, then, in large group activities where the noise and confusion coupled with the typically poor gymnasium acoustics make a public address system essential.

## CHAPTER III

### WOMEN TEACHERS OF PHYSICAL EDUCATION

#### Introduction

The development of socially acceptable and personally rewarding behavior takes place through group interaction. Physical education activities under good leadership provide situations where democratic group processes may be experienced. Self-discipline, adherence to accepted rules, support of one's teammates, knowledge that other members are in turn giving support, and sacrifice of self for the welfare of the group are acquired in an atmosphere charged with emotion. The well-integrated and socially adjusted youth, who will be developed in part through such experiences, is the potential group-minded citizen of a democratic society.<sup>1</sup>

In the light of the aims, purposes, and values of physical education, it would seem apparent that the teachers of physical education should represent high standards not only in physical stamina, emotional stability, and social competence but also in the type of specialized training they have had. Leaders in the field of physical education vary somewhat in the specificity of specialized training areas which each sets forth as necessary in providing the competencies for teaching. Snyder and Scott, for example, suggest

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<sup>1</sup>Report of the National Conference on Undergraduate Professional Preparation in Health, Physical Education, and Recreation, held May 16-27, 1948, at Jackson's Mill, Weston, Virginia (Chicago: The Athletic Institute, 1948), p. 2.



an extensive list of curricular resource areas to be considered in the professional education of leaders and teachers of physical education:

- Introduction to health education, physical education, and recreation
- Human physiology
- Human anatomy
- Personal and community health
- Evaluation, including testing and measuring
- First Aid
- Professional laboratory experiences
- Facilities for the program of the specialized areas
- Materials of physical education
- Methods of teaching physical education
- Methods of organizing and conducting programs of physical education
- Methods of organizing and conducting athletic contests
- Principles and programs of public school physical education
- Administration of school programs
- Methods of conditioning participants in physical education activities
- Kinesiology
- Physiology of exercise.<sup>2</sup>

Nixon and Cozens, on the other hand, indicate ten broad areas of experience as desirable in the professional education of physical education teachers: (1) history, philosophy, and principles of physical education, (2) growth and development of the child, (3) physiology of muscular activity, (4) kinesiology, (5) corrective physical education, (6) organization and administration of physical education, (7) materials and methods in the school health program, (8) physical education tests and measurements, (9) special methods of teaching physical education activities, and

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<sup>2</sup>Snyder and Scott, op. cit., pp. 92-93.

(10) directed teaching.<sup>3</sup> All leaders in the field of physical education, however, agree that the successful outcome of any school physical education program in terms of values received by the children is dependent in large measure upon the physical education teacher and the type of training he or she represents.

Any discussion of the teacher and the professional preparation of the teacher of course must keep under consideration some practical effects of employment conditions. State certification laws, by their specificity or lack of it, may affect the breadth of specialized training which teachers represent in various school systems. Similarly, in teacher shortages one may find women teachers of other subjects who have been given assignments in health and physical education despite their lack of preparation in the field.

Number of Part-time and Full-time Teachers  
of Physical Education

Analysis of Table 13 indicates that of the 251 usable questionnaires returned, 90, or 35.8 per cent, were from women teachers of physical education in junior and senior high schools of first class cities; 88, or 35.1 per cent, were from women teachers of physical education in junior and senior high schools of second class cities; and 73, or 29.1 per cent, were from women teachers of physical education in

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<sup>3</sup>Nixon and Cozens, op. cit., p. 199.

TABLE 13

NUMBER AND PER CENT OF PART-TIME AND FULL-TIME WOMEN PHYSICAL EDUCATION  
TEACHERS IN 91 JUNIOR HIGH SCHOOLS AND 160 SENIOR HIGH SCHOOLS  
IN KANSAS WHO PARTICIPATED IN THE STUDY

Women Teachers	1st Class Schools		2nd Class Schools		3rd Class Schools		Total Schools	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Junior High 60 full-time teachers	38	63.3	22	36.7	0	00.0	60	100.0
2. Junior High 31 part-time teachers	13	41.9	13	41.9	5	16.1	31	100.0
3. Senior High 61 full-time teachers	36	59.0	19	31.1	6	9.8	61	100.0
4. Senior High 99 part-time teachers	3	3.0	34	34.3	62	62.6	99	100.0
5. Total 251 teachers .....	90	35.8	88	35.1	73	29.1	251	100.0

junior and senior high schools of third class cities. Junior high schools were represented by 91, or 36.3 per cent, of the women teachers of physical education who responded. One hundred sixty, or 63.7 per cent, of the women teachers of physical education were from senior high schools. A study of Table 13 also reveals that 130, or 51.8 per cent, of the women teachers in the study were part-time teachers of physical education. One hundred twenty-one, or 48.2 per cent, of the women teachers in the study were full-time teachers of physical education.

#### Professional Preparation in Physical Education

The participants in the study were asked to check from eleven professional areas of training in physical education those in which each had completed one or more courses. These areas in physical education were selected for the study on the basis of content areas considered typical of teacher training programs in institutions in the middle west and of secondary school programs in physical education.

An examination of Table 14 reveals that of the eleven areas of professional training, more teachers have taken courses in the Fundamental Skills and Techniques of Team Games than in any other single professional area. Coursework in this area was checked by 216, or 86.1 per cent, of the women teachers. The course ranking second in number checked is Personal and Community Health or Hygiene. This

TABLE 14

PROFESSIONAL PREPARATION OF 251 WOMEN PHYSICAL EDUCATION TEACHERS IN 91  
JUNIOR HIGH SCHOOLS AND 160 SENIOR HIGH SCHOOLS IN KANSAS

Professional Courses	1st Class 90 Teachers		2nd Class 88 Teachers		3rd Class 73 Teachers		Total 251 Teachers	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Introduction to Physical Education ....	75	83.3	62	70.5	36	49.3	173	68.9
2. Personal and Community Hygiene .....	82	91.1	74	84.1	57	78.1	213	84.9
3. Methods and Materials for Teaching Health ...	59	65.6	40	45.5	27	37.0	126	50.2
4. First Aid .....	84	93.3	77	87.5	51	69.9	212	84.5
5. Methods of Teaching Physical Education ....	82	91.1	72	81.8	27	37.0	181	72.1
6. Organization and Administration of Physical Education ....	78	86.7	62	70.5	25	34.2	165	65.7

TABLE 14--Continued

Professional Courses	1st Class 90 Teachers		2nd Class 88 Teachers		3rd Class 73 Teachers		Total 251 Teachers	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
7. Modification of Programs to Meet Needs of Restricted Students .....	65	72.2	42	47.7	18	24.7	125	49.8
8. Fundamentals of Team Games .....	85	94.4	81	92.0	50	68.5	216	86.1
9. Fundamentals of Individual and Dual Sports .	81	90.0	74	84.1	41	56.2	196	78.1
10. Fundamentals of Rhythmic Activities ...	81	90.0	75	85.2	39	53.4	195	77.7
11. Fundamentals of Swimming .....	76	84.4	63	71.6	38	52.1	177	70.5

was indicated by 213, or 84.9 per cent, of the teachers. This latter fact may be accounted for in part by a Kansas requirement for certification in any teaching field. The course ranking third in number is First Aid. This course was marked by 212, or 84.5 per cent, of the teachers. The practicality of the course content in terms of physical education may be reflected in this high number. Two skill areas come next in order of number checked. Fundamental Skills and Techniques of Individual and Dual Sports was indicated by 196, or 78.1 per cent, of the teachers. Fundamental Skills and Techniques of Rhythmic Activities was checked by 195, or 77.7 per cent, of the teachers. The theory course, Methods of Teaching Physical Education, was marked by only 181, or 72.1 per cent, of the teachers. This is somewhat surprising since this is the course which characteristically precedes the student teaching experience. However, this discrepancy may be accounted for in part by those teachers having physical education responsibilities but who have limited or possibly no professional background in the field. The course ranking seventh in number is Fundamental Skills and Techniques of Swimming, which was indicated by 177, or 70.5 per cent, of the teachers. Introduction to Physical Education, which is an overview course designed to acquaint the student with the scope of the field, was checked by 173, or 68.9 per cent, of the teachers. One hundred sixty-five, or 65.7 per cent, of the teachers

indicated they had taken one or more courses in the Organization and Administration of Physical Education. The two courses which were checked least frequently are Methods and Materials for Teaching Health, which was checked by only 126, or 50.2 per cent, of the teachers and Modification of Programs to Meet Needs of Restricted Students, which was checked by only 125, or 49.8 per cent, of the teachers. In relation to the last named course, it is difficult to reconcile these data. The conduct of a corrective or restricted program of physical education requires a technical knowledge which stresses the importance of such courses in the teacher preparation program.

Table 15 shows the eleven professional areas as they rank first, second, third, fourth, and so on in terms of the number of full-time and part-time junior and senior high school teachers who indicated coursework in the area. In other words, the course with a rank of first is the course taken by the largest number of teachers and the course with a rank of eleventh is the course taken by the smallest number of teachers. From Table 15 it can be seen that the same three courses--Personal and Community Health or Hygiene, First Aid, and Fundamental Skills and Techniques of Team Games--ranked consistently the most frequently checked by all groups. Similarly, the same two courses--Methods and Materials for Teaching Health and Modification of Programs to Meet Needs of Restricted Students--ranked consistently



TABLE 15

RANKING OF ELEVEN PROFESSIONAL COURSES IN PHYSICAL EDUCATION IN TERMS OF THE  
NUMBER OF 251 WOMEN PHYSICAL EDUCATION TEACHERS IN KANSAS JUNIOR AND  
SENIOR HIGH SCHOOLS WHO INDICATED COLLEGE CREDIT IN THE COURSES

Professional Courses	Senior High School		Junior High School		All Schools
	Full-time Teachers	Part-time Teachers	Full-time Teachers	Part-time Teachers	All Teachers
1. Introduction to Physical Education	7	7	8	8	8
2. Personal and Com- munity Hygiene ...	3.5	1	1.5	5.5	2
3. Methods and Mater- ials for Teaching Health .....	11	10	11	10	10
4. First Aid .....	2	3	1.5	1.5	3
5. Methods of Teach- ing Physical Education .....	5.5	8	3	7	6
6. Organization and Administration of Physical Education	8	9	5	9	9

TABLE 15--Continued

Professional Courses	Senior High School		Junior High School		All Schools
	Full-time Teachers	Part-time Teachers	Full-time Teachers	Part-time Teachers	All Teachers
7. Modification of Programs to Meet Needs of Restrict- ed Students ....	10	11	10	11	11
8. Fundamentals of Team Games .....	1	2	4	1.5	1
9. Fundamentals of Individual and Dual Sports .....	3.5	4.5	7	3.5	4
10. Fundamentals of Rhythmic Activ- ities .....	5.5	4.5	5	5.5	5
11. Fundamentals of Swimming .....	9	6	9	3.5	7

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the least frequently checked by all groups.

### Types of Degrees Held

In order to give consideration to the professional qualifications of women teachers of physical education, some attention must be given to the type of degrees they have completed, or toward which they are working. It should be noted, of course, that no one may teach in the secondary schools of Kansas without a Bachelors degree. But it would seem pertinent to this study to gain some information about the number and per cent of degrees, both Bachelors and Masters, represented by the women teachers of physical education.

For purposes of comparison, three tables have been prepared. Table 16 shows the degrees held by women teachers of physical education in senior high schools. Table 17 shows degrees held by women teachers of physical education in junior high schools. It is not surprising to note that in both of these groups the Bachelor of Science degree predominates, since most persons planning to teach receive Bachelor of Science degrees in Education with majors in their selected professional fields. One exception to this might be the person who received baccalaureate training in a Liberal Arts school. Table 18 shows the number and per cent of degrees held by all study participants. A study of this table reveals that 192, or 76.5 per cent, of the

TABLE 16

DEGREES HELD BY 160 WOMEN PHYSICAL EDUCATION TEACHERS  
IN 160 SENIOR HIGH SCHOOLS IN KANSAS

Degrees	1st Class 39 Teachers		2nd Class 53 Teachers		3rd Class 68 Teachers		Total 160 Teachers	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Master of Science ..	6	15.4	3	5.7	6	8.8	15	9.4
2. Master of Arts .....	4	10.3	2	3.8	2	2.9	8	5.0
3. Bachelor of Science	30	76.9	40	75.5	51	75.0	121	75.6
4. Bachelor of Arts ...	9	23.1	13	24.5	17	25.0	39	24.4

TABLE 17

DEGREES HELD BY 91 WOMEN PHYSICAL EDUCATION TEACHERS  
IN 91 JUNIOR HIGH SCHOOLS IN KANSAS

Degrees	1st Class 51 Teachers		2nd Class 35 Teachers		3rd Class 5 Teachers		Total 91 Teachers	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Master of Science ..	3	5.9	2	5.7	0	00.0	5	5.5
2. Master of Arts .....	6	11.8	0	00.0	0	00.0	6	6.6
3. Bachelor of Science	39	76.5	28	80.0	4	80.0	71	78.0
4. Bachelor of Arts ...	12	23.5	7	20.0	1	20.0	20	22.0

TABLE 18

DEGREES HELD BY 251 WOMEN PHYSICAL EDUCATION TEACHERS  
IN 91 JUNIOR HIGH SCHOOLS AND 160 SENIOR  
HIGH SCHOOLS IN KANSAS

Degrees	1st Class 90 Teachers		2nd Class 88 Teachers		3rd Class 73 Teachers		Total 251 Teachers	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Master of Science ...	9	10.0	5	5.7	6	8.2	20	8.0
2. Master of Arts .....	10	11.1	2	2.3	2	2.7	14	5.6
3. Bachelor of Science .	69	76.7	68	77.3	55	75.3	192	76.5
4. Bachelor of Arts ....	21	23.3	20	22.7	18	24.7	59	23.5

teachers hold Bachelor of Science degrees as compared to 59, or 23.5 per cent, who hold Bachelor of Arts degrees. Of all the study participants, 34, or 13.5 per cent, of the teachers hold either a Master of Science or a Master of Arts degree.

### Undergraduate Majors

The information gained concerning the undergraduate majors represented by the study participants was divided for ease of interpretation into two groups: (1) the undergraduate majors of 160 women teachers in 160 senior high schools and (2) the undergraduate majors of 91 women teachers in 91 junior high schools. A study of Table 19 reveals that of the study participants more senior high school teachers majored in Physical Education than in any other single area. Seventy-nine, or 49.4 per cent, of the teachers noted a major in Physical Education. The major checked second most often is Home Economics, which was indicated as a major by 30, or 18.1 per cent, of the teachers. Social Science was checked by 24, or 15.0 per cent, of the teachers. Eighteen, or 11.2 per cent, of the teachers indicated Language and Literature as a major. All the rest of the subject areas were checked by less than ten per cent of the women teachers of physical education in senior high schools.

In studying the pattern of majors of the teachers in the three city classifications, one finds that first class

TABLE 19

UNDERGRADUATE MAJORS OF 160 WOMEN PHYSICAL EDUCATION TEACHERS  
IN 160 SENIOR HIGH SCHOOLS IN KANSAS

Undergraduate Majors*	1st Class 39 Teachers		2nd Class 53 Teachers		3rd Class 68 Teachers		Total 160 Teachers	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Physical Education ..	34	87.2	30	56.6	15	22.1	79	49.4
2. Biology .....	3	7.7	4	7.5	3	4.4	10	6.2
3. Social Science .....	5	12.8	8	15.1	11	16.2	24	15.0
4. Language/Literature .	2	5.1	7	13.2	9	13.2	18	11.2
5. Commerce .....	1	2.6	4	7.5	8	11.8	13	8.1
6. Art and Music .....	1	2.6	2	3.8	0	00.0	3	1.9
7. Home Economics .....	2	5.1	3	5.7	25	36.8	30	18.8
8. Education .....	3	7.7	1	1.9	7	10.3	11	6.9
9. Mathematics .....	1	2.6	2	3.8	2	2.9	5	3.1

\*It should be noted that some teachers indicated more than one major field.



senior high school teachers checked Physical Education most often and Social Science next most often. Physical Education was checked as a major by 34, or 87.2 per cent, of the teachers and Social Science by 5, or 12.8 per cent, of the teachers. All other areas were checked by under ten per cent of the teachers. Second class senior high school teachers also indicated Physical Education most often as a major. Thirty, or 56.6 per cent, of the teachers checked Physical Education. Social Science again was checked second most often by 8, or 15.1 per cent, of the teachers. All other subject areas were checked by less than ten per cent of the second class school teachers. The pattern of majors indicated by women physical education teachers in third class senior high schools varied considerably from the other two patterns. Only three of the nine subject areas were checked by less than ten per cent of the teachers. The subject area indicated most often as a major field for the teachers in this group is Home Economics, which was checked by 25, or 36.8 per cent, of the teachers. Physical Education, Social Science, Language and Literature, Commerce, and Education were indicated as majors by 10.3 per cent to 22.1 per cent of the teachers. This change in the pattern of majors may reflect the fact that in this third class group are found most of the part-time senior high school teachers of physical education.

A study of Table 20 reveals that 66, or 72.5 per cent, of the junior high school women physical education teachers indicated Physical Education as a major field. The second ranking major among junior high school teachers in the study is Language and Literature, which was checked by 11, or 12.1 per cent, of the teachers. All other subject areas were checked as major fields by less than ten per cent of the teachers in this group. In studying the responses of teachers in the different city classifications, Physical Education was indicated most frequently as a major by teachers in both first and second class schools. Less than ten per cent of the teachers in first class schools checked each of the other areas as undergraduate majors. Language and Literature was the second most frequently checked major field among teachers in second class schools. This was checked by 5, or 14.3 per cent, of the teachers. Biology was indicated as a major by 4, or 11.4 per cent, of the teachers. All other areas were checked by less than ten per cent of the teachers in second class schools. Even though the number involved is small, once again the pattern of majors checked by third class school teachers varied from the patterns of the teachers in the other two classifications. In this group of five teachers, three indicated Home Economics as a major and two indicated Language and Literature.

TABLE 20

UNDERGRADUATE MAJORS OF 91 WOMEN PHYSICAL EDUCATION TEACHERS  
IN 91 JUNIOR HIGH SCHOOLS IN KANSAS

Undergraduate Majors*	1st Class 51 Teachers		2nd Class 35 Teachers		3rd Class 5 Teachers		Total 91 Teachers	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Physical Education ..	43	84.3	22	62.9	1	20.0	66	72.5
2. Biology .....	4	7.8	4	11.4	0	00.0	8	8.8
3. Social Science .....	2	3.9	3	8.6	0	00.0	5	5.5
4. Language/Literature .	4	7.8	5	14.3	2	40.0	11	12.1
5. Commerce .....	0	00.0	2	5.7	0	00.0	2	2.2
6. Art and Music .....	0	00.0	1	2.9	0	00.0	1	1.1
7. Home Economics .....	1	2.0	1	2.9	3	60.0	5	5.5
8. Education .....	1	2.0	1	2.9	0	00.0	2	2.2
9. Mathematics .....	0	00.0	1	2.9	0	00.0	1	1.1

\*It should be noted that some teachers indicated more than one major.

### Undergraduate Minors

The undergraduate minors indicated by the study participants quite naturally varied from the majors. Table 21 shows the subject areas declared as minors by women physical education teachers in senior high schools. Checked by 37, or 23.1 per cent, of the teachers, Biology was the most frequently indicated minor. This is not unusual since this subject area quite naturally is a very common minor for women majoring in Physical Education. Some thirteen to sixteen credit hours in this field are required to meet most teacher preparation curricular requirements in the field of physical education. Language and Literature, Social Science, and Physical Education were indicated as minor fields by 16.3 per cent to 21.3 per cent of the teachers. All other subject areas were checked by less than ten per cent of the women physical education teachers in senior high schools.

Table 22 reveals the undergraduate minors indicated by junior high school teachers in the study. Only three of the areas were checked by more than ten per cent of the teachers. Biology was declared as a minor by 37, or 40.7 per cent of the teachers; Social Science was checked by 20, or 22.0 per cent, of the teachers; and Language and Literature was checked by 14, or 15.4 per cent of the teachers.

### Graduate Majors

In addition to the thirty-four teachers who had

TABLE 21

UNDERGRADUATE MINORS OF 160 WOMEN PHYSICAL EDUCATION TEACHERS  
IN 160 SENIOR HIGH SCHOOLS IN KANSAS

Undergraduate Minors*	1st Class 39 Teachers		2nd Class 53 Teachers		3rd Class 68 Teachers		Total 160 Teachers	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Physical Education ..	4	10.3	9	17.0	13	19.1	26	16.3
2. Biology .....	13	33.3	11	20.8	13	19.1	37	23.1
3. Social Science .....	8	20.5	7	13.2	20	29.4	32	20.0
4. Language/Literature .	8	20.5	8	15.1	18	26.5	34	21.3
5. Commerce .....	1	2.6	0	00.0	4	5.9	5	3.1
6. Art and Music .....	2	5.1	3	5.7	2	2.9	7	4.4
7. Home Economics .....	2	5.1	1	1.9	4	5.9	7	4.4
8. Education .....	0	00.0	3	5.7	9	13.2	12	7.5
9. Mathematics .....	3	7.7	3	5.7	0	00.0	6	3.8

\*It should be noted that some teachers indicated more than one minor field.

TABLE 22

UNDERGRADUATE MINORS OF 91 WOMEN PHYSICAL EDUCATION TEACHERS  
IN 91 JUNIOR HIGH SCHOOLS IN KANSAS

Undergraduate Minors*	1st Class 51 Teachers		2nd Class 35 Teachers		3rd Class 5 Teachers		Total 91 Teachers	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Physical Education ..	3	5.9	2	5.7	2	40.0	7	7.7
2. Biology .....	21	41.2	14	40.0	2	40.0	37	40.7
3. Social Science .....	12	23.5	7	20.0	1	20.0	20	22.0
4. Language/Literature .	8	15.7	6	17.1	0	00.0	14	15.4
5. Commerce .....	0	00.0	1	2.9	0	00.0	1	1.1
6. Art and Music .....	3	5.9	0	00.0	0	00.0	3	3.3
7. Home Economics .....	2	3.9	1	2.9	0	00.0	3	3.3
8. Education .....	4	7.8	1	2.9	1	20.0	6	6.6
9. Mathematics .....	2	3.9	3	8.6	0	00.0	5	5.5

\*It should be noted that some teachers indicated more than one minor field.

completed all the work for the Masters degree, forty-six women physical education teachers indicated some work at the graduate level. Table 23 shows the tabulation of the graduate majors indicated by all eighty women teachers who had completed all or part of the work toward a graduate degree. Three subject areas were checked as graduate majors by more than ten per cent of these teachers. Thirty-four, or 42.5 per cent, of the teachers indicated Physical Education as a graduate major. Fourteen, or 17.5 per cent, of the teachers checked Education as a graduate major. Home Economics was declared as a graduate major by 9, or 11.2 per cent, of the teachers.

In a study of the graduate majors declared by teachers in the three classifications of schools, no distinct pattern is discernible. Teachers in first and second class schools checked Physical Education most frequently as a graduate major. Teachers in third class schools again varied in their emphases by placing two graduate majors in the top ranking position. Education and Home Economics were both indicated as graduate majors by 7, or 30.4 per cent, of the teachers. Language and Literature was checked by 6, or 26.1 per cent, of the teachers.

#### Graduate Minors

Of the eighty teachers who had completed all or part of the work toward a graduate degree, only forty-nine

TABLE 23

GRADUATE MAJORS OF 80\* WOMEN PHYSICAL EDUCATION TEACHERS  
IN 80 JUNIOR AND SENIOR HIGH SCHOOLS IN KANSAS

Graduate Majors	1st Class 39 Teachers		2nd Class 18 Teachers		3rd Class 23 Teachers		Total 80 Teachers	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Physical Education ..	26	66.7	8	44.4	0	00.0	34	42.5
2. Education .....	5	12.8	2	11.1	7	30.4	14	17.5
3. Language/Literature .	0	00.0	2	11.1	6	26.1	8	10.0
4. Guidance .....	3	7.7	1	5.6	1	4.3	5	6.2
5. Commerce .....	1	2.6	2	11.1	1	4.3	4	5.0
6. Home Economics .....	2	5.1	0	00.0	7	30.4	9	11.2
7. Social Science .....	0	00.0	0	00.0	1	4.3	1	1.2
8. Mathematics/Science .	2	5.1	3	16.7	0	00.0	5	6.2

\*It should be noted that 80 teachers indicated graduate work done. Of these, 34 had completed the work of the Masters Degree.



declared a graduate minor. A study of these responses reveals no distinct pattern. From one to eight teachers indicate the following minor fields: Biology, Education and Guidance, Physical Education, Social Science, Language and Literature, Science, Mathematics, Home Economics, and Commerce.

#### Courses in Guidance

Leaders in both the field of guidance and the field of physical education have long recognized the wealth of opportunity had by the physical education teacher to put into practice basic guidance concepts and to use basic guidance techniques. In physical education there are many possibilities for the establishment of personal relationships which are potentially useful in guidance.<sup>4</sup> Therefore, the guidance training represented by the women teachers of physical education in the study assumes some importance. Table 24 shows the number and per cent of women physical education teachers who have taken one or more courses in guidance. The responses here should be considered in the light of the fact that in most instances physical education majors must elect to take courses in the guidance field. Some professional training in the field of guidance was indicated by 151, or 60.2 per cent, of all the teachers in the study. Of this number, 58, or 64.4 per cent, of the teachers are in first class schools; 47, or 53.4 per cent, are in

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<sup>4</sup>Nixon and Cozens, op. cit., p. 209.

TABLE 24

NUMBER AND PER CENT OF 251 WOMEN PHYSICAL EDUCATION TEACHERS  
IN 91 JUNIOR HIGH SCHOOLS AND 160 SENIOR HIGH  
SCHOOLS IN KANSAS WHO HAVE TAKEN ONE  
OR MORE COURSES IN GUIDANCE

Classification	Junior High		Senior High		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
First class 51 teachers .....	35	68.6				
Second class 35 teachers .....	20	57.1				
Third class 5 teachers .....	4	80.0				
Total 91 teachers .....	59	64.8				
First class 39 teachers .....			23	59.0		
Second class 53 teachers .....			27	50.9		
Third class 68 teachers .....			42	61.8		
Total 160 teachers .....			92	57.5		
First class 90 teachers .....					58	64.4
Second class 88 teachers .....					47	53.4
Third class 73 teachers .....					46	63.0
Total 251 teachers .....					151	60.2

second class schools; and 46, or 63.0 per cent, are in third class schools. The size of these numbers would seem to indicate an awareness of the value of this area of preparation to the physical education teachers.

In studying the breakdown of these data, a greater percentage of the junior high school teachers than of the senior high school teachers have taken courses in the field of guidance. Oddly enough, while 35, or 68.6 per cent, of the teachers in first class junior high schools indicated one or more courses in guidance, the largest number of senior high school teachers indicating courses in guidance is found in third class schools. Some partial explanation of this may be found in the fact that persons looking toward positions in first class schools anticipate, rightly or wrongly, the availability of trained guidance personnel and therefore do not include guidance courses in the undergraduate work.

#### Undergraduate Credit Hours in Physical Education

In studying the professional qualifications of women physical education teachers, it was considered important to gain information not only about the specific subject areas in which these teachers have taken courses but also to ascertain the number of graduate and undergraduate credit hours each teacher has completed in the field of physical education as a whole. Table 25 shows that 145, or 57.8 per

TABLE 25

UNDERGRADUATE CREDIT HOURS IN PHYSICAL EDUCATION REPORTED BY  
251 WOMEN PHYSICAL EDUCATION TEACHERS IN 91 JUNIOR HIGH  
SCHOOLS AND 160 SENIOR HIGH SCHOOLS IN KANSAS

Undergraduate Credit Hours in Physical Education	1st Class 90 Teachers		2nd Class 88 Teachers		3rd Class 73 Teachers		Total 251 Teachers	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. 1-10 hours .....	0	00.0	10	11.4	25	34.2	35	13.9
2. 11-20 hours .....	5	5.6	11	12.5	22	30.1	38	15.1
3. 21-30 hours .....	8	8.9	15	17.0	10	13.7	33	13.1
4. 31-40 hours .....	77	85.6	52	59.1	16	21.9	145	57.8

cent, of the teachers have completed over thirty undergraduate credit hours in physical education. In addition to this number, twenty-one to thirty hours have been completed by 33, or 13.1 per cent, of the teachers; eleven to twenty hours have been completed by 38, or 15.1 per cent, of the teachers; and one to ten hours have been completed by 35, or 13.9 per cent, of the teachers.

In studying the undergraduate credit hours in physical education reported by the teachers in the three city classifications, more than thirty hours have been completed by 77, or 85.6 per cent, of the teachers in first class schools and by 52, or 59.1 per cent, of the teachers in second class schools. In contrast, the largest percentage of teachers in third class schools reported comparatively fewer hours undergraduate credit in physical education. Only one to ten hours have been completed by 25, or 34.2 per cent, of the teachers and only eleven to twenty hours have been completed by 22, or 30.1 per cent, of the teachers. In interpreting these data, it should be kept in mind that the largest percentage of part-time teachers is found in third class schools.

#### Graduate Credit Hours in Physical Education

The number and per cent of women physical education teachers who indicated credit hours in physical education at the graduate level is shown in Table 26. Though there

TABLE 26

GRADUATE CREDIT HOURS IN PHYSICAL EDUCATION REPORTED BY  
60\* WOMEN PHYSICAL EDUCATION TEACHERS IN 60  
JUNIOR AND SENIOR HIGH SCHOOLS IN KANSAS

Graduate Credit Hours in Physical Education	1st Class 32 Teachers		2nd Class 15 Teachers		3rd Class 13 Teachers		Total 60 Teachers	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. 1-10 hours .....	13	40.6	8	53.3	5	38.5	26	43.3
2. 11-20 hours .....	7	21.9	4	26.6	6	46.2	17	28.3
3. 21-30 hours .....	12	37.5	3	20.0	2	15.4	17	28.3

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\*Eighty women teachers indicate graduate work completed in part or whole, but only sixty of these teachers have had graduate work in physical education.

were eighty women teachers who had completed all or part of the work toward a graduate degree, only sixty of these indicated graduate credit hours in physical education. Of this number, 26, or 43.3 per cent, indicated one to ten graduate credit hours in physical education, whereas 17, or 28.3 per cent, indicated either eleven to twenty or twenty-one to thirty graduate credit hours in this field.

#### Certified Teaching Fields

Table 27 shows the teaching fields in which the women physical education teachers are certified by the state of Kansas. As would be expected, more teachers indicated certification in the field of Physical Education than in any other field. This field of certification was checked by 181, or 72.1 per cent, of the teachers. Since there are 251 teachers in the study, however, these data apparently mean that approximately twenty-seven per cent of the teachers are teaching in a field in which they are not certified. Second in number of teachers indicating certification is the field of Biology, which was checked by 106, or 42.2 per cent, of the teachers. Again it should be noted that this is a rather natural area of certification for teachers of physical education. Social Science was checked by 59, or 23.5 per cent, and Language and Literature by 53, or 21.1 per cent, of the teachers. All other subject areas were checked by only five to fifteen per cent of the teachers.

TABLE 27

CERTIFIED (KANSAS) TEACHING FIELDS REPORTED BY 251 WOMEN  
PHYSICAL EDUCATION TEACHERS IN 91 JUNIOR HIGH SCHOOLS  
AND 160 SENIOR HIGH SCHOOLS IN KANSAS

Certified Teaching Fields*	1st Class 90 Teachers		2nd Class 88 Teachers		3rd Class 73 Teachers		Total 251 Teachers	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Physical Education ....	81	90.0	66	75.0	34	46.6	181	72.1
2. Biology .....	47	52.2	38	43.2	21	28.8	106	42.2
3. Art and Music .....	5	5.6	5	5.7	3	4.1	13	5.2
4. Social Science .....	14	15.6	20	22.7	25	34.2	59	23.5
5. Commerce .....	4	4.4	7	8.0	16	21.9	27	10.8
6. Mathematics .....	4	4.4	5	5.7	1	1.4	10	4.0
7. Education .....	2	2.2	7	8.0	6	8.2	15	6.0
8. Home Economics .....	5	5.6	2	2.3	29	39.7	36	14.3
9. Language/Literature ...	10	11.1	18	20.5	25	34.2	53	21.1

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\*It should be noted that some teachers indicated more than one certified teaching field.



The teachers in third class schools once again represent a more varied pattern. Six teaching fields were checked by more than twenty per cent of the teachers in the schools of this classification, whereas twenty per cent or more of the teachers in second class schools checked each of only four teaching fields and twenty per cent or more of the teachers in first class schools checked each of only two teaching fields. Apparently, then, women physical education teachers in third class schools represent broader backgrounds of training and less specialization in physical education.

Proportions of Time Teaching Physical Education  
Reported by Part-time Teachers

The respondents to the questionnaire included both part-time and full-time teachers of physical education. Of the 251 study participants, 130, or 51.8 per cent, of the teachers indicated that they were teaching physical education during only a part of their teaching schedules. Table 28 reveals that 71, or 54.6 per cent, of the teachers are giving only one fifth of their time to the teaching of physical education. Fourteen, or 10.8 per cent, of the teachers indicated they taught physical education during two fifths of the time; 26, or 20.0 per cent, indicated they taught physical education during three fifths of the time; and 19, or 14.6 per cent, of the teachers indicated they taught physical education four fifths of the time. The largest

TABLE 28

PROPORTIONS OF TIME SPENT IN TEACHING PHYSICAL EDUCATION REPORTED BY  
130 PART-TIME WOMEN PHYSICAL EDUCATION TEACHERS IN  
130 JUNIOR AND SENIOR HIGH SCHOOLS IN KANSAS

Proportions of Time Spent Teaching Physical Education	1st Class 16 Teachers		2nd Class 47 Teachers		3rd Class 67 Teachers		Total 130 Teachers	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. 4/5 of time .....	4	25.0	14	29.8	1	1.5	19	14.6
2. 3/5 of time .....	8	50.0	11	23.4	7	10.4	26	20.0
3. 2/5 of time .....	1	6.3	8	17.0	5	7.5	14	10.8
4. 1/5 of time .....	3	18.8	14	29.8	54	80.6	71	54.6

number of teachers teaching physical education only one fifth of the time is found in third class schools. Fifty per cent of the teachers in first class schools spend three fifths of the time teaching physical education. Teachers in second class schools are fairly evenly divided between one fifth of the time and four fifths of the time spent teaching physical education. Fourteen, or 29.8 per cent, of the teachers checked either one fifth or four fifths of the time spent teaching physical education.

#### Subject Areas Taught Other than Physical Education

A discussion of the part-time teacher's emphasis upon physical education in the teaching schedule would not be complete without some data concerning the subject areas taught in the remainder of the time. Tables 29 and 30 indicate the other subject areas taught by teachers in senior and junior high schools respectively. In the first class senior high schools and in the third class junior high schools the number of part-time teachers is negligible. A study of the total number of part-time teachers at each level reveals a greater percentage of part-time teachers in senior high school. The subject areas other than physical education for which the senior high school teachers are most frequently responsible are health, which was checked by 35, or 35.4 per cent, of the teachers; study hall, which was

TABLE 29

OTHER SUBJECT AREAS TAUGHT BY 99 PART-TIME WOMEN PHYSICAL EDUCATION TEACHERS  
IN 99 SENIOR HIGH SCHOOLS IN KANSAS

Other Subject Areas Taught	1st Class 3 Teachers		2nd Class 34 Teachers		3rd Class 62 Teachers		Total 99 Teachers	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Art .....	0	00.0	1	2.9	2	3.2	3	3.0
2. Coaching .....	0	00.0	2	5.9	15	24.2	17	17.2
3. Commerce .....	1	33.3	3	8.8	10	16.1	14	14.1
4. First Aid .....	0	00.0	7	20.6	3	4.8	10	10.1
5. Health .....	1	33.3	17	50.0	17	27.4	35	35.4
6. Language/Literature ....	0	00.0	7	20.6	19	30.6	26	26.3
7. Home Economics .....	0	00.0	1	2.9	28	45.2	29	29.3
8. Mathematics .....	0	00.0	4	11.8	4	6.5	8	8.1
9. Science .....	0	00.0	5	14.7	14	22.6	19	19.2
10. Social Science .....	0	00.0	3	8.8	12	19.4	15	15.2
11. Study Hall .....	1	33.3	9	26.5	22	35.5	32	32.3

TABLE 30

OTHER SUBJECT AREAS TAUGHT BY 31 PART-TIME WOMEN PHYSICAL EDUCATION TEACHERS  
IN 31 JUNIOR HIGH SCHOOLS IN KANSAS

Other Subject Areas Taught	1st Class 13 Teachers		2nd Class 13 Teachers		3rd Class 5 Teachers		Total 31 Teachers	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Art .....	0	00.0	0	00.0	0	00.0	0	00.0
2. Coaching .....	1	7.7	0	00.0	1	20.0	2	6.5
3. Commerce .....	0	00.0	1	7.7	0	00.0	1	3.2
4. First Aid .....	3	23.1	4	30.8	1	20.0	8	25.8
5. Health .....	9	69.2	3	23.1	1	20.0	13	41.9
6. Language/Literature ....	1	7.7	1	7.7	2	40.0	4	12.9
7. Home Economics .....	0	00.0	1	7.7	3	60.0	4	12.9
8. Mathematics .....	1	7.7	3	23.1	0	00.0	4	12.9
9. Science .....	5	38.5	3	23.1	0	00.0	8	25.8
10. Social Science .....	3	23.1	3	23.1	1	20.0	7	22.6
11. Study Hall .....	2	15.4	3	23.1	2	40.0	7	22.6

checked by 32, or 32.3 per cent, of the teachers; home economics, which was checked by 29, or 29.3 per cent, of the teachers; and language and literature, which was checked by 26, or 26.3 per cent, of the teachers. All other subject areas were checked by less than twenty per cent of the senior high school teachers.

Among the junior high school teachers, the most frequently checked subject area is health, which was checked by 13, or 41.9 per cent, of the teachers. First aid, science, social science, and study hall were checked by twenty to twenty-five per cent of the junior high school teachers. All other subject areas were indicated by less than fifteen per cent of the teachers.

#### Years of Teaching Experience in Physical Education

Table 31 reveals the years of teaching experience in physical education represented by the two hundred fifty-one teachers of physical education in the study. By far the largest number of teachers, not only of the total but also of the schools in each of the three classifications has taught less than five years. Thirty-nine, or 43.3 per cent, of the teachers in first class schools, 55, or 62.5 per cent, of the teachers in second class schools, and 44, or 60.3 per cent, of the teachers in third class schools have taught physical education less than five years. Physical education as a teaching field, however, apparently has some

TABLE 31

YEARS OF TEACHING EXPERIENCE IN PHYSICAL EDUCATION REPORTED BY  
 251 WOMEN PHYSICAL EDUCATION TEACHERS IN 91 JUNIOR HIGH  
 SCHOOLS AND 160 SENIOR HIGH SCHOOLS IN KANSAS

Years of Experience Teaching Physical Education	1st Class 90 Teachers		2nd Class 88 Teachers		3rd Class 73 Teachers		Total 251 Teachers	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Less than 5 years of teaching physical education .....	39	43.3	55	62.5	44	60.3	138	55.0
2. 5 to 10 years of teach- ing physical education	27	30.0	21	23.9	24	32.9	72	28.7
3. Over 10 years of teaching physical education .....	24	26.7	12	13.6	5	6.8	41	16.3

continued appeal, for 72, or 28.7 per cent, of the teachers have taught physical education for five to ten years and 41, or 16.3 per cent, of the teachers have taught physical education for over ten years.

#### Membership in Professional Organizations

One of the outcomes of teacher training which should be apparent in the qualifications of teachers of physical education is the professional attitude. One evidence of this attitude may be found in membership in state and national professional organizations. Table 32 shows the number and per cent of study participants who hold memberships in either the American Association of Health, Physical Education, and Recreation or in the Kansas Health, Physical Education, and Recreation Association. The largest percentage of memberships in each of the two organizations was indicated by teachers in first class schools. Forty-eight, or 53.3 per cent, of the teachers in first class schools hold memberships in AAHPER<sup>5</sup> and 63, or 70.0 per cent, hold memberships in KHPER.<sup>6</sup> In second class schools, 28, or 31.8 per cent, of the teachers belong to AAHPER and 30, or 34.1 per

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<sup>5</sup>The accepted abbreviation for the national physical education organization entitled the American Association for Health, Physical Education, and Recreation.

<sup>6</sup>The accepted abbreviation for the Kansas state physical education organization entitled the Kansas Health, Physical Education, and Recreation Association.



TABLE 32

NUMBER AND PER CENT OF 251 WOMEN PHYSICAL EDUCATION TEACHERS  
IN 91 JUNIOR HIGH SCHOOLS AND 160 SENIOR HIGH SCHOOLS  
IN KANSAS WHO HOLD MEMBERSHIPS IN NATIONAL AND STATE  
PROFESSIONAL ORGANIZATIONS IN PHYSICAL EDUCATION

Professional Organizations in Physical Education	1st Class 90 Teachers		2nd Class 88 Teachers		3rd Class 73 Teachers		Total 251 Teachers	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. American Association of Health, Physical Education, and Recreation .....	48	53.3	28	31.8	8	11.0	84	33.5
2. Kansas Health, Physical Education, and Recreation Association .....	63	70.0	30	34.1	6	8.2	99	39.4

cent, of the teachers belong to KHPER. The physical education teachers in third class schools, teachers who it might be assumed could profit most from the help available from such memberships, actually hold the smallest number of memberships in either organization. Only 8, or 11.0 per cent, belong to AAHPER and 6, or 8.2 per cent, belong to KHPER. This may be more easily understood, however, when it is realized that the largest number of part-time teachers spend only one fifth of the time teaching physical education and the rest of the time teaching another subject area or areas, and the largest number of part-time teachers is found in schools of third class cities. The total number of memberships in professional organizations shows that 84, or 33.5 per cent, of all the teachers belong to the national organization in physical education, while 99, or 39.4 per cent, of the teachers belong to the state organization. This would seem to point up unrealized potential values of the state organization. It is important, however, to realize that less than one half of the total number of women physical education teachers belong to either organization.

## CHAPTER IV

### THE PHYSICAL EDUCATION CLASSES

#### Introduction

Any study of the activities of teachers must be concerned with the practical makeup of the classes being taught --the number of students per class, the time allotment, the frequency of class meetings, and the number of students with disabilities. This is, perhaps, more true of physical education teachers than of teachers in many other areas. Physical education classes do not always conform to the typical school schedule. Any variations in sizes of classes more directly affect the activities offered. The physical condition of the students determines to a very great extent the content of the course of study in any one class. Like other teachers, the teachers of physical education come in contact with many and varied emotions in the presentation of each new activity. Often the teacher must sell herself and the activity before the students catch the "spark" which turns skill drills into exciting games or the practice of specific dance steps into finished routines which bring satisfaction to the performer. Needless to say, it is hardly possible to

accomplish this in, say, two weekly class meetings of thirty minutes each, because time is required to know the individual students, their physical abilities, needs, and interests. The teacher of physical education can do a better job if information is available to her concerning the skills of individual youngsters and their practical knowledge of the activities being taught. These can be ascertained through pre-tests, post-tests, information tests, and skill tests. Further, the way the teacher teaches depends upon the goals envisioned, the way the classes are organized as to age groups, and the methods of evaluation.

#### Grades in Which Physical Education Is Taught

Table 33 indicates the grades in which physical education is required in the junior high schools represented in the study. These data show that physical education is required in more than three fourths of the schools of all classifications and at each of the grade levels in the junior high schools. The percentage of first class junior high schools in which physical education is required in the eighth grade is slightly smaller. On the other hand, the percentage of schools in which physical education is required is lowest in the ninth grades of second class junior high schools. It is interesting to note that in all classifications physical education is required in a greater percentage of schools at the seventh grade level than at either

TABLE 33  
GRADES IN WHICH PHYSICAL EDUCATION IS REQUIRED  
IN 91 JUNIOR HIGH SCHOOLS IN KANSAS

Classification	Required in 7th Grade		Required in 8th Grade		Required in 9th Grade	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
First class 51 teachers .....	45	88.2	35	68.6	41	80.4
Second class 35 teachers .....	32	91.4	31	88.6	27	77.1
Third class 5 teachers .....	4	80.0	4	80.0	4	80.0
Total 91 Teachers .....	81	89.0	70	76.9	72	79.1

the eighth or ninth grade levels. Eighty-one, or 89.0 per cent, of the junior high schools require physical education in the seventh grade, whereas 70, or 76.9 per cent, and 72, or 79.1 per cent, of the junior high schools required physical education at the eighth and ninth grades respectively. In studying this table, the conclusion might be drawn that a student coming from the type of school organization which includes junior high school experiences as separate from elementary school has had more physical education training than the student who comes directly from the elementary school of eight years to high school, since characteristically physical education teachers are not employed at the elementary school level.

Table 34 indicates the grades in which physical education is required in senior high schools represented in the study. From a study of these data, it is apparent that physical education is required in the greatest percentage of schools in the ninth and tenth grades. One hundred twenty-three, or 76.9 per cent, of the senior high schools require physical education in the ninth grade and 124, or 77.5 per cent, require physical education in the tenth grade. Only 30, or 18.1 per cent, of the schools require physical education in the twelfth grade, the greatest percentage being third class schools. A comparatively low number of first class senior high schools require physical education in the ninth grade. This may reflect the school organizational

TABLE 34

GRADES IN WHICH PHYSICAL EDUCATION IS REQUIRED  
IN 160 SENIOR HIGH SCHOOLS IN KANSAS

Classifications	Required in 9th Grade		Required in 10th Grade		Required in 11th Grade		Required in 12th Grade	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
First class 39 teachers .....	16	41.0	37	94.9	23	59.0	3	7.7
Second class 53 teachers .....	45	84.9	45	84.9	12	22.6	8	15.1
Third class 68 teachers .....	62	91.2	42	61.8	21	30.9	19	27.9
Total 160 teachers .....	123	76.9	124	77.5	56	35.0	30	18.8

plan more commonly found in first class cities, where the ninth grade is a part of the junior high school rather than of the senior high school. On the other hand, the greater percentage of third class senior high schools in which physical education is required at the ninth grade may reflect the organizational plan characteristic of this classification which includes ninth grade as a part of the senior high school. In studying this table, the conclusion might be drawn that the greatest proportion of students in senior high schools have at least two years of physical education experience during their high school years.

#### Credit Received for Physical Education

The credit received for participation in physical education may be considered at least in part a reflection of the status of the physical education program in the philosophy of the administration and therefore in the eyes of the students. Tables 35 and 36 show the credits received for one semester of physical education in junior and senior high schools. A study of these tables reveals that the largest percentage of both junior and senior high schools allow one half credit for one semester of classwork in physical education. In both junior and senior high schools, the next largest percentage of schools allow one fourth credit, with one credit and one eighth credit following in that order. Forty-nine, or 53.8 per cent, of the junior high



TABLE 35

CREDIT GIVEN FOR PHYSICAL EDUCATION IN  
91 JUNIOR HIGH SCHOOLS IN KANSAS

Classification	1 Credit		$\frac{1}{2}$ Credit		$\frac{3}{8}$ Credit		$\frac{1}{4}$ Credit		$\frac{1}{8}$ Credit	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
First class 51 teachers .....	8	15.7	27	52.9	0	00.0	13	25.5	3	5.9
Second class 35 teachers .....	3	8.6	19	54.3	0	00.0	12	34.3	1	2.9
Third class 5 teachers .....	0	00.0	3	60.0	0	00.0	2	40.0	0	00.0
Total 91 teachers .....	11	12.1	49	53.8	0	00.0	27	29.7	4	4.4

TABLE 36  
CREDIT GIVEN FOR PHYSICAL EDUCATION IN  
160 SENIOR HIGH SCHOOLS IN KANSAS

Classification	1 Credit		$\frac{1}{2}$ Credit		$\frac{3}{8}$ Credit		$\frac{1}{4}$ Credit		$\frac{1}{8}$ Credit	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
First class 39 teachers .....	5	12.8	23	59.0	1	2.6	8	20.5	2	5.1
Second class 53 teachers .....	7	13.2	22	41.5	0	00.0	23	43.4	1	1.9
Third class 68 teachers .....	3	4.4	29	42.6	0	00.0	26	38.2	10	14.7
Total 160 teachers .....	15	9.4	74	46.3	1	2.6	57	35.6	13	8.1

schools and 74, or 46.3 per cent, of the senior high schools give one half credit for physical education. Only 26 schools of the 251 schools in the study give one full credit for physical education, and most of these are in first class junior high schools and in first and second class senior high schools. This small number of schools giving one full credit for physical education is typical of conditions in many states even though the Platform of the American Association for Health, Physical Education, and Recreation clearly states that physical education should receive equal recognition and credit with other subject fields.<sup>1</sup>

#### Semester Requirements for Physical Education

Table 37 shows the requirements in terms of semesters to be completed in physical education in junior and senior high schools. From these data, it is apparent that a two-semester requirement in physical education is the most common, with a four-semester and a six-semester requirement following in that order. Ninety, or 35.9 per cent, of the total number of schools require two semesters of physical education; 73, or 29.1 per cent, of the total number of schools require four semesters; and 51, or 20.3 per cent, of the total number of schools require six semesters. No junior high schools and only four senior high schools indicated no

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<sup>1</sup>McNeely, op. cit., p. 6.

TABLE 37

SEMESTER REQUIREMENTS FOR PHYSICAL EDUCATION IN 91 JUNIOR HIGH SCHOOLS  
AND 160 SENIOR HIGH SCHOOLS IN KANSAS

Semester Requirements	Junior High 91 Teachers		Senior High 160 Teachers		Total 251 Teachers	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. 0 semesters .....	0	00.0	4	2.5	4	1.6
2. 1 semester .....	4	4.4	12	7.5	16	6.4
3. 2 semesters .....	29	31.9	61	38.1	90	35.9
4. 3 semesters .....	2	2.2	2	1.2	4	1.6
5. 4 semesters .....	18	19.8	55	34.4	73	29.1
6. 5 semesters .....	0	00.0	0	00.0	0	00.0
7. 6 semesters .....	38	41.8	13	8.1	51	20.3
8. 7 semesters .....	0	00.0	0	00.0	0	00.0
9. 8 semesters .....	0	00.0	13	8.1	13	5.2

physical education requirement. Thirty-eight junior high schools require physical education throughout the three-year program. Thirteen senior high schools require physical education throughout the four-year program. One factor affecting the data concerning semester requirements in physical education might be the substitutions which are possible in some schools, substitutions such as band, pep club, driver education, and so forth. However, the study participants did not indicate any great prevalence of such substitutions.

Frequency of Physical Education  
Class Meetings

Tables 38 and 39 reveal that less than fifty per cent of the senior high schools and less than twenty-five per cent of the junior high schools have daily meetings of physical education classes for girls. The largest percentage of junior high school teachers indicated physical education classes alternated between two classes one week and three classes the next week. The largest percentage of senior high school teachers indicated daily class meetings. Forty-one, or 45.1 per cent, of the junior high schools have alternating physical education classes. Sixty-nine, or 43.1 per cent, of the senior high schools have daily physical education classes. Two or less physical education classes a week were indicated by 36, or 22.6 per cent of the senior high school teachers but by only 10, or 11.0 per cent, of

TABLE 38

FREQUENCY OF PHYSICAL EDUCATION CLASS MEETINGS  
IN 91 JUNIOR HIGH SCHOOLS IN KANSAS

Classification	Daily Meetings		3 Meetings Weekly		2 Meetings Weekly		1 Meeting Weekly		3/2 Meetings Alternate Weeks	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
First class 51 teachers .....	11	21.6	9	17.6	2	3.9	0	00.0	29	56.9
Second class 35 teachers .....	9	25.7	7	20.0	7	20.0	0	00.0	12	34.3
Third class 5 teachers .....	2	40.0	2	40.0	1	20.0	0	00.0	0	00.0
Total 91 teachers .....	22	24.2	18	19.8	10	11.0	0	00.0	41	45.1

TABLE 39

FREQUENCY OF PHYSICAL EDUCATION CLASS MEETINGS  
IN 160 SENIOR HIGH SCHOOLS IN KANSAS

Classification	Daily Meetings		3 Meetings Weekly		2 Meetings Weekly		1 Meeting Weekly		3/2 Meetings Alternate Weeks	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
First class 39 teachers ....	24	61.5	3	7.7	5	12.8	0	00.0	7	17.9
Second class 53 teachers ....	21	39.6	7	13.2	11	20.8	0	00.0	14	26.4
Third class 68 teachers ....	24	35.3	21	30.9	18	26.5	2	2.9	3	4.4
Total 160 teachers ...	69	43.1	31	19.4	34	21.3	2	1.3	24	15.0

the junior high school teachers. In studying these data, it should be kept in mind that in many schools the boys and girls share the same gymnasium and facilities, necessitating the staggering of physical education class meetings. In many instances, health is taught on the alternate days to the physical education classes. These may in some cases, therefore, affect the activity offering in the physical education program.

#### Sizes of Physical Education Classes

Since the questionnaires received from the study participants contained marginal comments concerning the problems of teaching large classes and since the study participants' requests for college instructional and consultational help contained references to techniques and materials suitable for large classes, data concerning the sizes of physical education classes as revealed in Tables 40 and 41 are of considerable interest. It might be noted here that the optimum size physical education class is considered to be twenty-five to forty students. A study of the data in these tables shows that 54, or 59.3 per cent, of the junior high school teachers and 82, or 51.3 per cent, of the senior high school teachers have physical education classes within the recommended size range. Five, or 5.5 per cent, of the junior high school teachers and 56, or 35.0 per cent, of the senior high school teachers indicated physical education



TABLE 40

SIZES OF PHYSICAL EDUCATION CLASSES IN  
91 JUNIOR HIGH SCHOOLS IN KANSAS

Classification	Less than 20 Students		21 to 40 Students		41 to 60 Students		61 to 80 Students		Over 80 Students		
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	
First class 51 teachers .....	0	00.0	24	47.1	23	45.1	4	7.8	0	00.0	88
Second class 35 teachers .....	2	5.7	28	80.0	5	14.3	0	00.0	0	00.0	
Third class 5 teachers .....	3	60.0	2	40.0	0	00.0	0	00.0	0	00.0	
Total 91 Teachers .....	5	5.5	54	59.3	28	30.8	4	4.4	0	00.0	

TABLE 41  
SIZES OF PHYSICAL EDUCATION CLASSES IN  
160 SENIOR HIGH SCHOOLS IN KANSAS

Classification	Less than 20 Students		21 to 40 Students		41 to 60 Students		61 to 80 Students		Over 80 Students	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
First class 39 teachers .....	3	7.7	22	56.4	12	30.8	2	5.1	0	00.0
Second class 53 teachers .....	9	17.0	36	67.9	8	15.1	0	00.0	0	00.0
Third class 68 teachers .....	44	64.7	24	35.3	0	00.0	0	00.0	0	00.0
Total 160 teachers ....	56	35.0	82	51.3	20	12.5	2	1.3	0	00.0

classes with less than twenty students. Physical education classes of this small size would be an advantage in dual and individual type activities and a distinct disadvantage in certain team game activities. In contrast to these small classes, 32, or 35.2 per cent, of the junior high school teachers and 22, or 13.8 per cent, of the senior high school teachers indicated physical education classes of more than forty-one students each. This greater percentage of junior high school teachers with large classes may be a reflection of the fact that such a large number of the junior high schools require physical education each semester. The first class junior and senior high school teachers indicated physical education classes with from sixty-one to eighty students. This involves only four of the junior high schools and two of the senior high schools. No schools indicated classes of over eighty students. In answer to a specific item on the questionnaire, 72, or 79.1 per cent, of the senior high school teachers stated that students with superior skills and leadership ability are used as student leaders in large classes. In following this procedure, teachers of physical education can give more adequate leadership to a larger number of students at one time.

#### Lengths of Physical Education Classes

Leaders in the field of physical education recommend sixty minute class periods for optimum teaching conditions

in physical education. However, this recommendation is qualified to the point that if the physical education class period is not a full sixty minutes in length, it should be at least equal to the time allotted to the school's other subjects. Tables 42 and 43 show that 59, or 64.8 per cent, of the junior high school teachers and 97, or 60.6 per cent, of the senior high school teachers indicated physical education class periods of fifty-one to sixty minutes in length. The largest percentage of these teachers, both in junior and senior high schools, is found in first class schools. Approximately thirty per cent of both junior and senior high school teachers indicated physical education class periods of forty-one to fifty minutes. Only four junior high school teachers and fifteen senior high school teachers indicated class periods shorter than forty minutes. No schools have physical education class periods of less than thirty minutes. The length of the physical education period assumes considerable importance in those schools where the physical education teacher requires students to dress for and shower after all activities.

#### Requirement and Use of Medical Examinations

One of the problems in any physical education program is to present activities which are suited both to age interests and skills and to individual physical differences. This is of particular concern in physical disabilities which

TABLE 42

LENGTHS OF PHYSICAL EDUCATION CLASS PERIODS  
IN 91 JUNIOR HIGH SCHOOLS IN KANSAS

Classification	30 Minutes		31-40 Minutes		41-50 Minutes		51-60 Minutes	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
First class 51 teachers .....	0	00.0	1	2.0	14	27.5	36	70.6
Second class 35 teachers .....	0	00.0	1	2.9	12	34.3	22	62.9
Third class 5 teachers .....	0	00.0	2	40.0	2	40.0	1	20.0
Total 91 teachers .....	0	00.0	4	4.4	28	30.8	59	64.8

TABLE 43

LENGTHS OF PHYSICAL EDUCATION CLASS PERIODS  
IN 160 SENIOR HIGH SCHOOLS IN KANSAS

Classification	30 Minutes		31-40 Minutes		41-50 Minutes		51-60 Minutes	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
First class 39 teachers .....	0	00.0	0	00.0	9	23.1	30	76.9
Second class 53 teachers .....	0	00.0	1	1.9	19	35.8	33	62.3
Third class 68 teachers .....	0	00.0	14	20.6	20	29.4	34	50.0
Total 160 teachers .....	0	00.0	15	9.4	48	30.0	97	60.6

limit the amount and type of participation and in cases of physical limitations which remain unknown without medical examination. For these reasons the medical examination becomes a valuable resource to physical education teachers in learning to know the physical needs of individual students.

Table 44 shows the number and per cent of junior and senior high schools in which a medical examination is a requirement for participation in physical education and in which the results of the medical examination are used in building the activity content of the physical education classes. Approximately the same percentage of junior and senior high schools require a medical examination for participation in physical education activities. Twenty-four, or 26.4 per cent, of the junior high schools and 42, or 26.3 per cent, of the senior high schools require a medical examination. There is a difference, however, in the classes of schools emphasizing this requirement. Among the junior high schools, the largest number is found in first class schools. Among the senior high schools, the largest number is found in third class schools.

The data concerning the number of schools having medical examinations as a basis for physical education participation and in addition using the results of the examinations as a basis for activity content in physical education classes presents a somewhat different picture. Only 12, or

TABLE 44

REQUIREMENT AND USE OF MEDICAL EXAMINATIONS IN PHYSICAL  
EDUCATION PROGRAMS IN 91 JUNIOR HIGH SCHOOLS AND  
160 SENIOR HIGH SCHOOLS IN KANSAS

Classification	Medical Exam Required for Participation		Required Medical Exam Used as Basis for Program	
	No.	Per Cent	No.	Per Cent
1st class Jr. High 51 teachers .....	17	33.3	5	9.8
2nd class Jr. High 35 teachers .....	6	17.1	6	17.1
3rd class Jr. High 5 teachers .....	1	20.0	1	20.0
Total 91 teachers .....	24	26.4	12	13.2
1st class Sr. High 39 teachers .....	10	25.6	3	7.7
2nd class Sr. High 53 teachers .....	9	17.0	9	17.0
3rd class Sr. High 68 teachers .....	23	33.8	19	27.9
Total 160 teachers .....	42	26.3	31	19.4

13.2 per cent, of the junior high schools and 31, or 19.4 per cent, of the senior high schools both require a medical examination and base class activities on the results of such an examination. In other words, many teachers have this



valuable and necessary information available but make little or no use of it in terms of the physical education classes. Second class junior high schools and third class senior high schools indicated the largest number of teachers both requiring and using the medical examination results.

#### Corrective and Remedial Physical Education Programs

Closely related to the problem of building class activities based on a thorough knowledge of the physical condition of each student is the problem of offering special corrective or remedial classes to ill or disabled students. These classes are designed not only to help them adjust to physical deviations but also to learn physical skills and activities best suited to them. Thus, these students can have the social relationships and the sense of achievement and participation which stem from physical education experiences. Table 45 shows the number and per cent of junior and senior high school teachers who have corrective or remedial classes available to students needing them and who build these programs of corrective and remedial activities in cooperation with physicians.

Corrective classes for ill or disabled students are made available by 50, or 54.9 per cent, of the junior high school teachers and by 95, or 59.4 per cent, of the senior high school teachers. Second class junior high school

TABLE 45

CORRECTIVE PHYSICAL EDUCATION PROGRAMS WHICH ARE A RESULT  
OF TEACHER PHYSICIAN COOPERATION IN 91 JUNIOR HIGH  
SCHOOLS AND 160 SENIOR HIGH SCHOOLS IN KANSAS

Classification	Corrective Class Available for Ill or Disabled		Individual Cor- rective Program Worked out with Physician	
	No.	Per Cent	No.	Per Cent
1st class Jr. High 51 teachers .....	26	51.0	4	7.8
2nd class Jr. High 39 teachers .....	24	68.6	5	14.3
3rd class Jr. High 5 teachers .....	0	00.0	0	00.0
Total 91 teachers .....	50	54.9	9	9.9
1st class Sr. High 39 teachers .....	30	76.9	15	38.5
2nd class Sr. High 53 teachers .....	29	54.7	9	17.0
3rd class Sr. High 68 teachers .....	36	52.9	14	20.6
Total 160 teachers .....	95	59.4	38	23.8

teachers and first class senior high school teachers indicated the greatest percentage of such corrective and remedial programs. However, only 9, or 9.9 per cent, of the

junior high school teachers and 38, or 23.8 per cent, of the senior high school teachers who have corrective and remedial programs have actually worked out these programs in cooperation with physicians. Again, the second class junior high school teachers and the first class senior high school teachers indicated the largest percentage both having a corrective or remedial program and cooperating with physicians in building the program. To build a corrective or remedial program of physical education without getting the help and advice of physicians would seem to place great emphasis on the type of training received in the teacher education program. To discover and recognize individual physical deviations and to plan intelligently in the light of these deviations places a great responsibility on the physical education teacher.

#### Use and Adequacy of Shower Facilities

Shower facilities and their use are emphasized in teacher education both from the standpoint of student health and student cleanliness. Apart from these values, however, the frequency of use and the required use of showers after physical education activity is related to the adequacy of the shower facilities in individual schools. Table 46 presents data concerning the number and per cent of junior and senior high school teachers who require showers after all physical education activity or after strenuous physical education activity only. This table also shows the number of

TABLE 46

REQUIRED USE AND ADEQUACY OF SHOWER FACILITIES  
IN 91 JUNIOR HIGH SCHOOLS AND 160 SENIOR  
HIGH SCHOOLS IN KANSAS

Classification	Showers Required after All Activity		Showers Required Only after Strenuous Activity		Shower Facilities Considered Adequate	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
1st class Jr. High 51 teachers .....	43	84.3	7	13.7	23	45.1
2nd class Jr. High 35 teachers .....	22	62.9	9	25.7	17	48.6
3rd class Jr. High 5 teachers .....	3	60.0	1	20.0	5	100.0
Total 91 teachers .....	68	74.6	17	18.7	45	49.5
1st class Sr. High 39 teachers .....	23	59.0	14	35.9	24	61.5
2nd class Sr. High 53 teachers .....	39	73.6	12	22.6	32	60.4
3rd class Sr. High 68 teachers .....	46	67.6	19	27.9	44	64.7
Total 160 teachers .....	108	67.5	45	28.1	100	62.5

teachers with shower facilities available who consider these facilities adequate.

Sixty-eight, or 74.6 per cent, of the junior high

school teachers and 108, or 67.5 per cent, of the senior high school teachers require students to take showers after all physical education activity. The lowest percentages are in third class junior high schools and first class senior high schools. In all classes of schools at both junior and senior high school levels more than fifty per cent require showers following all physical education activity. On the other hand, 17, or 18.7 per cent, of the junior high school teachers and 45, or 28.1 per cent, of the senior high school teachers require students to take showers after strenuous activity only. A greater percentage of second class junior high school teachers and first class senior high school teachers indicated showers used under these circumstances. Some explanation for these data may be found in the fact that of those teachers having shower facilities, a large percentage indicated that these facilities are inadequate. Forty-five, or 49.5 per cent, of the junior high school teachers and 100, or 62.5 per cent, of the senior high school teachers stated that the shower facilities available to them in the schools are not adequate. The largest numbers of teachers in this group are in first class junior high schools and third class senior high schools.

#### Goals of Physical Education Ranked in Importance

The goals of the physical education teacher, the outcomes she anticipates from educational experiences in her

area of instruction, influence perceptibly not only the activities which will be included in classwork but also the amount of time and the emphasis which will be given to each individual activity. Tables 47 and 48 show some goals of physical education as junior and senior high school teachers respectively ranked them in importance from 0 to 3, i.e. 0--no importance, 1--little importance, 2--considerable importance, and 3--primary importance.

The first goal to be ranked was coaching girls' interscholastic teams made up of students with superior skills. Of the junior high school teachers, only 5, or 5.5 per cent, ranked this goal with a 2 or a 3, ranks designating this goal of paramount importance. Thirty-six, or 22.5 per cent, of the senior high school teachers gave this goal these ranks. In contrast, 86, or 94.5 per cent, of the junior high school teachers and 124, or 77.5 per cent, of the senior high school teachers ranked it of little or no importance. This is in keeping with the opinion of leaders in the field of physical education who consider interscholastic competition detrimental to adolescent girls, both physiologically and psychologically.

The second physical education goal used in the study was the development of students who possess superior skills. It is interesting to note that this goal was ranked at each extreme, 0 and 3, by the same number of junior high school

TABLE 47

IMPORTANCE OF SOME PHYSICAL EDUCATION GOALS AS RANKED  
BY 91 WOMEN PHYSICAL EDUCATION TEACHERS IN  
91 JUNIOR HIGH SCHOOLS IN KANSAS

Goal	Rank	1st Class 51 Teachers		2nd Class 35 Teachers		3rd Class 5 Teachers		Total 91 Teachers	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Interscholastic Coaching	0	33	64.7	13	37.1	3	60.0	49	53.8
	1	14	27.5	21	60.0	2	40.0	37	40.7
	2	1	2.0	0	00.0	0	00.0	1	1.1
	3	3	5.9	1	2.9	0	00.0	4	4.4
Developing stu- dents with superior skills	0	4	7.8	3	8.6	0	00.0	7	7.7
	1	12	23.5	10	28.6	2	40.0	24	26.4
	2	31	60.8	20	57.1	2	40.0	53	58.2
	3	4	7.8	2	5.7	1	20.0	7	7.7

TABLE 47--Continued

Goal	Rank	1st Class 51 Teachers		2nd Class 35 Teachers		3rd Class 5 Teachers		Total 91 Teachers	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Making activities challenging to all students	0	0	00.0	0	00.0	0	00.0	0	00.0
	1	1	2.0	0	00.0	0	00.0	1	1.1
	2	6	11.8	6	17.1	3	60.0	15	16.5
	3	44	86.3	29	82.9	2	40.0	75	82.4
Varying activities for all students	0	0	00.0	0	00.0	0	00.0	0	00.0
	1	2	3.9	2	5.7	0	00.0	4	4.4
	2	9	17.6	3	8.6	2	40.0	14	15.4
	3	40	78.4	30	85.7	3	60.0	73	80.2
Helping poorly skilled students	0	0	00.0	0	00.0	0	00.0	0	00.0
	1	2	3.9	4	11.4	2	40.0	8	8.8
	2	36	70.6	21	60.0	3	60.0	60	65.9
	3	13	25.5	10	28.6	0	00.0	23	25.3



TABLE 48

IMPORTANCE OF SOME PHYSICAL EDUCATION GOALS AS RANKED  
BY 160 WOMEN PHYSICAL EDUCATION TEACHERS  
IN 160 SENIOR HIGH SCHOOLS IN KANSAS

Goal	Rank	1st Class 39 Teachers		2nd Class 53 Teachers		3rd Class 68 Teachers		Total 160 Teachers	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Interscholastic coaching	0	27	69.2	31	58.5	36	52.9	94	58.8
	1	5	12.8	14	26.4	11	16.2	30	18.7
	2	6	15.4	8	15.1	13	19.1	27	16.9
	3	1	2.6	0	00.0	8	11.8	9	5.6
Developing stu- dents with superior skills	0	1	2.6	4	7.5	9	13.2	14	8.8
	1	10	25.6	15	28.3	26	38.2	51	31.9
	2	26	66.7	26	49.1	26	38.2	78	48.7
	3	2	5.1	8	15.1	7	10.3	17	10.6

TABLE 48--Continued

Goal	Rank	1st Class 39 Teachers		2nd Class 53 Teachers		3rd Class 68 Teachers		Total 160 Teachers	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Making activities challenging to all students	0	0	00.0	0	00.0	1	1.5	1	.6
	1	1	2.6	2	3.8	2	2.9	5	3.1
	2	1	2.6	13	24.5	18	26.5	32	20.0
	3	37	94.9	38	71.7	47	69.1	122	76.3
Varying activities for all students	0	0	00.0	0	00.0	1	1.5	1	.6
	1	0	00.0	5	9.4	6	8.8	11	6.9
	2	4	10.3	7	13.2	18	26.5	29	18.1
	3	35	89.7	41	77.4	43	63.2	119	74.4
Helping poorly skilled students	0	0	00.0	2	3.8	2	2.9	4	2.5
	1	0	00.0	9	17.0	9	13.2	18	11.2
	2	23	59.0	25	47.2	43	63.2	91	56.9
	3	16	41.0	17	32.1	14	20.6	47	29.4

teachers and by approximately the same number of senior high school teachers. Seven, or 7.7 per cent, of the junior high school teachers ranked it 0, and the same number ranked it 3. Fourteen, or 8.8 per cent, of the senior high school teachers ranked it 0, and 17, or 10.6 per cent, ranked it 3. On the other hand, 77, or 84.6 per cent, of the junior high school teachers and 129, or 80.6 per cent, of the senior high school teachers ranked this goal with a 1 or a 2. The physical education teacher who has this as one of her principal goals must perforce neglect in some measure the needs and interests of the average students.

The third physical education goal used in the study was concerned with making the activities challenging to each girl no matter what skill she possesses. No junior high school teachers and only one senior high school teacher marked this goal unimportant. Only one junior high school teacher and five senior high school teachers marked it of little importance. On the other hand, 15, or 16.5 per cent, of the junior high school teachers and 32, or 20.0 per cent, of the senior high school teachers ranked this goal 2, of considerable importance. Seventy-five, or 82.4 per cent, of the junior high school teachers and 122, or 76.3 per cent, of the senior high school teachers gave it the highest rank of 3, indicating its primary importance.

In order for a program of physical education to meet the needs and interests of all students in the classes, a

wide variety of activities is essential. Seventy-three, or 80.2 per cent, of the junior high school teachers and 119, or 74.4 per cent, of the senior high school teachers ranked the fourth goal, varying the activities to meet the needs and interests of all girls, with a 3, indicating its relative value to them as a goal. One or 0 ranks, indicating little or no importance, were given this goal by only four junior high school teachers and twelve senior high school teachers. These rankings assume some importance since the failure or success of a physical education program in terms of student reaction to it is often related to the variety of activities available.

As individual differences are apparent in the subject matter classroom, they are also apparent in the gymnasium. Often there are students in any class who seem to possess little or no physical skill in the physical education activities being presented. In this relationship, the last goal to be ranked by the teachers was working with students who have poor skills. Only eight junior high school teachers and twenty-two senior high school teachers considered this goal of little or no importance. The largest percentage of teachers in both groups, 60, or 65.9 per cent, of the junior high school teachers and 91, or 56.9 per cent, of the senior high school teachers, ranked this goal 2. Twenty-three, or 25.3 per cent, of the junior high school teachers and 47, or 29.4 per cent, of the senior high school teachers ranked it

3. This would seem to indicate a concern for the poorly skilled youngsters and a desire to help them enjoy the physical education program to the limit of their abilities.

#### Areas of Development Ranked in Importance

The perspective from which the physical education teacher views the areas of development which she seeks to accomplish will certainly influence the content of the program and to a very great extent the amount of time and energy which she will put forth in order to bring these areas of development to satisfactory achievement. Tables 49 and 50 show some areas of development as they were ranked in importance by the junior and senior high school teachers of physical education in the study. These were ranked once again: 0--no importance, 1--little importance, 2--considerable importance, and 3--primary importance.

The first area of development to be considered was carry-over (to out-of-school and later life) recreational skills. Only one junior high school teacher and nine senior high school teachers considered this area of no importance. However, three junior high school teachers and twenty-five senior high school teachers ranked it 1, or little importance. By far the largest percentages of teachers ranked this area with either a 2 or a 3. Eighty-seven, or 95.6 per cent, of the junior high school teachers and 126, or 78.8 per cent, of the senior high school teachers gave this area

TABLE 49

IMPORTANCE OF SELECTED AREAS OF DEVELOPMENT AS RANKED  
BY 91 WOMEN PHYSICAL EDUCATION TEACHERS IN  
91 JUNIOR HIGH SCHOOLS IN KANSAS

Areas of Development	Rank	1st Class 51 Teachers		2nd Class 35 Teachers		3rd Class 5 Teachers		Total 91 Teachers	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Carry-over recreational skills	0	0	00.0	1	2.9	0	00.0	1	1.1
	1	0	00.0	2	5.7	1	20.0	3	3.3
	2	18	35.3	16	45.7	3	60.0	37	40.7
	3	33	64.7	16	45.7	1	20.0	50	54.9
Carry-over sportsmanship	0	0	00.0	0	00.0	0	00.0	0	00.0
	1	2	3.9	1	2.9	0	00.0	3	3.3
	2	4	7.8	6	17.1	1	20.0	11	12.1
	3	45	88.2	28	80.0	4	80.0	77	84.6

TABLE 49--Continued

Areas of Development	Rank	1st Class 51 Teachers		2nd Class 35 Teachers		3rd Class 5 Teachers		Total 91 Teachers	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Good Health Practices	0	0	00.0	0	00.0	0	00.0	0	00.0
	1	0	00.0	0	00.0	0	00.0	0	00.0
	2	14	27.5	10	28.6	0	00.0	24	26.4
	3	37	72.5	25	71.4	5	100.0	67	73.6
Good leisure habits	0	0	00.0	1	2.9	0	00.0	1	1.1
	1	3	5.9	1	2.9	0	00.0	4	4.4
	2	15	29.4	13	37.1	1	20.0	29	31.9
	3	33	64.7	20	57.1	4	80.0	57	62.6
Developing organic power and motor skills	0	0	00.0	1	2.9	0	00.0	1	1.1
	1	5	9.8	4	11.4	1	20.0	10	11.0
	2	33	64.7	22	62.9	4	80.0	59	64.8
	3	13	25.5	8	22.9	0	00.0	21	23.1

TABLE 49--Continued

Areas of Development	Rank	1st Class 51 Teachers		2nd Class 35 Teachers		3rd Class 5 Teachers		Total 91 Teachers	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Developing social skills	0	0	00.0	0	00.0	0	00.0	0	00.0
	1	5	9.8	3	8.6	1	20.0	9	9.9
	2	4	7.8	5	14.3	2	40.0	11	12.1
	3	42	82.4	27	77.1	2	40.0	71	78.0
Developing varsity teams	0	34	66.7	24	68.6	1	20.0	59	64.8
	1	13	25.5	8	22.9	2	40.0	23	25.3
	2	2	3.9	2	5.7	2	40.0	6	6.6
	3	2	3.9	1	2.9	0	00.0	3	3.3



TABLE 50

IMPORTANCE OF SELECTED AREAS OF DEVELOPMENT AS RANKED  
BY 160 WOMEN PHYSICAL EDUCATION TEACHERS IN  
160 SENIOR HIGH SCHOOLS IN KANSAS

Areas of Development	Rank	1st Class 39 Teachers		2nd Class 53 Teachers		3rd Class 68 Teachers		Total 160 Teachers	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Carry-over recreational skills	0	0	00.0	3	5.7	6	8.8	9	5.6
	1	2	5.1	9	17.0	14	20.6	25	15.6
	2	9	23.1	19	35.8	26	38.2	54	33.8
	3	28	71.8	22	41.5	22	32.4	72	45.0
Carry-over sportsmanship	0	0	00.0	1	1.9	0	00.0	1	.6
	1	2	5.1	6	11.3	14	20.6	22	13.8
	2	8	20.5	11	20.8	13	19.1	32	20.0
	3	29	74.4	35	66.0	41	60.3	105	65.6

TABLE 50--Continued

Areas of Development	Rank	1st Class 39 Teachers		2nd Class 53 Teachers		3rd Class 68 Teachers		Total 160 Teachers	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Good health practices	0	0	00.0	0	00.0	1	1.5	1	.6
	1	2	5.1	3	5.7	2	2.9	7	4.4
	2	9	23.1	18	33.9	14	20.6	41	25.6
	3	28	71.8	32	60.4	51	75.0	111	69.4
Good leisure habits	0	0	00.0	2	3.8	0	00.0	2	1.3
	1	1	2.6	7	13.2	5	7.4	13	8.1
	2	11	28.2	20	37.7	24	35.3	55	34.4
	3	27	69.2	24	45.3	39	57.4	90	56.3
Developing organic power and motor skills	0	0	00.0	5	9.4	4	5.9	9	5.6
	1	4	10.3	8	15.1	17	25.0	29	18.1
	2	25	64.1	26	49.1	32	47.1	83	51.9
	3	10	25.6	14	26.4	15	22.0	39	24.4

TABLE 50--Continued

Areas of Development	Rank	1st Class 39 Teachers		2nd Class 53 Teachers		3rd Class 68 Teachers		Total 160 Teachers	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Developing social skills	0	1	2.6	1	1.9	1	1.5	3	1.9
	1	3	7.7	10	18.9	10	14.7	23	14.4
	2	7	17.9	14	26.4	21	30.9	42	26.3
	3	28	71.8	28	52.8	36	52.9	92	57.5
Developing varisty teams	0	29	74.4	24	45.3	37	54.4	90	56.3
	1	7	17.9	16	30.2	13	19.1	36	22.5
	2	3	7.7	9	17.0	11	16.2	23	14.4
	3	0	00.0	4	7.5	7	10.3	11	6.9

of development these ranks. These data would seem to reflect a close association between physical education and the values of recreational activities in the eyes of the teachers.

The second area of development to be considered was carry-over sportsmanship (to out-of-school and later life). This goal was ranked as one of considerable or primary importance by 88, or 96.7 per cent of the junior high school teachers and by 137, or 85.6 per cent, of the senior high school teachers. From this, one might assume that the group of physical education teachers represented in the study is showing concern for good sportsmanship both while in school and after school hours. In the long-range view, sportsmanship should be effective even after formal education has been terminated, thus making for better citizenship in later years.

Good health practices as an area of development through physical education experience was ranked next. No junior high school teachers and only eight senior high school teachers ranked this goal of little or no importance. On the other hand, almost all of the teachers at both levels, 91, or 100.0 per cent, of the junior high school teachers and 152, or 95.0 per cent, of the senior high school teachers ranked this area either 2 or 3, thus indicating its primary importance to them.

The development of good leisure-time habits was ranked 1 or 0, indicating little or no importance, by only five junior high school teachers and by fifteen senior high

school teachers. A rank of 2, considerable importance, was indicated by 29, or 31.9 per cent, of the junior high school teachers and by 55, or 34.4 per cent, of the senior high school teachers. Again, the majority of the teachers indicated the rank of 3, of primary importance. This rank was given by 57, or 62.6 per cent, of the junior high school teachers and by 90, or 56.3 per cent, of the senior high school teachers. The high ranking given to this area of development would seem especially important in this present day when more time is available for leisure than at any time in the history of our country. Further, worthy use of leisure time is one of the cardinal principles of education. Physical education teachers are apparently concerned that this area not be neglected.

The development of organic power and motor skills was ranked of little or no importance by only 11, or 12.1 per cent, of the junior high school teachers and by 38, or 23.7 per cent, of the senior high school teachers. The pattern of percentages of teachers who indicated ranks of 2 or 3, however, is changed. By far the largest percentage of both junior and senior high school teachers (68.4 and 51.9 per cent respectively) assigned this area of development a rank of 2, indicating that it is of considerable importance but not of primary importance. These teachers, then apparently are aware that this area of development though

important should not be overemphasized.

Social skills, or the ability to get along with people, was ranked next as an area of development. Only 9, or 9.9 per cent, of the junior high school teachers and 26, or 16.3 per cent, of the senior high school teachers indicated that this area of development is of little or no importance. A larger percentage of junior high school teachers than senior high school teachers (78.0 and 57.5 per cent respectively), however, gave this area of development a rank of 3, or of primary importance. This difference in ranking may reflect the importance of this area in the developmental tasks of the junior high school age. While many senior high school students continue to need help in gaining social competencies, this area of development is usually considered of primary importance to the junior high school student.

The last area of development to be ranked in importance by the physical education teachers was the building of varsity girls' teams. The majority of teachers in both junior and senior high schools (90.1 and 78.8 per cent respectively) indicated that they give little emphasis to this area of development. Only nine junior high school teachers (9.9 per cent) ranked this area 2 or 3, indicating considerable or primary importance. On the other hand, 34, or 21.3 per cent, of the senior high school teachers gave a rank of 2 or 3. It should be noted here that varsity girls' teams are not customarily found in junior high schools. Further,

varsity girls' teams are usually found in third class high schools.

#### Bases of Evaluation Ranked in Importance

In any area of education the bases of evaluation and grading are of importance since they tend to reflect the attitude of the teachers and perhaps indirectly the attitude of the students as well. Therefore, the physical education teachers in the study were asked to indicate the importance of some items upon which evaluation is based in their classes. Tables 51 and 52 show selected bases of evaluation as they were ranked in importance by the physical education teachers in the study. These bases of evaluation were ranked 0--no importance, 1--little importance, 2--considerable importance, or 3--primary importance.

The first basis of evaluation considered was attendance. Only one junior high school teacher and four senior high school teachers indicated that they consider attendance to be of no importance in evaluation. Fourteen, or 15.4 per cent, of the junior high school teachers and 21, or 13.1 per cent, of the senior high school teachers considered it of little importance. In contrast, 76, or 83.6 per cent, of the junior high school teachers and 135, or 84.4 per cent, of the senior high school teachers gave this basis of evaluation a rank of 2 or 3, indicating that they feel it is of considerable or of primary importance in evaluation.

TABLE 51

IMPORTANCE OF SELECTED BASES OF EVALUATION IN PHYSICAL  
EDUCATION AS RANKED BY 91 WOMEN PHYSICAL EDUCATION  
TEACHERS IN 91 JUNIOR HIGH SCHOOLS IN KANSAS

Bases of Evaluation	Rank	1st Class 51 Teachers		2nd Class 35 Teachers		3rd Class 5 Teachers		Total 91 Teachers	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Attendance	0	0	00.0	1	2.9	0	00.0	1	1.1
	1	10	19.6	3	8.6	1	20.0	14	15.4
	2	28	54.9	18	51.4	2	40.0	48	52.8
	3	13	23.5	13	37.1	2	40.0	28	30.8
Attitude	0	0	00.0	0	00.0	0	00.0	0	00.0
	1	0	00.0	0	00.0	0	00.0	0	00.0
	2	7	13.7	5	14.3	3	60.0	15	16.5
	3	44	86.3	30	85.7	2	40.0	76	83.5



TABLE 51--Continued

Bases of Evaluation	Rank	1st Class 51 Teachers		2nd Class 35 Teachers		3rd Class 5 Teachers		Total 91 Teachers	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Clean uniforms	0	0	00.0	0	00.0	0	00.0	0	00.0
	1	6	11.8	6	17.1	1	20.0	13	14.3
	2	28	54.9	13	37.1	3	60.0	44	48.4
	3	17	33.3	16	45.7	1	20.0	34	37.4
Information tests	0	0	00.0	4	11.4	0	00.0	4	4.4
	1	17	33.3	9	25.7	1	20.0	27	29.7
	2	26	51.0	14	40.0	2	40.0	42	46.2
	3	8	16.7	8	22.9	2	40.0	18	19.8
Posttests of skills	0	4	7.8	8	22.9	0	00.0	12	13.2
	1	16	31.4	8	22.9	4	80.0	28	30.8
	2	25	49.0	15	42.9	1	20.0	41	45.1
	3	6	11.8	4	11.4	0	00.0	10	11.0

TABLE 51--Continued

Bases of Evaluation	Rank	1st Class 51 Teachers		2nd Class 35 Teachers		3rd Class 5 Teachers		Total 91 Teachers	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Pre-test and posttest of skills	0	6	11.8	8	22.9	0	00.0	14	15.4
	1	14	27.5	12	34.3	1	20.0	27	29.7
	2	22	43.1	11	31.4	3	60.0	36	39.6
	3	9	17.6	4	11.4	1	20.0	14	15.4
Student interest	0	0	00.0	0	00.0	0	00.0	0	00.0
	1	4	7.8	1	2.9	2	40.0	7	7.7
	2	18	35.3	15	42.9	2	40.0	35	38.5
	3	29	56.9	19	54.3	1	20.0	49	53.8

TABLE 52

IMPORTANCE OF SELECTED BASES OF EVALUATION IN PHYSICAL  
EDUCATION AS RANKED BY 160 WOMEN PHYSICAL EDUCATION  
TEACHERS IN 160 SENIOR HIGH SCHOOLS IN KANSAS

Bases of Evaluation	Rank	1st Class 39 Teachers		2nd Class 53 Teachers		3rd Class 68 Teachers		Total 160 Teachers	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Attendance	0	1	2.6	1	1.9	2	2.9	4	2.5
	1	5	12.8	8	15.1	8	11.8	21	13.1
	2	20	51.3	20	37.7	38	55.9	78	48.8
	3	13	33.3	24	45.3	20	29.4	57	35.6
Attitude	0	0	00.0	0	00.0	0	00.0	0	00.0
	1	3	7.7	3	5.7	3	4.4	9	5.6
	2	11	28.2	19	35.8	19	27.9	49	30.6
	3	25	64.1	31	58.5	46	67.6	102	63.8

TABLE 52--Continued

Bases of Evaluation	Rank	1st Class 39 Teachers		2nd Class 53 Teachers		3rd Class 68 Teachers		Total 160 Teachers	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Clean uniforms	0	0	00.0	0	00.0	1	1.5	1	.6
	1	6	15.4	9	17.0	9	13.2	24	15.0
	2	24	61.5	26	49.1	41	60.3	91	56.9
	3	9	23.1	18	34.0	17	25.0	44	27.5
Information Tests	0	0	00.0	6	11.3	18	26.5	24	15.0
	1	5	12.8	13	24.5	22	32.4	40	25.0
	2	22	56.4	19	35.8	21	30.8	62	38.8
	3	12	30.8	15	28.3	7	10.3	34	21.2
Posttest of Skills	0	2	5.1	11	20.8	18	26.5	31	19.4
	1	8	20.5	15	28.3	21	30.9	44	27.5
	2	27	69.2	17	32.1	26	38.2	70	43.8
	3	2	5.1	10	18.9	3	4.4	15	9.4

TABLE 52--Continued

Bases of Evaluation	Rank	1st Class 39 Teachers		2nd Class 53 Teachers		3rd Class 68 Teachers		Total 160 Teachers	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Pre-test and posttest of skills	0	2	5.1	16	30.2	22	32.4	40	25.0
	1	12	30.8	18	34.0	17	25.0	47	29.4
	2	21	53.8	11	20.8	23	33.8	55	34.4
	3	4	10.3	8	15.1	6	8.8	18	11.2
Student interest	0	0	00.0	2	3.8	5	7.4	7	4.4
	1	6	15.4	4	7.5	9	13.2	19	11.9
	2	15	38.5	23	43.4	23	33.8	61	38.1
	3	18	46.2	24	45.3	31	45.6	73	45.6

The next basis of evaluation to be considered was student attitude. No teachers at either level considered this an unimportant basis of evaluation. Further, no junior high school teachers and only nine senior high school teachers considered it of little importance. Its real value as a basis of evaluation is indicated by the fact that 91, or 100.0 per cent, of the junior high school teachers and 151, or 94.4 per cent, of the senior high school teachers gave it a rank of 2 or 3. Apparently then, even though this basis is somewhat intangible, it weighs rather heavily in the evaluation of student achievement in physical education.

The cleanliness of uniform maintained by the students was ranked next as a basis of evaluation. In relation to this basis, the pattern of ranks assigned to it by the teachers is not quite so clear. While no junior high school teachers and only one senior high school teacher considered it of no importance, 13, or 13.4 per cent, of the junior high school teachers and 24, or 15.0 per cent, of the senior high school teachers ranked it of little importance. A rank of 2, or of considerable importance, was given to it by 44, 48.4 per cent, of the junior high school teachers and 91, or 56.9 per cent, of the senior high school teachers. The remainder of the teachers considered this basis of evaluation of primary importance. Involved in this basis of evaluation are both the environment in which learning takes place and

the cosmetic value of clean uniforms as an impetus to enjoyment of physical education.

Often the physical education teacher has students with such poor skills to begin with or with such varied skills that it becomes difficult to tell how much these students have learned about an activity. Their poor performance does not indicate the individual improvement represented. Because of this, the teacher training programs emphasize the values of information tests, pre-tests of skills, and post-tests of skills. According to the data in these tables, however, these three bases of evaluation are not apparently considered of value by a proportionately large number of teachers. In fact, 31, or 34.1 per cent, of the junior high school teachers and 64, or 40.0 per cent, of the senior high school teachers ranked information tests of little or no importance; 40, or 44.0 per cent, of the junior high school teachers and 75, or 46.9 per cent, of the senior high school teachers ranked posttests of little or no importance; and 41, or 45.1 per cent, of the junior high school teachers and 87, or 54.4 per cent, of the senior high school teachers ranked pre-tests of little or no importance. More teachers gave these bases a rank of 2 than any other single rank, but only thirty-four to forty-seven per cent of the teachers so ranked them.

Student interest was the last basis of evaluation to be considered. Eighty-four, or 92.3 per cent, of the

junior high school teachers and 134, or 83.7 per cent, of the senior high school teachers ranked this basis of considerable or of primary importance.

### Summary

Participation in physical education is required in seventh, eighth, and ninth grades in a majority of junior high schools and in the ninth and tenth grades in a majority of senior high schools. Characteristically one half credit is given for one semester of physical education. Two or more semesters of physical education are required in most junior and senior high schools. In senior high schools, physical education classes typically meet daily. In junior high schools, physical education classes meet on an alternate week plan. Physical education classes in both junior and senior high schools average twenty-one to forty students and the classes meet fifty-one to sixty minutes. Typically a medical examination is not a requirement for participation in physical education. Corrective physical education programs are set up in only about a half of the junior and senior high schools. Showers are required after all activity in most schools, but shower facilities are limited. Making activities challenging to students and varying the activities for all students are considered the two most important goals in physical education. Carry-over sportsmanship, good leisure habits, good health practices, and social skills are



considered the most important areas of development. Student attitude, student interest, and clean uniforms are considered the most important bases of evaluation in physical education.

## CHAPTER V

### THE PROGRAM OF PHYSICAL EDUCATION

#### Introduction

In olden times the ordinary requirements of living, self-preservation, and food-getting furnished man the physical exercise necessary to maintain health and to satisfy his need for activity. In the process of mechanization, however, man has increasingly become a sedentary creature with less and less opportunity for regular physical activity. Coupled with the shorter work week, this has brought more leisure time and has increased the values of physical activities as resources for mental and physical health. As a result, many schools have come to feel and accept a responsibility for providing physical activities which will not only aid boys and girls in developing skills and in gaining control and understanding of their bodies but which will also have carry-over values for the adult years. The modern physical education program thus is not something which is an appendage to the curriculum but is a very vital part of it. Kozman and Cassidy state the aim of physical education as aiding the individual to attain his fullest development in

meeting the demands in a democracy and in an interdependent world.<sup>1</sup> They suggest that teaching physical education is much more than putting boys and girls through their daily dozen but rather is basic to the "feeling life" of the individual and to the interrelationships with others.<sup>2</sup> Physical education activities, then, should mean a gain in the quality of living experiences for American youth.

### Team Game Activities

The modern program of physical education has as two of its goals (1) making a place for every student and (2) giving satisfying experience in competition. The team games offer excellent opportunities not only for competition but also for developing team spirit, loyalty to the team, playing for the good of the team rather than for individual glory or gain, and for developing the necessary skills for the enjoyment of each activity. This is probably the area of activities most commonly included in all programming of physical education. However, it is often found that a wide range of activities within this category is the exception rather than the rule, with "the big three"--basketball, softball, and volleyball--being played to the exclusion of all others.

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<sup>1</sup>Hilda Kozman, Rosalind Cassidy, and Chester Jackson, Methods in Physical Education (Philadelphia: W. B. Saunders Co., 1952), p. 106.

<sup>2</sup>Ibid., p. viii.

Chart 1 shows the team game activities taught by the junior and senior high school teachers participating in the study. A study of this chart shows that basketball and softball are taught by 76-100 per cent of the junior and senior high school teachers in schools of all classifications. Volleyball is taught by 76-100 per cent of the teachers in first and second class junior and senior high schools and in third class senior high schools and by 51-75 per cent of the teachers in third class junior high schools. Lead-up games are taught by 76-100 per cent of the teachers in first and second class junior and senior high schools and by 26-50 per cent of the teachers in third class junior and senior high schools. Skill drills are taught by 76-100 per cent of the teachers in first class junior and senior high schools, by 51-75 per cent of the teachers in second class junior and senior high schools and in third class junior high schools, and by 0-25 per cent of the teachers in third class senior high schools. Ring tennis is taught by 76-100 per cent of the first class junior high school teachers, by 51-75 per cent of the teachers in first class senior high schools and in second class junior and senior high schools, and by 26-50 per cent of the teachers in third class junior and senior high schools. Hockey is taught by 51-75 per cent of the teachers in first class senior high schools and by 0-25 per cent of the teachers in schools of all other classifications.

CHART 1

TEAM GAMES TAUGHT IN 91 JUNIOR HIGH SCHOOLS AND 160 SENIOR HIGH SCHOOLS OF FIRST, SECOND, AND THIRD CLASS CITIES IN KANSAS AS REPORTED BY 251 WOMEN PHYSICAL EDUCATION TEACHERS

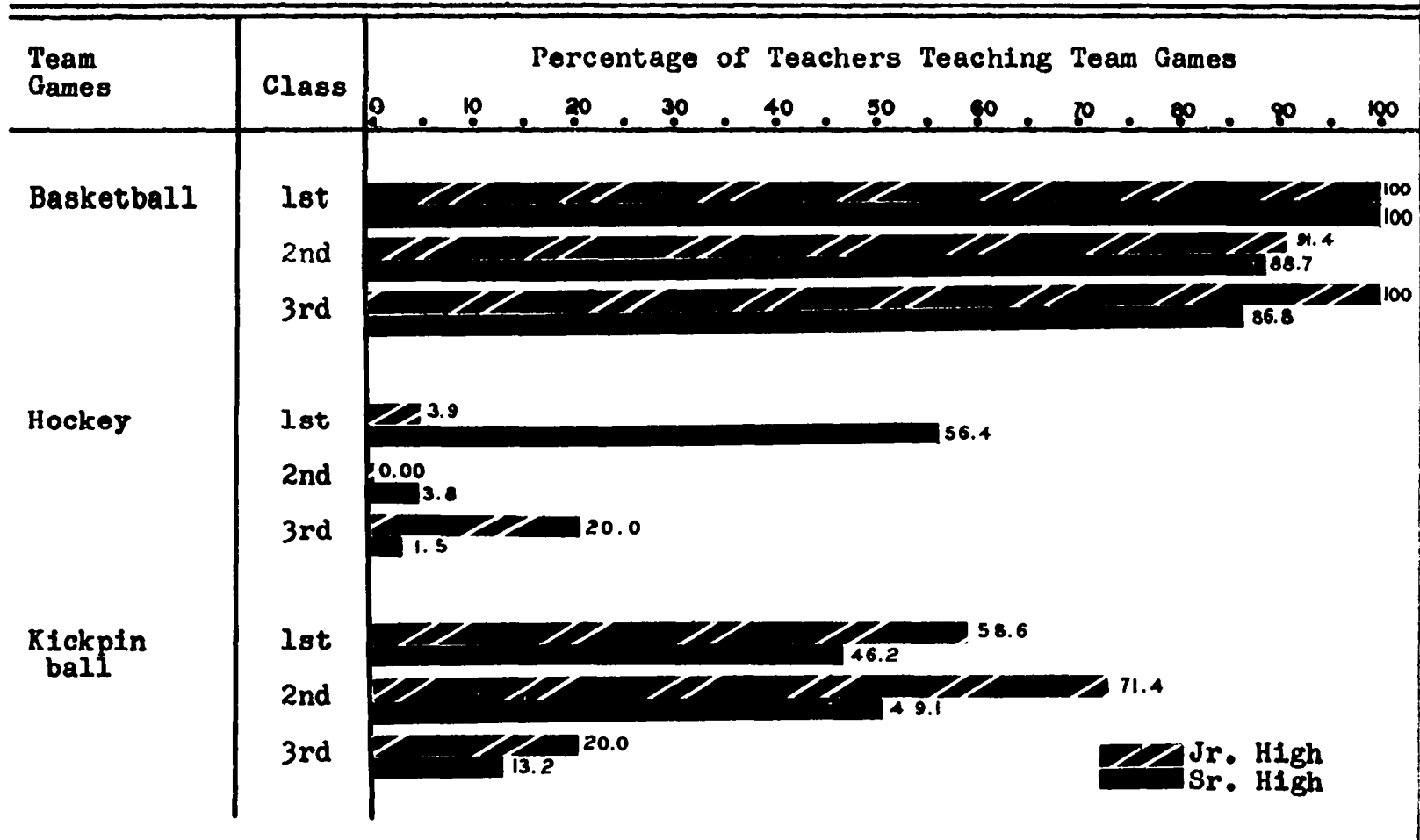


CHART 1-Continued

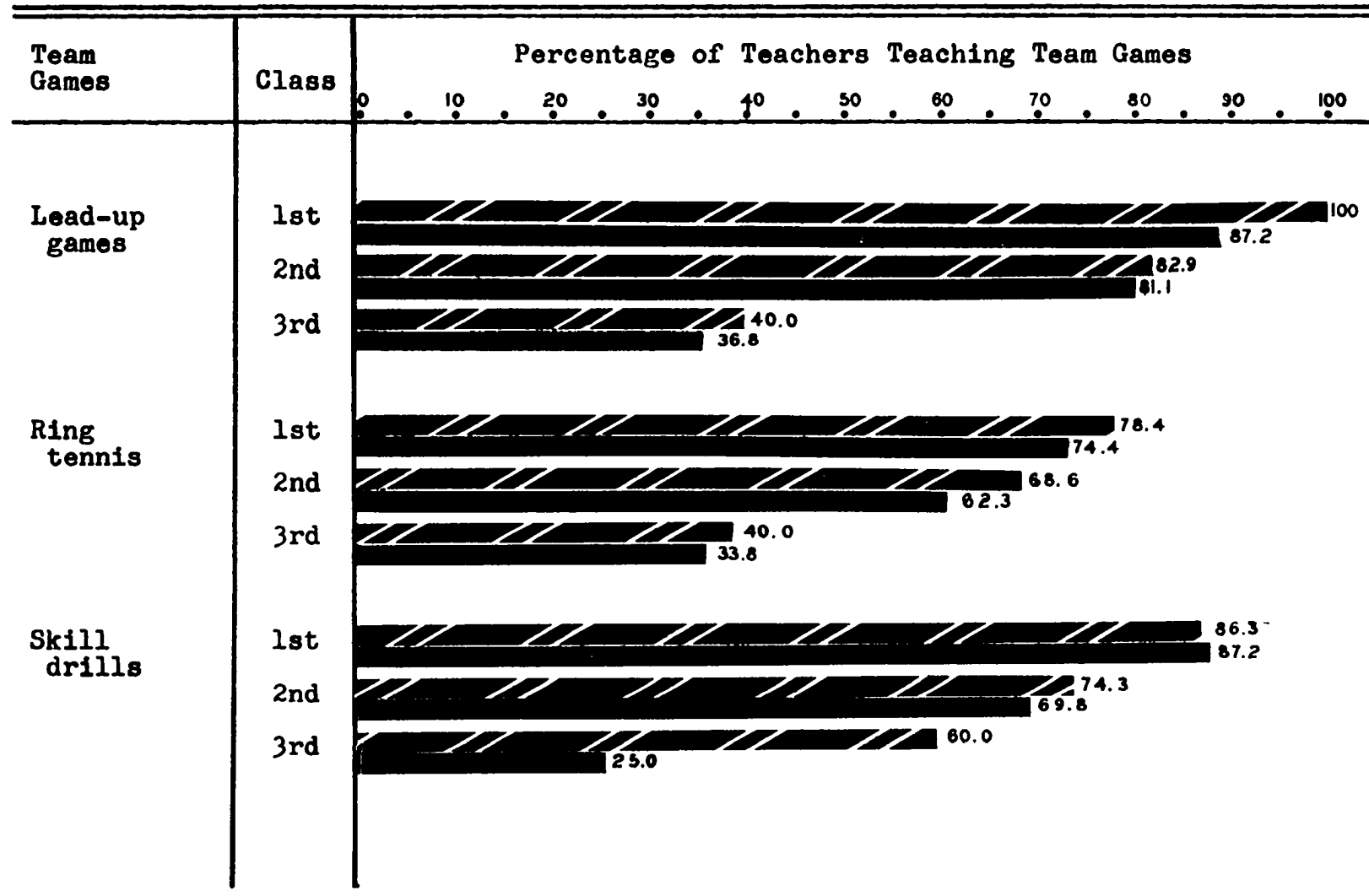


CHART 1-Continued

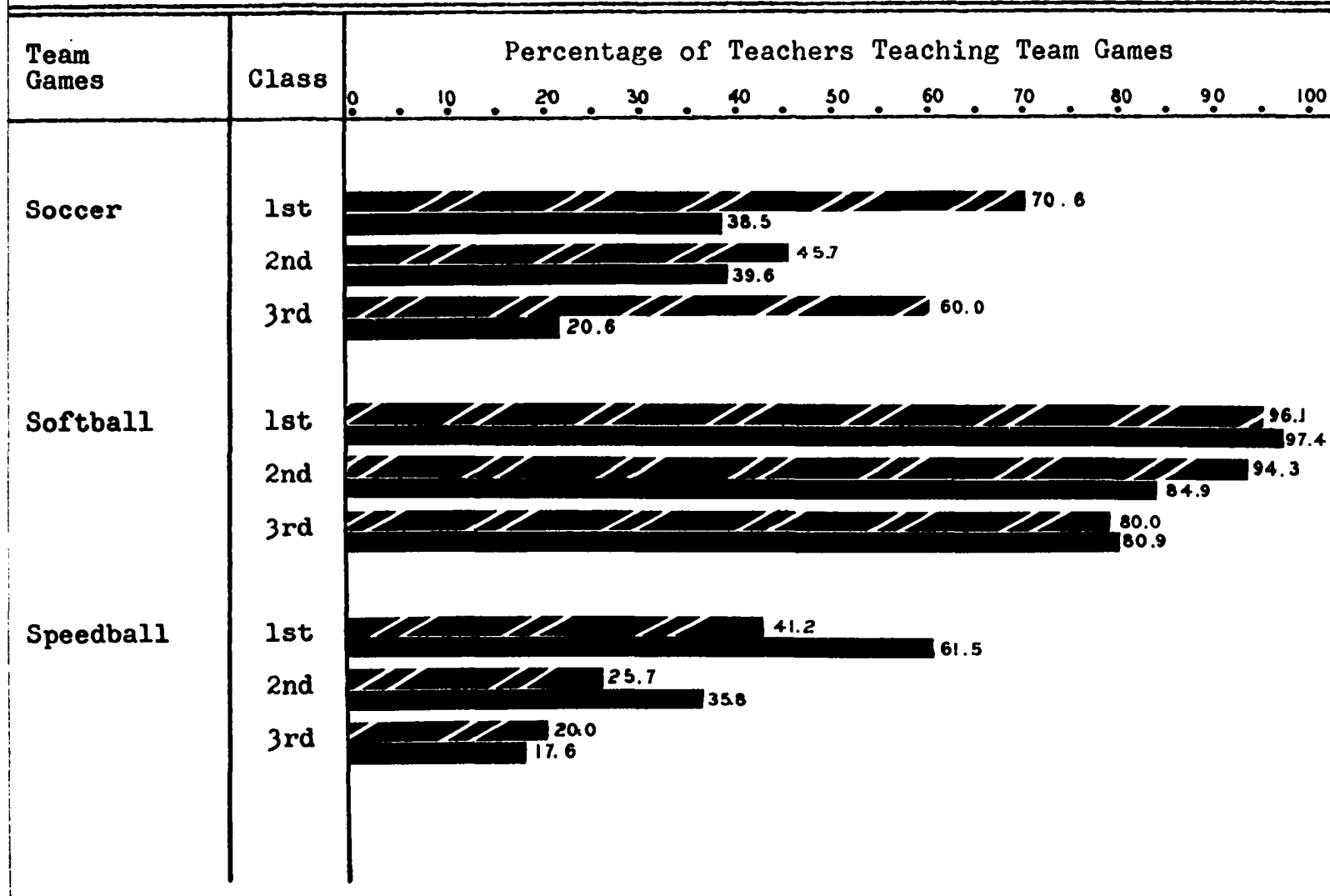
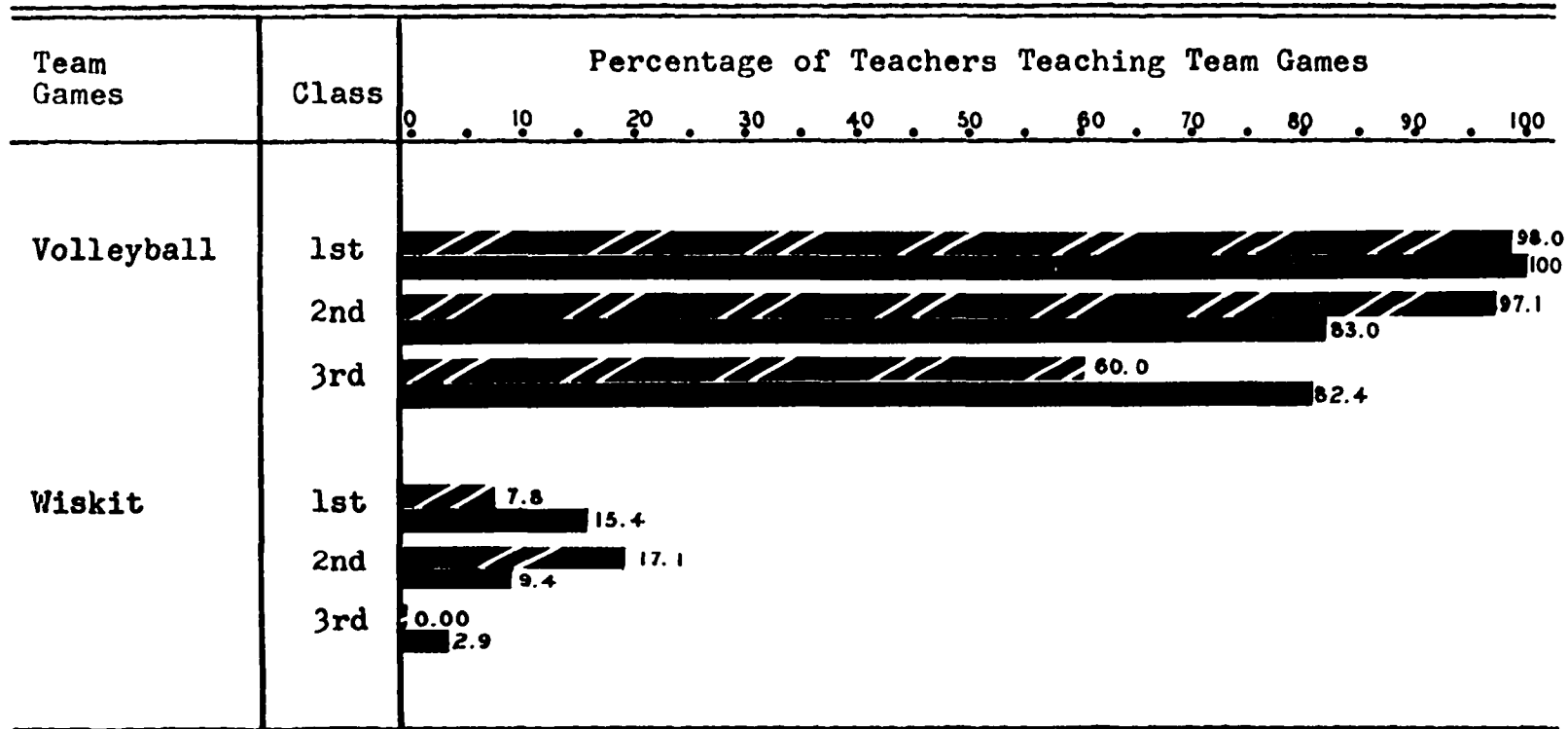


CHART 1-Continued





Kickpin ball is taught by 51-75 per cent of the teachers in first and second class junior high schools, by 26-50 per cent of the first and second class senior high schools, and by 0-25 per cent of the teachers in third class junior and senior high schools. Soccer is taught by 51-75 per cent of the teachers in first and third class junior high schools, by 26-50 per cent of the teachers in first class senior high schools and in second class junior and senior high schools, and by 0-25 per cent of the teachers in third class senior high schools. Speedball is taught by 51-75 per cent of the teachers in first class senior high schools, by 26-50 per cent of the teachers in first class junior high schools and in second class junior and senior high schools, and by 0-25 per cent of the teachers in third class junior and senior high schools. Wiskit is taught by 0-25 per cent of the teachers in schools of all classifications.

Apparently the program of physical education activities in first class junior and senior high schools offers a broader pattern of team game activities than in either second or third class schools. Nonetheless, students in almost all Kansas secondary schools have considerable experience with the "big three" of physical education, i.e. basketball, softball, and volleyball. Characteristically those team game activities which require little or no equipment or facilities are taught by more teachers than those requiring extensive or costly equipment. The teachers in the study are

apparently concerned that students learn the basic team game skills as beginners in order to progress and to gain enjoyment and appreciation of the various sports. This is evidenced by the frequent inclusion of skill drills and lead-up games.

### Dual and Individual Activities

The activities offered under the category of dual and individual activities are those which have the greatest recreational and carry-over values, since they are played alone or with only one or two other persons. In this category are included such games as archery, badminton, golf, tennis, and so forth. These are valuable not only from the standpoint of recreation and physical development but also from the social standpoint. Through participation in dual and individual activities opportunity is offered to acquire skills with the opposite sex and to gain in other social skills. The value of these activities is emphasized by the fact that they are offered both in co-educational and co-recreational activities where boys and girls learn to play together both in class and in out-of-school leisure time.

Chart 2 shows the dual and individual activities taught by women teachers of physical education in junior and senior high schools with percentages of teachers teaching each activity. According to these data, badminton is taught by 76-100 per cent of the teachers in third class junior

CHART 2

DUAL AND INDIVIDUAL ACTIVITIES TAUGHT IN 91 JUNIOR HIGH SCHOOLS AND 160 SENIOR HIGH SCHOOLS OF FIRST, SECOND, AND THIRD CLASS CITIES IN KANSAS AS REPORTED BY 251 WOMEN PHYSICAL EDUCATION TEACHERS

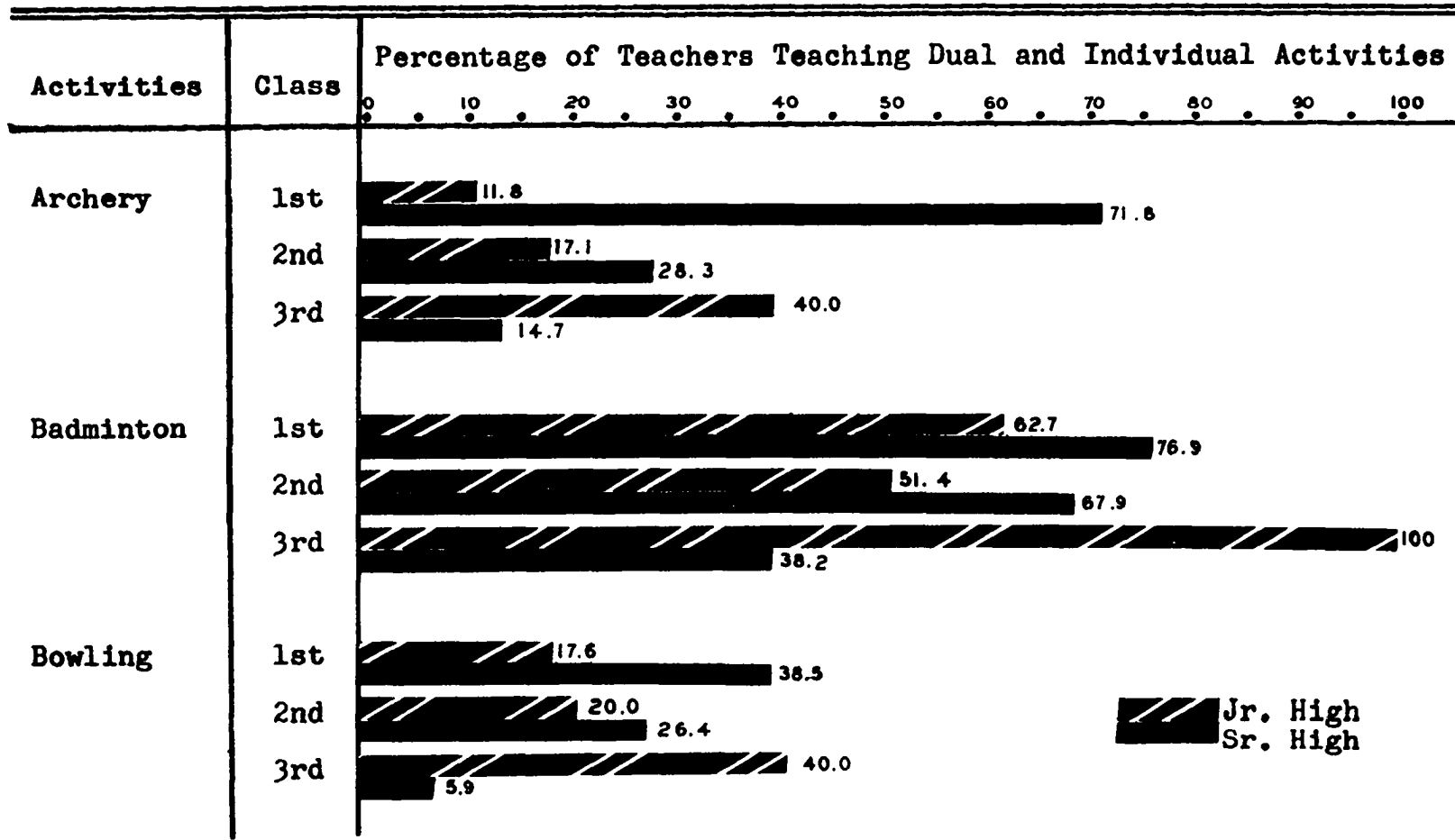


CHART 2-Continued

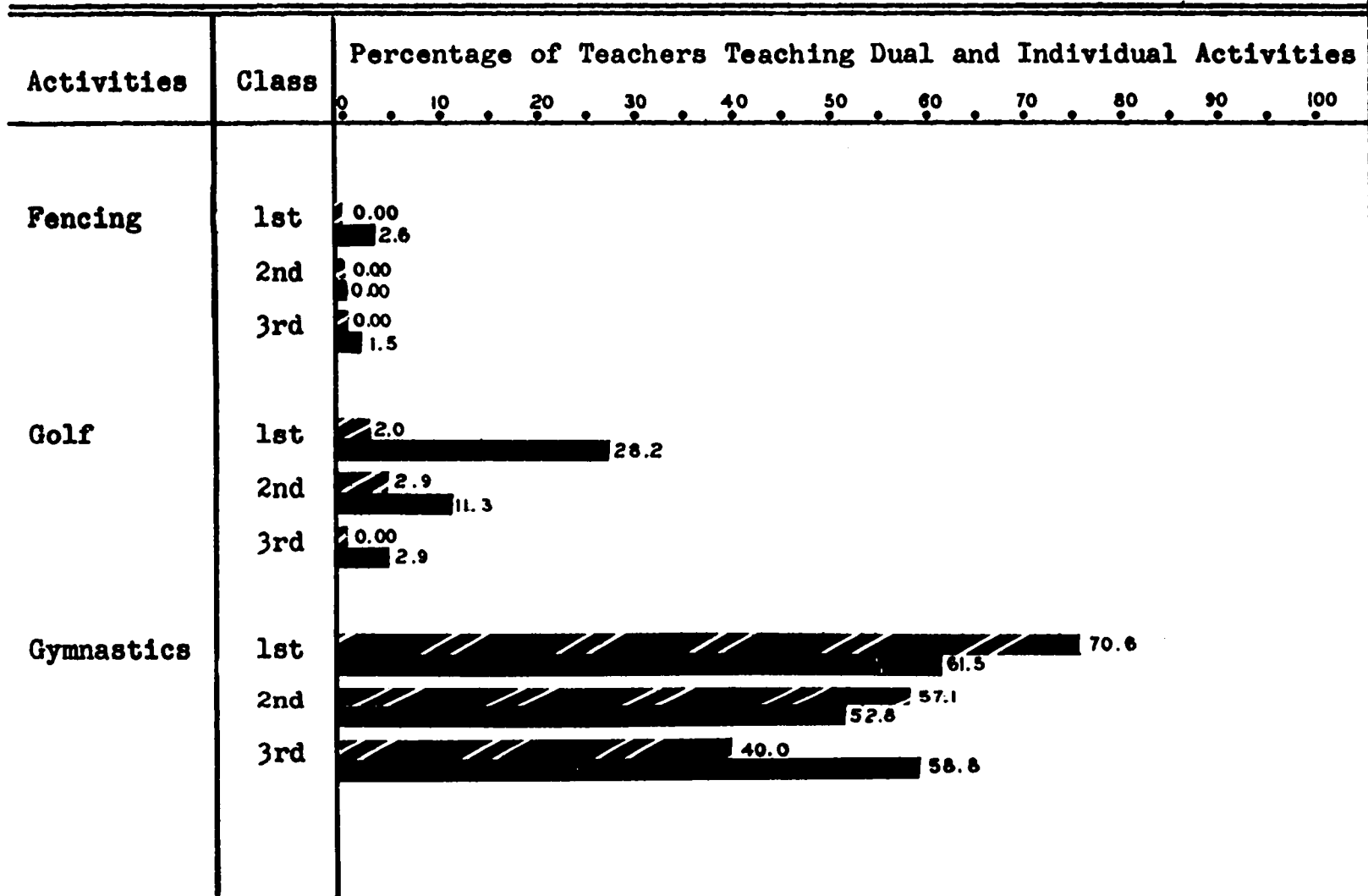


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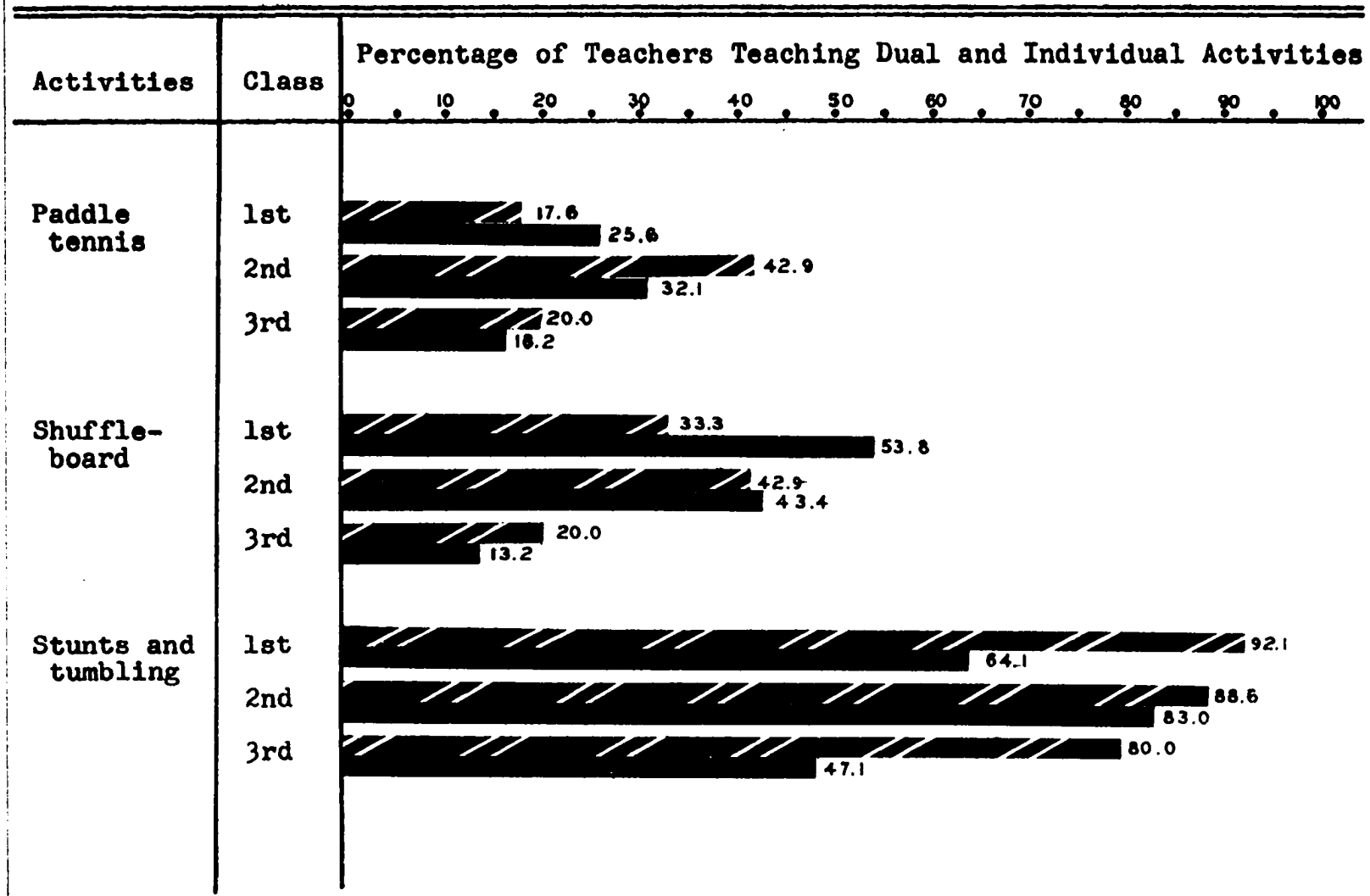


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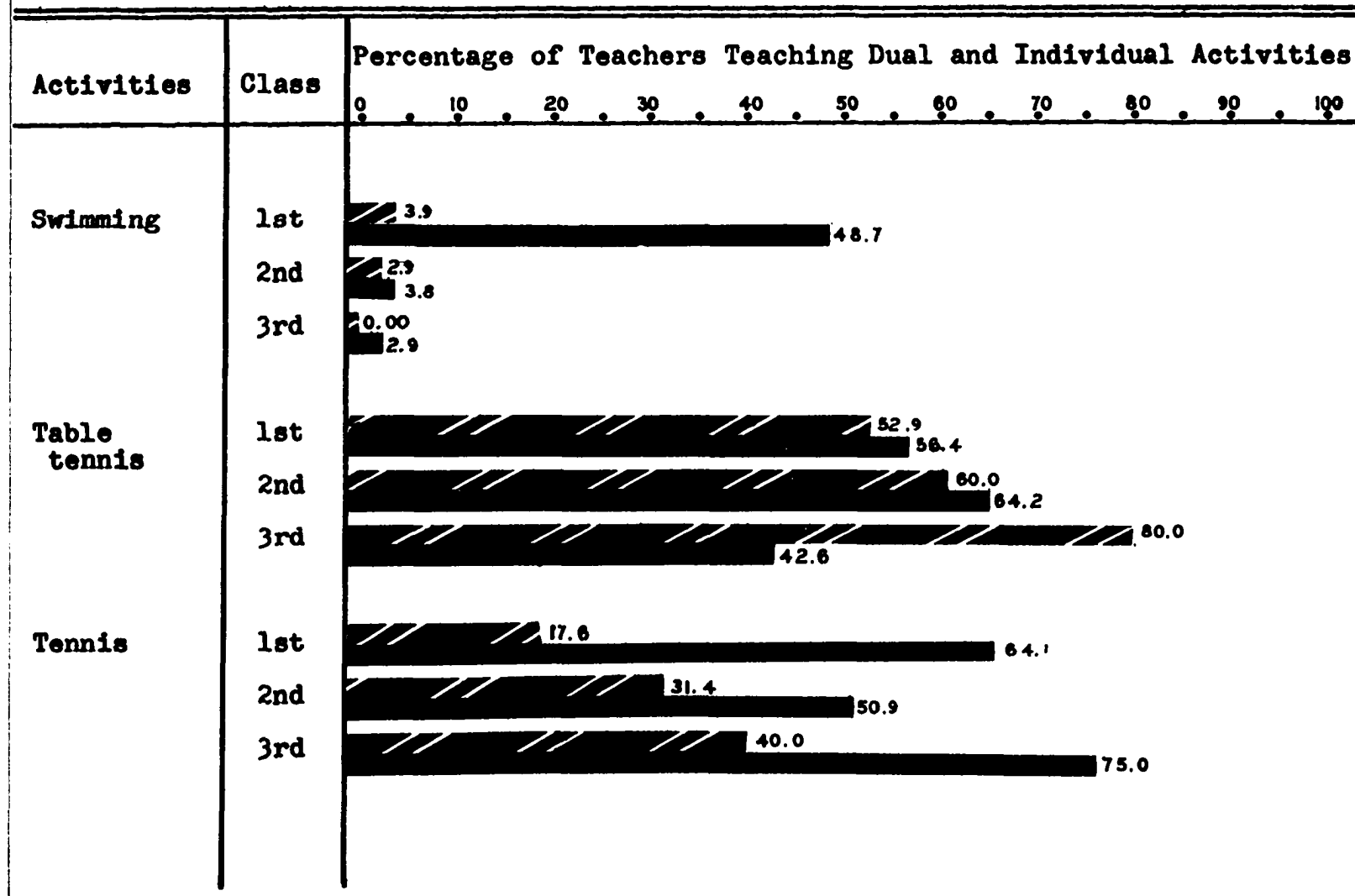
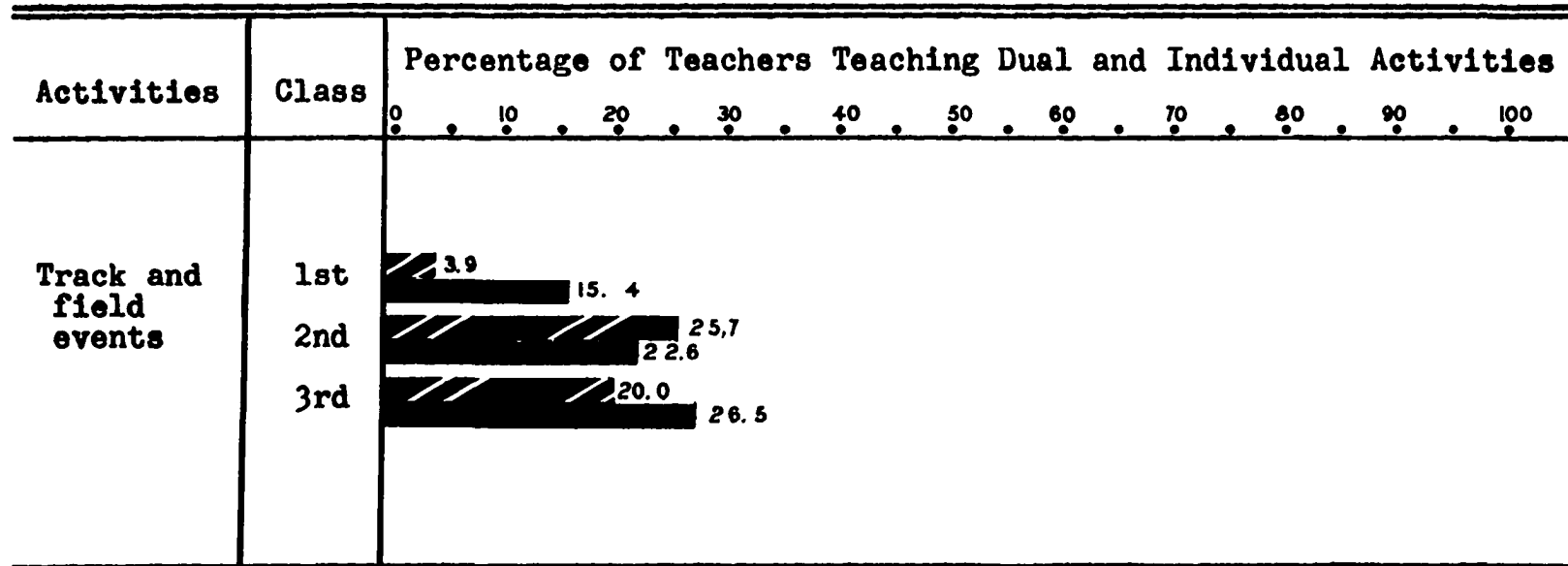


CHART 2-Continued



high schools and first class senior high schools, by 51-75 per cent of the teachers in first class junior high schools and in second class junior and senior high schools, and by 26-50 per cent of the third class senior high school teachers. Stunts and tumbling activities are taught by 76-100 per cent of the teachers in junior high schools of all three classifications and in second class senior high schools, by 51-75 per cent of the teachers in first class senior high schools, and by 26-50 per cent of the teachers in third class senior high schools. Table tennis is taught by 76-100 per cent of the teachers in third class junior high schools, by 51-75 per cent of the teachers in first and second class junior and senior high schools, and by 26-50 per cent of the teachers in third class senior high schools. Archery is taught by 51-75 per cent of the teachers in first class senior high schools, by 26-50 per cent of the teachers in second class senior high schools and in third class junior high schools, and by 0-25 per cent of the teachers in first class junior high schools and third class senior high schools. Gymnastics are taught by 51-75 per cent of the teachers in schools of all classifications except third class junior high schools, in which 26-50 per cent of the teachers include gymnastics in the program. Shuffleboard is taught by 51-75 per cent of the first class senior high school teachers, by 26-50 per cent of the teachers in first



class junior high schools and in second class junior and senior high schools, and 56 0-25 per cent of the teachers in third class schools. Tennis is taught by 51-75 per cent of the teachers in senior high schools of all three classifications, by 26-50 per cent of the teachers in second and third class junior high schools, and by 0-25 per cent of the first class junior high school teachers. Bowling is taught by 26-50 per cent of the teachers in first and second class senior high schools and in third class junior high schools and by 0-25 per cent of the teachers in schools of all other classifications. Golf is taught by 26-50 per cent of the teachers in first class senior high schools and by 0-25 per cent of the teachers in schools of all other classifications. Paddle tennis is taught by 26-50 per cent of the teachers in first class senior high schools and in second class junior and senior high schools and by 0-25 per cent of the teachers in schools of all other classifications. Swimming is taught by 26-50 per cent of the teachers in first class senior high schools and by 0-25 per cent of the teachers in schools of all other classifications. Track and field activities are taught by 26-50 per cent of the teachers in second class junior high schools and in third class senior high schools and by 0-25 per cent of the teachers in schools of all other classifications. Fencing is taught by 0-25 per cent of the teachers in schools of all classifications.

The number of teachers teaching dual and individual activities is smaller than the number teaching team game activities. The most widely taught dual and individual activities are stunts and tumbling, badminton, gymnastics, table tennis, and tennis. There seems to be very little difference in the offering of dual and individual activities between the junior and senior high schools. Again, the amount and cost of equipment involved seems to be a factor in the type of dual and individual activities offered. Track and field events are not usually included in the program of physical education for girls, because the activities involved in these events are considered harmful for girls. Nonetheless, it seems apparent that some schools continue to offer these activities for girls. The largest percentages of such activities are found in third class senior high schools and second class junior high schools. One explanation for this may be the fact that track meets are considered traditional in some rural schools and in some schools organized on a county basis. There is comparatively little emphasis in physical education programs upon the dual and individual activities which have recreational values in later life.

#### Dance and Rhythmic Activities

Dancing is one of the oldest of arts. Primitive man danced to express joy and sorrow, to pray for rain or

harvest, to celebrate a good harvest, to be victorious in combat, or to express any of the emotions which he might feel. Dance and rhythmic activities have come down through the ages. Through folk dance, the life and legends of people of all nationalities can be studied and better understood. Through modern dance, one may create movements which express feelings, emotions, or attitudes. Through social dance, social skills, rhythm, poise, balance, and control of bodily movements are developed. Social and square dance programs provide opportunity for co-educational classes where not only the girls but also the boys may receive instruction in an activity which will give them pleasure for years after formal education has been terminated. These same activities will also facilitate the development of heterosexual skills. The dance and rhythmic activities, therefore, should of necessity have a very prominent place in the physical education program.

Chart 3 shows the rhythmic activities taught by women teachers of physical education in junior and senior high schools with the percentage of teachers teaching each activity. A study of this chart shows that folk dance is taught by 76-100 per cent of the teachers in first class junior high schools, by 51-75 per cent of the teachers in first class senior high schools and in second class junior and senior high schools, and by 26-50 per cent of the

CHART 3

RHYTHMIC ACTIVITIES TAUGHT IN 91 JUNIOR HIGH SCHOOLS AND 160 SENIOR HIGH SCHOOLS  
OF FIRST, SECOND, AND THIRD CLASS CITIES IN KANSAS AS REPORTED BY 251 WOMEN  
PHYSICAL EDUCATION TEACHERS

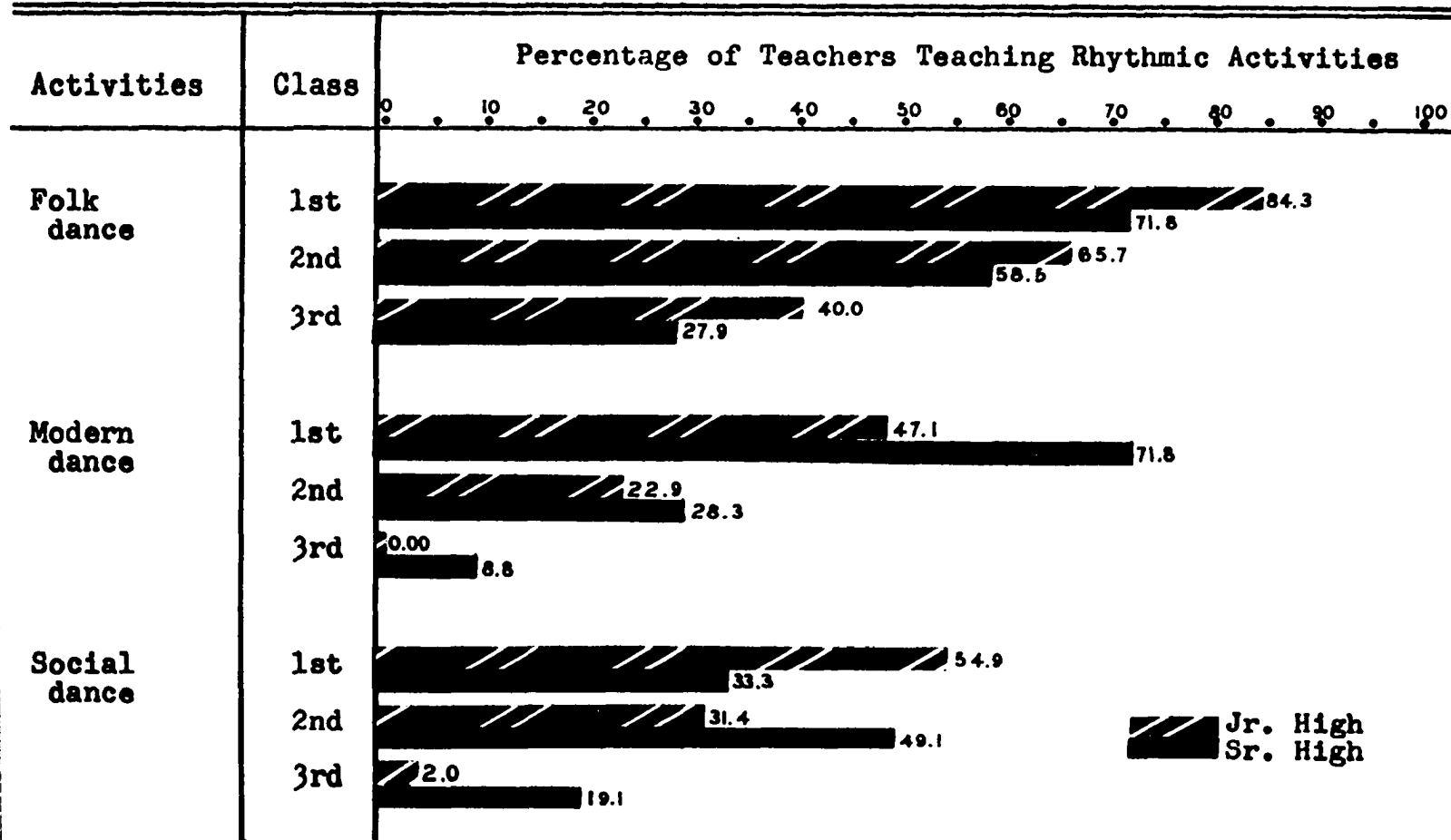
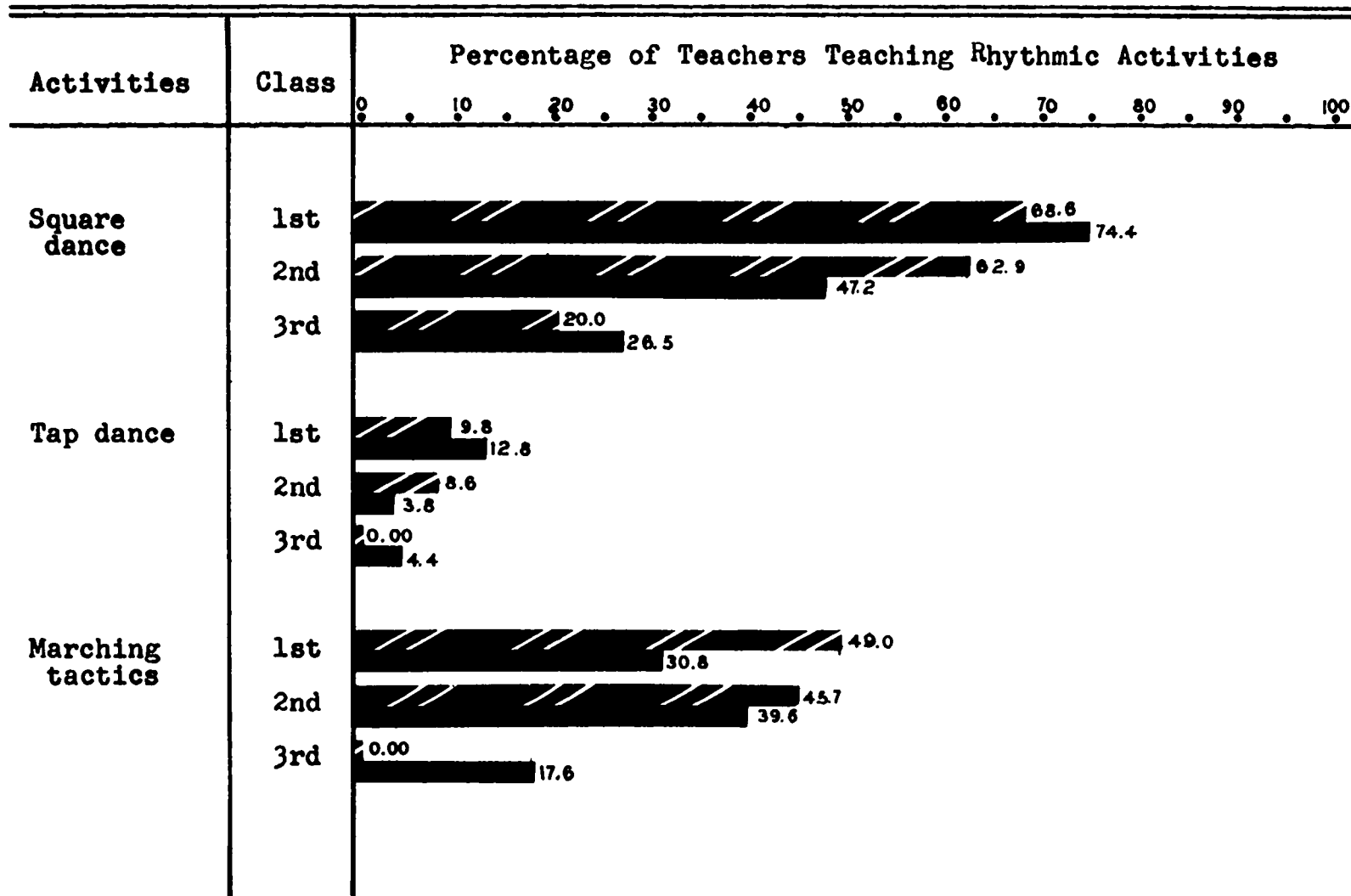


CHART 3-Continued



teachers in third class schools. Modern dance is taught by 51-75 per cent of the teachers in first class senior high schools, by 26-50 per cent of the teachers in first class junior high schools and in second class junior and senior high schools, and by 0-25 per cent of the teachers in third class junior and senior high schools. Square dance is taught by 51-75 per cent of the teachers in first class junior and senior high schools and in second class junior high schools, by 26-50 per cent of the teachers in second and third class senior high schools, and by 0-25 per cent of the teachers in third class junior high schools. Social dance is taught by 51-75 per cent of the teachers in first class junior high schools, by 26-50 per cent of the teachers in first class senior high schools and in second class junior and senior high schools, and by 0-25 per cent of the teachers in third class schools. Tap dance is taught by 0-25 per cent of the teachers in junior and senior high schools of all classifications. Marching tactics are taught by 26-50 per cent of the teachers in first and second class junior and senior high schools and by 0-25 per cent of the teachers in third class junior and senior high schools.

Since an understanding and appreciation of peoples of foreign countries is increased through the medium of folk dance, it is surprising that more teachers are not offering experience in folk dance activities. This may, of

course, reflect lack of training on the part of the teachers, lack of interest on the part of the students, mores of the community, and other similarly limiting factors. Modern dance as a rhythmic activity is both creative and expressive. It gives the participant an opportunity to develop body control, to express moods and feelings through movement, and to experience a sense of creativity. Nonetheless, the percentage of teachers offering this type of rhythmic activity is comparatively small. Neither space nor extensive facilities are required to teach social dance, yet this rhythmic activity is being offered by rather low percentages of teachers. In replying to this section of the questionnaire, some teachers made marginal notes indicating that race problems prohibit an activity program in this area. American country or square dance is apparently being taught by far greater percentages of teachers in first and second class schools than in third class schools. This in spite of the fact that it is an activity typical of rural communities in Kansas. Perhaps the nature of the rural community may make this activity less interesting to students because of its familiarity. Almost no physical education teachers are giving instruction in tap dance. An explanation for the few teachers teaching this particular rhythmic activity might be the fact that this is a highly specialized skill which is more commonly used in program production, assembly programs, and operettas rather than as a class activity. Similarly, tap dance

may not have been a typical experience in all teacher training programs represented in the study.

Team Game, Dual and Individual, and Rhythmic  
Activities Taught Most Frequently

In studying the physical education activity program, it was considered pertinent to gather data concerning the activity experiences had most commonly in any one area by the majority of students in junior and senior high schools of the various city classifications. To this end, a median number of activities in a specific area was found in each category, for example in team game activities, dual and individual activities, and rhythmic activities. The activities in each area, then, were ranked in order of frequency taught, from the activities taught by the highest percentage to the activities taught by the lowest percentage of teachers. To ascertain the activities in one area most commonly experienced by the majority of students, the median number of activities was selected from the list of activities placed in order of frequency taught. To illustrate, if the median number of activities in any one area was three, the three activities taught by the most teachers were selected from the activities listed in that area. Thus, some indication is given concerning the commonality of activity experience in any one area for students in junior and senior high schools of the three city classifications.



Table 53 shows the median number of team game activities taught with specific activities ranked in order of frequency taught in junior and senior high schools. In first class junior and senior high schools, eight activities are taught most frequently. In junior high schools of first class cities, these activities, in ranked order, are basketball, lead-up games, volleyball, softball, skill drills, ring tennis, soccer, and kickpin ball. In first class senior high schools, the rank order of activities in terms of frequency taught are basketball, volleyball, softball, lead-up games, skill drills, ring tennis, speedball, and kickpin ball. In second class junior high schools, the teachers checked a median number of six activities. These activities in rank order are volleyball, softball, basketball, lead-up games, skill drills, and kickpin ball. In second class senior high schools, the median number of activities taught is seven. These are ranked with basketball first, followed by softball and volleyball, lead-up games, skill drills, ring tennis, and kickpin ball. The third class junior high school teachers offer a median number of six activities, basketball and softball being ranked first and second in frequency taught. The third, fourth, and fifth ranking activities are given a rank of four since all are offered by an equal percentage of teachers. These activities are volleyball, soccer, and skill drills, with lead-up games and

TABLE 53

THE MEDIAN NUMBER OF TEAM GAME ACTIVITIES TAUGHT WITH SPECIFIC ACTIVITIES  
 RANKED IN ORDER OF FREQUENCY TAUGHT IN 91 JUNIOR HIGH SCHOOLS  
 AND 160 SENIOR HIGH SCHOOLS IN KANSAS

Median Number and Specific Activities	Junior High School			Senior High School		
	1st Class	2nd Class	3rd Class	1st Class	2nd Class	3rd Class
Median Number Taught	8	6	6	8	7	4
Basketball ...	1.5	3	1	1.5	1	1
Kickpin Ball .	8	6	-	8	7	-
Lead-up Games	1.5	4	5.5	4.5	4	4
Ring Tennis ..	6	-	5.5	6	6	-
Skill Drills .	5	5	4	4.5	5	-
Soccer .....	7	-	4	-	-	-
Softball .....	4	2	2	3	2	3
Volleyball ...	3	1	4	1.5	3	2

ring tennis as the last two ranking activities. The third class senior high school teachers checked a median number of four activities, with basketball, volleyball, softball, and lead-up games ranked in order. From this table, one may clearly discern that all students in schools of all sizes receive instruction in "the big three" activities, basketball, softball, and volleyball. The other activities which are taught vary according to the classification and type of school.

The dual and individual activities most frequently taught are found in Table 54. In first class junior high schools, a median number of four activities is taught. These are ranked in the following order: stunts and tumbling, gymnastics, badminton, and table tennis. In first class senior high schools, however, seven activities are taught as a median number. These activities in order of frequency taught are badminton, archery, stunts and tumbling, tennis, gymnastics, and table tennis. The median number of activities taught in second class junior and senior high schools is five. These ranked in order in junior high schools are stunts and tumbling, table tennis, gymnastics, badminton, and paddle tennis and shuffleboard. The last two activities were checked by identical percentages of teachers. In senior high schools the activities differed somewhat in frequency taught. Stunts and tumbling activities are taught most frequently, followed by badminton, table tennis, tennis,

TABLE 54

THE MEDIAN NUMBER OF DUAL AND INDIVIDUAL ACTIVITIES TAUGHT WITH SPECIFIC  
ACTIVITIES RANKED IN ORDER OF FREQUENCY TAUGHT IN 91 JUNIOR HIGH  
SCHOOLS AND 160 SENIOR HIGH SCHOOLS IN KANSAS

Median Number and Specific Activities	Junior High School			Senior High School		
	1st Class	2nd Class	3rd Class	1st Class	2nd Class	3rd Class
Median Number Taught	4	5	4	7	5	3
Archery .....	-	-	4.5	2	-	-
Badminton .....	3	4	1	1	2	2
Bowling .....	-	-	4.5	-	-	-
Gymnastics ....	2	3	4.5	5	5	1
Paddle Tennis .	-	5.5	-	-	-	-
Shuffleboard ..	-	5.5	-	7	-	-
Stunts/Tumbling	1	1	2.5	3.5	1	-
Table Tennis ..	4	2	2.5	6	3	3.5
Tennis .....	-	-	4.5	3.5	4	3.5

and gymnastics in order. The third class junior high school teachers checked a median number of four activities being taught. Badminton is the activity most frequently taught. Archery, bowling, gymnastics, and tennis are taught by the same percentage of teachers in this classification. The median of activities in third class senior high schools is three. Gymnastics was checked most frequently, with badminton next in order. Identical percentages of teachers are offering table tennis and tennis.

The median number of rhythmic activities and the most frequently taught rhythmic activities are revealed in Table 55. Both the first class junior and senior high schools offer a median number of three rhythmic activities. In junior high schools of this classification, folk dance was checked most frequently, with square dance and social dance checked next in order. In senior high schools of this classification, square dance was checked as a class activity most frequently. The two activities checked next in terms of frequency taught are folk dance and modern dance. Second class junior high school teachers teach a median number of three activities. These are folk dance, square dance, and marching tactics. The median number of rhythmic activities taught in second class senior high schools is two. The two rhythmic activities most frequently taught are folk dance and social dance. In both third class junior and senior high schools, the median number of rhythmic activities

TABLE 55

THE MEDIAN NUMBER OF RHYTHMIC ACTIVITIES TAUGHT WITH SPECIFIC ACTIVITIES  
 RANKED IN ORDER OF FREQUENCY TAUGHT IN 91 JUNIOR HIGH SCHOOLS  
 AND 160 SENIOR HIGH SCHOOLS IN KANSAS

Median Number and Specific Activities	Junior High School			Senior High School		
	1st Class	2nd Class	3rd Class	1st Class	2nd Class	3rd Class
Median Number Taught	3	3	1	3	2	1
Folk dance ...	1	1	1	2.5	1	1
Modern dance .	-	-	-	2.5	-	-
Social dance .	3	-	-	-	-	-
Square dance .	2	2	-	1	-	-
Marching tactics ....	-	3	-	-	-	-

taught is one. On both classifications, folk dance is the rhythmic activity most frequently offered.

Activities Taught Co-educationally, with  
Space and Facilities Considered Adequate

With increased emphasis being placed today upon the value of co-educational activities, i.e. those taught to boys and girls together, it was seemed advisable to obtain some indication of the prevalence of this type of instruction in the junior and senior high schools represented by the teachers in the study. It is understood, of course, that some activities lend themselves more readily to this type of instruction. In some instances, it is necessary to alter the rules of the games in order to equalize the strength and power of the boys with the speed and agility of the girls. Teams are so organized that boys and girls play together as teammates, not as opponents, thus giving an opportunity for social experience in informal game situations.

Tables 56, 57, and 58 give the total number of teachers who indicated that they teach the various activities included in the three areas, team games, dual and individual games, and rhythmic activities, with the percentages of those teaching them as co-educational activities. In addition, information may be found concerning the teacher estimate of the adequacy of space and facilities for the various activities.

TABLE 56

TEAM GAME ACTIVITIES TAUGHT CO-EDUCATIONALLY WITH  
SPACE AND FACILITIES CONSIDERED ADEQUATE  
IN 91 JUNIOR HIGH SCHOOLS AND 160  
SENIOR HIGH SCHOOLS IN KANSAS

Team Game Activities	Team Games Taught	Team Games Taught Co-educationally		Space and Facilities Considered Adequate	
	No.	No.	Per Cent	No.	Per Cent
Basketball .....	233	2	.8	150	64.4
Field Hockey ..	28	1	3.6	17	60.7
Kickpin Ball ..	109	3	2.8	74	67.9
Lead-up Games .	184	4	2.2	136	73.9
Ring Tennis ...	151	4	2.6	119	78.8
Skill Drills ..	161	1	.6	125	77.6
Soccer .....	105	4	3.8	74	70.5
Softball .....	224	14	6.2	151	67.4
Speedball .....	86	1	1.2	61	70.9
Volleyball ....	226	36	15.9	183	81.0
Wiskit .....	23	0	00.0	16	69.6

The only team game activity taught co-educationally to any extent is volleyball, which was checked by 15.9 per cent of the teachers teaching this activity. All other activities in this category are taught co-educationally by less than six per cent of the teachers. In other words,



TABLE 57

DUAL AND INDIVIDUAL ACTIVITIES TAUGHT CO-EDUCATIONALLY  
WITH SPACE AND FACILITIES CONSIDERED ADEQUATE  
IN 91 JUNIOR HIGH SCHOOLS AND 160  
SENIOR HIGH SCHOOLS IN KANSAS

Dual and Individual Activities	Dual and Individual Activities Taught	Dual and Individual Activities Taught Co-educationally		Space and Facilities Considered Adequate	
	No.	No.	Per Cent	No.	Per Cent
Archery .....	67	3	4.5	37	55.2
Badminton ....	147	8	5.4	82	55.8
Bowling .....	50	0	00.0	26	52.0
Fencing .....	2	0	00.0	1	50.0
Golf .....	21	5	28.8	10	47.6
Gymnastics ...	150	8	5.3	101	67.3
Paddle tennis	63	4	6.3	37	58.7
Shuffleboard .	86	3	3.5	59	68.6
Stunts/Tumbling	183	7	3.8	127	69.4
Swimming .....	26	1	3.8	17	65.4
Table Tennis .	137	9	6.6	87	63.5
Tennis .....	95	4	4.2	53	55.8
Track and field	80	3	3.8	43	53.8

even though more teachers teach team games than any other type of activity, they do not teach them co-educationally. A further study of Table 56 also indicates that a minimum

of 60.7 per cent and a maximum of 81.0 per cent of the study participants signified that the space and facilities available for team game activities are adequate.

The dual and individual sports lend themselves more readily to co-educational instruction. In spite of this fact, golf is taught co-educationally by only 23.8 per cent of the teachers and all other dual and individual activities are taught co-educationally by less than seven per cent of the teachers. The limited number of persons who can play at one time in activities necessitating the use of the whole floor space may be a factor in these small percentages. In spite of the fact that the equipment and facilities are costly, fifty per cent or more of the teachers indicated that the space and facilities are adequate for all the dual and individual activities represented in their schools.

It is an accepted fact that a very large number of students may be taught rhythmic activities at one time without sacrificing effectiveness of teaching. Thus, classes of boys and girls can easily be combined for co-educational instruction in rhythmic activities. A study of Table 58 reveals that 27.2 per cent of the teachers indicated that they teach social dance co-educationally. Twenty-two and three tenths per cent teach square dance and 14.4 per cent teach folk dance co-educationally. The other rhythmic activities are taught co-educationally by 5.6 per cent or less of the

TABLE 58

RHYTHMIC ACTIVITIES TAUGHT CO-EDUCATIONALLY WITH SPACE  
AND FACILITIES CONSIDERED ADEQUATE IN 91 JUNIOR HIGH  
SCHOOLS AND 160 SENIOR HIGH SCHOOLS IN KANSAS

Rhythmic Activities	Rhythmic Activities Taught	Rhythmic Activities Taught Co-educationally		Space and Facilities Considered Adequate	
	No.	No.	Per Cent	No.	Per Cent
Folk dance ....	146	21	14.4	108	74.0
Modern dance ..	81	3	3.7	57	70.4
Social dance ..	92	25	27.2	65	70.7
Square dance ..	130	29	22.3	96	73.8
Tap dance .....	18	1	5.6	14	77.8
Marching tactics .....	86	4	4.7	60	69.8

teachers. A minimum of 69.8 per cent and a maximum of 77.8 per cent of the teachers indicated that space and facilities are adequate for rhythmic activities.

First Aid Instruction and First Aid Care

As a part of its instructional program the school, being responsible for providing a safe school environment, is also responsible for educating its students concerning safety practices, good health practices, and proper procedure in case of accidents. School building accidents comprise

twenty-six per cent of all school accidents, with ten per cent in the gymnasium, four and five tenths per cent in halls and on stairs, three and five tenths per cent in classrooms, and four and five tenths per cent in other places in the school.<sup>3</sup> It is now a generally accepted principle that the school is responsible for handling emergency injuries and illnesses while students are under its jurisdiction. Because of a recent legal decision holding the school responsible for providing first aid to those injured on its premises, many towns now have requirements for the teachers to be trained in first aid and for adequate first aid supplies to be furnished to care for accidents, injuries, or illnesses occurring in schools.<sup>4</sup> The group of teachers in which first aid training is most commonly found is the physical education teachers. Therefore, an interest in the amount of first aid given, where given, and whether it is taught was considered relevant to this study.

Chart 4 gives data concerning first aid instruction and areas in which first aid care is given by women teachers of physical education in junior and senior high schools in Kansas. A study of this chart shows that 76-100 per cent of the teachers in first class junior high schools and 26-50

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<sup>3</sup>Herbert J. Stack, Elmer B. Siebrecht, J. Duke Elkow, Education for Safe Living (New York: Prentice-Hall, Inc., 1949), p. 133.

<sup>4</sup>Ibid., p. 258.

CHART 4

FIRST AID INSTRUCTION AND AREAS IN WHICH FIRST AID CARE IS GIVEN IN 91 JUNIOR HIGH SCHOOLS AND 160 SENIOR HIGH SCHOOLS OF FIRST, SECOND, AND THIRD CLASS CITIES IN KANSAS AS REPORTED BY 251 WOMEN PHYSICAL EDUCATION TEACHERS

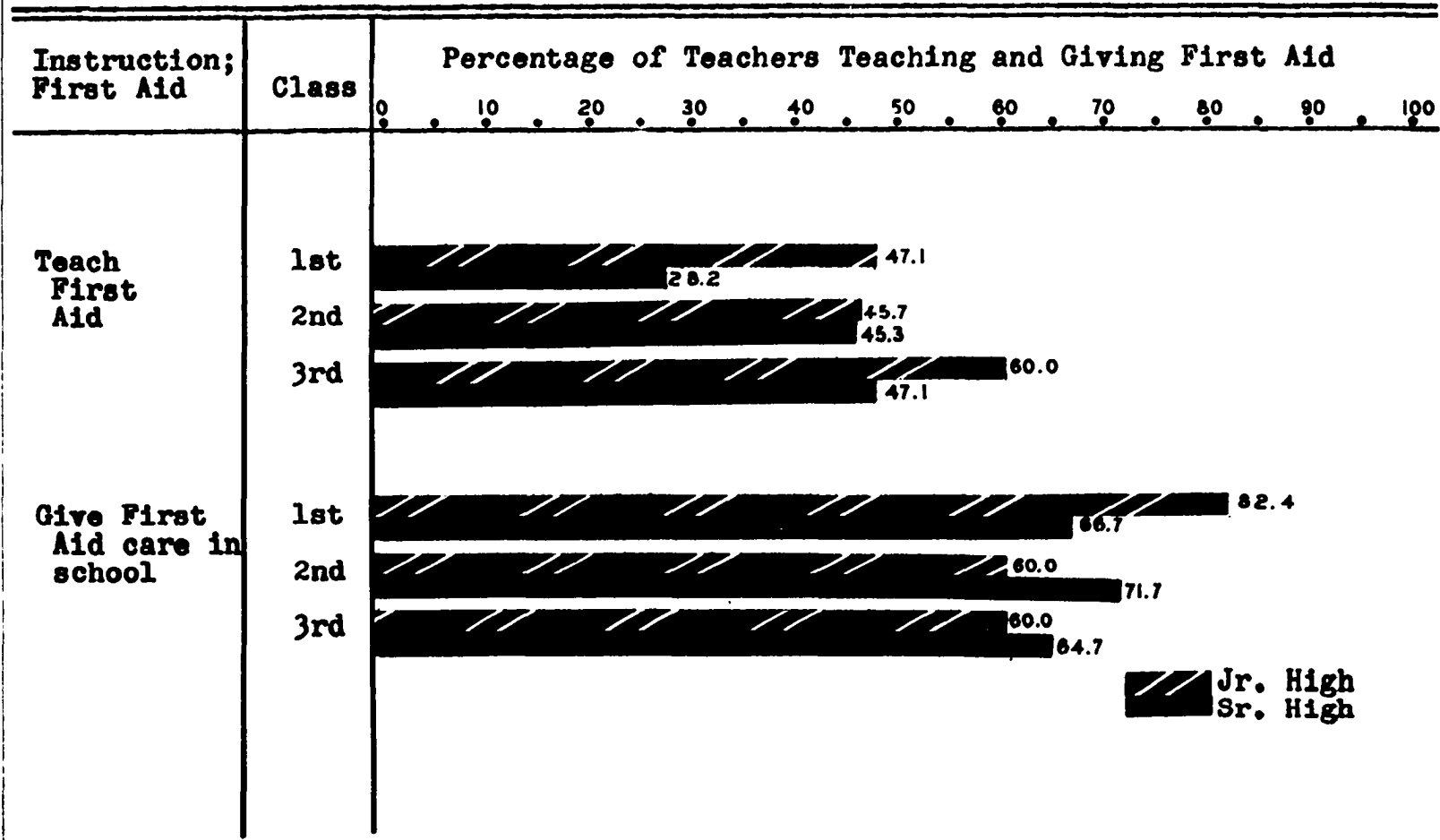
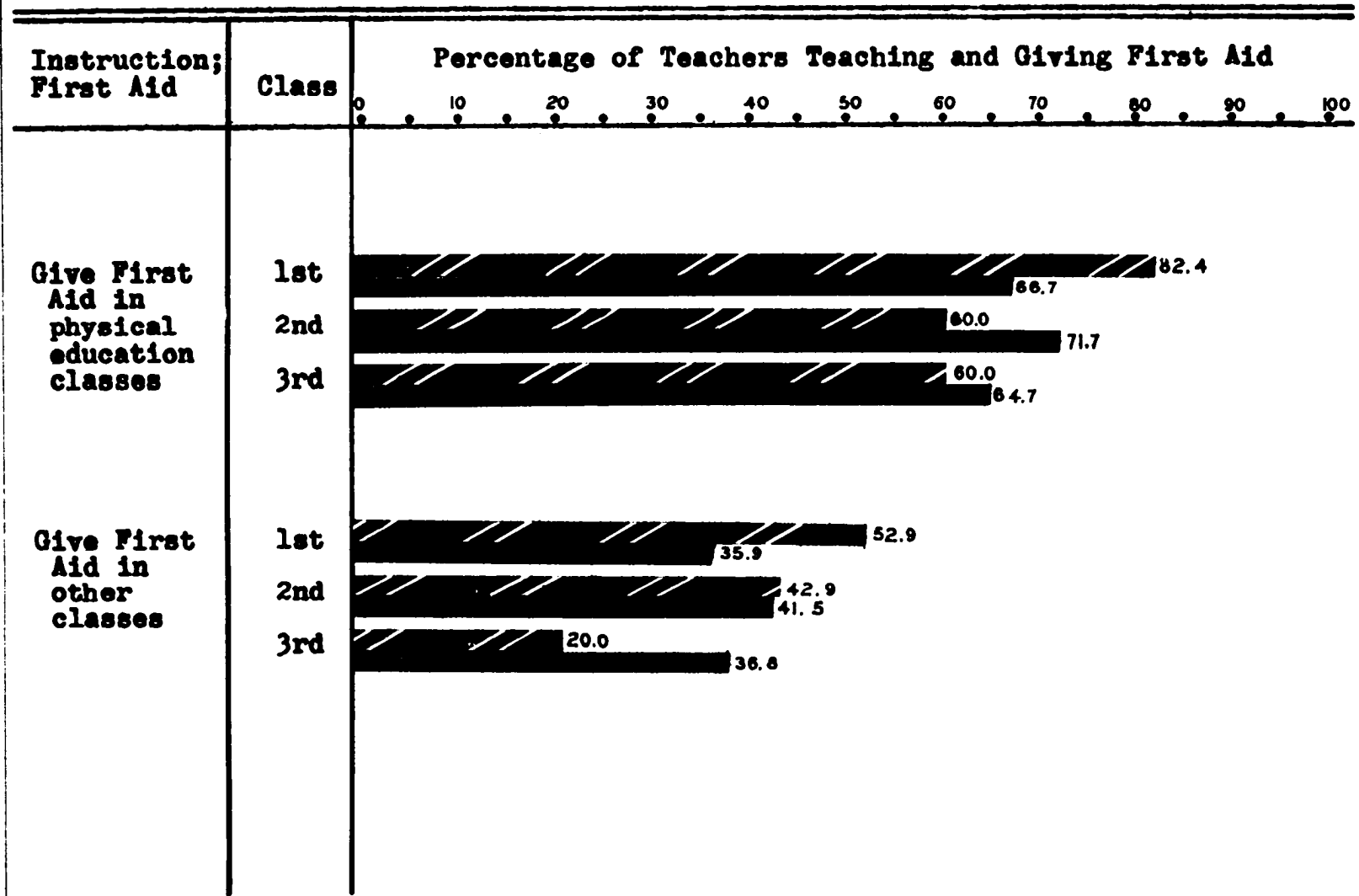


CHART 4-Continued



per cent of the teachers in first class senior high schools, in second class junior and senior high schools, and in third class junior and senior high schools teach first aid. Further, it shows that first aid care is given in the school by 76-100 per cent of the teachers in first class junior high schools and by 51-75 per cent of the teachers in schools of all other classifications. Seventy-six to 100 per cent of the first class junior high school teachers and 51-75 per cent of the teachers in schools of all other classifications give first aid care in the physical education classes. First aid care is given in other classes as well by 51-75 per cent of the teachers in first class junior high schools; by 26-50 per cent of the teachers in first class senior high schools, in second class junior and senior high schools, and in third class senior high schools; and by 0-25 per cent of the teachers in third class junior high schools.

From these data, the importance of first aid to the physical education teacher seems apparent. The larger number of junior high school teachers, in contrast to senior high school teachers, who teach first aid may reflect the Junior Red Cross First Aid program. This program begins with age fourteen and therefore includes ninth grade students. More teachers give first aid care both in their own classes and in other classes than give first aid instruction. The large percentages of teachers giving first aid care points

up the merit of the inclusion of first aid in the professional training of prospective physical education teachers.

### Health Education Classes

For many years the relationship between physical education and health education has been confused. Many persons, including some school administrators, feel that a program of physical activities satisfies the health education needs as well as the recreational needs of youth. The results of medical examinations given by Selective Service officials during World War II gave impetus to an increased emphasis on health education in the schools. This was given further impetus by the recent White House Conference on Physical Fitness.

The health education program in schools is divided into three parts: health instruction, healthful school living, and health services. Health instruction is concerned with teaching youngsters how the body functions, the causes and methods of prevention of disease, the factors which contribute to and maintain health, and the role of the community in the health program.<sup>5</sup> It is hoped that this instruction will result in the development of good habits and attitudes concerning health. Since there is a shortage of individuals trained in a specialization of health education,

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<sup>5</sup>Charles A. Bucher, Foundations of Physical Education (St. Louis: The C. V. Mosby Company, 1952), pp. 84-85.



and since the physical education teacher is closely related to and has training in the area, many of the physical education teachers are teaching health education classes in the schools.<sup>6</sup> Because of this fact, the teachers participating in the study were asked to identify their part in the program of health instruction.

Chart 5 gives information concerning the types of health education classes taught by women physical education teachers in junior and senior high schools. A study of Chart 5 shows that health education is taught by 76-100 per cent of the teachers in second class junior high schools and in third class junior and senior high schools and by 51-75 per cent of the teachers in first and second class senior high schools. However, there is some difference in the time and place of such instruction. According to Chart 5, health education instruction is given within the physical education classes by 0-25 per cent of the teachers in second class senior high schools and by 26-50 per cent of the teachers in schools of all other classifications. Health education is taught as a separate class by 26-50 per cent of the teachers in second class junior and senior high schools and in third class junior high schools. Zero to 25 per cent of the first class junior and senior high school teachers and of the third class senior high school teachers teach health

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<sup>6</sup>Ibid., p. 98.

CHART 5

TYPES OF HEALTH EDUCATION INSTRUCTION IN 91 JUNIOR HIGH SCHOOLS AND 160 SENIOR HIGH SCHOOLS OF FIRST, SECOND, AND THIRD CLASS CITIES IN KANSAS AS REPORTED BY 251 WOMEN PHYSICAL EDUCATION TEACHERS

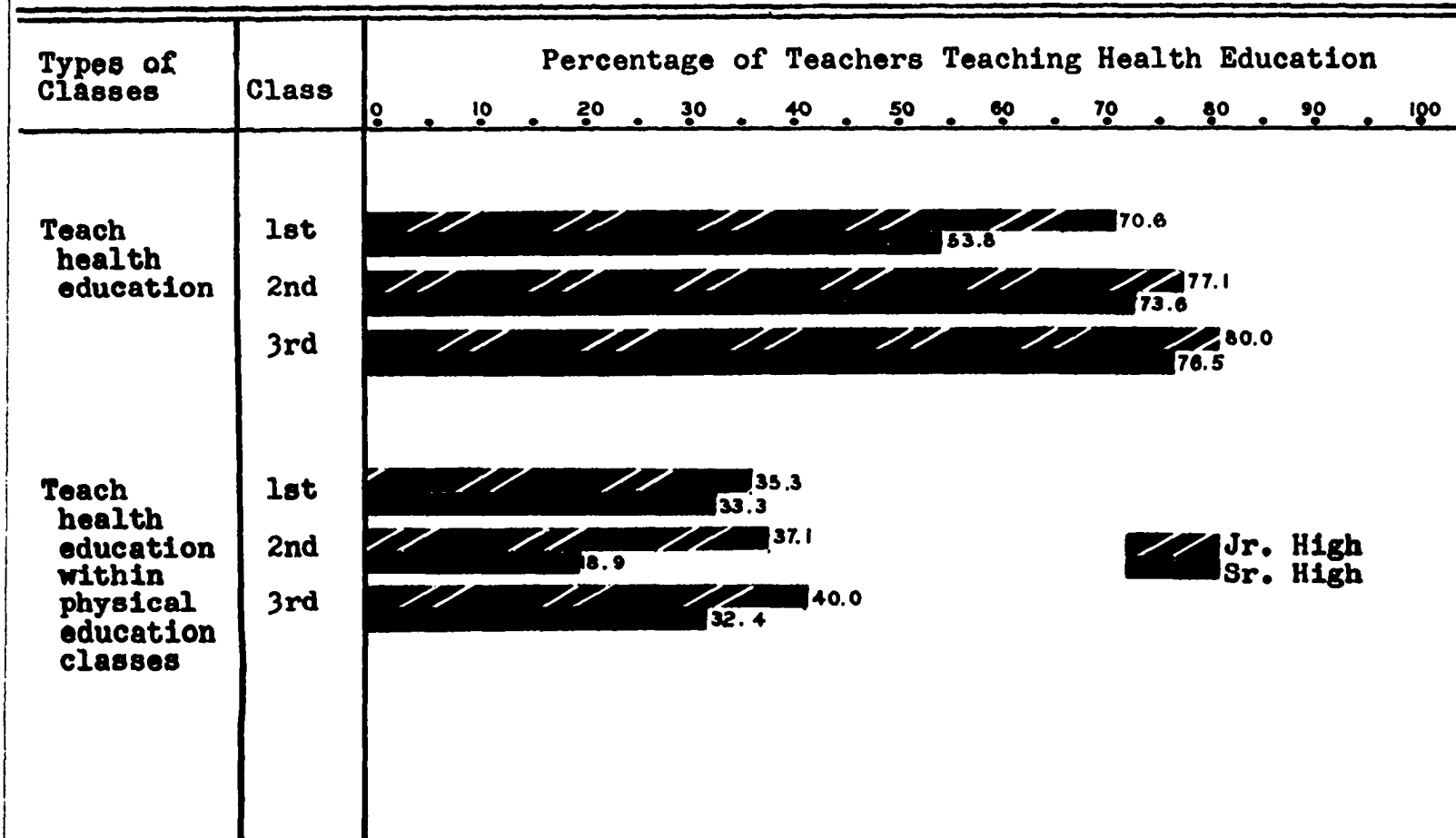
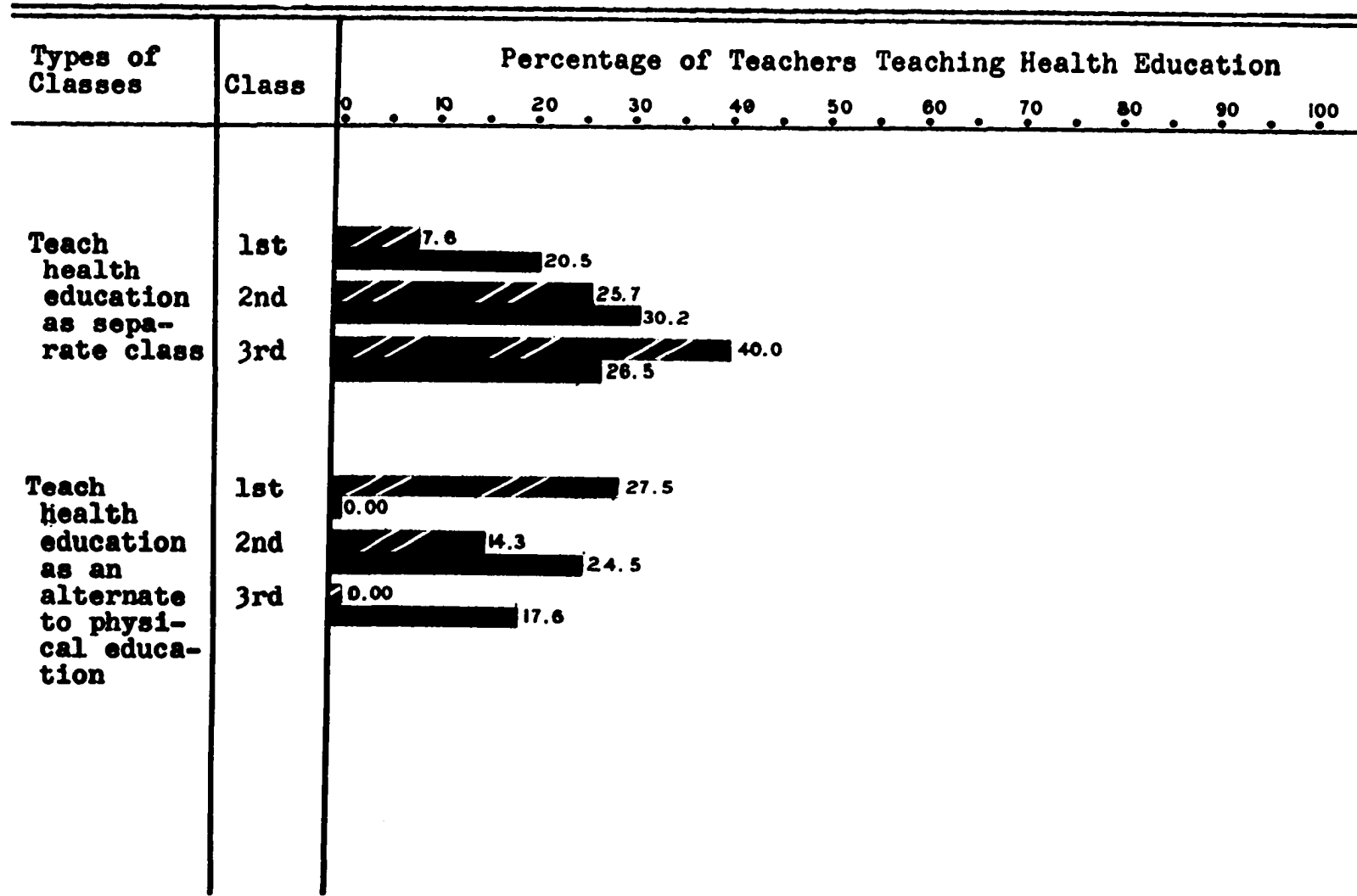


CHART 5-Continued



education as a separate class. Health education instruction is alternated with physical education instruction by 26-50 per cent of the teachers in first class junior high schools and by 0-25 per cent of the teachers in schools of all other classifications.

These data reveal that more physical education teachers are teaching health education in second and third class schools than in first class schools. These larger percentages may be due to the fact that the actual number of physical education classes in second and third class schools is smaller, therefore allowing the time to teach health education. The first class schools with larger enrollments may have physical education classes every hour of the day and/or may have full-time health education teachers. Health education is taught by more junior high school teachers than senior high school teachers. Further, more junior high school teachers than senior high school teachers teach health education within the physical education classes. More teachers who teach health education teach it within the physical education class than teach it as a separate class or as an alternate to physical education.

CHAPTER VI

NON-INSTRUCTIONAL RESPONSIBILITIES OF  
PHYSICAL EDUCATION TEACHERS

Introduction

A study of the activities and responsibilities of any specific group of teachers--mathematics teachers, social science teachers, physical education teachers--must of necessity be concerned with those responsibilities which perhaps can best be called non-instructional responsibilities. Some of these may be grouped under the broad heading of extra-class or co-curricular activities. Some may be listed under separate headings--committee responsibilities, sponsorships of student activities, regular school duties, intramural activities, and so on. The number and type of these responsibilities is related to the size of the school, the breadth of the school offering in the particular field, the number of teachers on the school staff, or even to the particular interests and educational philosophy of the teacher as well as the administration. For example, when the physical education curriculum offers instruction in many individual as well as a variety of team sports, the extra-class

program should provide additional opportunities to participate in tennis, badminton, archery, bowling, and the like. In the small school, where variety and choice are curtailed in the curriculum, because one teacher no matter how willing cannot cover the same number of activities as a staff of teachers or because facilities are meager, the intramural program may be a means of offering instruction as well as competitive or recreational play in sports which the students could not otherwise have opportunities to learn to play.<sup>1</sup> At any rate, most secondary school teachers are required to perform many duties other than teaching. Some of these are closely related to their profession and others are not.<sup>2</sup>

#### Responsibility for Recreational Activities

Physical education is as much a social program as a biological one because its outcomes are measurable in terms of group and individual behaviors as well as in organic enrichment.<sup>3</sup> Therefore, play and education for the whole area of creative leisure enjoyment, from gardening and painting to swimming, tennis, and dance should be provided in the school curriculum.<sup>4</sup> Such education for creative leisure

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<sup>1</sup>Kozman, Cassidy, and Jackson, op. cit., p. 492.

<sup>2</sup>Bucher, op. cit., p. 256.

<sup>3</sup>Oberteuffer, op. cit., p. 206.

<sup>4</sup>Cassidy, op. cit., p. 55.

enjoyment is presented in part through a program of recreational activities. In secondary schools, this is usually done through activity clubs, noon-hour activities, and after-school activities. The content of many of these recreational programs centers around physical-education-type activities, and the responsibility for the activities therefore is assumed by the physical education teacher.

Chart 6 shows the recreational activities offered in junior and senior high schools as reported by the teachers participating in the study. A study of this chart shows that swimming, bowling, and archery are offered as recreational activities by 26-50 per cent of the teachers in first class senior high schools and by 0-25 per cent of the teachers in schools of all other classifications. Badminton is offered by 51-75 per cent of the teachers in first class senior high schools, by 26-50 per cent of the teachers in first class junior high schools, and by 0-25 per cent of the teachers in schools of all other classifications. Basketball is offered as a recreational activity by 76-100 per cent of the teachers in first class senior high schools, by 51-75 per cent of the teachers in first class junior high schools, by 26-50 per cent of the teachers in second class junior and senior high schools, and by 0-25 per cent of the teachers in third class schools. Ping pong is offered by 26-50 per cent of the teachers in first and second class

CHART 6

RECREATIONAL ACTIVITIES (CLUBS, NOON HOURS, AFTER SCHOOL) OFFERED IN 91 JUNIOR HIGH SCHOOLS AND 160 SENIOR HIGH SCHOOLS OF FIRST, SECOND, AND THIRD CLASS CITIES IN KANSAS AS REPORTED BY 251 WOMEN PHYSICAL EDUCATION TEACHERS

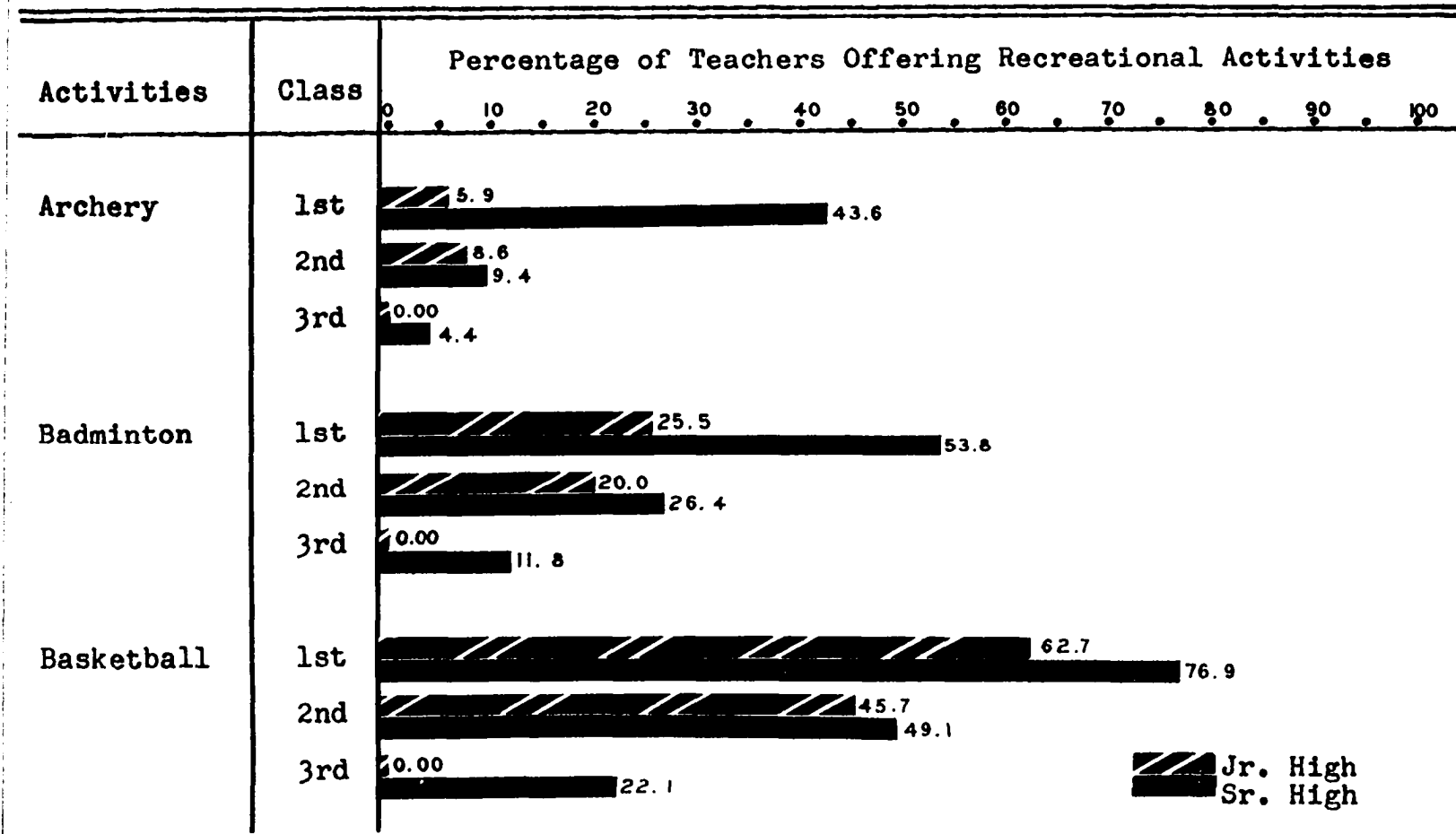




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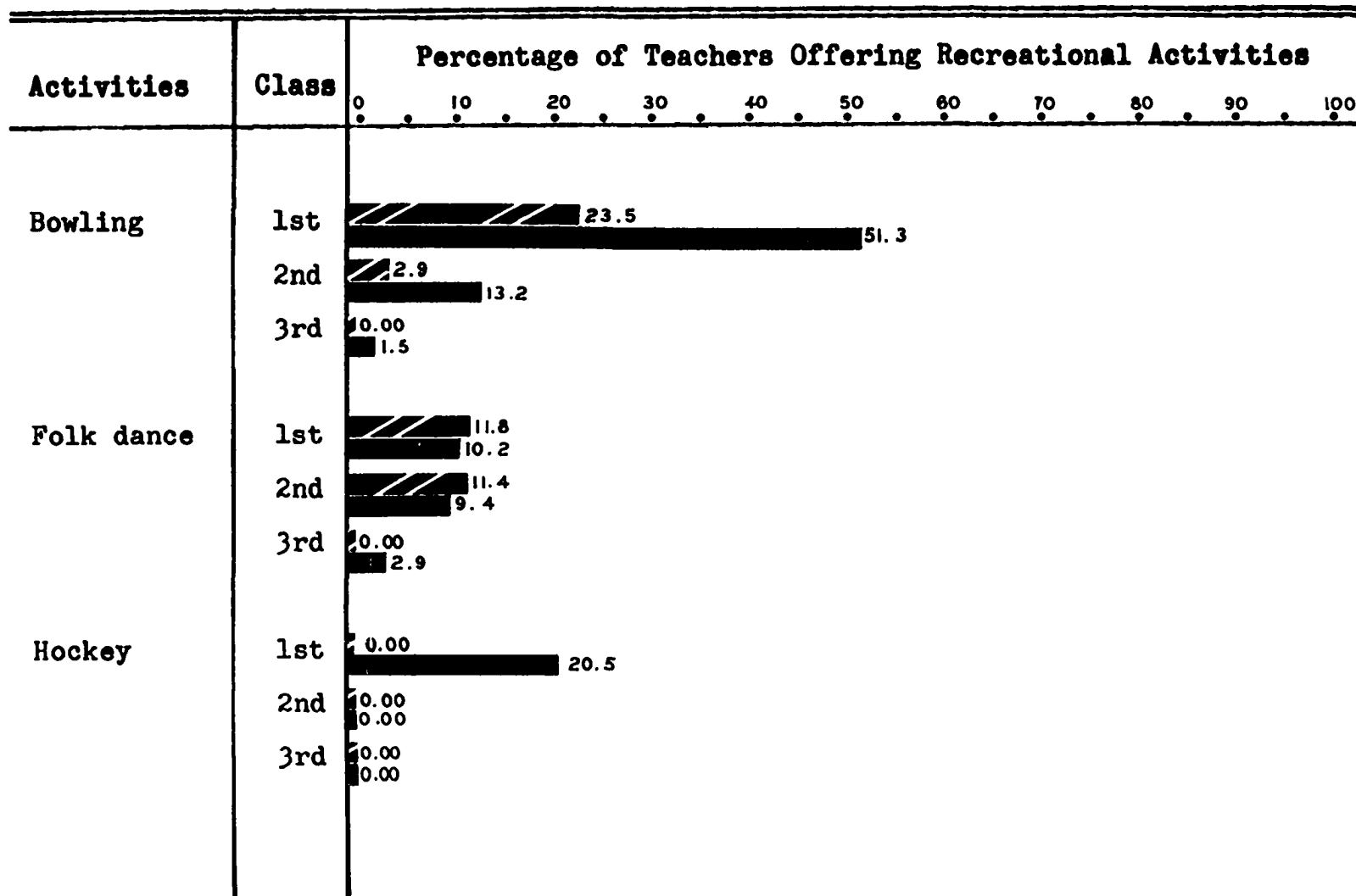


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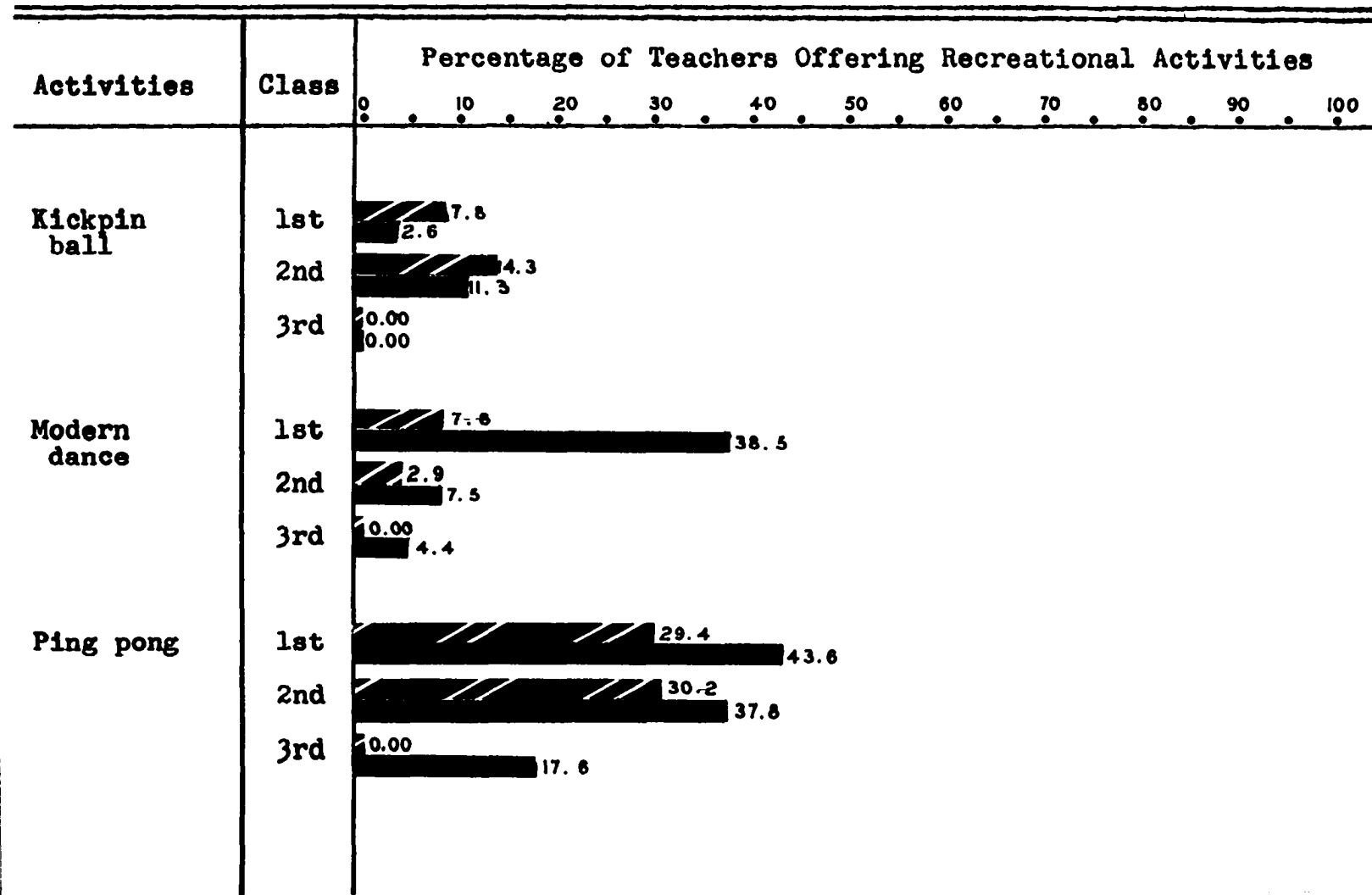


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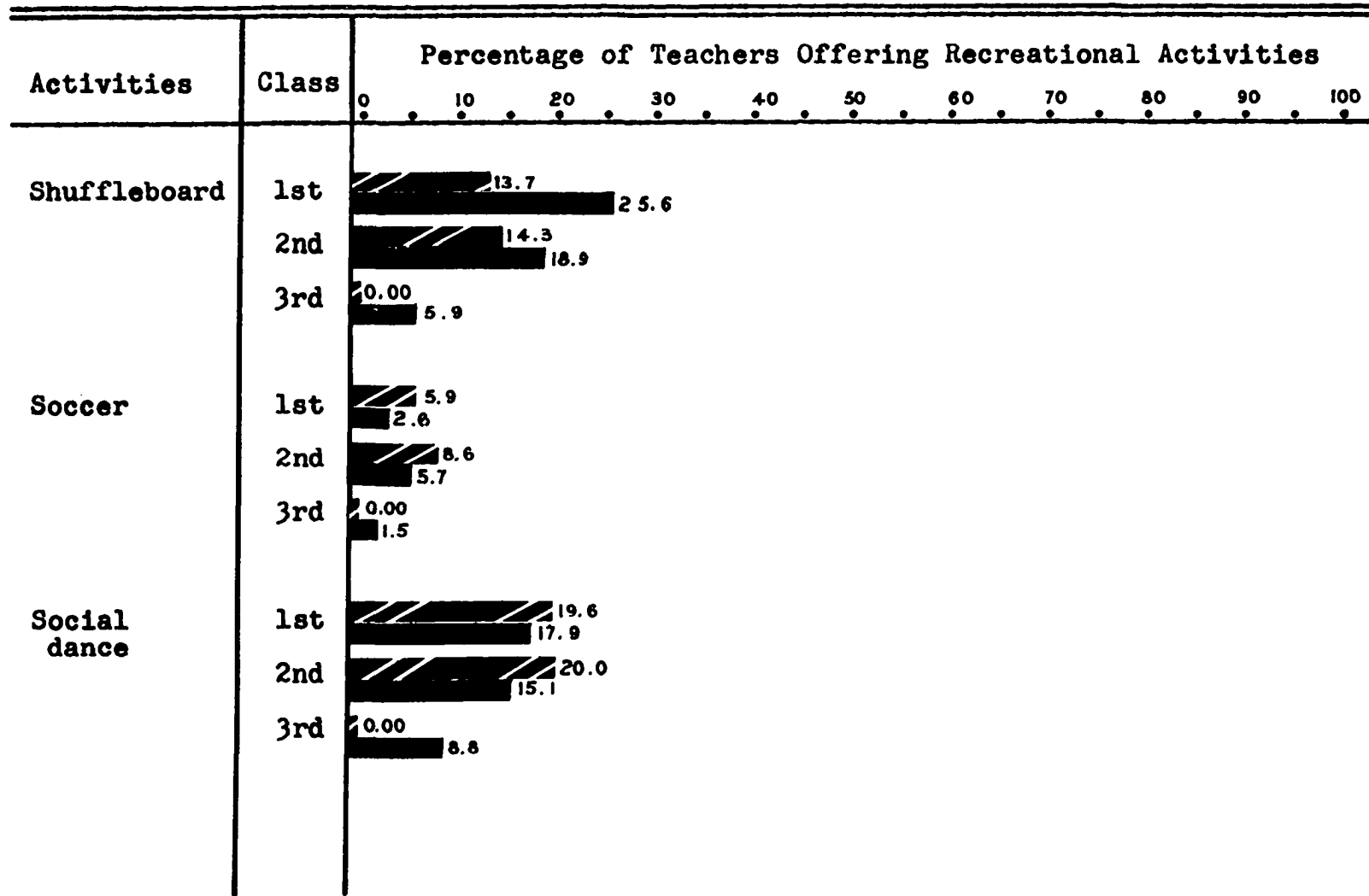


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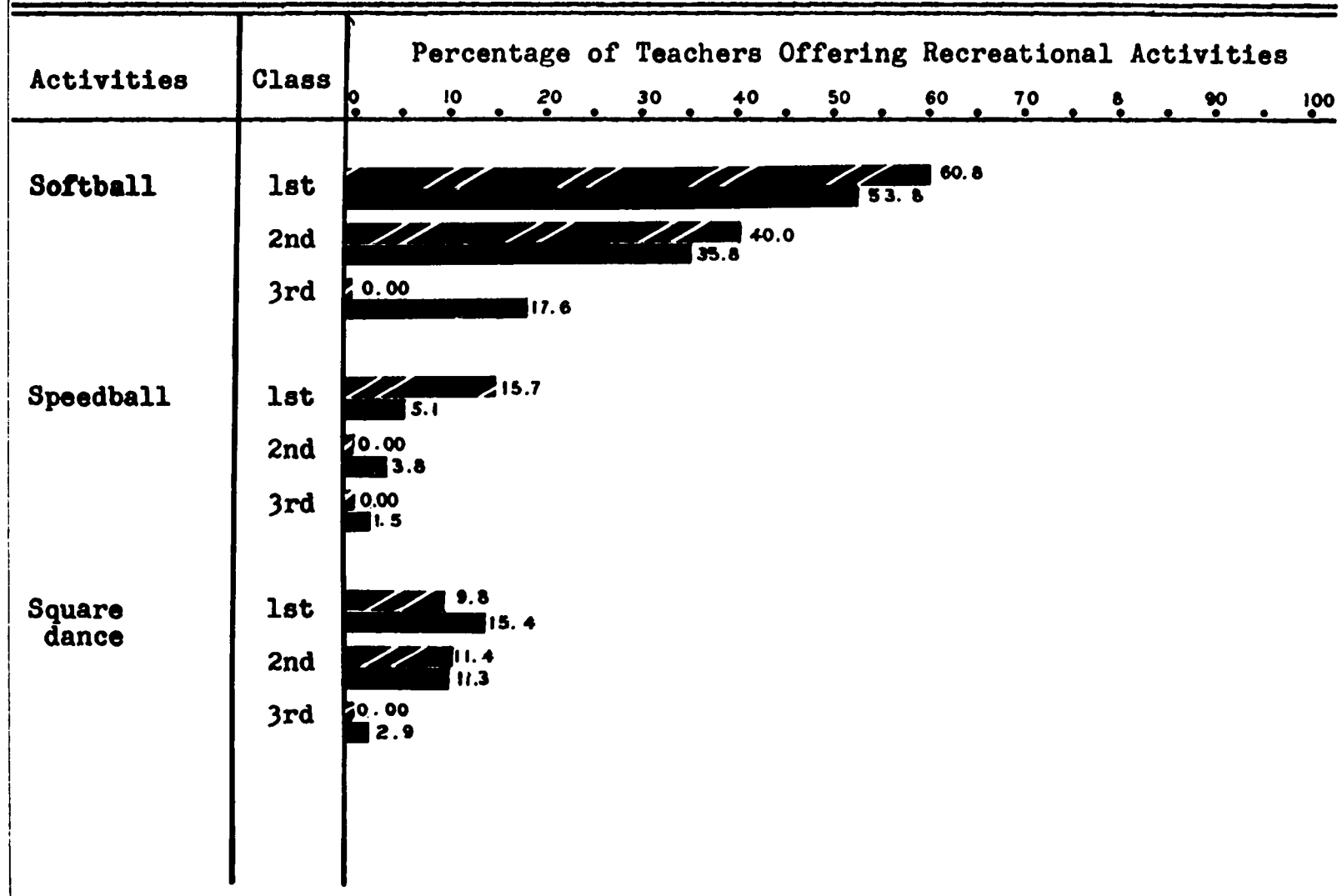


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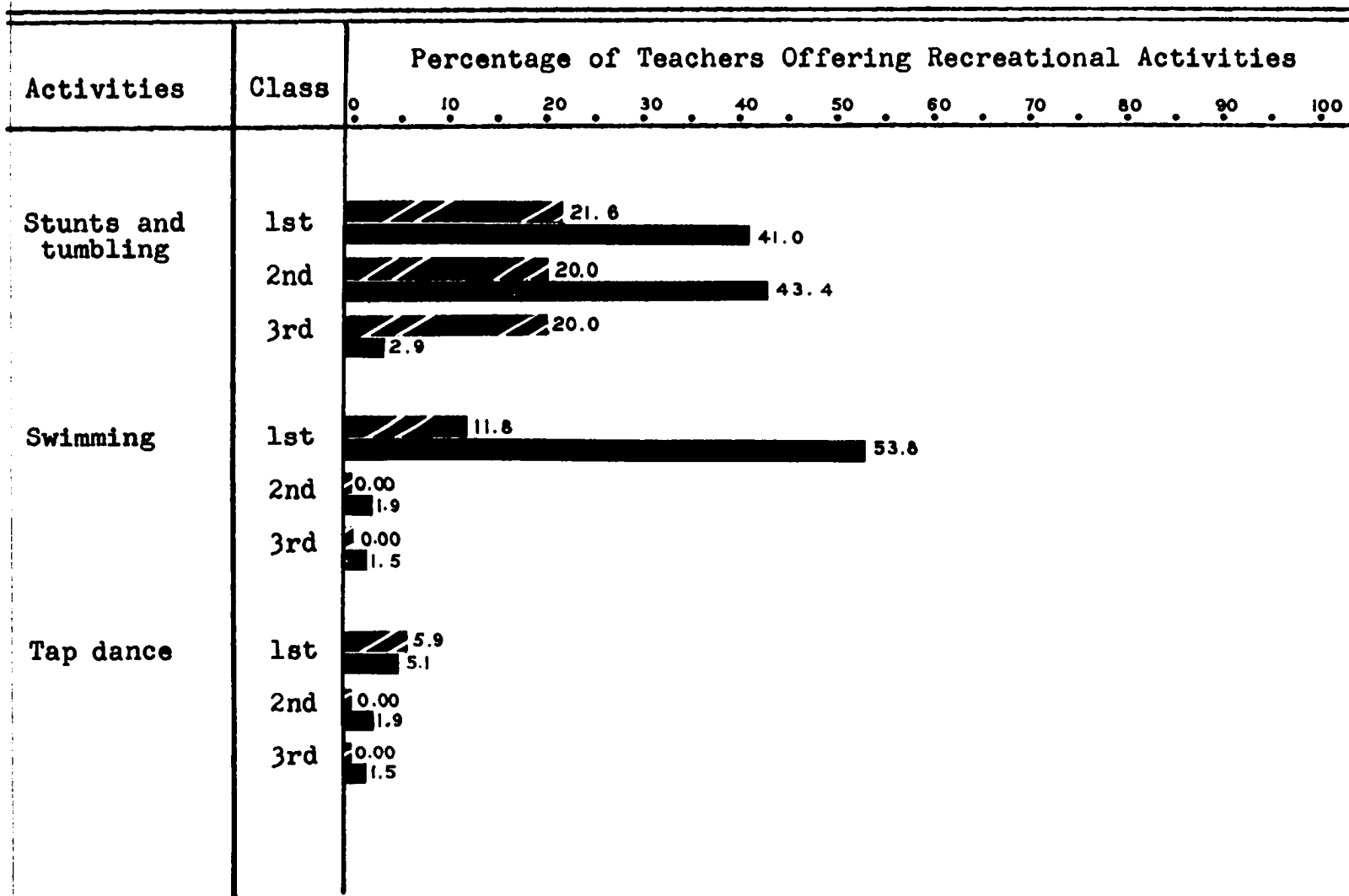
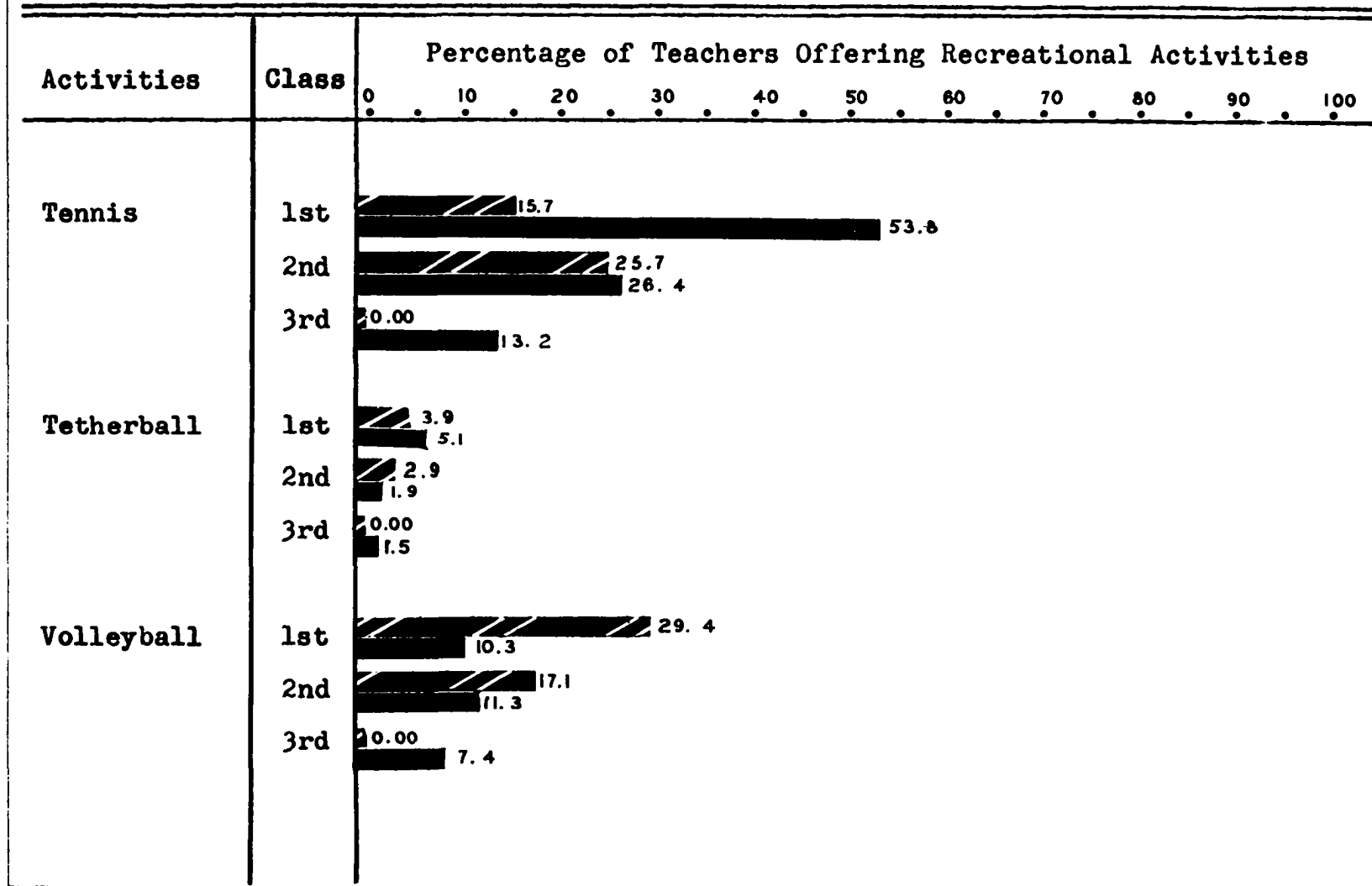


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junior and senior high schools and by 0-25 per cent of third class junior and senior high schools. Softball is offered as a recreational activity by 51-75 per cent of first and second class junior and senior high school teachers and by 0-25 per cent of the third class junior and senior high school teachers. Stunts and tumbling activities are offered by 26-50 per cent of the teachers in first and second class senior high schools and by 0-25 per cent of the teachers in schools of all other classifications. Fifty-one to 75 per cent of the first class senior high school teachers and 0-25 per cent of the teachers in schools of all other classifications offer tennis as a recreational activity. Volleyball is offered by 26-50 per cent of the first class junior high school teachers and by 0-25 per cent of the teachers in schools of all other classifications. From 0-25 per cent of the teachers in schools of all classifications offer folk dance, hockey, pickpin ball, modern dance, shuffleboard, soccer, social dance, speedball, square dance, tap dance, and tetherball as recreational activities.

From these data, it is found that recreational activities are being offered by more teachers in senior high schools than in junior high schools. A greater variety of recreational activities is being offered in first class schools than in either second or third class schools. The largest percentage of recreational activities offered is of

the team-game type. Of the team-game type recreational activities, basketball and softball are offered most frequently. Other recreational activities frequently reported by the physical education teachers are badminton, stunts and tumbling, and tennis.

Median Number and Specific Recreational  
Activities Offered

In studying the program of recreational activities, it was again considered pertinent to gain data concerning the recreational activity experiences had most commonly by the majority of students in junior and senior high schools of the various city classifications. To this end, a median of recreational activities offered was found. The recreational activities, then, were placed in order of frequency offered, from the activities offered by the highest percentage of teachers to the activities offered by the lowest percentage of teachers. To ascertain the recreational activities most commonly experienced by the majority of students, the median number of activities was selected from the list of recreational activities placed in order of frequency offered. To illustrate, if the median number of recreational activities in a specific type of school and city classification was three, the three activities reported by the most teachers in that specific school and classification were selected from the entire list of recreational activities.



Thus, some indication was obtained concerning the commonality of recreational activity experience for students in junior and senior high schools of the three city classifications.

Table 59 shows the median number of recreational activities offered with specific activities ranked in order of frequency offered in junior and senior high schools as reported by the teachers participating in the study. In first class junior high schools, the four recreational activities offered most frequently are: basketball, softball, ping pong, and badminton. In first class senior high schools, the eight activities offered most frequently in the recreational programs are: basketball, badminton, softball, tennis, ping pong, archery, stunts and tumbling, and shuffleboard. In second class junior and senior high schools, three recreational activities were reported most frequently. In second class junior high schools, these activities are basketball, softball, and ping pong. In second class senior high schools, these activities are basketball, stunts and tumbling, and ping pong. In third class junior high schools, the majority of teachers do not offer any recreational activities; but where a recreational program exists, the most frequently offered activity is in the area of stunts and tumbling. In third class senior high schools, only one recreational activity is offered frequently, and this activity is basketball.

TABLE 59

THE MEDIAN NUMBER OF RECREATIONAL ACTIVITIES OFFERED WITH SPECIFIC ACTIVITIES  
 RANKED IN ORDER OF FREQUENCY OFFERED IN 91 JUNIOR HIGH SCHOOLS AND 160  
 SENIOR HIGH SCHOOLS IN KANSAS

Median Number and Specific Activities	Junior High School			Senior High School		
	1st Class	2nd Class	3rd Class	1st Class	2nd Class	3rd Class
Median number offered	4	3	1	8	3	1
Archery .....	-	-	-	5.5	-	-
Badminton .....	4	-	-	3	-	-
Basketball .....	1	1	-	1	1	1
Ping Pong .....	3	3	-	5.5	3	-
Shuffleboard ...	-	-	-	8	-	-
Softball .....	2	2	-	3	-	-
Stunts/Tumbling	-	-	1	7	2	-
Tennis .....	-	-	-	3	-	-

Recreational Activities Offered Co-educationally with Space and Facilities  
Considered Adequate

Since boys and girls must play and work together, not only in adolescence but throughout life, it is quite natural and logical that the opportunity for such training should be given them in recreational activities during the adolescent period.<sup>5</sup> In proper play relationships, boys and girls learn many things of personal and social significance which may have a carry-over to later life. Therefore, the prevalence of this type of contact in the program of recreational activities was considered important to the study.

Table 60 gives the total number of teachers who reported that they offer the various recreational activities with the percentages of those offering them co-educationally. In addition, information may be found concerning the teacher estimate of the adequacy of space and facilities for the various recreational activities. A study of this table reveals that two recreational activities are offered co-educationally by an appreciable percentage of teachers. These activities are square dance and social dance, which are offered co-educationally by 47.8 per cent and 44.7 per cent of the teachers respectively. Three activities are offered co-educationally by approximately the same percentages of teachers--volleyball by 30.5 per cent, ping pong by 29.2 per

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<sup>5</sup>Nixon and Cozens, op. cit., p. 104.

TABLE 60

RECREATIONAL ACTIVITIES TAUGHT CO-EDUCATIONALLY WITH SPACE  
AND FACILITIES CONSIDERED ADEQUATE IN 91 JUNIOR HIGH  
SCHOOLS AND 160 SENIOR HIGH SCHOOLS IN KANSAS

Recreational Activities	Recreational Activities Taught	Recreational Activities Taught Co- educationally		Space and Facilities Considered Adequate	
	No.	No.	Per Cent	No.	Per Cent
Archery .....	31	4	12.9	19	61.3
Badminton ...	63	15	23.8	45	71.4
Basketball ..	119	8	6.7	84	70.6
Bowling .....	41	3	7.3	24	58.5
Folk Dance ..	21	6	28.6	14	66.6
Hockey .....	8	1	12.5	7	87.4
Kickpin Ball	16	1	6.3	10	62.5
Modern Dance	27	4	14.8	18	66.6
Ping Pong ...	72	21	29.2	52	72.8
Shuffleboard	36	8	22.2	30	83.3
Soccer .....	11	2	18.2	8	72.7
Social Dance	38	17	44.7	30	78.9
Softball ....	96	6	6.3	65	67.6
Speedball ...	13	1	7.7	8	61.5
Square Dance	23	11	47.8	18	78.3
Stunts and Tumbling ..	50	3	6.0	34	68.0
Swimming ....	29	1	3.5	23	79.3

TABLE 60--Continued

Recreational Activities	Recreational Activities Taught	Recreational Activities Taught Co-educationally		Space and Facilities Considered Adequate	
	No.	No.	Per Cent	No.	Per Cent
Tap Dance ...	7	1	14.3	2	28.6
Tennis .....	61	8	13.1	36	59.0
Tetherball ..	7	1	14.3	5	61.7
Volleyball ..	36	11	30.5	18	50.0

cent, and folk dance by 28.6 per cent. Shuffleboard was reported as a co-educational recreational activity by 22.2 per cent of the teachers. Soccer is offered co-educationally by 18.2 per cent of the teachers. The remainder of the recreational activities are offered co-educationally by less than fifteen per cent of all teachers in all classifications. A study of Table 60 also indicates that in all but one activity a minimum of fifty per cent and a maximum of eighty-seven per cent of the study participants reported adequate space and facilities available for recreational activities. The one exception was tap dance for which only 28.5 per cent of the teachers considered space and facilities adequate.

### Intramural Activities

Cowell and Hazelton make the statement that there is every reason to expect an interesting and well-organized intramural program whenever one finds a good physical education program.<sup>6</sup> This viewpoint stems in some measure from the growing awareness of the importance of promoting wholesome competitive sports for all students regardless of their level of physical ability. This type of competition has become known as "intramural." The extent of any intramural program depends in part upon the size of the school and its staff, the location of the school, the physical plant, the cooperation of the school administration, and the interests of the students. Further, the intramural program is affected by the way in which the daily schedule of classes is organized in a specific school. Practical problems must be considered, such as time allotment for the intramural program activities within the daily class schedule rather than as an appendage to it, the pattern of bus arrivals and departures in consolidated schools or schools with transportation problems, and the breadth of the physical education program itself, since the activities of the intramural program usually parallel those being taught in the physical education classes.

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<sup>6</sup>Charles C. Cowell and Helen W. Hazelton, Curriculum Designs in Physical Education (New York: Prentice-Hall, Inc., 1955), p. 333.

Chart 7 shows the intramural activities offered in 91 junior high schools and 160 senior high schools as reported by the teachers participating in the study. These data show that basketball is offered as an intramural activity by 76-100 per cent of the first class junior and senior high school teachers and by 26-50 per cent of the teachers in schools of all other classifications. Softball is offered by 51-75 per cent of the teachers in schools of all classifications. Volleyball is offered in the intramural program by 51-75 per cent of the first class junior and senior high school teachers and by 26-50 per cent of the teachers in schools of all other classifications. Intramural archery, badminton, bowling, hockey, and swimming are offered by 26-50 per cent of the first class senior high school teachers and by 0-25 per cent of the teachers in schools of all other classifications. Speedball is offered in the intramural program by 28.2 per cent of the first class senior high school teachers and by 0-25 per cent of all other teachers. Tennis is offered by 28.6 per cent of the second class junior high school teachers and by 0-25 per cent of all other teachers. Kickpin ball, soccer, and table tennis are offered in the intramural program by only 0-25 per cent of all teachers in the study.

A study of these data indicates that team game activities are included more often in the intramural program

CHART 7

INTRAMURAL ACTIVITIES OFFERED IN 91 JUNIOR HIGH SCHOOLS AND 160 SENIOR HIGH SCHOOLS OF FIRST, SECOND, AND THIRD CLASS CITIES IN KANSAS AS REPORTED BY 251 WOMEN PHYSICAL EDUCATION TEACHERS

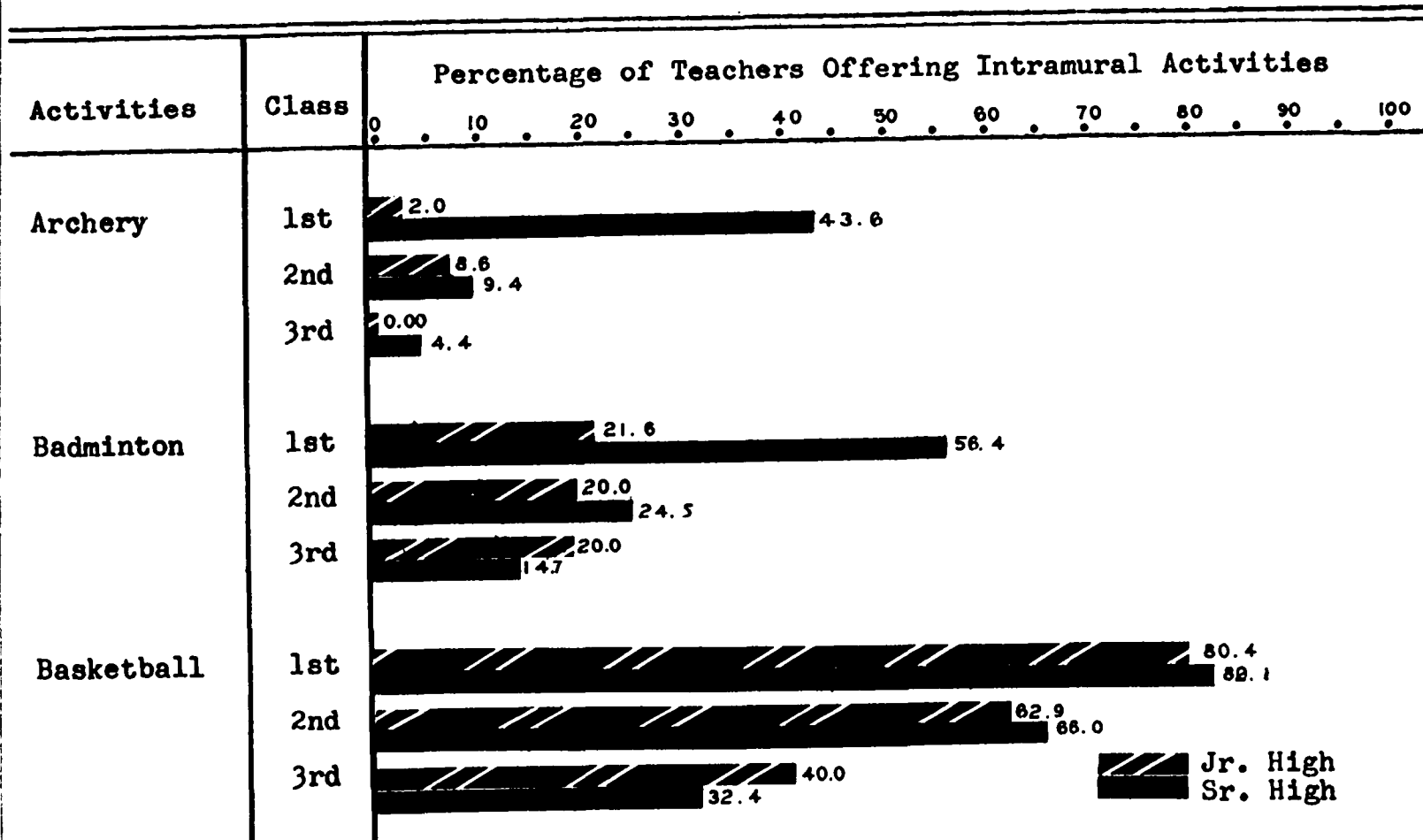




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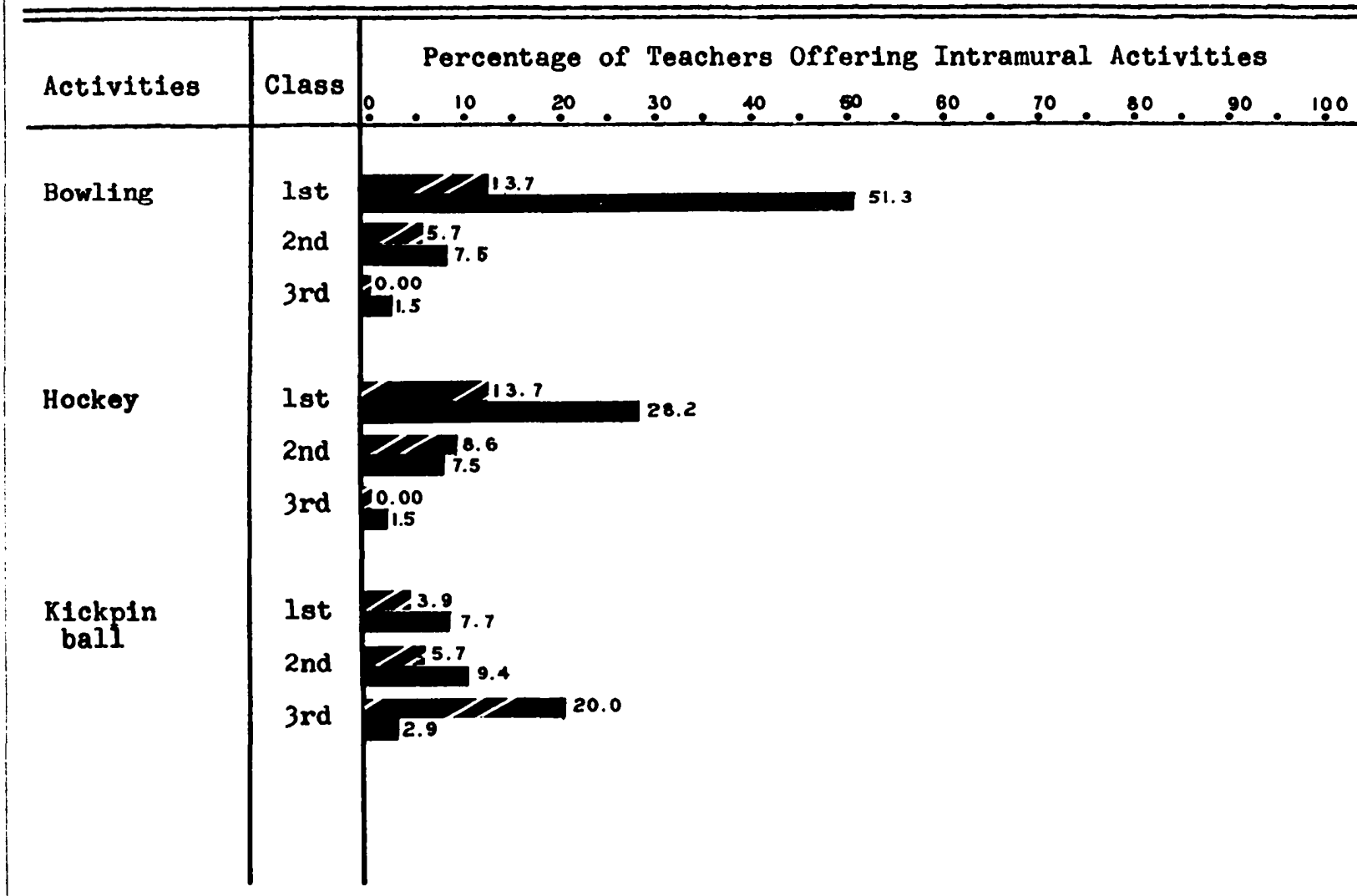
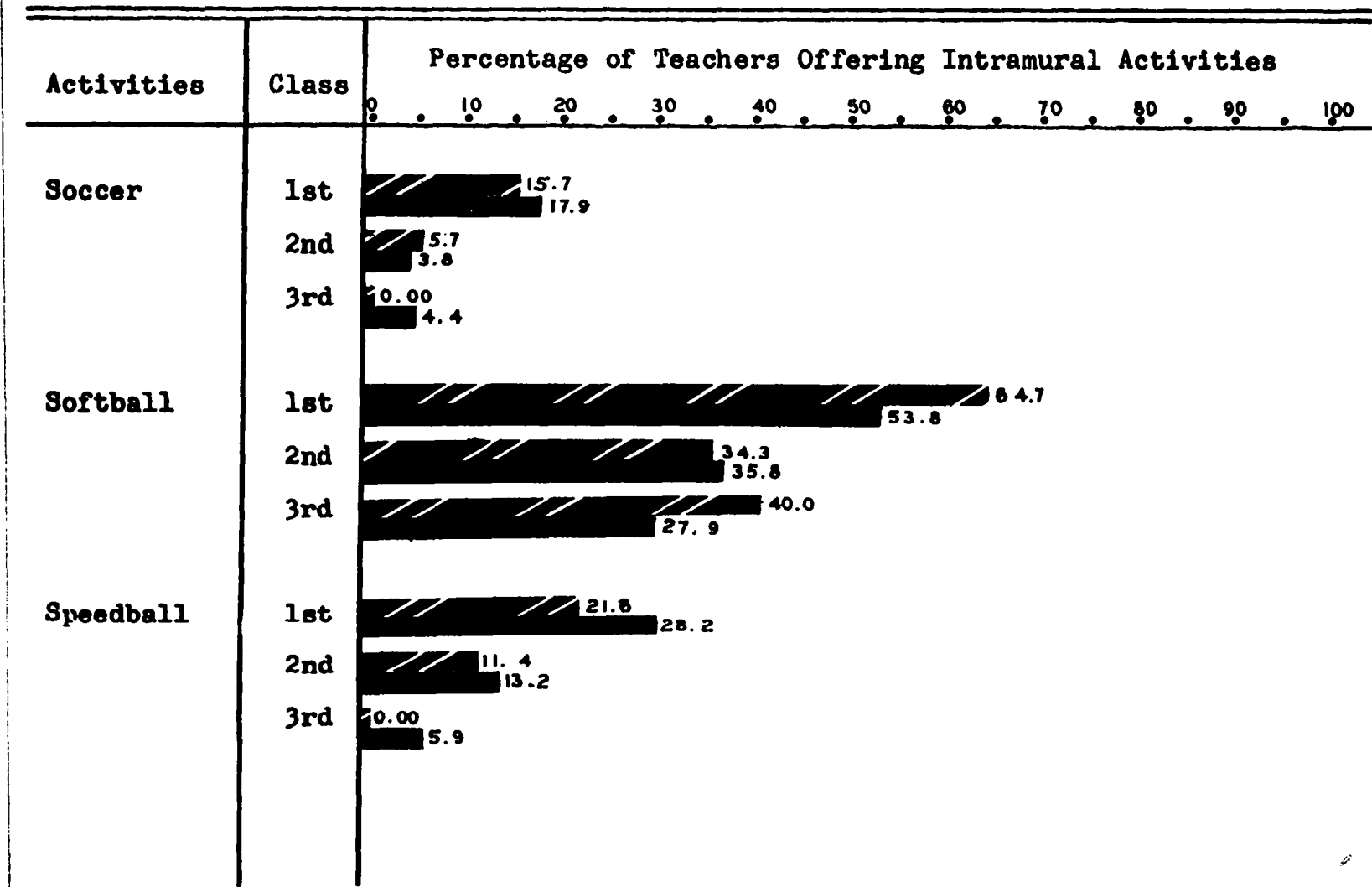
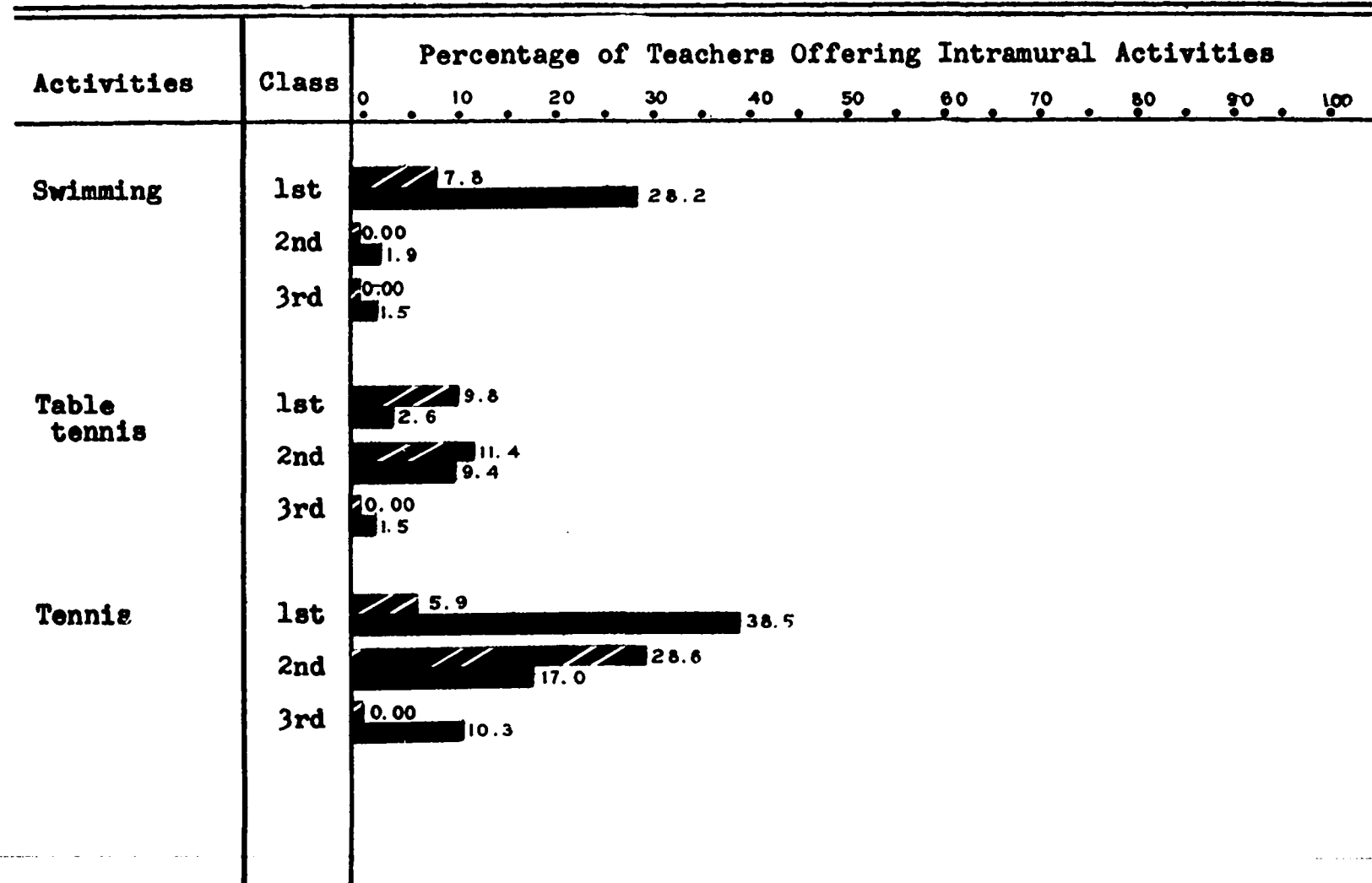


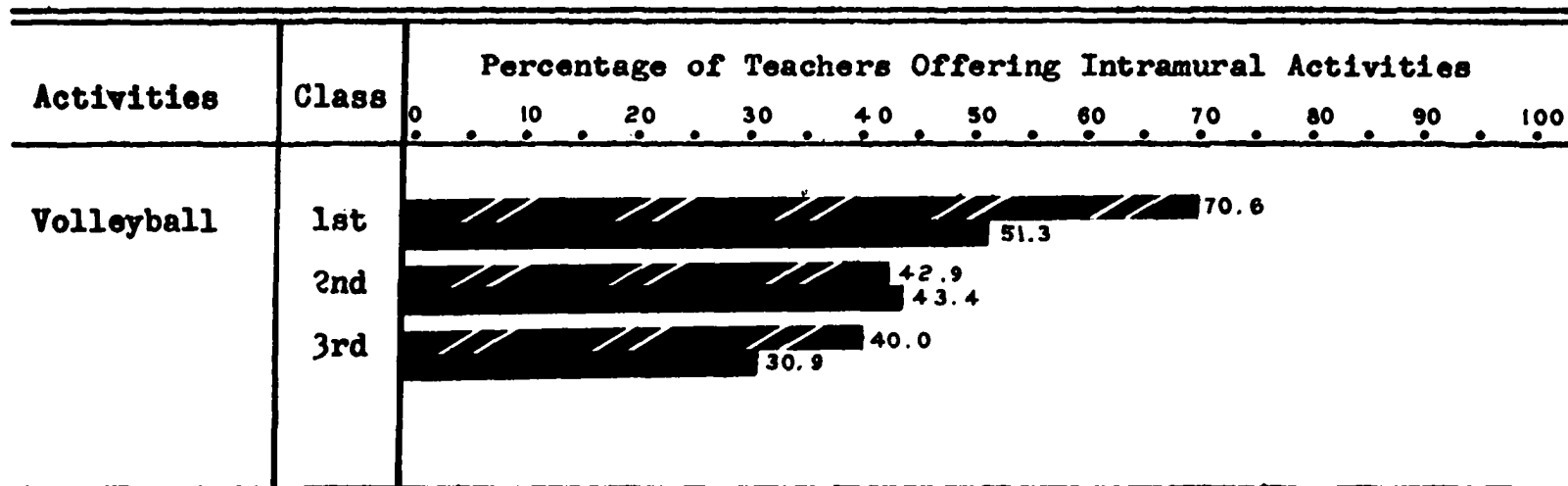
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**CHART 7-Continued**



**CHART 7-Continued**



than dual and individual or rhythmic activities. Intramural programs are offered more frequently in first class schools, and the activities are more varied in these schools. In all types of schools of all city classifications, basketball, volleyball, and softball are the most commonly found intramural activities.

Median Number and Specific Intramural  
Activities Offered

Table 61 shows the intramural activities offered most frequently and the median number of activities offered in junior and senior high schools as reported by the teachers in the study. In first class junior high schools, a median of four intramural activities is offered. These, in order, are basketball, volleyball, softball, and speedball. In first class senior high schools, however, a median of five intramural activities is offered. These activities in order of frequency are basketball, badminton, softball, bowling, and volleyball. The median number of intramural activities offered in second class junior and senior high schools is three. These activities placed in order are basketball, volleyball, and softball. In contrast to these two classifications, the median number of intramural activities offered in third class senior high schools is one. The most frequently offered intramural activity in third class senior high schools is basketball.

TABLE 61

THE MEDIAN NUMBER OF INTRAMURAL ACTIVITIES OFFERED WITH SPECIFIC  
ACTIVITIES RANKED IN ORDER OF FREQUENCY OFFERED IN 91 JUNIOR  
HIGH SCHOOLS AND 160 SENIOR HIGH SCHOOLS IN KANSAS

Median Number and Specific Activities	Junior High School			Senior High School		
	1st Class	2nd Class	3rd Class	1st Class	2nd Class	3rd Class
Median Number Offered	4	3	0	5	3	1
Badminton ....	-	-	-	2	-	-
Basketball ...	1	1	-	1	1	1
Bowling .....	-	-	-	4.5	-	-
Softball .....	3	3	-	3	3	-
Speedball ....	4	-	-	-	-	-
Volleyball ...	2	2	-	4.5	3	-

Responsibility for Interscholastic Activities

The Kansas State High School Activities Association very clearly states that there shall be no interscholastic athletic competition for women in Kansas high schools.<sup>7</sup> This viewpoint is supported by members of the profession because it is felt that the most wholesome competition for women is obtained through the recreational and intramural activity programs, which emphasize competition for all girls regardless of skill. In contrast to this, a program of interscholastic activities is of necessity built around those students who possess superior physical skills, and it emphasizes winning for winning's sake.

Chart 8 shows the interscholastic activities in junior and senior high schools as reported by the teachers participating in the study. According to this chart, 26-50 per cent of the third class junior and senior high school teachers and 0-25 per cent of the teachers in schools of all other classifications have basketball as an interscholastic activity. Softball, tennis, track and field activities, and volleyball are interscholastic activities in 0-25 per cent of the junior and senior high schools in all classifications.

A study of this chart reveals that interscholastic activities programs exist in Kansas in spite of the ruling

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<sup>7</sup>Kansas State High School Activities Association, Girls Athletic Association Manual and Handbook (Topeka: Kansas State Printing Office, 1955), p. 5.

CHART 8

INTERSCHOLASTIC ACTIVITIES IN 91 JUNIOR HIGH SCHOOLS AND 160 SENIOR HIGH SCHOOLS  
OF FIRST, SECOND, AND THIRD CLASS CITIES IN KANSAS AS REPORTED BY 251 WOMEN  
PHYSICAL EDUCATION TEACHERS

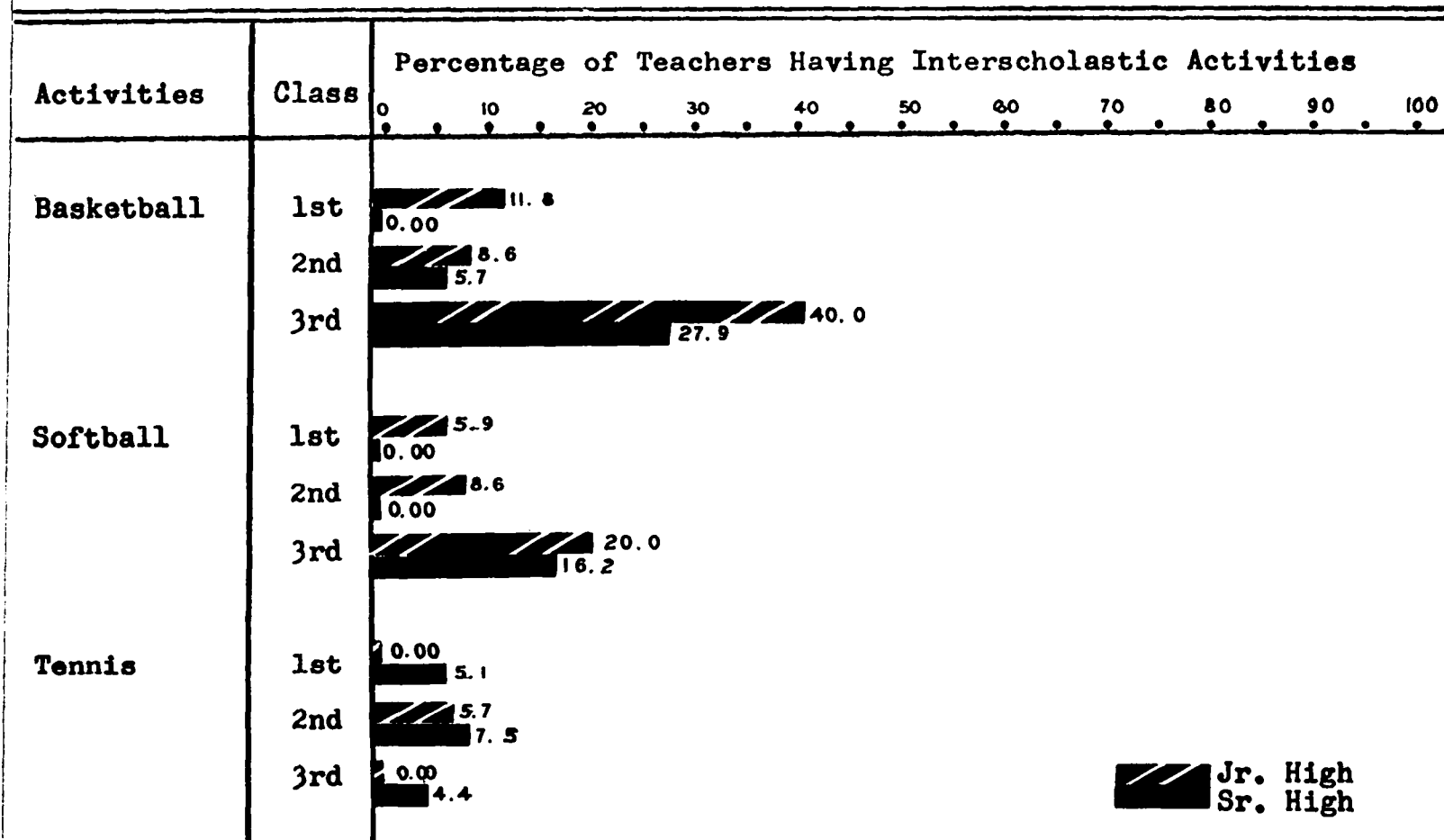
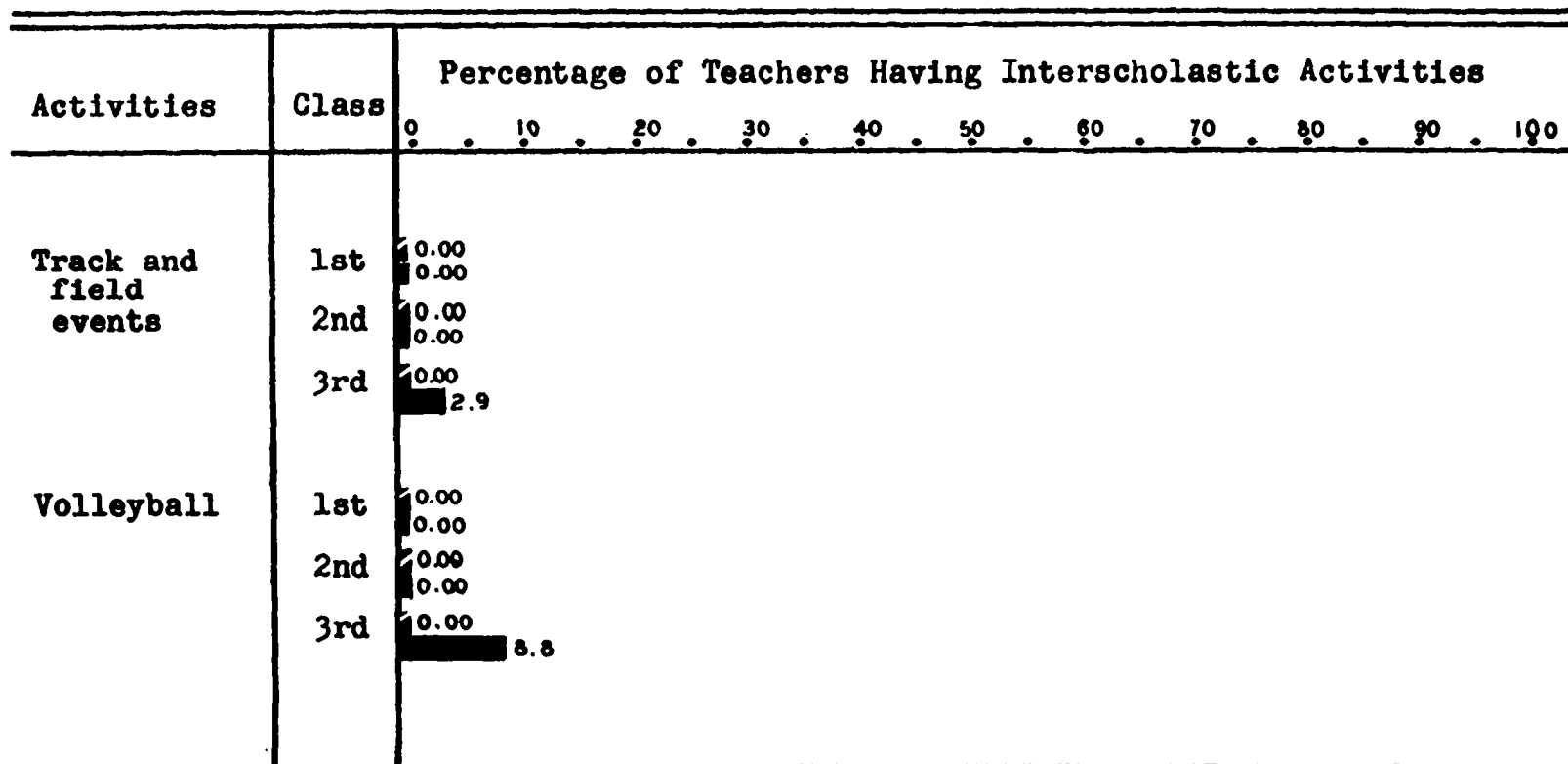




CHART 8-Continued



of the Kansas State High School Activities Association. Further, it is revealed that of the activities typically included in interscholastic programs, basketball and softball were reported as interscholastic activities more frequently and in more classifications than any other activities. Interscholastic activity programs are found in third class junior and senior high schools more often than in schools of other classifications.

#### Responsibility for Physical Education Equipment

Teachers in many areas do not need special equipment in the presentation of educational experiences to students. To some teachers, however, equipment becomes a closely related area of knowledge, since they must know not only the essentials of quality and price but also the essentials of upkeep, care, and storage. Physical education teachers fall into this category. Though equipment selection, purchase, and care is often the concern of the principal or the male physical education teacher, many women physical education teachers must be informed concerning types of equipment and related matters.

Table 62 shows the responsibilities for physical education equipment in secondary schools in Kansas as reported by the teachers participating in the study. In answer to the question concerning whether they have responsibilities for selecting the physical education equipment and supplies,

TABLE 62

RESPONSIBILITIES FOR PHYSICAL EDUCATION EQUIPMENT  
IN 91 JUNIOR HIGH SCHOOLS AND 160 SENIOR  
HIGH SCHOOLS IN KANSAS

Equipment Responsibilities	1st Class 90 Teachers		2nd Class 88 Teachers		3rd Class 73 Teachers		Total 251 Teachers	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Select own equipment and supplies .....	51	56.7	67	76.1	41	56.2	159	63.3
2. Know grades, types, and cost .....	41	45.6	47	52.4	29	39.7	117	46.6
3. Keep up and store equipment .....	72	80.0	76	86.3	46	63.0	194	77.3
4. Find storage of equip- ment a problem .....	25	27.8	24	27.4	20	27.4	69	27.4

63.3 per cent of the total number of teachers reported that they have this responsibility. Of this group, the largest percentage is found in second class schools. In answer to the question concerning whether they are expected to know grades, types, and costs of physical education equipment, 46.6 per cent of the total number of teachers reported that they are expected to know these details. Here again the largest percentage is found in second class schools. Of the total number of teachers reporting, 77.3 per cent indicated that the upkeep and storage of the physical education equipment is their responsibility. More teachers in second class schools again reported this responsibility. There is no apparent reason for these larger percentages in second class schools unless it might be that third class schools have limited equipment which is purchased by the principal and first class schools have a central purchasing agent or office, thus eliminating this responsibility for the physical education teacher. From 27.4 per cent to 27.8 per cent of the total number of teachers reported that storage of physical education equipment presents a problem. It might be noted here that material and information concerning the selection, upkeep, and storage of physical education equipment is not typically included in teacher preparation courses in the field of physical education. Such material is sometimes included incidentally or as a minor unit in a specific teacher preparation course.

Regular School Duties and Class Sponsorships

Teachers in all fields and in schools of all sizes regularly assume certain responsibilities which enable the school routine to function smoothly and efficiently. Some of these responsibilities are closely related to the instructional area while others are completely divorced from it. Chart 9 shows the regular duties and club sponsorships in junior and senior high schools as reported by the teachers participating in the study.

A study of this chart shows that 51-75 per cent of the teachers in first and second class junior high schools have responsibility for hall duty, and the same percentage of second and third class junior high school teachers have lunch room duty. Twenty-six to 50 per cent of the second and third class senior high school teachers indicated hall duty, and the same percentage of teachers in first class junior high schools and in second and third class senior high schools indicated lunch room duty. The same percentage of first class junior high school teachers indicated playground duty as well. From 0-25 per cent of the teachers in all classifications indicated responsibility for such clubs or duties as handcraft club, Junior-Senior Red Cross, modern dance club, the school paper, science club, square dance club, and, with the exception of first class junior high school teachers, playground duty. Zero to 25 per cent of

CHART 9

REGULAR DUTIES AND CLUB SPONSORSHIPS IN 91 JUNIOR HIGH SCHOOLS AND 160 SENIOR HIGH SCHOOLS OF FIRST, SECOND, AND THIRD CLASS CITIES IN KANSAS AS REPORTED BY 251 WOMEN PHYSICAL EDUCATION TEACHERS

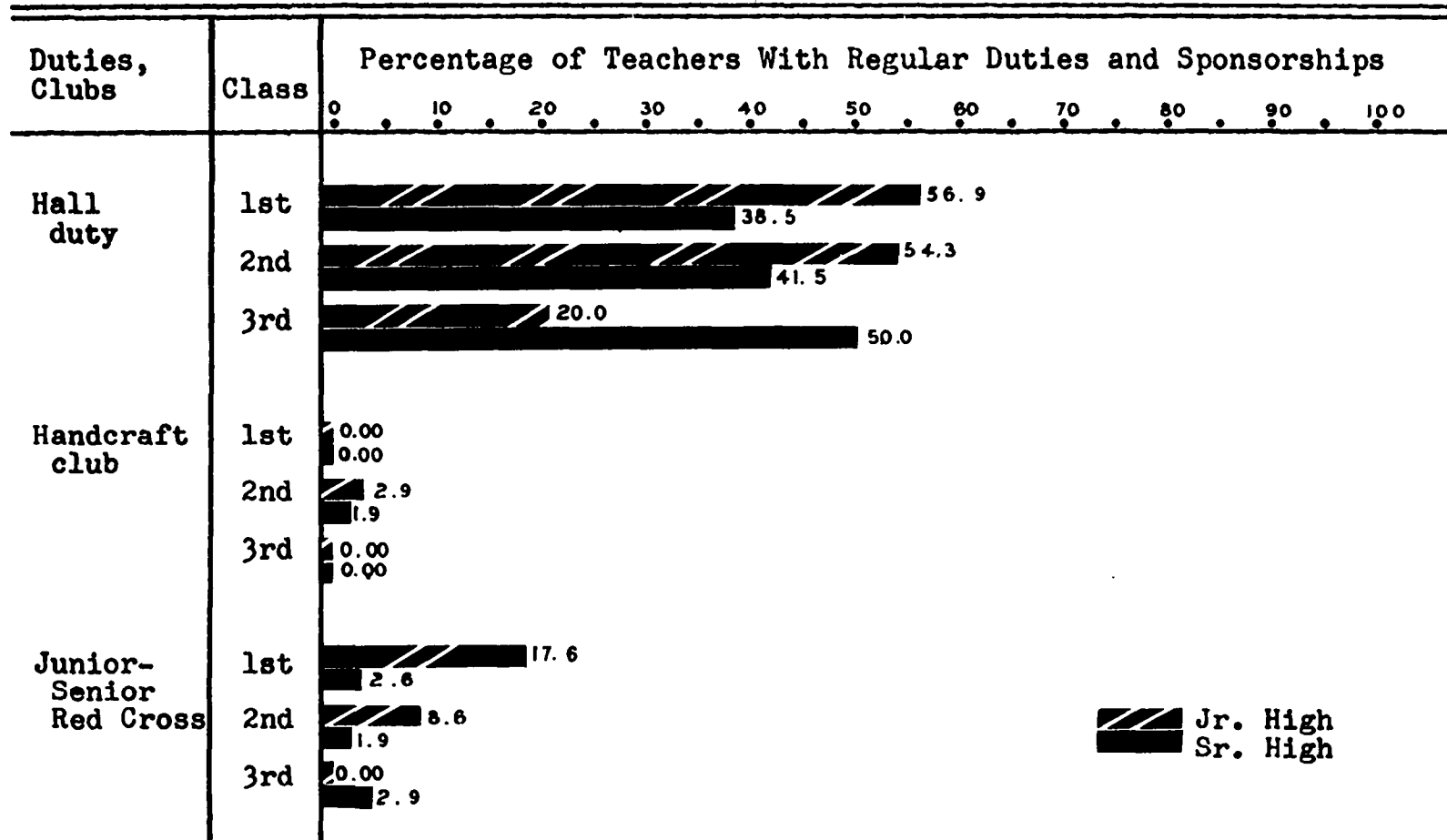


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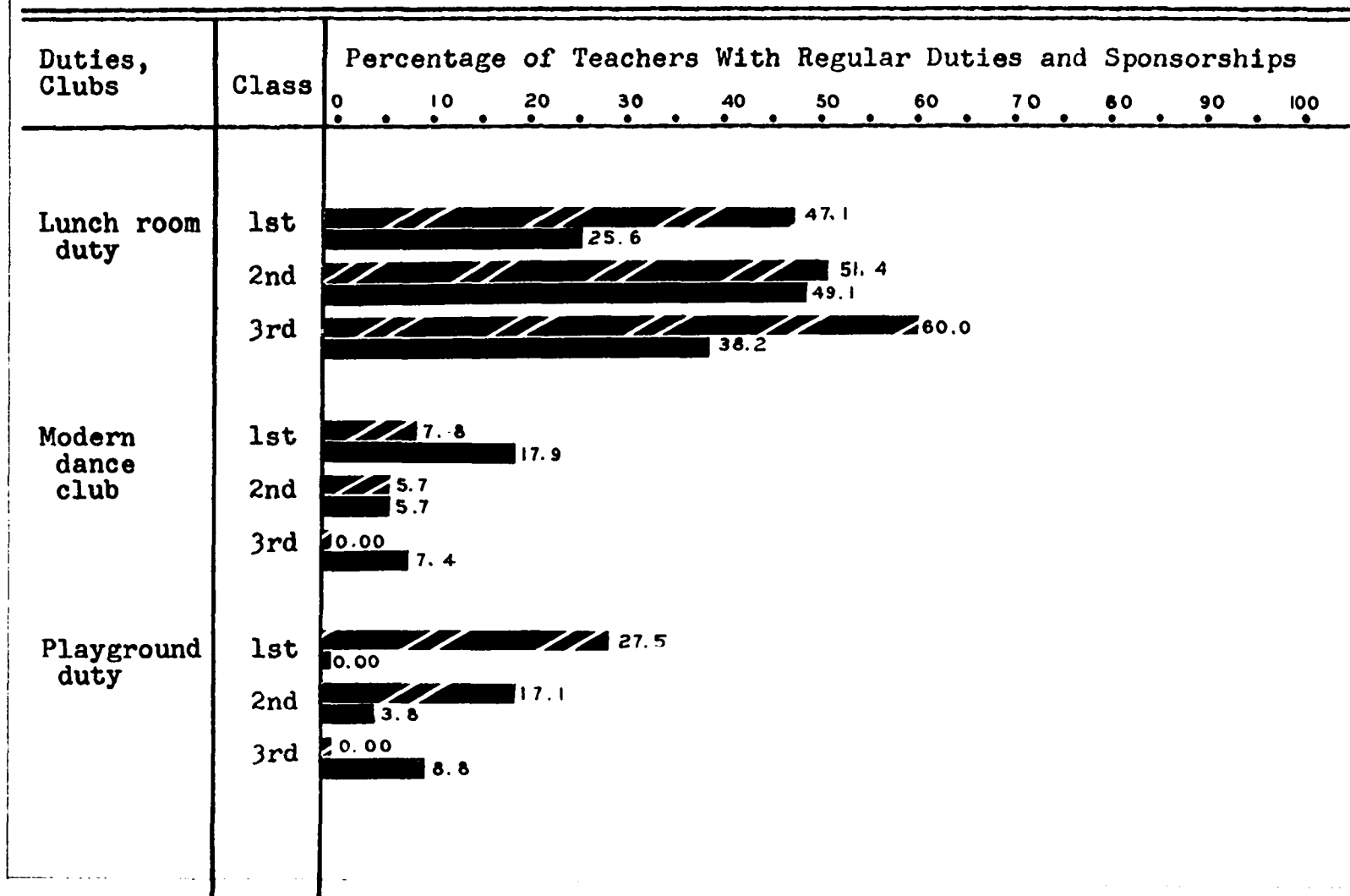
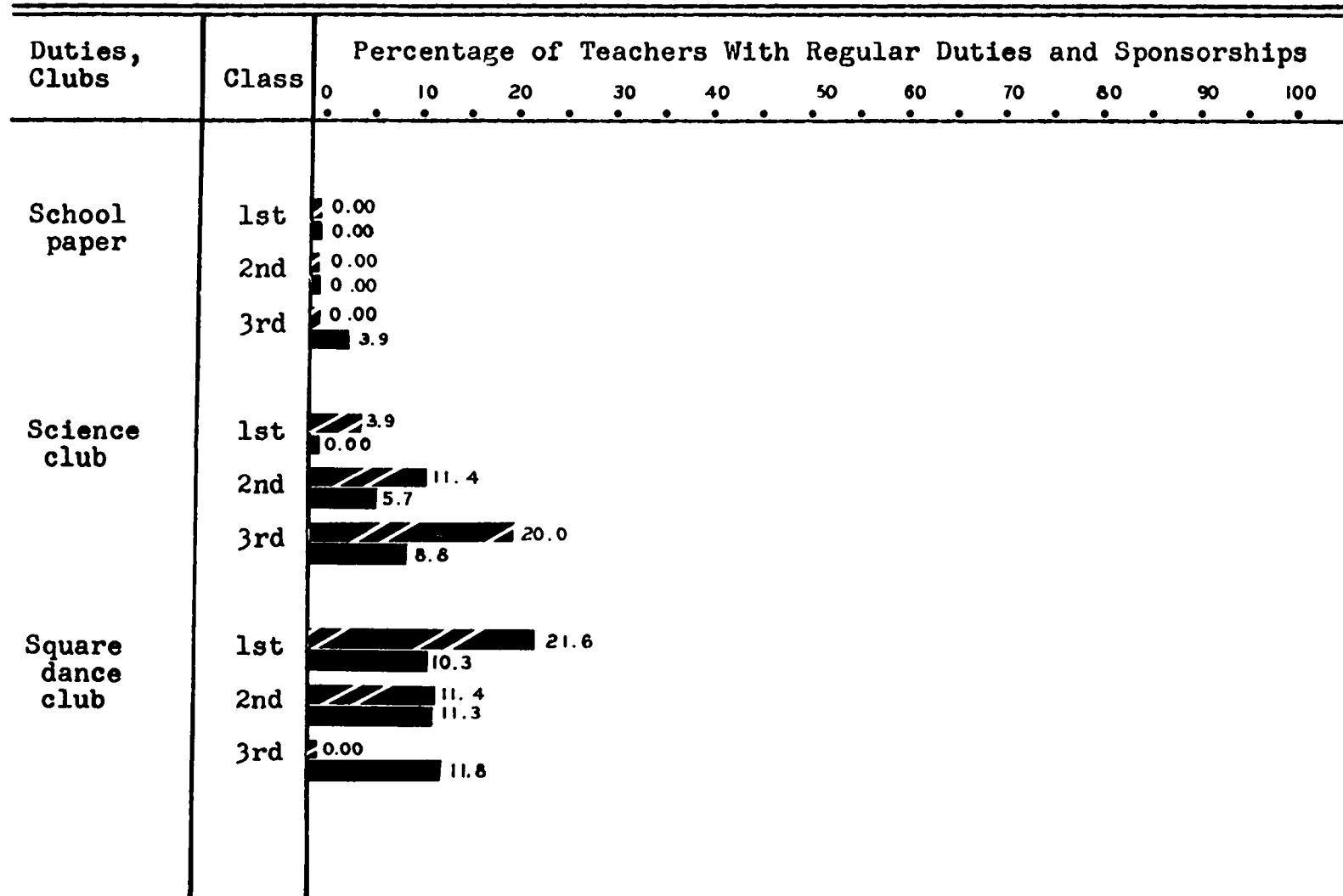


CHART 9-Continued





the third class senior high school teachers signified lunch room duty, and the same percentage of first class senior high school and third class junior high school teachers indicated hall duty.

A further study of Chart 9 reveals that the junior high school women physical education teachers assume slightly more duties than the senior high school teachers. However, even this pattern is not clearly discernible. The two most frequently reported duties are not closely associated to physical education but rather involve duties assumed by all teachers. These activities are hall duty and lunch room duty.

#### Responsibilities for Sponsoring Activities

By the nature of the training involved in the teacher preparation program, by the nature of the teaching responsibilities which they represent, and by the nature of the person typically attracted to the field, physical education teachers are often expected to assume many extra-class activity sponsorships. In these sponsorships, the time and energy of the teacher are required in organizing and promoting the activities, even though the activity content is not considered a regular classroom assignment and even though these responsibilities are not in many instances considered a part of teacher load.

Chart 10 shows the regularly sponsored activities in

CHART 10

ACTIVITIES REGULARLY SPONSORED IN 91 JUNIOR HIGH SCHOOLS AND 160 SENIOR HIGH SCHOOLS OF FIRST, SECOND, AND THIRD CLASS CITIES IN KANSAS AS REPORTED BY 251 WOMEN PHYSICAL EDUCATION TEACHERS

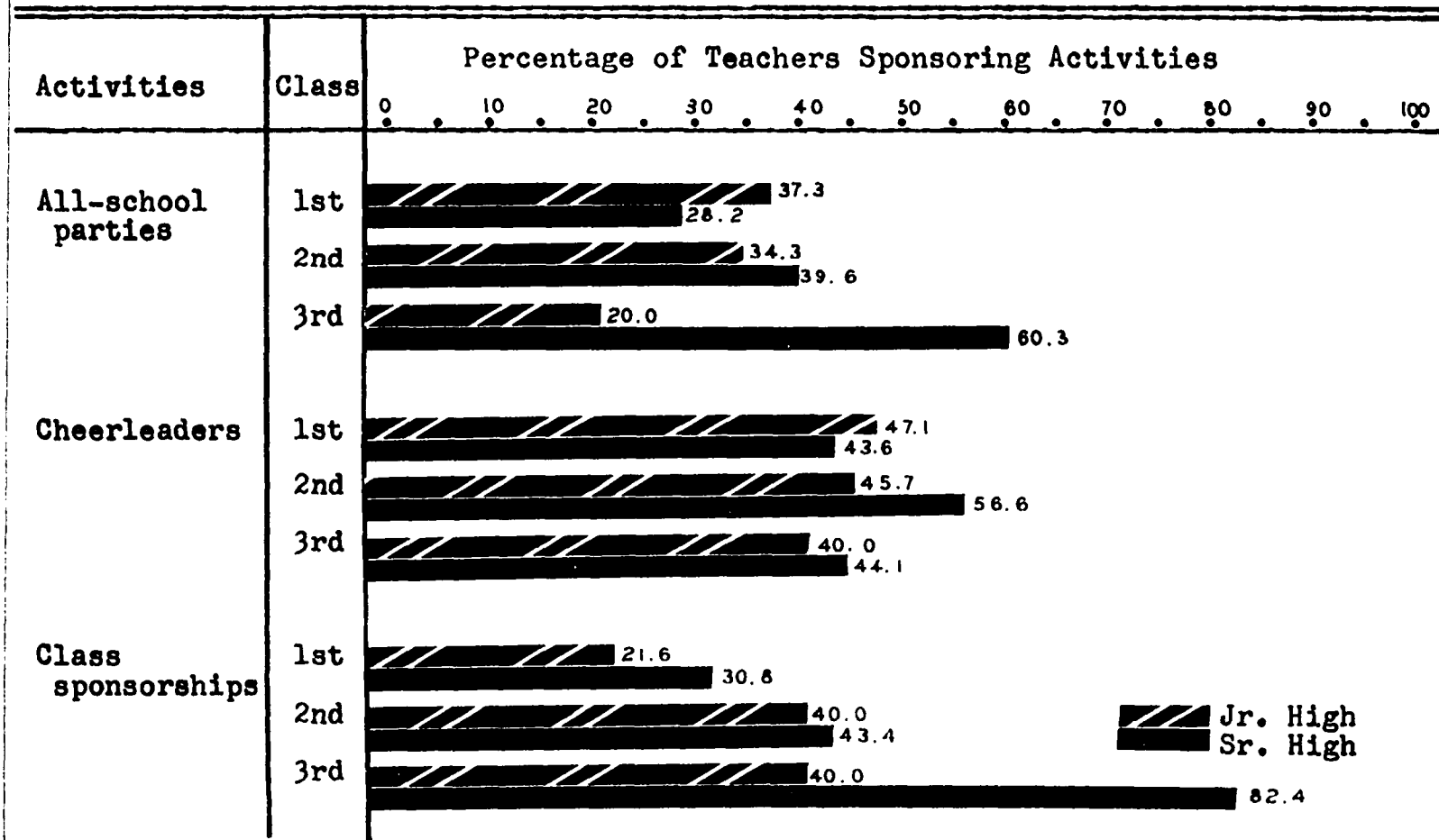


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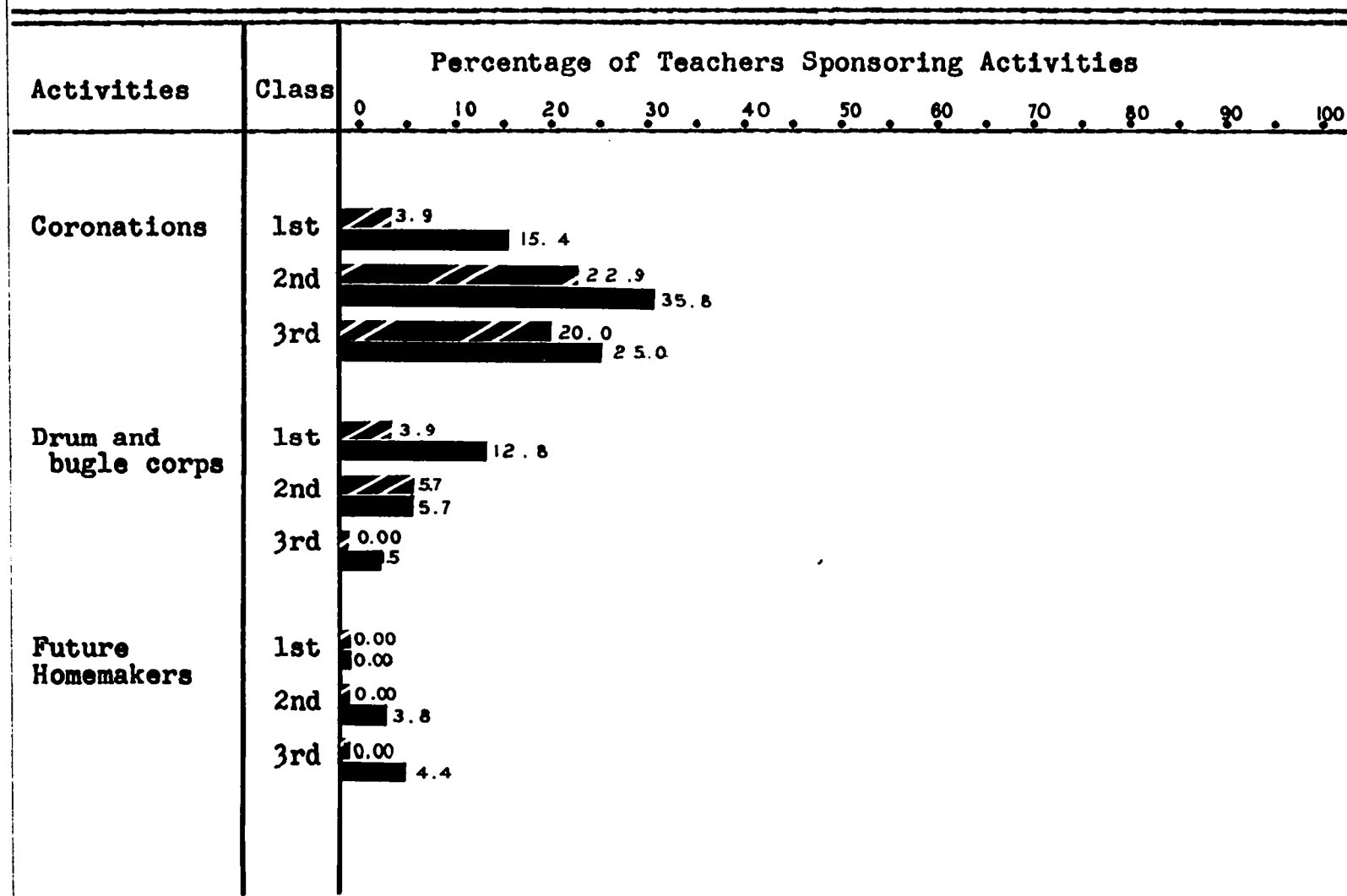


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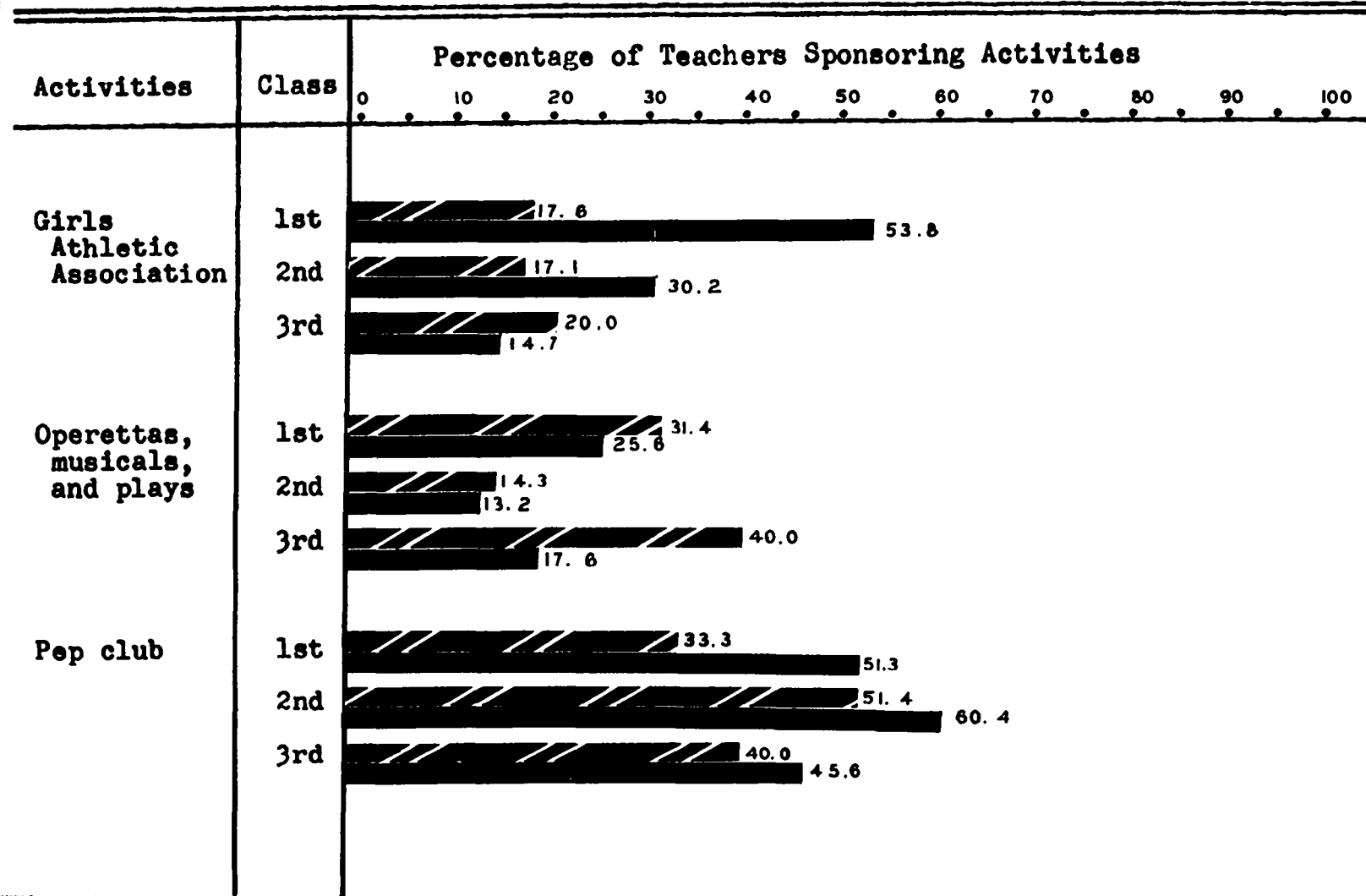
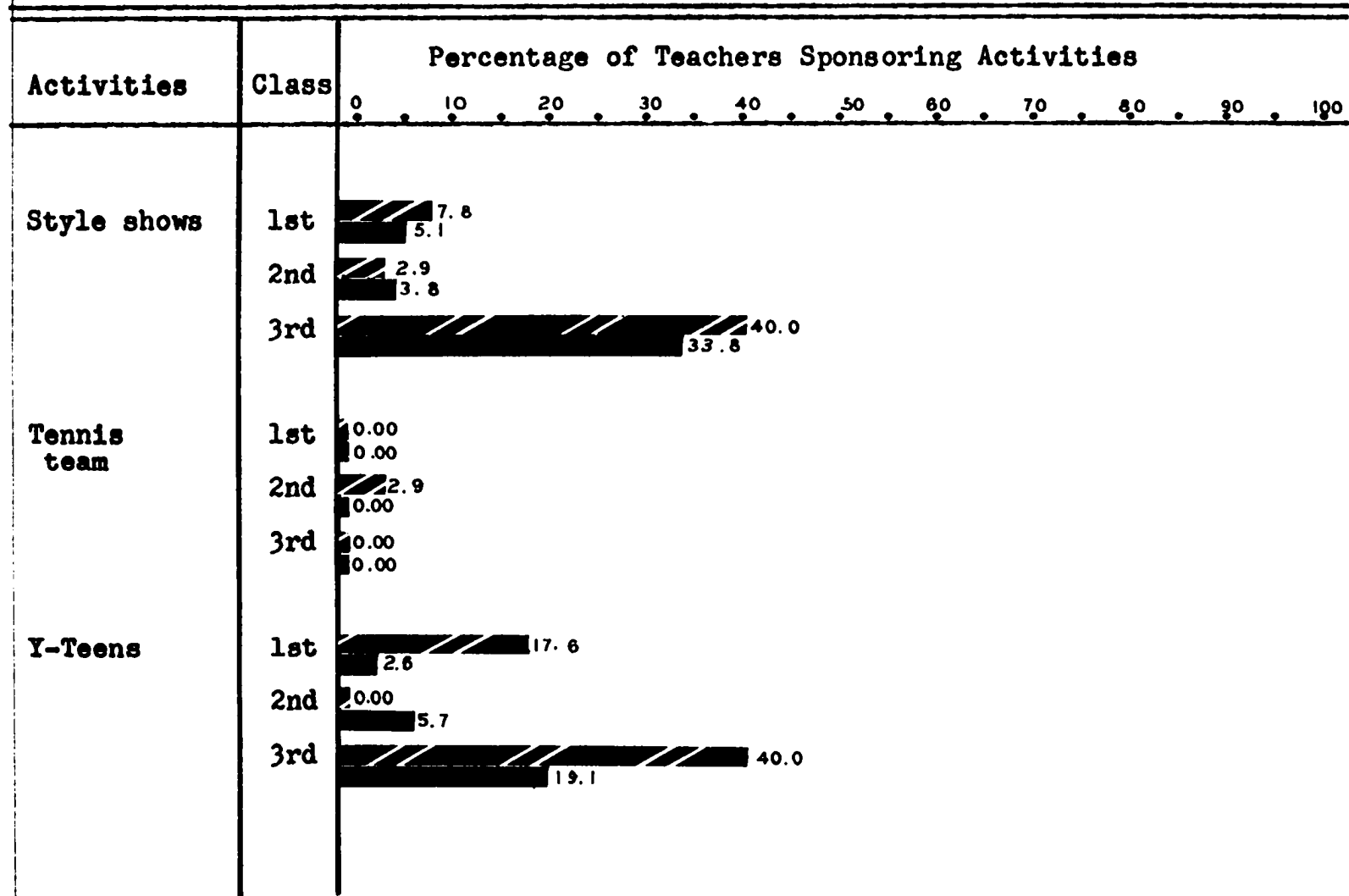


CHART 10-Continued



junior and senior high schools as reported by the teachers in the study. According to this chart, all-school parties are sponsored by 60.3 per cent of the third class senior high school teachers, by 20.0 per cent of the third class junior high school teachers, and by 26-50 per cent of the teachers in schools of all other classifications. Cheerleaders are sponsored by 56.6 per cent of the second class senior high school teachers and 26-50 per cent of the teachers in schools of all other classifications. School classes are sponsored by 82.3 per cent of the third class senior high school teachers and by 21-50 per cent of the teachers in schools of all other classifications. Responsibilities for coronation ceremonies are assumed by 35.8 per cent of the second class senior high school teachers, by 21-50 per cent of the second class junior high school teachers and of the third class senior high school teachers, and by 0-25 per cent of the teachers in the remaining schools. The Girls' Athletic Association, a recreational organization, is sponsored by 53.8 per cent of the first class senior high school teachers, by 30.2 per cent of the second class senior high school teachers, and by 0-25 per cent of the remainder of the teachers. Operettas, musicals, and plays are sponsored by 26-50 per cent of the teachers in first and third class junior high schools and by 0-25 per cent of the teachers in schools of all other classifications. Pep clubs are sponsored by 51-75 per cent of the teachers in first class senior

high schools and by 26-50 per cent of the teachers in first class junior high schools and in third class junior and senior high schools. Y-Teens are sponsored by 40.0 per cent of the third class junior high school teachers and by 0-25 per cent of the teachers in schools of all other classifications. Style shows are sponsored by 26-50 per cent of the teachers in third class schools and by 0-25 per cent of the teachers in schools of all other classifications. Drum and bugle corps, tennis teams, and future homemaker clubs are sponsored by 0-25 per cent of the teachers in all schools.

In general, a study of this chart shows that the most commonly sponsored activity in both junior and senior high schools of all three classifications is the pep club. On the whole, there are more senior high school teachers than junior high school teachers sponsoring activities. On the whole, more physical education teachers reported sponsoring those activities usually associated with the field of physical education--the pep club, the cheerleaders, and the Girls' Athletic Association.

#### Responsibilities for Play Days and Demonstration Programs

Play days and demonstration programs have developed through the years as valuable physical education experiences for several reasons. First, since highly organized games to determine school championships are frowned upon for girls,

play days or sports days provide girls with opportunities for needed worthwhile participation in highly organized competition. Second, it is felt that such activities give the experience of meeting students from other schools, not as opponents but as neighbors. Third, activities of this type offer the experience of careful organization and team work for a common goal. Demonstration programs in particular have developed as a valuable link between the physical education program and the public. Emphasis in all of these activities is on participation for all students regardless of skills or physical abilities.

Table 63 shows the play days and demonstration programs in junior and senior high schools as reported by the teachers in the study. A study of these data shows that 19, or 20.9 per cent, of the junior high school teachers reported responsibilities for play days each year, as compared to 37, or 23.1 per cent, of the senior high school teachers. Fifty-three, or 58.2 per cent, of the junior high school teachers and 71, or 44.4 per cent, of the senior high school teachers reported responsibilities for demonstration programs each year. From 47.2 to 60.8 per cent of both junior and senior high school teachers in first and second class schools have demonstration program responsibilities.

From these data, it is apparent that more teachers are responsible for demonstration programs than for play days or sports days. Further, both of these activities are



TABLE 63

RESPONSIBILITY FOR PLAY DAYS OR SPORTS DAYS  
AND DEMONSTRATION PROGRAMS IN 91 JUNIOR  
HIGH SCHOOLS AND 160 SENIOR HIGH  
SCHOOLS IN KANSAS

Classification	Responsibility for Play Days or Sports Days		Responsibility for Demonstration Programs	
	No.	Per Cent	No.	Per Cent
1st Class Jr. High 51 Teachers .....	12	23.5	31	60.8
2nd Class Jr. High 35 Teachers .....	6	17.1	21	60.0
3rd Class Jr. High 5 Teachers .....	1	20.0	1	20.0
Total Jr. High 91 Teachers .....	19	20.9	53	58.2
1st Class Sr. High 39 Teachers .....	20	51.3	23	59.0
2nd Class Sr. High 53 Teachers .....	7	13.2	25	47.2
3rd Class Sr. High 68 Teachers .....	10	14.7	23	33.8
Total Sr. High 160 Teachers .....	37	23.1	71	44.4

found more often in senior high schools than in junior high schools. More first class junior high school teachers have play day responsibilities than those in second and third class schools.

Regular Counseling (Guidance)  
Responsibilities

It would seem apparent in our educational viewpoint today that good guidance is not and should not be confined to any specific group or contact in the school organization, but rather should be considered the function of every teacher, whenever the opportunity arises or whenever the need for adjustment exists. Further, much of the literature in the field of guidance emphasizes that the teacher is the pivotal point around which all guidance services must revolve if desired guidance outcomes are to be achieved.<sup>8</sup> The physical education teacher, by the nature of her work and the type of student contacts available to her, typically has unusual opportunities for the establishment of personal relationships through which students can be observed in many and varied experiences.

Chart 11 shows the regular counseling (guidance) responsibilities in junior and senior high schools as reported by the teachers in the study. According to this chart, from 51-75 per cent of the teachers in first class junior and senior high schools and in second class junior high schools regularly contribute to the guidance records. From 26-50 per cent of the teachers in second and third class senior high schools and from 0-25 per cent of the teachers in third class junior high schools contribute regularly to the guidance records. From 16-23 per cent of all

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<sup>8</sup>Lester D. Crow and Alice Crow, An Introduction to Guidance (New York: American Book Co., 1951), p. 93.

CHART 11

REGULAR COUNSELING (GUIDANCE) RESPONSIBILITIES IN 91 JUNIOR HIGH SCHOOLS AND 160 SENIOR HIGH SCHOOLS OF FIRST, SECOND, AND THIRD CLASS CITIES IN KANSAS AS REPORTED BY 251 WOMEN PHYSICAL EDUCATION TEACHERS

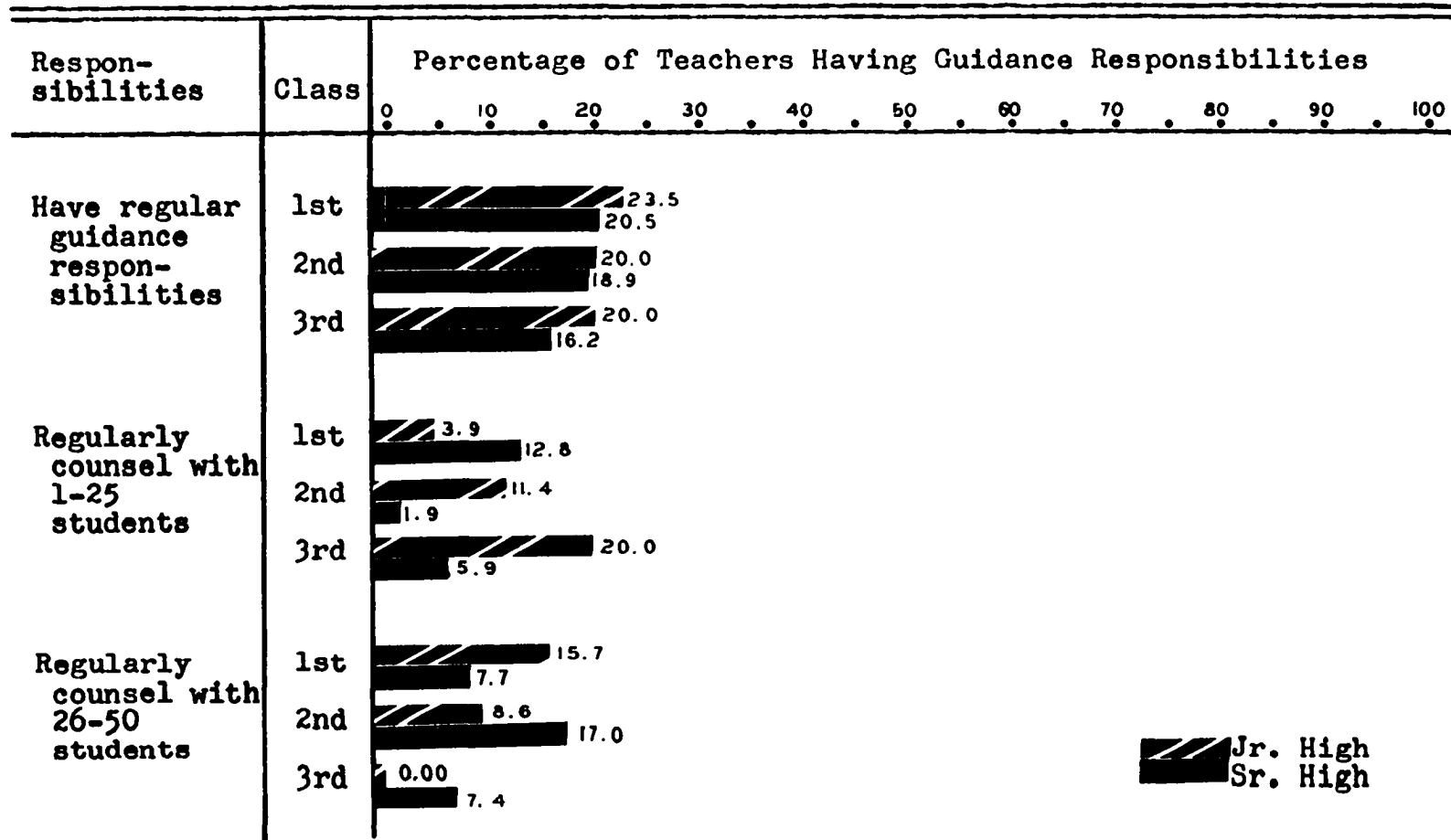


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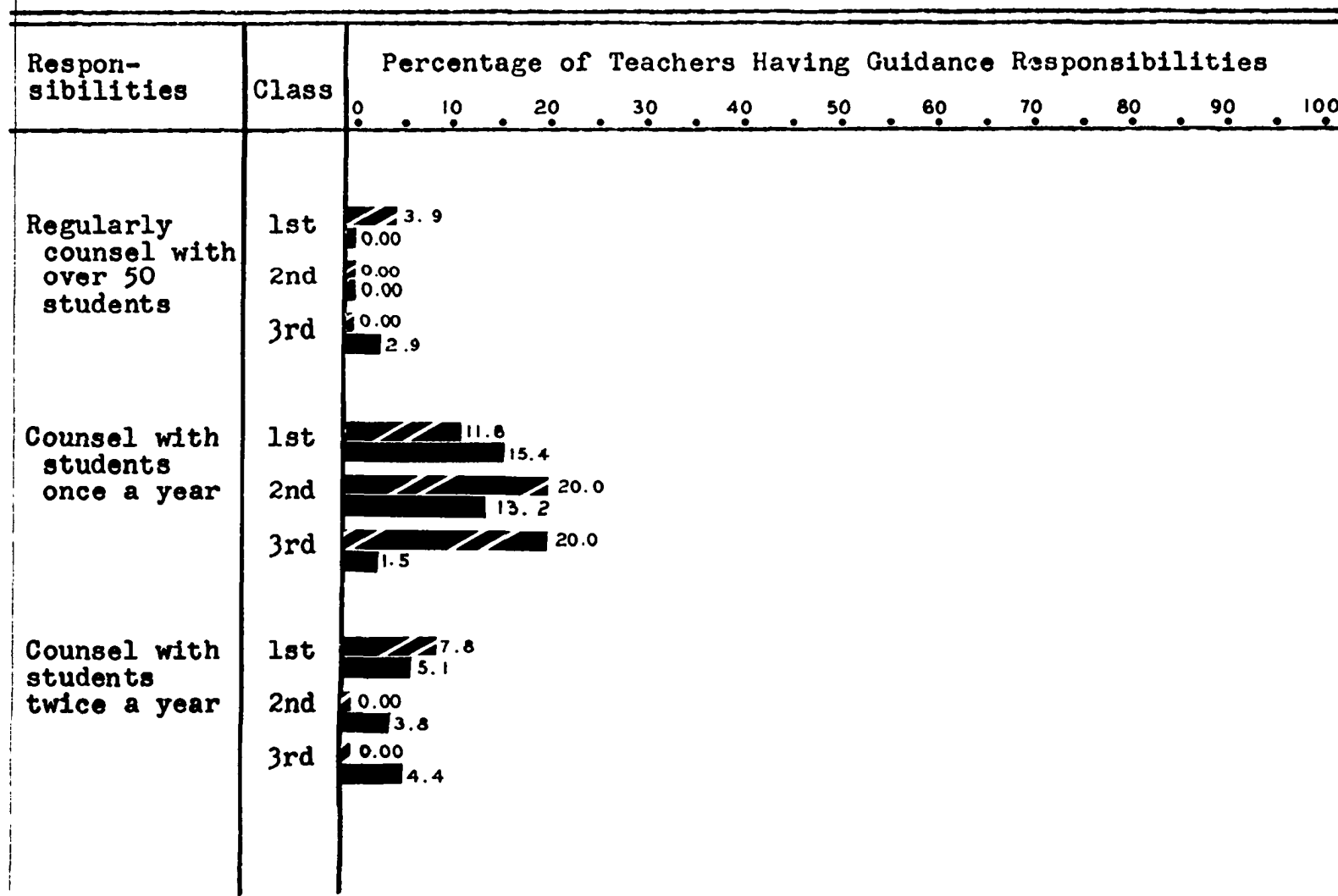


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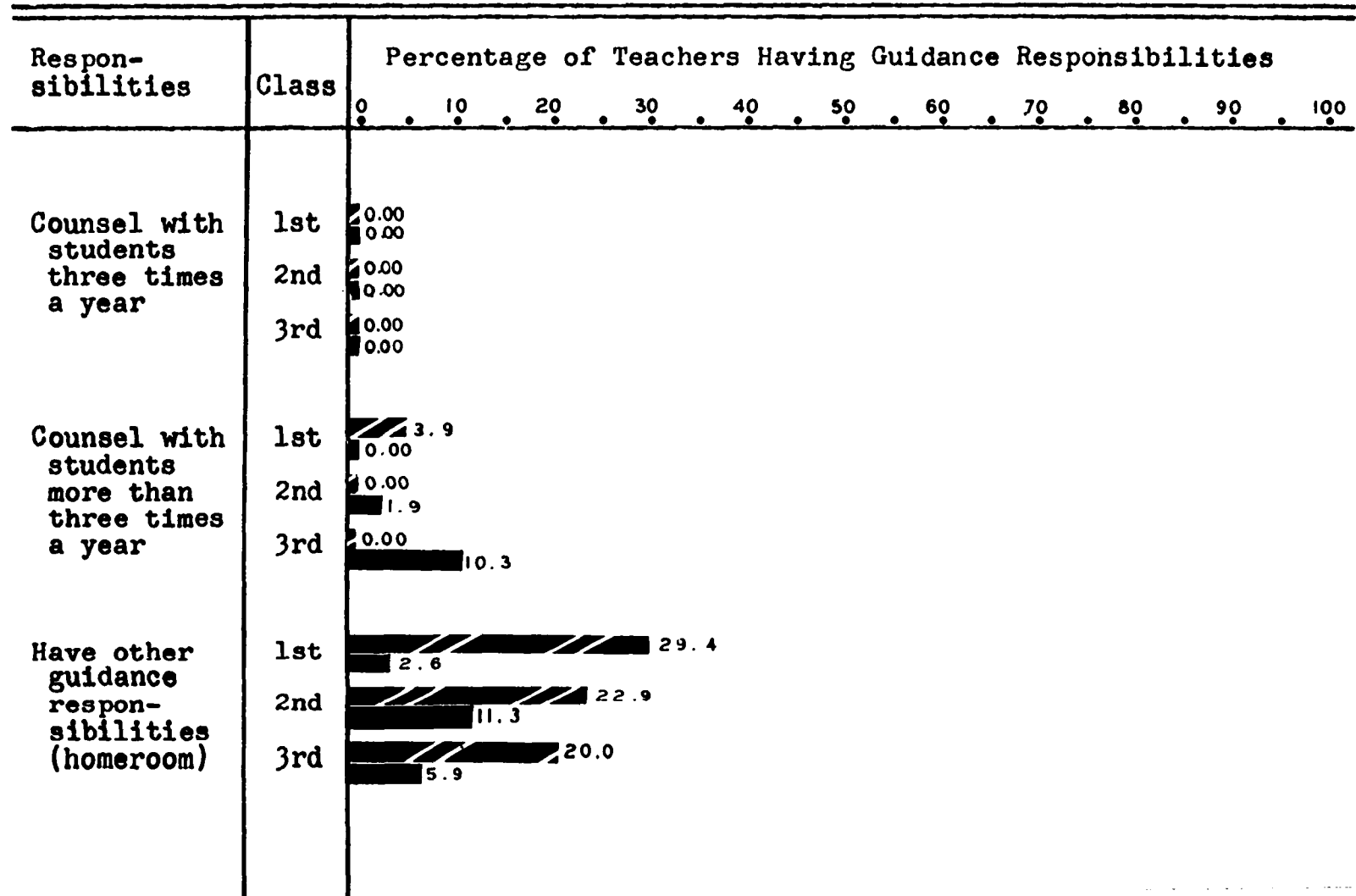
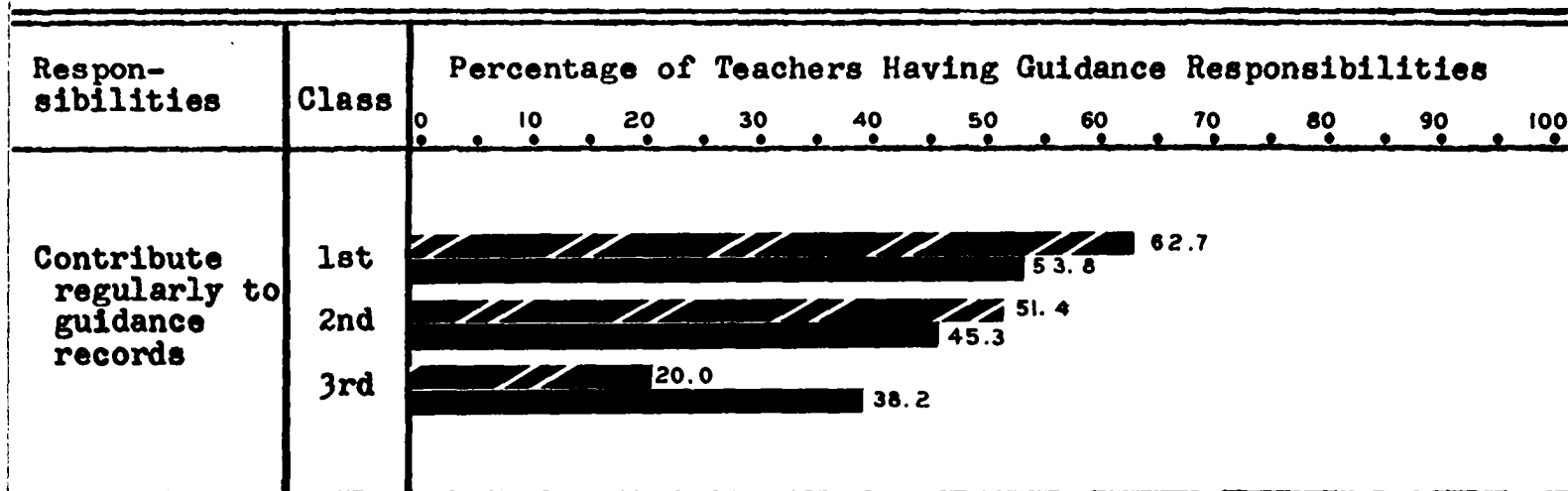


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teachers in the study indicated that they have regular guidance responsibilities. When asked the number of students with whom they regularly counsel, 1.9 per cent to 20.0 per cent indicated that they have from 1-25 students; 7.3 per cent to 20.0 per cent have from 26-50 students; and less than 4.0 per cent have over fifty students with whom they regularly counsel. The study participants were asked concerning the frequency of counseling sessions. From 1.5 per cent to 20.0 per cent of the respondents indicated that they counsel with students once a year; from 00.0 to 8.0 per cent counsel with students twice a year; none counsel with students three times a year; and from 1.9 per cent to 10.3 per cent signified that they counsel with students more than three times a year. From 20.0 to 30.0 per cent of the teachers in junior high schools of all three classifications and from 2.6 to 20.0 per cent of the senior high school teachers in all three classifications indicated that they have other guidance responsibilities, such as a homeroom.

From a study of this chart, it can be seen that an average of nineteen per cent of the teachers in both junior and senior high schools of all classifications reported having regular guidance responsibilities. The highest percentage of teachers who indicated these responsibilities is found among first class junior high school teachers, the lowest among third class senior high school teachers. There is no apparent pattern in the number of students the teachers

counsel regularly, though almost none of the teachers reported counseling over fifty students. Of those with counseling responsibilities, by far the largest percentage counsel with students only once a year. Many more home room responsibilities were reported by junior high school teachers than by senior high school teachers, with the largest percentage of these reported by first class junior high school teachers. A sizeable percentage of both junior and senior high school teachers in all classifications reported regular contributions to the guidance records, though the percentages thus reporting are considerably smaller in third class schools. More junior high school teachers in first and second class schools reported regular contributions to the guidance records.

#### Types of Problems Brought to Physical Education Teachers

Much of the guidance potential ascribed to physical education and physical education teachers evolves from the personal contact between student and teacher in an informal and permissive climate. For this reason, the physical education teacher is often approached by students for help in meeting personal problems or in gaining specific knowledge or skills.

Chart 12 shows the types of problems brought to the teachers in junior and senior high schools as reported by the teachers in the study. According to these data, social



CHART 12

TYPES OF STUDENT PROBLEMS BROUGHT TO PHYSICAL EDUCATION TEACHERS IN 91 JUNIOR HIGH SCHOOLS AND 160 SENIOR HIGH SCHOOLS OF FIRST, SECOND, AND THIRD CLASS CITIES IN KANSAS AS REPORTED BY 251 WOMEN PHYSICAL EDUCATION TEACHERS

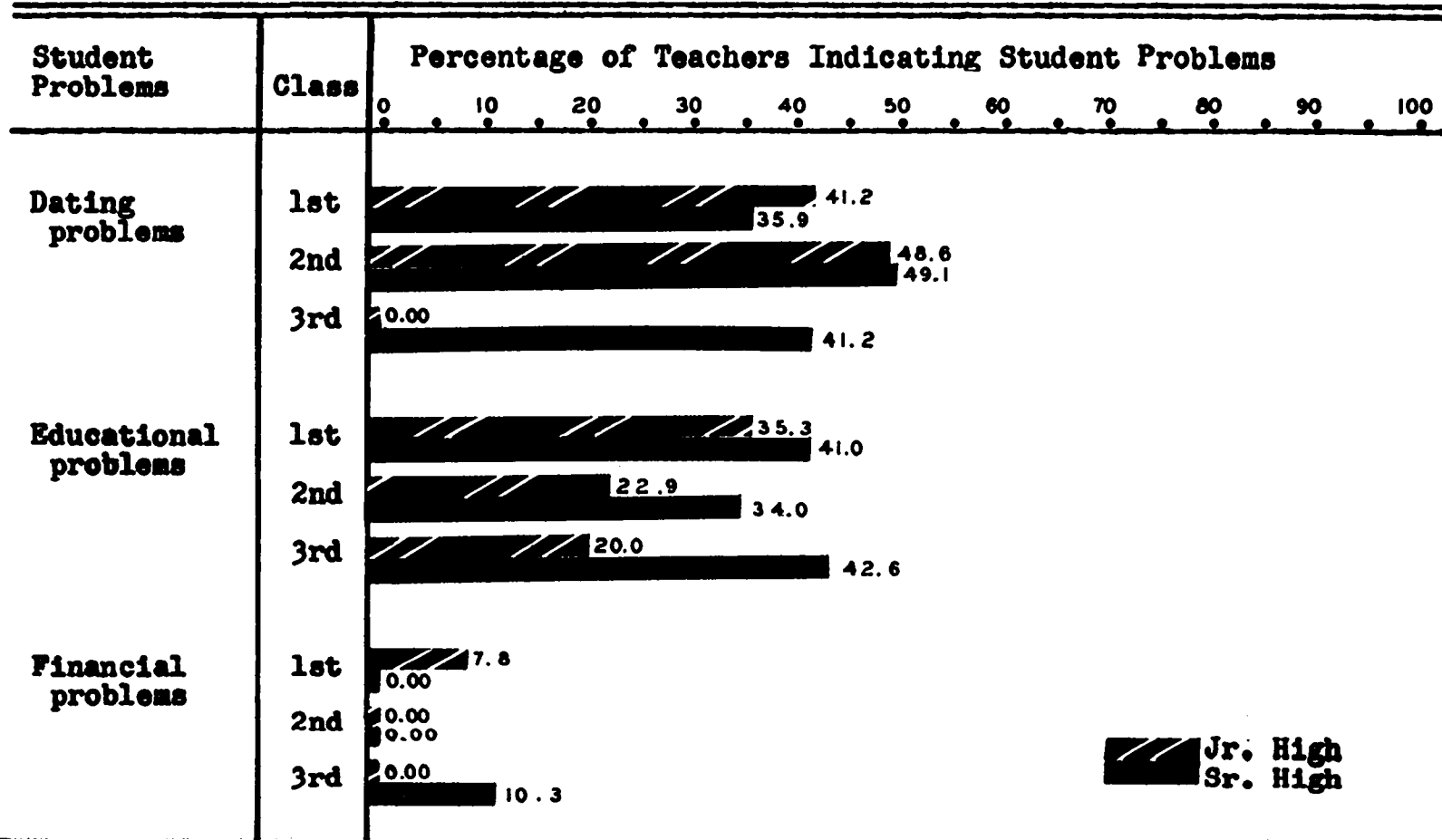
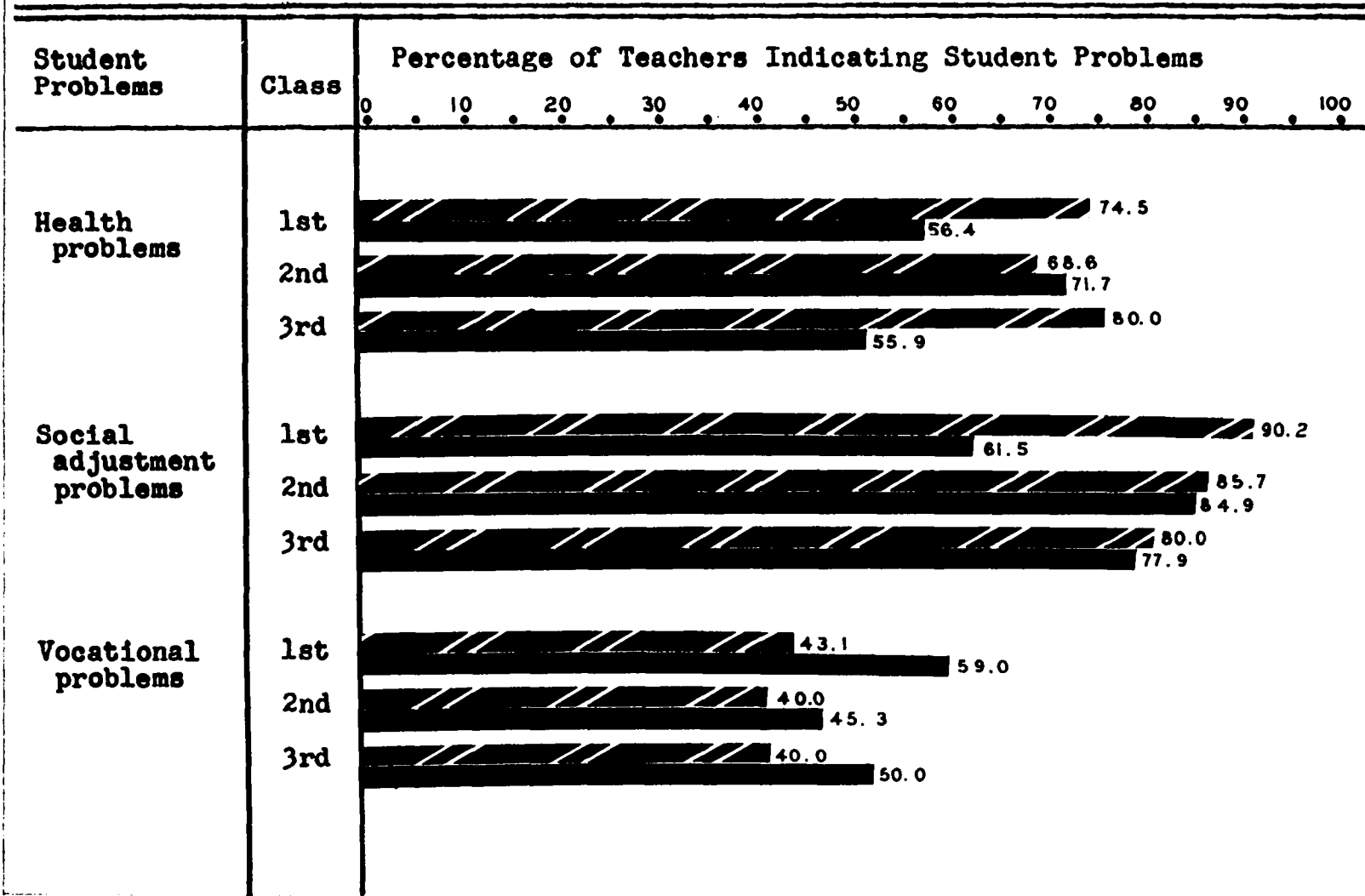


CHART 12-Continued



adjustment problems are brought by the students to 76-100 per cent of the teachers in first class junior high schools and in second and third class junior and senior high schools and to 61.5 per cent of the first class senior high school teachers. Health problems are brought to 76-100 per cent of the third class junior high school teachers and to 51-75 per cent of the teachers in schools of all other classifications. Vocational problems are brought by students to 59.0 per cent of the first class senior high school teachers and to 26-50 per cent of the teachers in schools of all other classifications. Students bring dating problems to 26-50 per cent of all teachers except those in third class junior high schools. Educational problems are brought to 26-50 per cent of the teachers in schools of all classifications except third class junior high schools, where students bring such problems to only 20.0 per cent of the teachers. Financial problems are brought to only 7.8 per cent of the first class junior high school teachers and to only 10.3 per cent of the third class senior high school teachers.

From a study of these data, it can be seen that the physical education teachers are asked for help on more social adjustment problems than on any other kind of problem. Following closely are health problems. More social adjustment problems were reported by junior high school teachers, and more vocational and educational problems were reported by senior high school teachers. ~~Almost no teachers reported~~

being asked for help concerning financial problems.

In interpreting these data, it should be kept in mind that these student-teacher contacts are unstructured and are initiated by the students themselves.

Relationship of the Physical Education Teacher  
and the Curriculum to General Faculty  
Study Activities

In much of past educational experience, physical education has been considered a somewhat special area and one which has been referred to as an educational frill. In many cases, it was given somewhat less attention than other subject areas because it was classified as unacademic and therefore less important. Increasingly today it is becoming apparent that physical education is not so special or separate as it has been thought in the past. Further, it is being realized that its potential contributions to the "real" curriculum of the school have seldom been explored.<sup>9</sup> For these reasons, the physical education teacher is increasingly expected to take a more active part in general faculty study and committee work, and the physical education curriculum and program are being given the same faculty consideration as curricula in the academic areas.

Table 64 shows the relationship of the physical education teacher and the physical education curriculum to

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<sup>9</sup>Oberteuffer, op. cit., p. 303.

TABLE 64

RELATIONSHIP OF PHYSICAL EDUCATION TEACHER AND  
CURRICULUM TO GENERAL FACULTY STUDY ACTIV-  
ITIES IN 91 JUNIOR HIGH SCHOOLS AND 160  
SENIOR HIGH SCHOOLS IN KANSAS

Classification	Physical Education Teacher Included in Faculty Study Committees		Physical Education Curriculum Con- sidered in Regular Faculty Meetings	
	No.	Per Cent	No.	Per Cent
1st Class Jr. High 51 Teachers .....	42	82.4	35	68.6
2nd Class Jr. High 35 Teachers .....	28	80.0	22	62.8
3rd Class Jr. High 5 Teachers .....	5	100.0	4	80.0
Total Jr. High 91 Teachers .....	75	82.4	61	67.0
1st Class Sr. High 39 Teachers .....	34	87.2	28	71.8
2nd Class Sr. High 53 Teachers .....	42	79.2	30	56.6
3rd Class Sr. High 68 Teachers .....	55	80.9	44	64.7
Total Sr. High 160 Teachers .....	131	81.9	102	63.7

general faculty study activities in junior and senior high schools as reported by the teachers in the study. These data reveal that 79.2 to 100.0 per cent of all the teachers

are included in faculty study committees. Further, from 56.6 to 80.0 per cent of the teachers report that the physical education curriculum is regularly considered in general faculty meetings. Apparently, then, these physical education teachers are being accorded professional rank in accordance with that accorded to teachers in the academic areas.

CHAPTER VII  
UNDERGRADUATE TRAINING INADEQUACIES AND  
PROFESSIONAL NEEDS OF WOMEN TEACHERS  
OF PHYSICAL EDUCATION

Introduction

Professional preparation for teaching traditionally includes a specified amount of time, expressed in credit hours, in which the student takes certain subject matter courses and participates in particular activities and has some type of laboratory experience. These requirements are arranged in some sequential order, dependent upon the incremental difficulty of the subject matter involved and upon related psychological considerations. The various elements in this preparation are designed to meet not only individual college or university requirements but also specific state certification requirements. In this approach to professional education, it is assumed that successful completion of these courses will qualify the individual to teach effectively the specific subject matter involved.

Increasingly, leaders in the field of physical education are becoming aware that the passing of courses, the

serving of time in classwork areas, and the accumulation of credits are not sufficient in themselves but must be considered along with specific teaching competencies. Snyder and Scott say that competencies rather than courses are the keystones of professional preparation.<sup>1</sup> Failure to acquire these competencies, regardless of courses completed or requirements met, will affect the quality of teaching and will result in feelings of inadequacy on the part of the teachers.

Undergraduate Training Inadequacies Reported  
by Women Physical Education Teachers

Table 65 shows the undergraduate training inadequacies reported by the two hundred fifty-one women teachers of physical education in the study. An analysis of these data shows that these inadequacies fall into six broad areas: (1) in the various physical education activity areas; (2) in the area of professional preparation in physical education; (3) in the area of physical education equipment; (4) in the area of health education, first aid, and the corrective program; (5) in the area of guidance and counseling; and (6) in the area of the extra class program.

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<sup>1</sup>Snyder and Scott, op. cit., p. 76.



TABLE 65

UNDERGRADUATE TRAINING INADEQUACIES REPORTED BY 251 WOMEN  
PHYSICAL EDUCATION TEACHERS IN 91 JUNIOR HIGH SCHOOLS  
AND 160 SENIOR HIGH SCHOOLS IN KANSAS

Undergraduate Training Inadequacies	Junior High 91 Teachers		Senior High 160 Teachers		Total 251 Teachers	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Team Game Activities .....	15	16.5	15	9.4	30	11.9
Dual and Indivi- dual Activities ..	44	48.4	55	34.4	99	38.2
Rhythmic Activities .....	27	29.7	37	23.1	64	25.5
Professional Edu- cation in Physical Education .....	36	39.6	31	19.4	67	26.7
Knowledge of Equipment .....	6	6.6	13	8.1	19	7.6
Health Education and Correctives ..	16	17.6	25	15.6	41	16.3
Guidance and Counseling .....	18	19.8	32	20.0	50	20.0
Supervision and Leadership of Extra-class Activities .....	8	8.8	15	9.4	23	9.2

Inadequacies in Physical Education Activities

Team Game Activities

The undergraduate training inadequacies in team game

activities reported by the women physical education teachers in the study seem to reflect the greater emphasis on competencies in these activities in the teacher training programs as well as the greater prevalence of these activities in the physical education programs of both junior and senior high schools in Kansas. Only 15, or 16.5 per cent, of the junior high school teachers and 15, or 9.4 per cent, of the senior high school teachers feel that the undergraduate training for teaching team games has been inadequate. These inadequacies are in six specific games, namely basketball, field hockey, soccer, softball, speedball, and volleyball, with from one to four teachers indicating inadequacies in each. Some teachers reported inadequate undergraduate preparation in team game activities as a whole. Approximately one half of the teachers checking inadequacies in this area make some reference to preparation for officiating of team game sports. Emphasis here is on coaching teams and refereeing team games as well as developing in students sports techniques which increase competitive skills.

#### Dual and Individual Activities

The effectiveness of the undergraduate teacher training program in developing teaching competencies in dual and individual activities is related in part to the economical use of space, the availability of equipment, and the student-teacher ratio. For this reason, there is a wide variation

in the types of training experiences teachers may represent in the area of dual and individual activities. Nonetheless, teachers as a whole recognize the importance of these activities to students, not only for the value inherent in the activities themselves but also for their social and recreational values in later life.

Table 65 shows that 44, or 48.4 per cent, of the junior high school teachers and 55, or 34.4 per cent, of the senior high school teachers reported undergraduate training inadequacies in one or more dual and individual activities. Some teachers in both junior and senior high schools feel inadequately trained in the area as a whole. Among the junior high school teachers, the training inadequacies are principally in apparatus work, stunts and tumbling activities, swimming, and track and field activities. Among the senior high school teachers, the training inadequacies reported are principally in swimming, golf, and stunts and tumbling activities. A very few teachers reported inadequate preparation in archery, gymnastics, badminton, tennis, and trampoline.

### Rhythmic Activities

Rhythmic activities are assuming a place of importance in secondary school physical education programs because they offer excellent opportunities for individual creative expression, because they lend themselves readily to co-educational and social experiences, and because they present

opportunities for good public relations contacts. The data in Table 65 shows that 27, or 29.7 per cent, of the junior high school teachers and 37, or 23.1 per cent, of the senior high school teachers reported training inadequacies in one or more rhythmic activities. Almost half of the total number so reporting feel an inadequacy in the entire area of rhythmic activities, with the number being in senior high schools. Among the junior high school teachers, the training inadequacies are found principally in folk and square dance and modern dance. Among the senior high school teachers, the training inadequacies are found principally in modern dance.

#### Inadequacies in Professional Education Course Work

A broad segment of the teacher training program includes courses in professional education, courses intended to present the scope of the subject matter field, to increase the knowledge of and skills in the subject matter field, and provide understanding of methods and techniques for teaching the subject matter effectively. Table 65 shows that 36, or 39.6 per cent, of the junior high school teachers and 31, or 19.4 per cent, of the senior high school teachers reported inadequacies in professional education course content. Most of these inadequacies are found in the area of methods and techniques of teaching physical education. Better than one half of the junior and senior high school teachers reported inadequacies in this area which typically precedes and is

requisite to the supervised teaching experience. Supervised teaching experiences were reported as inadequate by approximately one fourth of the junior and senior high school teachers indicating inadequacies in this area. In addition, a very few teachers reported inadequate training in such professional courses as tests and measurements in physical education, kinesiology, history of physical education, and the organization and administration of physical education.

#### Inadequacies in Knowledge of Equipment

According to Table 65, 6, or 6.6 per cent, of the junior high school teachers and 13, or 8.1 per cent, of the senior high school teachers reported that the teacher training program did not provide them with an adequate knowledge of physical education equipment. Among the junior high school teachers, these inadequacies in training are found principally in relation to the improvisation of equipment where the proper equipment is not available and to the knowledge of quality, grades, and types of equipment. In addition to these, the senior high school teachers feel their undergraduate training did not prepare them to care for and repair physical education equipment.

#### Inadequacies in Health Education, Corrective Physical Education, and First Aid

Many needs for health information of various types quite logically are found in the work of the physical educa-

tion teacher. Most physical education teachers have some responsibility for health education instruction. All physical education teachers have the responsibility of detecting symptoms of deviate physical behavior so that referral to proper medical resources can be made and so that the necessary remedial or corrective activities can be planned. Students returning to school after operations or serious illnesses often require special help from the physical education teacher. Very often it is assumed that the physical education teacher is the logical person to handle first aid needs resulting from injuries, whether or not she has had this type of training. According to Table 65, 16, or 17.6 per cent, of the junior high school teachers and 25, or 15.6 per cent, of the senior high school teachers indicated inadequacies in some area of health knowledge. The largest number of these reported inadequacies concerning materials which could have been helpful in enriching the health education classes and concerning methods of teaching health education. Inadequacies in the knowledge of resources for corrective physical education material and in knowledge of what activities would best meet the individual needs while containing the element of challenge were reported by both junior and senior high school teachers. As one teacher expressed it in a marginal note, "I know something should be done, but I'm not sure what to do." A very few junior and senior high

school teachers reported inadequacy in the area of first aid. Concern here was expressed in terms of first aid care rather than first aid instruction.

#### Inadequacies in Methods and Techniques of Guidance

According to Table 65, 18, or 19.8 per cent, of the junior high school teachers and 32, or 20.0 per cent, of the senior high school teachers reported some feeling of inadequacy in the broad area of counseling and guidance techniques. Approximately one half of the teachers so reporting indicated inadequacies in counseling techniques. These teachers are not so much concerned with the type of counseling done in the counselor's office as they are concerned with the incidental "counseling" contacts with students during activity periods, after class periods, and in the informal relationships established through physical education activities, both instructional and recreational. Comments such as these were written in the margin of the questionnaire: "I'd like to give students more counseling help if I felt I knew how"; "I hold off on counseling with students because I'm afraid I'll muddy the waters"; and "I have always felt inadequate in this informal counseling-type contact with students."

Inadequacies in guidance techniques as a whole were reported by a little less than one half of these teachers. Included in this reference are inadequacies stated in many

different ways. For example, these comments were made: "A need for courses in guidance on the undergraduate level"; "Counseling and guidance of students since so many opportunities present themselves in physical education activities"; and "Guidance of students concerning a profession." One teacher said, "I feel that if I knew guidance techniques better, I would understand my students better." Only one senior high school teacher expressed inadequacy in guidance tests and measurements techniques.

#### Inadequacies in Working with Extra-class Activities

Table 65 also shows inadequacies in working with extra-class activities as reported by the women physical education teachers. According to these data, 8, or 8.8 per cent, of the junior high school teachers and 15, or 9.4 per cent, of the senior high school teachers reported inadequacies in working with some aspect of the extra-class activity program. Some teachers reported inadequate training in planning and developing assembly programs. Approximately one third of these teachers reported inadequate preparation in planning a program of extra-class activities. Here reference is made to such things as arousing student interest in an activity, organizing an activity, and/or setting up a yearly program for an activity group. Inadequacies in sponsorship techniques were also reported by approximately one third of these teachers. In this category, concern was



expressed for the teacher's role in this type of responsibility. A very few teachers reported inadequate background preparation in methods of teaching cheerleaders. This is an assignment which is often considered a "logical" responsibility of the physical education teacher.

Types of College and University Inservice  
Education Desired and Professional  
Needs Expressed

One of the characteristics of a professional person is a constant effort toward self-improvement and toward continued growth in professional competence. In the American educational system, these goals are usually attained through what is known as "inservice education." The Oxford Conference defined inservice education as consisting of "those experiences which result in the improvement of the quality and effectiveness of the instructional program, pursued by the teacher during the period of contractual employment as a certified, professional worker."<sup>2</sup> This type of education serves in strengthening and expanding knowledge in areas of past training and in gaining new areas of knowledge. This type of education is beneficial to the individual himself and to the profession of which he is a part.

There are several types of inservice education. For

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<sup>2</sup>Group Reports of the Oxford Conference, The Improvement of Teaching (Washington: National Commission on Teacher Education and Professional Standards, National Education Association, 1947), p. 58.

purposes of this study, however, the women physical education teachers were asked to indicate the areas of training in which colleges and universities could help them become more effective teachers and to list these needs under the type of inservice education which they feel could be most practical to them. The following four types of inservice education were included: (1) conference, a called meeting not to exceed two days; (2) consultation service, a specialist visits the school; (3) workshop, a one or two week session in which contributions are made by all participants; and (4) courses, summer courses or extension courses.

Table 66 shows the types of college and university inservice education desired by the study participants with expressions of their professional needs. A study of the totals of the professional needs reveals that work in the area of methods and materials of teaching physical education is desired by 56, or 22.6 per cent, of the study participants. This represents the professional need expressed by the largest percentage of teachers. Work in the areas of guidance and counseling and rhythmic activities is desired by the next largest group of teachers. A total of 42, or 16.7 per cent, of the teachers thus indicated these areas of need for which they desired help. Dual and individual activities represent the third most requested area of need. There are 38, or 15.2 per cent, of the teachers who desire help in this area. In addition, from 16, or 6.3 per cent, to 22, or

TABLE 66

TYPES OF COLLEGE AND UNIVERSITY INSERVICE EDUCATION DESIRED AND PROFESSIONAL  
NEEDS EXPRESSED BY 251 WOMEN PHYSICAL EDUCATION TEACHERS IN 91  
JUNIOR HIGH SCHOOLS AND 160 SENIOR HIGH SCHOOLS IN KANSAS

Professional Needs Expressed by Teachers	Type of Inservice Education Desired by Teachers									
	Conference		Consultation		Workshop		Course		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Guidance and Coun- seling .....	11	4.4	-	-	25	10.0	6	2.3	42	16.7
Health, First Aid, and Correctives .	2	.8	-	-	3	1.2	12	4.8	17	6.8
Rhythmic Activities	3	1.2	-	-	26	10.4	13	5.1	42	16.7
Dual and Individual Activities .....	1	.4	-	-	12	4.8	25	10.0	38	15.2
Equipment (Care and Selection).....	3	1.2	1	.4	6	2.3	11	4.4	21	8.3
Extra-class Activi- ties (Leadership and Supervision)	3	1.2	-	-	15	6.0	4	1.6	22	8.8

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TABLE 66--Continued

Professional Needs Expressed by Teachers	Type of Inservice Education Desired by Teachers									
	Conference		Consultation		Workshop		Course		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Team Sports .....	1	.4	-	-	15	6.0	2	.8	18	7.2
Methods and Mater- ials of Teaching Physical Education	13	5.1	2	.8	24	9.9	17	6.8	56	22.6
Problems in Teaching Physical Education	-	-	16	6.3	-	-	-	-	16	6.3
Total ...	37	14.7	19	7.6	126	50.2	90	35.9		

8.8 per cent, of the teachers represented desire help in other professional areas, such as health, first aid, and corrective physical education; selection, care and storage of equipment; extra-class activities, with emphasis upon proper leadership and supervision; team sports; and the problems which arise in teaching physical education.

#### Inservice Education through Workshops

Table 66 also shows the professional needs which the women physical education teachers in the study reported can best be met through workshops. These workshops are described as one or two week sessions during which everyone participates. Due to the time involved, it was implied that college credit would be given, though this was not stated in the questionnaire itself. According to this table, a total of 126, or 50.2 per cent, of the teachers reported that workshops would be valuable in helping them with their professional needs. The professional needs to be met through workshops reported by the largest numbers of teachers are in the areas of guidance, rhythmic activities, and methods and materials of teaching physical education activities.

In analysis of these data, ten per cent of the teachers reported that workshops can give them needed help in guidance, with particular emphasis on counseling and guidance techniques.

A little better than ten per cent of the teachers

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indicated that workshops would be valuable in increasing competencies in methods and materials of teaching dance and in such specific dance activities as tap dance, social dance, modern dance, and square dance.

Approximately ten per cent of the teachers checked workshops as valuable resources in the area of methods and materials of teaching physical education. Emphasis in this area is on both the theory of class conduct and the practical aspects of it. The opportunity for practical help with teaching problems was emphasized in the comment, "Workshops mean less paper work and book work--a chance to observe good teaching." The remark, "Workshops could help in the planning of a year's program for a small high school," similarly emphasizes practical help with teaching problems. Among the problems listed in the area of teaching methods which could best be helped by workshops are such items as use of student leaders, new ideas for physical education classes, new teaching techniques and skills in introducing new physical education activities, teaching units and curriculum problems, tests and measurements in physical education, and general review of all physical education activities.

A limited number of teachers reported that workshops would be valuable resources in gaining needed help with extracurricular activities, such as intramurals, working with cheerleaders, recreational games, sponsorship, and extra-curricular activity programs as a whole.

A few teachers indicated that workshops would help them in team game activities. These teachers are concerned particularly with learning new sports techniques and with problems of officiating.

The teachers who checked workshops as the desired type of inservice education in the area of dual and individual activities made reference to such specific activities as swimming, gymnastics, fencing, apparatus work, tennis, stunts and tumbling, and track and field events.

The few teachers who signified that workshop experience concerned with the care and repair of equipment would be helpful made reference to the proper use of equipment and to improvisation of equipment where it is limited.

Only three teachers indicated that workshops would be valuable in the area of health and first aid.

#### Inservice Education through Courses

Table 66 also shows the professional needs which could best be met through course work as reported by women physical education teachers in the study. These courses are described as either summer or extension courses for credit. According to this table, a total of 90, or 35.9 per cent, of the teachers reported that courses would be the best means of helping them with specific professional needs. These needs are both theoretical and practical in nature and for the most part have to do with effective teaching.

According to these data, the area checked most frequently is dual and individual activities, indicated by ten per cent of the teachers. In addition to the usual dual and individual activities, such as tennis and badminton, these teachers also indicated a need for courses including such activities as trampoline skills, stunts and tumbling activities, gymnastics, physical fitness skills, and swimming as well as other aquatic activities.

The second most frequently checked area of need which could be met by courses is methods and materials of teaching physical education. Even though many of the needs expressed here are in various aspects of professional preparation in physical education, such as kinesiology, history of physical education, and organization and administration of physical education, some of the needs reflect practical problems arising from the teaching experience. These teachers reported a need for courses in various aspects of methods and techniques of teaching, such as handling large classes, evaluating physical education activities through tests and measurements, and new ideas and teaching methods for physical education classes. The viewpoint that the professional help should be practical is expressed by one teacher who wrote, "I need advanced classes--meaningful in terms of what I teach."

The teachers who reported that courses in guidance would be valuable made particular reference to counseling



techniques and guidance techniques as a whole.

Courses in the area of health are desired by approximately five per cent of the teachers. Professional needs reported here are in the broad area of health education instruction; first aid instruction and care; and in programs, methods, and materials of corrective or remedial physical education.

Those who reported a need for courses in the various rhythmic activities specifically need help with folk dance, modern dance, social dance, square dance, and tap dance.

A need for courses in team game activities and techniques, new team sports, and rules of officiating was indicated by a very small number of teachers.

Some teachers reported that courses would be valuable in helping them with recreational activities. The specific activities indicated are Girls' Athletic Association, intramural programs, and campcraft activities.

Approximately five per cent of the teachers indicated the need for courses concerning physical education equipment. Emphasis here is on three problems: (1) how to know and select quality equipment; (2) how to budget for equipment; and (3) how to care for and repair equipment. Again, some reference is made to improvisation where equipment is limited.

### Inservice Education through Conferences

An analysis of Table 66 shows the professional needs which the women physical education teachers feel can best be met through conferences. These conferences are defined in the questionnaire as meetings not to exceed two days. No reference is made to the place of meeting, and no academic credit is to be involved. According to this analysis, a total of 37, or 14.7 per cent, of the teachers reported that conferences on different professional needs would be helpful.

Slightly less than five per cent of the teachers indicated that a conference in the area of guidance would be valuable. Techniques of counseling and guidance techniques as a whole were the most frequently listed professional needs in this area.

Slightly more than five per cent of the teachers feel that conferences can be valuable in providing new ideas, materials, and techniques in physical education class activities. Listed are professional needs such as review of all physical education class activities, new ideas for physical education classes, short competitive games, and new games for physical education classes. In addition, they are concerned with the use of student leaders, evaluation in physical education, and techniques that are practical in small schools.

A few teachers stated that conferences would be helpful both in the area of rhythmic activities and in gaining

skills in working with extra-class activities. The rhythmic activities for which help was thus requested are modern dance and social dance. Cheerleading, intramurals, and pep clubs are extracurricular activities for which conference-type help is desired.

Some teachers reported that a conference would help them gain needed information about the selection, care, and storage of physical education equipment. These teachers also reported a need for information about new equipment now available.

The conference was checked by some teachers as a valuable resource in such areas as materials and methods for health education, review of dual and individual sports, officiating, and physical education demonstrations.

#### Inservice Education through Consultation

Table 66 also shows the professional needs which the women physical education teachers in the study feel can be met adequately through consultation services. According to this table, a total of 19, or 7.6 per cent, of the teachers reported that consultation services would be valuable. Most of these reported that such services at regular intervals would provide valuable inservice education in general, with reference made to the particular problems arising in the actual teaching of the physical education classes. In large measure, the viewpoint of these teachers is expressed

by the remarks of two responding teachers, of whom one stated that consultation services would "meet a need for constructive criticism" and the other stated that "consultation services sound like a good idea for keeping the teacher on her toes."

A few teachers reported that consultation services would be valuable in helping them with a variety of professional needs--the physical education budget, problems in the first year of teaching, physical education activities for exceptional students, demonstrations of new physical education equipment, and activities for large classes.

## CHAPTER VIII

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Introduction

This study was designed to present detailed data concerning the professional status of women physical education teachers in secondary schools of first, second, and third class cities in Kansas. The purpose of the study was to gather and summarize information concerning these women physical education teachers and the physical education programs they conduct and to relate these findings to current teacher education practices. This involved an examination and analysis of the professional qualifications, the physical education facilities, the physical education program of activities, the non-instructional responsibilities, the undergraduate training inadequacies, and the professional needs reported by the women physical education teachers.

The research survey was used, and data were collected by means of a questionnaire which was sent to those persons listed as women teachers of physical education in the 1956-1957 Administrators Annual Report filed in the State Department of Education, Topeka, Kansas.

The questionnaire was sent to 340 women teachers of physical education, and 289, or 85.0 per cent, responded. In first class schools, 96.2 per cent of the junior high school teachers and 89.1 per cent of the senior high school teachers responded. In second class schools, 94.9 per cent of the junior high school teachers and 95.4 per cent of the senior high school teachers replied. In third class schools, 75.0 per cent of the junior high school teachers and 71.3 per cent of the senior high school teachers responded.

### Summary

Since this is a study of the status of women teachers of physical education in Kansas secondary schools, the writer feels that a description of the typical (hypothetical) woman physical education teacher in Kansas junior and senior high schools would be the most effective and practical means of summarizing the data gained in the study. Reference will be made in this summary, then, not only to the professional qualifications of this typical (hypothetical) woman teacher of physical education but also to the physical education classes she teaches, the physical education environment in which she works, the non-instructional responsibilities she has, the undergraduate training inadequacies she feels, and the professional needs for which she wants college and university help.

The Woman Teacher of Physical Education in  
Junior and Senior High Schools in Kansas

Professional Qualifications

1. The woman teacher of physical education in both junior and senior high schools holds a Bachelors Degree. The teachers with a Bachelor of Science Degree outnumber three to one the teachers with a Bachelor of Arts Degree.

Less than ten per cent of the teachers of physical education in junior high schools hold the Masters Degree. The teacher with the Masters Degree typically is found in first class schools.

Less than ten per cent of the teachers of physical education in senior high schools hold the Masters Degree. Those teachers with a Masters Degree may be found in all three classes of schools.

2. On the whole, the full-time woman teacher of physical education in junior high schools has an adequate undergraduate training in the fundamentals of professional preparation in physical education. The least adequate undergraduate training is in the areas of methods and materials for teaching health and modification of programs to meet the needs of restricted students, commonly referred to as the corrective physical education program.

On the whole, the full-time woman teacher of physical education in first class senior high schools has a much more complete undergraduate training in the fundamentals of

professional preparation in physical education than the full-time woman teacher of physical education in second class senior high schools. The full-time woman teacher of physical education in first class schools is less adequately trained in the area of methods and materials for teaching health. The full-time woman teacher of physical education in second class schools is less adequately trained in the areas of methods and materials for teaching health, corrective physical education, and fundamentals of swimming.

The undergraduate training in the fundamentals of professional preparation in physical education of the part-time woman physical education teacher in junior high schools is not as broad as that of the full-time teacher. The part-time teacher in first class junior high schools has a broader and more complete undergraduate preparation in physical education than the part-time teacher in either second or third class junior high schools. The part-time teacher in junior high schools of all classes is less adequately trained in the areas of methods and materials for teaching health, the organization and administration of physical education, and corrective physical education. In addition, the part-time woman teacher in second class junior high schools is less adequately trained in the introduction to physical education, personal and community hygiene, and methods of teaching physical education, while the part-time teacher of physical education in third class junior high schools is



less adequately trained in the fundamentals of rhythmic activities.

The undergraduate training in the fundamentals of professional preparation in physical education of the part-time senior high school teacher is much less complete and much more narrow than that of the full-time senior high school teacher. The part-time woman teacher of physical education in second class senior high schools is most adequately trained in personal and community hygiene; first aid; methods of teaching physical education; and the fundamentals of team games, dual and individual sports, and rhythmic activities. The part-time woman teacher of physical education in third class schools is poorly trained in all areas related to physical education except personal and community hygiene.

Three out of five women teachers of physical education in junior and senior high schools have had training in one or more courses in the field of guidance.

### Teaching Responsibilities

1. The full-time woman teacher of physical education in junior high schools teaches in either a first or second class city. There are twice as many full-time teachers as there are part-time teachers, and there are more full-time teachers in first class schools than in second class schools.

The full-time woman teacher of physical education in

senior high schools teaches in either a first or second class city. There are two thirds as many part-time teachers as there are full-time teachers, and there are twice as many full-time teachers in first class schools as there are in second class schools.

2. The part-time woman teacher of physical education in junior high schools teaches in a first, second, or third class city. There are more part-time teachers in first and second class schools than in third class schools.

The part-time woman teacher of physical education in senior high schools teaches in either a second or a third class city. There are twice as many part-time teachers in third class schools as there are in second class schools.

In first class junior and senior high schools, the part-time teacher gives three fifths of her time to the teaching of physical education. In second class junior and senior high schools, the amount of time given by the part-time teacher to the teaching of physical education varies according to the individual school. In third class junior and senior high schools, the part-time teacher gives one fifth of her time to the teaching of physical education.

There is considerable variety in the subject areas other than physical education taught by the part-time woman physical education teacher in junior high schools. Relatedness to the field of physical education is not a consistent

factor in the subject areas which are taught by the teachers in the three city classifications. However, health, first aid, and science are the other subjects most commonly taught by the part-time physical education teacher in first and second class junior high schools. In third class junior high schools, home economics, English, and study hall are most typically taught by the part-time woman teacher of physical education.

There is considerable variety in the subject areas other than physical education taught by the part-time woman physical education teacher in senior high schools. In second class schools, the part-time woman teacher of physical education teaches health education, study hall, first aid, or English. In third class schools, home economics is most frequently taught by the part-time woman teacher of physical education. Some of the subject areas other than physical education which she may be teaching are study hall, English, health, science, and social science. Many senior high school part-time teachers of girls' physical education, particularly in third class cities, teach more than one other subject area.

### Teaching Experience

1. The typical woman teacher of physical education in junior and senior high schools has been teaching physical education for less than five years. Teachers with five to

ten years of experience in teaching physical education are in both junior and senior high schools of all classifications, but those teachers with more than ten years experience in teaching physical education are found in first class schools only.

#### Professional Memberships

1. One out of three women teachers of physical education in both junior and senior high schools holds membership in the American Association for Health, Physical Education, and Recreation. More teachers in first class schools belong than do teachers in second class schools. Very few teachers in third class schools hold membership in this national organization.

2. Slightly more than one out of three women teachers of physical education in both junior and senior high schools hold membership in the Kansas Association for Health, Physical Education, and Recreation. Over twice as many teachers in first class schools as in second class schools belong to this state organization. Almost no teachers in third class schools hold such membership.

#### The Program of Physical Education

1. Basketball, softball, and volleyball, in that order, are the three principal team games taught in both junior and senior high schools of all classifications. In addition to these, four other team games are taught in

junior and senior high schools of all classifications except third class senior high schools, where only one other team game is taught. Softball and volleyball are the only team game activities taught co-educationally by an appreciable number of teachers.

2. The dual and individual activities being taught by the woman teacher of physical education in junior and senior high schools apparently depend upon the individual school and teacher, since there is some variation both in the number of activities typically offered and in the activities themselves. In all but first class senior high schools, either four or five dual and individual activities are taught. Seven dual and individual activities are taught by the woman physical education teacher in first class senior high schools. In junior and senior high schools of all classifications, the most frequently taught dual and individual activities are stunts and tumbling, badminton, gymnastics, and table tennis. No appreciable number of dual and individual activities is taught co-educationally.

3. Folk dance is the only rhythmic activity being taught by the woman physical education teacher in both junior and senior high schools of all classifications. The woman teacher of physical education in first and second class junior high schools and first class senior high schools teaches three rhythmic activities. Teachers in junior and senior high schools of all other classifications teach either

one or two rhythmic activities. Square dance, social dance, and folk dance are the only rhythmic activities taught co-educationally by an appreciable number of teachers.

4. Slightly less than one half of the women physical education teachers in junior and senior high schools of all classifications except first class senior high schools teach first aid. In first class senior high schools, the number of women physical education teachers teaching first aid is considerably smaller.

The woman teacher of physical education gives first aid care in the school but largely only within her own physical education classes.

5. The woman teacher of physical education teaches health education in both junior and senior high schools of all classifications. In first class senior high schools, the number teaching health education is considerably smaller. Whether the health education instruction is given within the physical education classes, as a separate class, or as an alternate to the physical education class apparently depends upon individual school conditions.

### The Physical Education Classes

1. Physical education is required in the typical junior high schools at the seventh, eighth, and ninth grade levels with the exception of first class schools of which a slightly smaller number require it in the eighth grade.

Physical education is required in the typical senior high school at the ninth and tenth grade levels with the exception of third class schools of which a slightly smaller number require it in the tenth grade.

2. Though there is considerable variation in the amount of credit given for one semester of participation in physical education, the typical junior and senior high school in all classifications gives one half credit for one semester of physical education.

3. The typical junior high school requires either two or six semesters of physical education, whereas the typical senior high school requires either two or four semesters.

4. In the typical junior high school, physical education classes for girls meet on an alternate week plan, i.e. three meetings one week and two meetings the next week. This is a common practice where the gymnasium and physical education equipment and facilities are shared by the boys and girls.

In the typical senior high school, physical education classes for girls meet daily.

5. In the typical junior and senior high school, the physical education classes for girls number from twenty-one to forty students. The larger classes are found in first class schools.

6. In the typical junior and senior high school, the physical education classes are fifty-one to sixty minutes in length. This time includes dressing for physical education classes.

7. The typical junior and senior high school does not require a medical examination before a student may participate in the physical education program of activities. The few schools with this requirement are in all three classifications, though it is less often found in second class junior and senior high schools.

Only about one half of the junior and senior high schools requiring a medical examination before a student may participate in physical education actually use the medical examination results in developing physical education programs for individual students.

8. The typical second class junior high school and first class senior high school have available some sort of corrective or remedial physical education class for ill or disabled students. Junior and senior high schools in other classifications have such corrective or remedial programs to a lesser degree. About one half of these corrective or remedial programs are worked out by the woman physical education teacher in cooperation with physicians.

9. The woman physical education teacher in junior and senior high schools requires showers to be taken after



all physical education activity. The shower facilities available are considered inadequate in the senior high schools.

10. The woman physical education teacher in junior and senior high schools ranks as the most important goals in the physical education program: (1) making the activities challenging to each girl no matter what skill she possesses and (2) varying the activities to meet the needs and interests of all girls. The goal ranking next in importance is working with the student who has poor skills.

11. The woman teacher of physical education in junior high schools ranks the following as some of the most important areas of development which should result from the physical education experience: (1) carry-over (to out-of-school and later life) sportsmanship; (2) social skills (the ability to get along with people); and (3) good health practices. The development of good leisure habits and carry-over recreational skills follow next in importance.

The areas of development which the woman physical education teacher in senior high schools feels are the important outcomes of the physical education experience are not so clearly defined. They all feel that the development of varsity teams is of little or no importance. They vary in the importance placed upon other areas of development. Nonetheless, the two areas of development given the most importance are good health practices and carry-over sports-

manship. Next in importance are the development of social skills and good leisure habits.

12. The two bases of evaluation considered most important by the woman teacher of physical education in both junior and senior high schools are: (1) attitude and (2) student interest in activities. Next in importance are attendance and clean uniforms. Pre-test and posttest of skills and information tests are given limited importance as bases of evaluation.

#### The Physical Education Equipment and Facilities

1. The woman physical education teacher in both junior and senior high schools has a gymnasium in which to conduct the physical education program, but more than one half of the teachers share the gymnasium as well as the equipment with the physical education program for boys. Locker and shower facilities are more often used exclusively by the girls in junior high schools than in senior high schools. Only about one half of the women physical education teachers consider the shower facilities adequate.

2. The woman physical education teacher in junior high schools has somewhat more supplementary teaching aids and specialized equipment with which to work than does the senior high school teacher.

3. The typical school budget in junior and senior high schools in Kansas regularly includes provisions for the

purchase of physical education equipment.

### Non-instructional Responsibilities

1. The woman physical education teacher in first class junior and senior high schools offers more recreational activities than the teacher in schools of other classifications. The teacher in first class senior high schools regularly offers the largest number of recreational activities, eight activities, and the teacher in third class junior and senior high schools regularly offers the smallest number of recreational activities, one activity. Of the recreational activities offered, some of the rhythmic activities are the only ones offered co-educationally by an appreciable number of teachers.

2. There is little difference in the number of intramural activities offered in the typical junior or senior high schools of each classification. The woman physical education teacher in first class senior high schools offers the largest number of intramural activities, five activities, and the teacher in third class senior high school offers the smallest number, one activity.

3. Interscholastic activities are not the regular responsibility of the woman physical education teacher in either junior or senior high school. Very limited interscholastic programs of basketball and softball for girls are found in third class senior high schools. This de-emphasis

on interscholastic activities for girls is in keeping with the standards set forth by leaders in the field of physical education and by recognized national physical education organizations.

4. The woman physical education teacher in both junior and senior high school is responsible for upkeep and storage of the physical education equipment used. Three teachers out of five select their own equipment and supplies, but only two teachers out of five are expected to know grades, types, and costs of equipment.

5. The woman physical education teacher in junior high schools is not regularly responsible for playdays, but three out of five teachers in first and second class schools are responsible for presenting demonstration programs. A little more than one half of the women physical education teachers in first class senior high schools are regularly responsible for both playdays and demonstration programs.

6. Slightly more than one half of the women physical education teachers in Kansas junior and senior high schools are regularly responsible for hall duty and lunch room duty.

7. The woman physical education teacher in third class senior high schools regularly sponsors more student activities than the teacher in schools of the other classifications. The activities most commonly sponsored are the pep club, the cheerleaders, and class organizations. In

addition, one half of the teachers in first class senior high schools sponsor the Girls Athletic Association. There is evidence to suggest that the woman physical education teacher has more sponsorship responsibilities than the teacher of academic subjects.

8. The woman physical education teacher in both junior and senior high schools regularly contributes to the guidance records but does not have regularly assigned guidance responsibilities. However, the teacher helps students with their problems through daily contacts. The most common problems brought to her by the students are social adjustment problems, health problems, vocational problems, and dating problems.

9. The woman physical education teacher in both junior and senior high schools is regularly included in faculty study committees. The physical education curriculum is given consideration in general faculty study groups along with other subject areas.

#### Undergraduate Training Inadequacies

1. The woman physical education teacher considers her undergraduate training adequate in the fundamentals of team game activities, but she feels inadequately trained in methods of teaching these fundamentals.

2. The training received by the woman physical education teacher in the area of dual and individual activities

is considered adequate, but she feels that a broader experience in this area would have been desirable. More teachers considered training inadequate in this area than in any other single area.

3. In the field of rhythmic activities, the woman physical education teacher feels inadequately trained in both specific activities and in the field of rhythmic as a whole.

4. The woman physical education teacher considers her undergraduate training inadequate in the methods and techniques of teaching physical education. Particular concern is expressed about the impracticality and lack of reality in the supervised teaching experience.

5. Since so many women physical education teachers have responsibilities in the area of health and health instruction, the typical teacher considers her undergraduate preparation in this area inadequate. She feels that more resources for health materials and a better knowledge of how to teach health should have been a part of the undergraduate experience. These same inadequacies are felt in relation to corrective and remedial physical education.

6. The woman physical education teacher feels that her undergraduate training did not equip her adequately to help students with their numerous problems. Her concern is with the informal "counseling" which occurs in the close

student-teacher contacts typical of physical education activities. She feels that more emphasis should have been given in the undergraduate program to understanding the growth problems of various ages.

#### Professional Needs and Types of College and University Help Desired

1. The woman physical education teacher expresses a need for help in improving her teaching. She is concerned with new ideas, new materials, newer methods of presentation, and new equipment. This area of need is sufficiently important to her that she wants help from the colleges and universities in any form, whether conference, workshop, or course.

2. Professional help in the techniques of counseling and guidance is desired by the woman physical education teacher. She wants to gain in her knowledge of guidance techniques which will help her understand individual students better and which will help her counsel more intelligently with students. While she prefers short conferences or workshops, some preference is also indicated for courses in the field.

3. Both workshops and courses are desired in rhythmic activities and dual and individual activities. The woman physical education teacher here is concerned not only with learning new skills but also with refresher help in

these areas.

4. Workshops are desired in the area of team sports. The greatest need is for help in teaching methods and techniques, with emphasis on new materials and resources. Some concern is expressed for refresher help in officiating.

5. Since the woman physical education teacher has many extracurricular responsibilities, she desires help in the form of workshops in this area. The teacher is concerned with techniques of sponsorship, with building a program of activities, and with the role of the sponsor in these activities.

6. Courses are desired by the woman physical education teacher in the area of health methods and materials. What is specifically needed is materials for enriching the instructional program.

7. The woman physical education teacher feels that some type of course work concerning equipment would be practical. She wants help in learning how to select equipment with the selection based on a knowledge of quality, durability, and cost.

8. In large measure, conferences are considered impractical by the woman physical education teacher, since she typically wants more help than can be gained in such a short time. Some few teachers, however, feel that this would be the best means of obtaining refresher help in the broad area of physical education activities in general.



9. A very few women physical education teachers feel that consultation help would be desirable for the beginning teacher, for demonstrating new equipment, or for observing an outstanding experienced teacher in action.

### Conclusions

1. The woman physical education teacher in third class schools in Kansas characteristically does not have so well rounded a background of professional training in physical education as the teacher in first and second class schools. The program of physical education activities offered in third class schools reflects this limited training.

2. The woman physical education teacher in Kansas characteristically has responsibilities either for health material or for health instruction or both, even though she expresses a feeling of inadequacy in this area.

3. While she has only limited delegated guidance responsibilities, the woman physical education teacher in Kansas has close contact with student problems, has opportunity for good rapport with students, and actually has informal counseling contacts with students.

4. Comparatively few women physical education teachers in Kansas provide corrective or remedial physical education classes for ill or disabled students. These few teachers feel an inadequacy in this work.

5. There is a significant desire on the part of

women physical education teachers in Kansas for help through various types of inservice education. The professional needs expressed vary in type and specificity.

### Recommendations

In the professional training program for prospective physical education teachers, the following recommendations are made:

1. Emphasis in health education should be upon relating the specific courses to actual teaching responsibilities in this area rather than upon meeting a minimum requirement of hours.

2. Course content related to corrective and remedial physical education classes should stress knowledge and recognition of the symptoms of various physical deviations as well as referral resources and suitable program activities to meet individual needs.

3. Some experience in guidance or actual guidance courses should be a part of the teacher preparation experience in physical education.

4. More emphasis in course content in physical education should be upon its practicality, its relatedness to actual teaching conditions, and its professional stimulation.

In the inservice education program for teachers in the field, the following recommendations are made:

1. Refresher courses should be made available at

regular intervals.

2. New teaching materials and techniques should be made available continuously.

3. An awareness of the potential resources available through membership in state and national physical education organizations should be developed.

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## APPENDICES

## APPENDIX I

**THE ACTIVITIES AND RESPONSIBILITIES OF WOMEN TEACHERS OF PHYSICAL  
EDUCATION IN KANSAS SECONDARY SCHOOLS WITH  
IMPLICATIONS FOR TEACHER EDUCATION**

**IMPORTANT INFORMATION FOR ALL PHYSICAL EDUCATION TEACHERS**

This study is being made to obtain an understanding of the activities and responsibilities of women teachers of physical education in secondary schools throughout the State of Kansas. Types of programs and activities will be surveyed.

This questionnaire is being sent to all women listed in the Administrators Reports as having responsibilities in physical education for girls in the secondary schools.

Your assistance in filling out the questionnaire will be appreciated and will make possible the successful completion of this study. Completing the questionnaire will require no more than 20 MINUTES.

IF YOU HAVE TEACHING RESPONSIBILITIES IN PHYSICAL EDUCATION FOR GIRLS AT BOTH THE JUNIOR AND SENIOR HIGH SCHOOL LEVELS, PLEASE FILL IN ONE QUESTIONNAIRE FOR EACH LEVEL.

**REMEMBER—NEITHER YOU NOR YOUR SCHOOL WILL BE IDENTIFIED IN THE PUBLISHED REPORT.  
PLEASE RETURN THE COMPLETED QUESTIONNAIRE BY APRIL 20, IF AT ALL POSSIBLE.**

IF YOU SHOULD NO LONGER BE TEACHING PHYSICAL EDUCATION, PLEASE INDICATE BELOW AND RETURN THE FIRST PAGE ONLY.

Not now teaching physical education ..... (check here)



# Questionnaire

The Activities and Responsibilities of Women Teachers of Physical Education in Kansas Secondary Schools

With Implications for Teacher Education

## I. PERSONAL DATA

The items in this section refer to professional preparation and other qualifications in physical education.

### A. Professional Preparation in Physical Education

Check the following areas in which you have completed one or more courses.

Check here

- |  |       |
|--|-------|
| 1. Introduction to Physical Education  | ..... |
| 2. Personal and Community Health or Hygiene  | ..... |
| 3. Methods and Materials for Teaching Health   | ..... |
| 4. First Aid   | ..... |
| 5. Methods of Teaching Physical Education  | ..... |
| 6. Organization and Administration of Physical Education                                     | ..... |
| 7. Modification of programs to meet needs of restricted students (Exams and Correctives)     | ..... |
| 8. Fundamental skills and techniques of team game activities (volleyball, basketball, etc.)  | ..... |
| 9. Fundamental skills and techniques of individual and dual sports (tennis, archery, etc.)   | ..... |
| 10. Fundamental skills and techniques of rhythmic activities (folk, square, tap dance, etc.) | ..... |
| 11. Fundamental skills and techniques of swimming  | ..... |

### B. Other Professional Preparation and Qualifications

Supply information on the following points

1. Check degree(s) which you hold: MS..... MA..... BS..... BA.....
2. What was your undergraduate major(s) .....
3. What was your undergraduate minor(s) .....
4. What was your graduate major(s) .....
5. What was your graduate minor(s) .....
6. Have you had one or more courses in the field of guidance? Yes..... No.....
7. How many college semester hours have you completed in health and physical education? Undergraduate..... Graduate..... (1 quarter hour equal 2/3 a semester hour)
8. Name the fields in which you are certified to teach in Kansas: .....

### C. Teaching Experience

Supply information as it applies to you

1. Are you now teaching physical education full-time? Yes..... No..... If "NO", approximately how much time is spent in teaching physical education? 4/5..... 3/5..... 2/5..... 1/5.....

2. If you are not now teaching physical education full-time, check the subject areas in which you are teaching:

- |                                 |                               |                      |                      |
|---------------------------------|-------------------------------|----------------------|----------------------|
| ..... Art                       | ..... First Aid               | ..... Home Economics | ..... Social Science |
| ..... Coaching girls basketball | ..... Health                  | ..... Mathematics    | ..... Study Hall     |
| ..... Commerce                  | ..... Language and Literature | ..... Science        |                      |

(Other) .....

(Other) .....

3. Give the approximate number of years you have taught physical education: Less than 5 years..... Between 5 and 10 years..... Over 10 years.....

4. Do you hold membership in AAHPER?..... KHPER? .....

## II. SCHOOL DATA

(Answer with regard to your present teaching position.)

### 1. Check the legal organization of your school:

Community junior high school	_____	Rural senior high school	_____
Community senior high school	_____	Consolidated school district	_____
Rural junior high school	_____		

### 2. Check city classification:

1st class city (over 15000 population) \_\_\_\_\_

2nd class city (between 2000 and 15000 population) \_\_\_\_\_

3rd class city (under 2000 population, including those schools classified as rural high schools) \_\_\_\_\_

### 3. Give the number of teachers and the number of boys and girls enrolled as of February 1, 1957, in the school for which you are furnishing this data: Teachers \_\_\_\_\_ Boys \_\_\_\_\_ Girls \_\_\_\_\_

### 4. Give the number of women teachers of physical education in your school \_\_\_\_\_

### 5. School organizational plan. Check the series of numbers which best fits your organizational plan: 6-3-2-2 \_\_\_\_\_ 6-4-4 \_\_\_\_\_ 6-2-4 \_\_\_\_\_ 6-6 \_\_\_\_\_ 8-4-2 \_\_\_\_\_ 6-3-3 \_\_\_\_\_ 8-4 \_\_\_\_\_

## III. DATA CONCERNING PHYSICAL PROGRAM, EQUIPMENT AND FACILITIES, AND TEACHER RESPONSIBILITIES.

### A. Instruction

Check the items that apply to your school and your teaching.

1. In which grades is physical education required in your school? 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_ 11 \_\_\_\_\_ 12 \_\_\_\_\_  
YES NO
2. Is a medical examination required of all girls? \_\_\_\_\_  
Is the medical examination the basis for determining the kind of physical education program in which the girls will participate? \_\_\_\_\_
3. Are girls with illness or disability able to participate in some aspects of the physical education program (corrective, adapted, or restricted physical education program)? \_\_\_\_\_
4. Do you work with the physicians in setting up each corrective or remedial program? \_\_\_\_\_
5. Are girls in your school permitted to substitute participation in musical organizations or other school activities for physical education? \_\_\_\_\_
6. Is your girls physical education period devoted principally to free (unsupervised) play? \_\_\_\_\_
7. As the physical education teacher do you regularly contribute to the guidance records? \_\_\_\_\_
8. Do you use student leaders in the conduct of your physical education activities? \_\_\_\_\_
9. Are you included regularly in assignments to faculty study committees and other all-school committees? \_\_\_\_\_
10. Do faculty discussions concerning curriculum revision include consideration of your physical education curriculum for girls? \_\_\_\_\_
11. Are showers required of all girls following all activity? \_\_\_\_\_  
Are showers required following strenuous activity only? \_\_\_\_\_  
Are your showers adequate for the number of girls in classes? \_\_\_\_\_
12. Are the girls required to dress for physical education classes? \_\_\_\_\_
13. Do you teach health education? \_\_\_\_\_  
If "YES", check means of offering:  
\_\_\_\_\_ within physical education classes.  
\_\_\_\_\_ as a separate class  
\_\_\_\_\_ as an alternate to physical education.
14. Do you teach First Aid? \_\_\_\_\_
15. In the absence of a school nurse, do you give First Aid in case of accident or injury in your school?  
a. accident or injury in your class? \_\_\_\_\_  
b. accident or injury in another class? \_\_\_\_\_
16. Do you present some sort of physical education demonstration program at least once during the school year? \_\_\_\_\_
17. Do you sponsor a playday or sports day at least once during each school year? \_\_\_\_\_
18. Are you expected by the administration to participate in specific civic activities? \_\_\_\_\_
19. Where problems of limited space, large classes, and other difficult conditions exist in your school, do you feel that effort is being made to improve these conditions? \_\_\_\_\_

20. Do physical education classes for girls in your school meet daily?..... Three times weekly?..... Two times weekly?..... Once Weekly?..... Three times one week, two times the next?..... Other .....
21. Through the nature of your work (its informality and close student teacher relationships) do you help individual students with their personal problems? Yes..... No..... If you do, with what types of student problems do you most frequently help? Financial..... Educational..... Social adjustment..... Dating..... Vocational selection and planning..... Health.....
22. Rank each of the following goals in relation to their importance to you in your girls physical education program: 0-no importance, 1-little importance, 2-considerable importance, 3-primary importance.
- ..... Coaching girls interscholastic teams made up of students with superior skills
- ..... Developing students who possess superior skills
- ..... Making the activities challenging to each girl whatever her skill
- ..... Varying the activities to meet the needs and interests of all girls
- ..... Working with the student who have poor skills
23. Rank each of the following areas of development in relation to their importance to you in your girls physical education program: 0-no importance, 1-little importance, 2-considerable importance, 3-primary importance.
- ..... Carry-over (to-out-of-school and later life) recreational skills
- ..... Carry-over (to out-of-school and later life) sportsmanship
- ..... Good health practices
- ..... Good leisure-time habits
- ..... Organic power and motor skills
- ..... Social skills (the ability to get along with people)
- ..... Varsity girls teams
- ..... (Others) .....
24. Check those items upon which evaluation in your girls physical education is based: 0-no importance, 1-little importance, 2-considerable importance, 3-primary importance.
- ..... Attendance
- ..... Attitude
- ..... Clean uniforms
- ..... Knowledge or information tests in each unit of activity.
- ..... Post-test of skills in each activity
- ..... Pre-test and post-test of skills in each activity
- ..... Student interest in activities
- ..... (Others) .....
25. For one semester of achievement in physical education do your girls receive 1 credit?..... 1/2 credit?..... 3/8 credit?..... 1/4 credit?..... 1/8 credit?..... Other (specify) .....
26. Is the average number of girls in your physical education classes less than 20? ..... 21-40? ..... 41-60? ..... 61-80? ..... Over 80? .....
27. Is the length of your girls physical education class period (including dressing time) less than 30 minutes?..... 31-40 minutes?..... 41-50 minutes?..... 51-60 minutes?.....
28. What is your school requirement for graduation in terms of girls physical education? Check the number of semesters required 0..... 1..... 2..... 3..... 4..... 5..... 6..... 7..... 8.....
29. What specific physical education activities for girls does your administrator require you to offer? Basketball?..... Softball?..... Volleyball?..... Track and field activities?..... Other?..... None specified.....

**B. The Program of Physical Education Activities**

Check the items in each column which apply to your program.

**1. Team Game Activities**

	Activity is taught to girls	Activity is taught co-educationally (boys & girls together)	Space and Facilities Adequate
Basketball	.....	.....	.....
Field Hockey	.....	.....	.....
Kickpin Ball	.....	.....	.....

	Activity is taught to girls	Activity is taught co-educationally (boys & Girls together)	Space and Facilities Adequate
Lead-up games	.....	.....	.....
Ring Tennis (Deck)	.....	.....	.....
Skill Drills	.....	.....	.....
Soccer	.....	.....	.....
Softball	.....	.....	.....
Speedball	.....	.....	.....
Volleyball	.....	.....	.....
Wiskit	.....	.....	.....
.....	.....	.....	.....
(Others)	.....	.....	.....

Special problems in teaching this area: .....

## 2. Dual and Individual Game Activities

	Activity is taught to girls	Activity is taught co-educationally (boys & girls together)	Space and Facilities Adequate
Archery	.....	.....	.....
Badminton	.....	.....	.....
Bowling	.....	.....	.....
Fencing	.....	.....	.....
Golf	.....	.....	.....
Gymnastics	.....	.....	.....
Paddle Tennis	.....	.....	.....
Shuffleboard	.....	.....	.....
Stunts & Tumbling	.....	.....	.....
Swimming	.....	.....	.....
Table Tennis (Ping Pong)	.....	.....	.....
Tennis	.....	.....	.....
Track & Field Events	.....	.....	.....
.....	.....	.....	.....
(Others)	.....	.....	.....

Special problems in teaching this area: .....

## 3. Rhythmic Activities

	Activity is taught to girls	Activity is taught co-educationally (boys & girls together)	Space and Facilities Adequate
Folk Dance	.....	.....	.....
Modern Dance	.....	.....	.....
Social Dance	.....	.....	.....
Square (American Country) Dance	.....	.....	.....
Tap Dance	.....	.....	.....
Marching Tactics	.....	.....	.....
.....	.....	.....	.....

(Others) .....

Special problems in teaching this area: .....

## 4. Recreational Activities (Clubs, Noon Hours, After School)

	Activity is taught to girls	Activity is taught co-educationally (boys & girls together)	Space and Facilities Adequate
Archery	.....	.....	.....
Badminton	.....	.....	.....
Basketball	.....	.....	.....
Bowling	.....	.....	.....
Folk Dance	.....	.....	.....
Hockey	.....	.....	.....
Kickpin Ball	.....	.....	.....
Modern Dance	.....	.....	.....
Ping Pong	.....	.....	.....
Shuffleboard	.....	.....	.....
Soccer	.....	.....	.....
Social Dance	.....	.....	.....
Softball	.....	.....	.....
Speedball	.....	.....	.....
Square Dance	.....	.....	.....
Stunts & Tumbling	.....	.....	.....
Swimming	.....	.....	.....
Tap Dance	.....	.....	.....
Tennis	.....	.....	.....
Tetherball	.....	.....	.....

(Others) .....

Special problems in teaching this area: .....

## 5. Intramural Activities

Check the activities offered for girls.

Archery	.....	Bowling	.....	Soccer	.....	Swimming	.....	Other	.....
Badminton	.....	Hockey	.....	Softball	.....	Tennis	.....		.....
Basketball	.....	Kickpin Ball	.....	Speedball	.....	Volleyball	.....		.....

## 6. Interscholastic Activities (Between Schools)

Check the activities offered for girls.

Basketball..... Softball..... Volleyball..... Other.....

## C. Equipment and Facilities

Check the items which apply to your school and girls physical education program.

	YES	NO
1. Do you have a gymnasium?	.....	.....
2. Do you share the gymnasium with the boys physical educational classes?	.....	.....
3. Are physical education locker and dressing room facilities provided for the exclusive use of the girls?	.....	.....
4. Are shower facilities provided?	.....	.....
If "YES", are they adequate?..... Inadequate?..... Exclusively for the girls?.....		
5. Do you select your own equipment and supplies where used exclusively in your physical education classes?	.....	.....
6. Do you share equipment with the boys physical education classes?	.....	.....
7. Are you expected to be familiar with the various grades, types, and cost of physical education equipment, where it may be purchased, etc.	.....	.....
8. Does the regular school budget provide for the girls physical education equipment?	.....	.....

9. If the regular budget does not so provide, is the girls physical education program further supported by such sources as:

	YES	NO
a. Athletic gate receipts	_____	_____
b. Candy sales	_____	_____
c. _____	_____	_____
(Other)		

10. Is the upkeep, care and storage of the girls physical education equipment your responsibility? \_\_\_\_\_

11. Is the storage of the girls physical education equipment a problem in your school? \_\_\_\_\_

12. Does your budget allow for physical education reference material such as the following?

a. Books	_____	_____
b. Audio-visual aids	_____	_____
c. Pamphlets	_____	_____
d. _____	_____	_____
(Other)		

13. Do you have equipment for specialized physical education class activities, such as the following?

a. A Phonograph	_____	_____
b. Phonograph records	_____	_____
c. A piano	_____	_____
d. Mirrors (dance, correctives, posture, etc.)	_____	_____
e. A public address system	_____	_____

14. Do you have a pianist?

a. Employed by the school?	_____	_____
b. A student in your class?	_____	_____
c. _____	_____	_____
(Other)		

D. Other Responsibilities of the Physical Education Teacher

1. Do you regularly have counseling (guidance) responsibilities? \_\_\_\_\_

If "YES", with how many students do you regularly council?..... How many times in a school year are you expected to council with these students? Once a year?..... Twice a year?..... Three times a year?..... More?..... Indicate any other guidance responsibilities (such as Homeroom) \_\_\_\_\_

2. Check those activities which you regularly sponsor each semester or with which you regularly assist:

Drum Corps	_____	Y-Teens	_____	Coronation Ceremonies	_____
Bugle Corps	_____	Operettas	_____	Class Sponsorship	_____
Cheerleaders	_____	Musicals	_____	All School Parties	_____
Pep Club	_____	Style Shows	_____		
G. A. A.	_____			(Other)	_____

3. Check those duties which you are regularly expected to assist:

Lunch Room Duty	_____	Science	_____		
Play Ground Duty	_____	Modern Dance	_____		
Hall Duty	_____	Square Dance	_____		
Handcraft	_____	Junior or Senior Red Cross	_____	(Other)	_____

#### IV. NEEDS AND INTERESTS OF THE PHYSICAL EDUCATION TEACHER

Check the items which apply to you.

- A. Which of the following influenced you to develop your interest in physical education as a profession? Rank: 0-not at all, 1-slightly, 2-moderately, 3-appreciably, 4-strongly.
- .....1. Your junior high school physical education teacher
  - .....2. Your high school physical education teacher
  - .....3. High school GAA or other recreation classes
  - .....4. Your high school counselor
  - .....5. Your freshman counselor in college
  - .....6. Your physical education teacher in college
  - .....7. College recreation classes

B. In the spaces provided list those areas in your undergraduate professional preparation in physical education which you feel were inadequate:

_____	_____
_____	_____
_____	_____

C. In what areas of training do you feel colleges could help you? List these under the type of offering which you feel would be most helpful to you.

Conference (A called meeting not to exceed 2 days)	Consultation Service (A specialist visits your school)	Workshop (A 1 or 2 week session where everybody gets in and works)	Courses (Summer courses or extension courses)
--	---	---	---

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

If you would like results from this report sent to the school from which you received your undergraduate degree (for purpose of curriculum revision), would you please tell me where to send it.

**REMEMBER—YOU AND YOUR SCHOOL WILL NOT BE IDENTIFIED**, but for purposes of follow-up it will help if you are willing to sign your name.

\_\_\_\_\_  
Name of Degree School

\_\_\_\_\_  
Location of Degree School

\_\_\_\_\_  
Your Name

## APPENDIX II

**KANSAS STATE DEPARTMENT OF PUBLIC INSTRUCTION**

**ADEL F. THROCKMORTON, SUPERINTENDENT  
TOPEKA, KANSAS**

**TO: Women Teachers of Physical Education**

**FROM: Adel F. Throckmorton**  
**State Superintendent of Public Instruction**

**SUBJECT: Study of Physical Education Problems**  
**in High Schools**

I shall appreciate it if you will fill in the answers to the accompanying questionnaire dealing with the activities and responsibilities of women teachers of physical education in Kansas high schools.

This questionnaire has been developed by Miss Evelyn Triplett, Assistant Professor of Physical Education, State Teachers College, Pittsburg. The data will be treated confidentially and neither schools nor individuals will be identified in the finished report.

I believe this study when completed will be valuable to everyone interested in the field of physical education. Please return the questionnaire to Miss Evelyn Triplett.

Sincerely yours,

A handwritten signature in cursive script, reading "Adel F. Throckmorton".

**Adel F. Throckmorton**



APPENDIX III

FIRST FOLLOW-UP LETTER TO WOMEN  
PHYSICAL EDUCATION TEACHERS

KANSAS STATE TEACHERS COLLEGE

REES H. HUGHES, PRESIDENT  
PITTSBURG, KANSAS

April 20, 1957

Dear Colleague:

On April 3rd, a questionnaire concerning the activities and responsibilities of women teachers of physical education in Kansas was sent to you. The success of the study involved depends in large measure upon the number of physical education teachers who respond. Will you help by taking time from your busy schedule to fill in the questionnaire? It will take only about 20 minutes and your cooperation will be greatly appreciated.

Sincerely yours,

Evelyn Triplet  
Assistant Professor  
Physical Education  
Kansas State Teachers College  
Pittsburg, Kansas

APPENDIX IV

SECOND FOLLOW-UP LETTER TO WOMEN  
PHYSICAL EDUCATION TEACHERS

KANSAS STATE TEACHERS COLLEGE

REES H. HUGHES, PRESIDENT  
PITTSBURG, KANSAS

April 27, 1957

Dear Colleague:

It has been almost three weeks since you received the questionnaire concerning the activities and responsibilities of women teachers of physical education in Kansas. Won't you please take the few minutes necessary to complete and return it? In order to present as complete a picture as possible regarding this important topic, your completed questionnaire is needed.

Your assistance and cooperation will be greatly appreciated.

Sincerely yours,

Evelyn Triplett  
Assistant Professor  
Physical Education  
Kansas State Teachers College  
Pittsburg, Kansas

APPENDIX V

ACKNOWLEDGEMENT TO WOMEN PHYSICAL EDUCATION  
TEACHERS WHO COMPLETED THE QUESTIONNAIRE

KANSAS STATE TEACHERS COLLEGE

REES H. HUGHES, PRESIDENT  
PITTSBURG, KANSAS

April 20, 1957

Dear Colleague:

I want to thank you for your cooperation in my study of the activities and responsibilities of women teachers of physical education in Kansas. As long as we have teachers who are willing to give time and energy in order to gain in self-understanding and self-development, the profession can't help but grow in its effectiveness.

Sincerely yours,

Evelyn Triplett  
Assistant Professor  
Physical Education  
Kansas State Teachers College  
Pittsburg, Kansas

## APPENDIX VI

DOUBLE POSTCARD TO PRINCIPALS WHOSE PHYSICAL  
EDUCATION TEACHERS HAD NOT RESPONDED  
AFTER SECOND FOLLOW-UP LETTER

Dear Administrator:

I am undertaking a study of the activities and responsibilities of women teachers of physical education in secondary schools of Kansas. As yet the questionnaire which was sent to your teacher of girls' physical education has not been returned. Would you please check on the adjoining card the items which apply to your school? The information is very important to the success of the study. Thank you for your cooperation.

Please check those items which apply to your school.

1. Have no woman teacher of girls' P.E. \_\_\_\_
2. Man teaches girls' P.E. \_\_\_\_
3. No organized P.E. program for girls \_\_\_\_
4. If you have a woman teaching girls' P.E., is it on a full-time\_\_\_\_ or part-time\_\_\_\_ basis?
5. If you have a woman teaching girls' P.E., would you encourage her to return her questionnaire to me? \_\_\_\_

Thank you again for your cooperation.

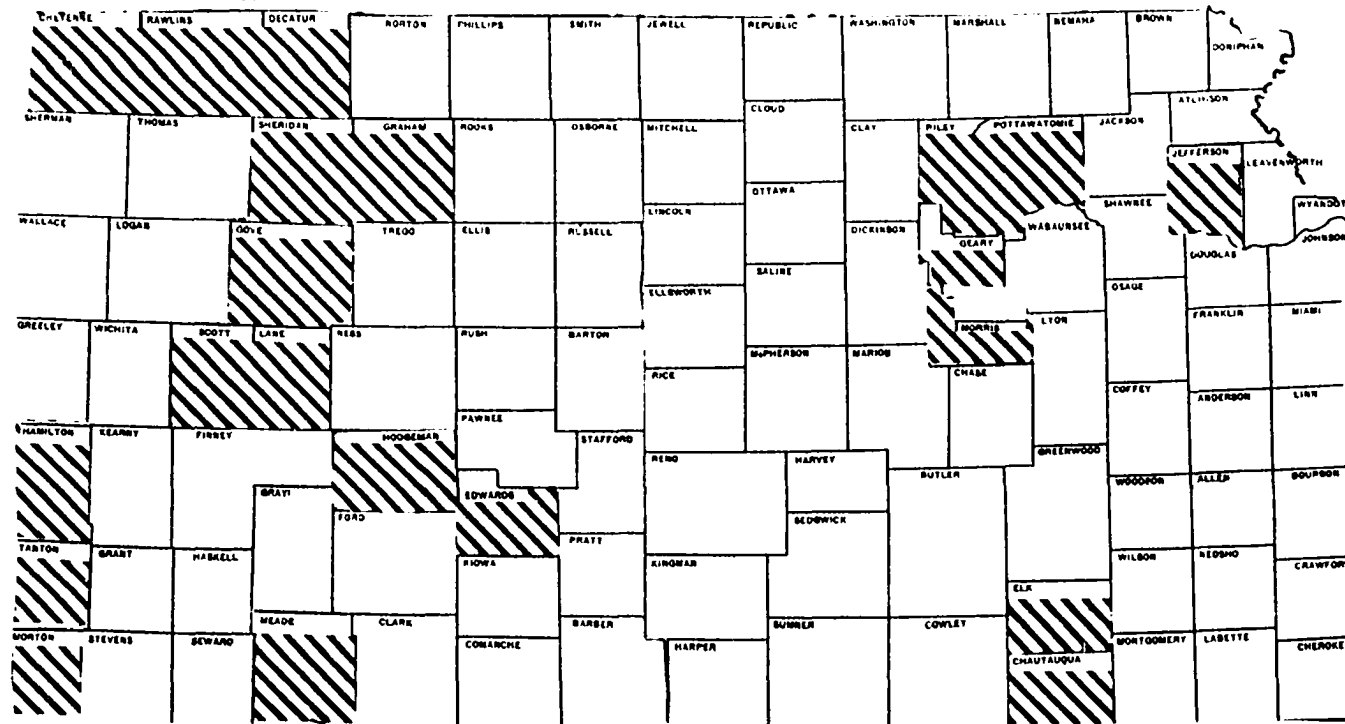
\_\_\_\_\_  
Name of your school


\_\_\_\_\_  
Your Name

\_\_\_\_\_  
Town

## APPENDIX VII

MAP OF KANSAS SHOWING COUNTIES WITH NO STUDY RESPONDENTS



 Counties with no study respondents

APPENDIX VIII

MAP OF THE UNITED STATES SHOWING STATES (OUTLINED IN HEAVY LINES) IN WHICH STUDY PARTICIPANTS RECEIVED ACADEMIC DEGREES

