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A Survey of the Physical Education Program for Boys in South Dakota Public Secondary Schools

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A SURVEY OF THE PHYSICAL EDUCATION PROGRAM FOR
BOYS IN SOUTH DAKOTA PUBLIC SECONDARY SCHOOLS

by

Glen Wilbur Wright

A paper submitted in partial fulfillment of the requirements
for the degree of Master of Education, in the Graduate
School of the Central Washington College of Education

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Chapter I

INTRODUCTION

Need of Physical Education in Secondary Schools

Physical education is the sum of man's physical activities selected as to kind and outcome which develop strength, speed, agility, endurance, and muscular skills.¹

Progressive educators throughout the state have realized for several years the need for a more uniform program of physical education. Probably everyone interested in physical education has felt the need for such a program. Students moving from one locality to another find little, if any, uniformity in physical education instruction. A basic program which might be adaptable to widely varying conditions, local needs, varying facilities, and different viewpoints would be difficult to formulate.

War-time emergencies have presented new problems in curriculum construction. High school students face a realistic challenge, "Be fit to fight or die!". Peaceful pursuits of a recreational type are not adequate for present needs. Physical fitness is now essential. Youth of draft age must meet this requirement. Instruction must

1. Brace, David K., Health and Physical Education for Junior and Senior High Schools. New York: A. S. Barnes and Company 1948. p. 13.

emphasize the survival skills. Civilians are being urged to produce at a maximum rate which requires greater stamina. Activities must, therefore, be vigorous. The schools must fulfill this obligation to the local youth to better fit them for the task of defending democracy against an unscrupulous enemy.

The physical education program should occupy a position in the school curriculum comparable to that of other activities.¹ Hence:

1. It should be an integral part of the over-all educational program.
2. It should develop physical vigor and health habits.
3. It should offer an opportunity to observe and exemplify good sportsmanship.
4. It should teach that rules are made to be observed just as laws are made to be observed and not broken.
5. It should be competitive.

Experiences which help the student develop should cause him to strive toward the building of a sound philosophy of life based upon proper recognition of his relationship with his fellowmen.

State Legislation for Physical Education

The importance of teaching physical education in the secondary schools is evidenced by the fact that more than forty states have some

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1. Williams and Brownell, The Administration of Health and Physical Education. Third Edition. Philadelphia: W. B. Saunders Co. 1946. pp. 26-27

form of legislation requiring physical education and health instruction. Thirty-seven states have a director of health, recreation and physical education. Forty-three states require certification for instruction. Several states offer accreditation for physical education and health. Variation for accreditation is due to such items as: professional preparation for teachers, medical examination of pupils, time allotment, facilities, and equipment, subject matter and activities, methods of measuring pupil achievement and methods of classification.¹

South Dakota is one of four states which does not have legislation governing instruction of physical education in secondary schools. It is one of eleven states which does not have a director of physical education, health and recreation. It is one of five states which permits teachers to instruct physical education and health with a high school general certificate issued upon completion of a four-year college course. Only sixty-seven of the two hundred eighty two schools covered by the questionnaire in this study reported granting credit ranging from one-fourth to one unit per year.

The required curriculum for physical education in the South Dakota secondary public schools was found to be only partly adequate, and the elective program was very inadequate. Seventy percent of the two hundred twelve schools reporting favored a state requirement for physical

1. Stafford, Frank S., State Requirements for Physical Education Teachers and Coaches. Office of Education, Bulletin #16. Washington, D.C., 1949.

education. Fifteen percent did not favor the state requirement, while fifteen percent did not respond. Results of the responses would indicate that a state requirement for physical education would meet with favor.

South Dakota, in an effort to meet the needs of a physical education program for all the youth in its secondary schools, should adopt worthwhile objectives.

Objectives of Physical Education

The most striking thing about the physical education program is the haphazard, indefinite manner in which it has grown. Physical education is one contribution to education which has come directly by request from students. It was found that the first form of competition came from challenges issued by various groups which in general were stimulated by class rivalries. Soon, class committees were formed out of which championships were decided upon on an organized basis. The athletics committees gave official sanction to the physical education program since it stifled criticism of varsity athletics which favored a few outstanding performers. Educators gradually came to appreciate more fully the real purpose of physical education, and began to face the problem of encouraging all students to participate. Great strides have been made in the program since World War I. Many ingenious methods have been developed in order to interest a wide group of students. New units have been developed creating more teams and larger leagues. Many new activities were added to appeal to diversified

interests. The latest stage in the growth of the program attempts to evaluate the quality of work and benefits that will be derived for each individual.

In the reorganization of industry which has decreased the working week, adults have a greater amount of leisure time. This being the case, the challenge to the public educational school system is to teach people how to play. It seems obvious that physical education may, if properly organized, financed, and administered, go a long way toward answering this vital need. In this connection, physical education must place increasing emphasis on health instruction and on the "individual" type of athletics such as tennis, golf, handball, and swimming.

The greatest challenge is to promote a program of all-out participation for a majority of the students in the public schools that will have a carry-over value into adult life. A survey in the progress of physical education shows that the number of participants are ever increasing in number. A well-organized school provides an opportunity for the great mass of students to engage in healthful and vigorous activities.

The objectives of a program of physical education, recreation, and health must be immediate and remote. The immediate objectives deal with health habits, knowledge skills, and attitudes of the students. The remote objectives place the emphasis on the educational values which appeal to the school administrators and the tax payers.

The objectives may be summarized in terms of their educational value.¹ These are:

1. To Promote Leisure Education

The student's leisure time is employed in a wholesome way. The recreative aspect should be kept in mind. The greater emphasis should be on activities that can be enjoyed spontaneously without a great amount of preparation. The leisure time activities should furnish training which would have a transfer of learning to adulthood.

2. To Enrich Social Competence

The opportunity to meet other individuals is one of the most valuable experiences that a student gains in his school life. This mingling has a social value in adult life. Washke² states:

The physical education student engages in many activities, participating in various contests, establishes many friendships with a large number of fellow players and opponents in his school. Indeed, the socializing values of this participation have their most wide-reaching application in those informal impromptu contests where no spectators and no officials are involved; all that is needed is a willingness to get into the game on a play level; the beneficial results of participation including socialization follow as a matter of course.

3. To Develop Group Loyalties

The feeling engendered is that of belonging to a group wherein one's own interest must be sacrificed for the welfare of a group. The loyalty has a patriotic value in training for cooperation and citizenship in adult life.

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1. Mitchell, E. D., Intramural Athletics. New York: A. S. Barnes & Co., 1925, 1939. pp. 11-23.
 2. Washke, Paul R., "Some Objectives of Intramurals", Journal of Health and Physical Education. X2, February, 1939. p. 87.

4. To Provide Healthful Exercise

Physical education contributes to health by developing interests and skills which are associated with wholesome living. Exercise develops muscles and aids in erect posture. Wholesome mental attitudes tend to develop. A change in activity is important in relaxation. The participants should be required to take regular health examinations, thus developing an attitude for periodic health examinations throughout life.

5. Permanent Interest in Sports

The program offers a variety of individual sports which have a carry-over interest. Once the student has learned the rudiments of a game, his desire to find self relaxation is usually continuous. Tennis, golf, and swimming offer variable activities which are not too strenuous or specialized.

6. Body Skills

Growing youth go through a period of awkwardness which may not be easily overcome unless some form of guidance and development of physical skills accompany this period of rapid growth. Physical education instruction aids the youth in this awkward stage. He adjusts himself into such activities as are best suited to his interests and acquires skills and confidence that develop ability to handle and care for the body more efficiently. These qualities of strength, endurance, and agility are useful in meeting the emergencies of life.

7. Scholarship Attainment

It is not the intent of the physical education program to require any scholastic attainment to participate. Physical education is designed to give all youth an opportunity to develop both physical and mental skills. General surveys which have been completed indicate for the most part, that youth have improved their scholastic standing even though more time was devoted to sports activities. All individuals need a certain amount of relaxation to alert mental reaction. The youth who can find a guided outlet for his surplus energy is generally less mischievous and more studious.

The larger aim and objective of physical education, as of education

in general, is better living for efficient citizenship, and for the highest freedom. Education should build for the needs of life, present and future in the child's span of existence.

Since the physical education program has a greater opportunity for developing mental, social, and moral qualities than any other subjects taught in school, it also has a greater responsibility.¹ The school administrators in South Dakota must fully realize this responsibility and provide for all the youth in the State to be given the same opportunity for healthful living and leisure time recreation that is afforded the youth in thirty-seven other states which have provided a director for the physical education program. A brief review of the background of physical education will be helpful in formulating a policy for the secondary schools and colleges in South Dakota.

1. Crowe, J. E., "Sportsmanship", The Athletic Review. Vol. I, No. 3. November, 1947. p. 1.

Chapter II

THE HISTORY OF PHYSICAL EDUCATION

To the young men and women choosing physical education as a profession, falls the responsibility of carefully analyzing the contents of the program. The physical education teacher must be prepared to defend his profession and the principles for which it stands, and know the cultural background of his profession which goes back to the dawn of history. He should see the importance of his program in conjunction with the rest of the educational policies of the school, and must be prepared to show the public the close relationship existing between the school program and society.

The teacher must set an example which will be followed by the youth and which the public can point to with pride.

War-time rejections aroused a new interest in the physical education program. Many who were accepted for service were not totally ready. More time was needed to train these men than it should have taken, because they lacked physical stamina.

Education is rising to meet the needs. More facilities are being provided, more youth are participating, more and better-trained instructors are entering the profession, better legislation has been enacted, other organizations are lending their assistance, and the parents are more willing to have their children participate.

Confusion prevails in the field of physical education today, due to the stepped-up pace of the American society and the numerous activities which are offered in the schools under the heading of physical education.

Physical education does not mean the same to everyone. To the general public it has one meaning, to the school administrators another, and to the athlete still another. Physical education means one thing in the women's program, and something different in the men's program. The history behind the growth of the program reveals some of the reasons for this confusion.

The body is a functioning organism. The relationship between mind and body has been a source of confusion through the ages.¹ It was difficult to conceive of the mind and body as separate units, yet neither performed efficiently without the well-being of the other. A body in poor health, or an emotionally disturbed mind would lessen the efficiency of one or the other, if not both.

One of the early concepts separating the functions of mind and body was in regard to tasks which were performed by mental activity and physical activity. The mental activities were considered superior to physical activities.²

This theory led to the so-called theory of scholasticism. In the

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1. Nash, J. B., Physical Education: Interpretations and Objectives New York: A. S. Barnes and Company, 1948. p. 17.
 2. Ibid., pp. 19-20.

light of this thinking, emphasis placed in the early American schools was on the teaching of facts. In this same vein, Nash says:

This type of factual knowledge has been placed upon a high pedestal, first because those who knew the facts... were assigned a very important role in leadership, and second because those who did not know the facts could be tested, even statistically graded while the instructor carefully followed the written test. The teaching of physical education activities did not follow the formula for teaching facts; it represented something which one did, making it difficult to render a mathematical grade for a semester's work. Physical education teachers were accused of having no standards.¹

Education to the Greek was a "doing" process. He performed his tasks until perfection was attained. The Roman wanted to learn about things and was satisfied with himself when the theory had been learned. Many today are ready to accept the Roman theory and elevate liberal education to a high pedestal and frown upon vocational training. The individual in physical education was thought of as inferior in comparison to the theorist who has never really put his philosophies on trial and error.²

Pioneers to America brought many of the European beliefs to the shores of the vast wilderness. Religious doctrines adhered to the ideas of the theorist. That was especially true of the Puritans, who held to the belief that the child should be strictly disciplined, and his place was to be seen and not heard. These pioneers had a task to do, and time would not permit them to devote precious minutes to

1. Ibid., pp.19-20.

2. Ibid., pp.21-24.

recreation. So America, for the most part, had its beginning without a philosophy of recreation. Only in a few of the Southern colonies was any time given to leisure. Such men as Benjamin Franklin found no time for recreation. Franklin said, "I never went a-hunting or a-fishing. I found that it was good business to always appear frugal in the eyes of my clients."

Many of the forms of recreation in the early days had bad companions. Many of the leisure pursuits were associated with carousing and drunkenness. Ball games became associated with gambling. Billiards, pool and bowling implied loose companions. Dancing was carried on at places where parents did not want their children to be.¹

The frontiersman had plenty of manual labor to build a strong, muscular body. Today, boys living on the farms and in small towns in South Dakota and other states need an opportunity to develop muscular skills to participate in the sports. Many members of the rural population still believe, "If my son needs more exercise, I have plenty of ways in which he can get it." Some assume that exercise is only for the youth.

It is difficult to find men who have been injured by muscular exercise, but easy to find many who have retarded their normal development and have suffered from the lack of it.

If an individual wants to enjoy a rich recreational life or to

1. Ibid., pp. 21-24.

maintain his efficiency in his work procedures, he must have reserves of organic power. A romp in the park, a game of golf, tennis, or badminton, as well as gardening, fishing, hiking, hunting, or camping can be carried on not only for the purpose of making a living, but also for the purpose of recreation. The joy and the thrill of the game in these activities, plus the training, are highly important.¹

The early colleges trained for leadership in law, medicine, and the ministry. There was no time for leisure. Time could not be wasted on physical education. A few students who entered the teaching profession went into the secondary schools to prepare the youth for college entrance. In a few schools physical education became highly organized athletics for a few, and gymnastic exercises for the rest.

After World War I, attention in the United States, particularly in South Dakota, was directed toward physical education in the school systems largely as a result of the alarming number of Selective Service rejects for physical or mental weaknesses. During World War II the public became aroused over the millions of "4 F's".

The leading causes for all rejections in the United States during 1944 in order of relative importance, were: mental disease, accounting for 26.8 percent of all rejections; failure to meet the minimum intelligence standards, 12.8 percent; musculoskeletal defects, 8.8 percent;

1. Ibid., p. 25.

cardiovascular defects 8.0 percent; hernia 4.9 percent; ears, 4.4 percent; neurological disorders, 4.1 percent; eye defects, 4.0 percent; tuberculosis, 3.4 percent; and mental deficiency 2.6 percent. These ten defects combined accounted for 80 percent of all the rejections during the year.¹

A great many of the young men were either rejected or assigned to limited service because they lacked organic development - arm, shoulder and back muscles were weak.²

The great majority of rejections were for causes outside the responsibility of physical education; at least they could not be considered the sole responsibility of physical education. General education, the medical profession, public health agencies, and the community as a whole, must assume much of this responsibility. It is estimated that approximately 17 percent of the rejects were for defects which were preventable. They should never have happened in a well-organized society. Another 17 percent were for defects which were remedial. These should have been taken care of during the childhood and school-age period, but they were defects which definitely could be laid at the door of the medical profession.

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1. Clark, M. L. and Greve, H. C., "Physical Examination of Selective Service Registrants in the Final Months of the War, and Analysis of National and State Data, January 1944 - August 1945". Medical Statistics. Bulletin No. 4. Washington, D. C. Selective Service System. June 1, 1946, p. 20.
 2. Nash, J. B., op. cit. p. 92.

Physical education can urge the correction of remedial defects. It must shoulder the responsibility to maintain a conditioning period sufficiently long to reduce many of the defects which have followed induction in the past two wars and the present crisis.

Physical education leaders must be able to interpret their program in relation to the over-all educational program and a training program for physical fitness and prolonged health and life happiness. The leader must stand above the confusion caused by different interpretations of physical education. The public needs to be fully informed and a new pattern instituted.

Physical education has a definite place in the educational program. In the schools of the State, many of the playground and playroom activities furnish training for recreation which provide enjoyment in later years. The school-day activities are both "mental and physical."

Physical fitness implies that the organs of the body are physically sound and capable of working efficiently. It implies specific fitness for skill in certain performances. It includes the practice of good personal hygiene, and the application of established knowledge to improving the health and fitness of the human body. Physical fitness means more than just the ability to get around without suffering. It means the kind of abundant and buoyant health that gives you the drive and energy that is necessary for happiness under modern conditions of work and living.¹

1. Fishbein, Morris, and others. "Physical Fitness for America" Hygeia. November, 1944.

Physical education leaders and staff members encourage youth to be active participants in games, sports and play. The element of competition produces life concepts which should be fostered in adulthood. The social concept should be developed, and at the same time respect for the rights of others should be observed. The corner-stone of democracy is laid during the early years of schooling. The school program of the State must assume a great responsibility if democracy crumbles. The responsibility of leadership and guidance should come from all the teaching fields, with special emphasis from the physical education department in recreation, health, and character development.

An increased consciousness of the value of a healthy body during the war, has again emphasized the need of a health and physical education program for the state and nation. There was a general belief that there would be a better national physical education program after World War II. This belief came partly from wishful thinking and partly because history proves, that all the great improvements have closely followed some war.

Some of the military leaders believe that a national physical education program should be geared to fit military purposes, and in a program of this type physical fitness and a series of conditioning exercises should be stressed.

The more discerning physical education leaders believe that physical training should be a part of the education program.

In peace-time, education has a vital role in teaching the child so that he may function better in the service of a democratic society. In doing this, he is taught to live so that he may be adjusted easily for military purposes in case of war.

In order to have a program that will assure far-reaching success, all school children of both elementary and high school age should be given an equal opportunity to receive instruction and to participate in all organized activities that make for a healthy body.

High school physical education programs vary in each section and community of the State, and are often neglected shamefully. These programs should include a thorough medical examination and follow-up. The physical education department should include a corrective and preventive program to care for special cases.

All physical training programs should include adequate space for indoor and outdoor activities such as, dressing rooms, storage space for individual equipment, showers, and towels.

All students should be required to change clothes for physical training classes, and then take a shower when the classes are over. Every boy should be given a physical achievement test.

After World War II, there was a big increase in the number of boys participating in inter-school athletics, and they had better supervision, better equipment and better care. All boys should be required to pass a medical examination, and in case of injury, be given first-aid treatment. In cases of more than minor injury, the boys must be given the

best medical care and not be allowed to participate until it is absolutely safe for them to do so.

The largest increase in participation is in the intramural field of athletics. Boys who do not have time to go out for the varsity, or those who are not able to make the varsity but desire some competition, flock to the intramural athletic field for participation in touch football, basketball, softball, tennis, badminton, horseshoes, golf, and a dozen other sports.

The camp program is another division of physical education that is rapidly expanding. The camp in the past has been mainly a summer program, conducted by private individuals and institutional organizations. Now that school camps have been established in several states, all-year camping has been proving a success. There are certain things which may be taught only in the great outdoors where boys and girls can get close to nature, and at the same time practice doing things themselves.

The importance of health education has reached a new high in the educational system today. A much more vigorous type of person is needed now and will be needed in the days to come. The education of the child should be the main object of the schools, and a new emphasis should be placed on the emotional, social, and mental health of the boys and girls.

The aims and objectives of health instruction must be consistent with the principles of democratic living. The general objective should be developed on a sound, vigorous, physical organism, capable of

meeting successfully life's daily responsibilities and crises. The objectives of physical education most frequently mentioned by physical education leaders are: strength, endurance, health, skill, speed, agility, physical growth, vigor, bodily coordination and control. If this is to be the goal, there are a large number of activities that should be blended into the program. The program should include: 1. conditioning exercises; 2. combat activities; 3. aquatics; 4. outing; 5. athletics and recreation; 6. tests and measurements.

In the future, the youth of the State will be better informed as to the care of their bodies. They are going to take more time to improve their deficiencies, and then take additional time for health-building recreation to keep in condition. This will cost money, but most people believe the young people are the state's greatest asset.

The youth of tomorrow will have more freedom and opportunity for self-expression in physical education classes. If a boy or girl, in good physical health, prefers to participate in basketball instead of tennis, he or she should be given that opportunity.

In adulthood, commercial recreation such as golf, bowling, dancing, and roller-skating will play a big part in the health of the individual. The wise use of leisure time and the choice of activities is very important.

Individual guidance should be increased. If the student has a defect or an illness, he should get a prescription for that particular ailment. All corrective and preventive physical education should

consist of a definite treatment for a definitely diagnosed deformity.

The physical education teacher will need to work with the physician, school nurse, and parents to keep the health of young people at its highest level. If this is done, then the coordination of the health program with the school program will be on the road to success.¹

Education is rising to meet the needs to prepare a nation of strong, healthy youth. Many schools are beginning to realize that it is the physical education courses that offer the largest opportunity for practical, functioning, health instruction. More facilities are being made available, more youth are participating, more activities are being added to the program, and more and better-trained instructors are entering the field.

It is generally recognized that the status of physical education is still far from what it should be in the secondary schools of the State, as revealed by the questionnaire survey discussed in Chapter III.

1. Keen, Paul V., "Physical Education Today". Athletic Journal Vol. XXXI, No. 6. Chicago: Athletic Journal Publishing Co. February, 1951.

Chapter III

PROCEDURE

A questionnaire was used to gather data and information which was pertinent to the problem. Questionnaires were sent to two hundred eighty-two principals in South Dakota for completion. Of this number, 75 percent were returned. The questionnaire contained five sections related to the study. Section One contained sixteen questions concerning the scope and activities offered boys in the physical education program. Section Two included six questions concerning the intramural sports. Section Three had two questions which were concerned with the interscholastic program. Section Four included four questions pertaining to qualifications of staff members. Section Five contained three questions related to indoor and outdoor facilities.

An attempt was made, through the use of the questionnaire, to determine the number of four-year high schools in the State which offered physical education programs, the facilities which were available for use, and the qualifications of the personnel conducting the programs. Other questions pertaining to health, intramural activities, and interscholastic sports were included. A copy of the questionnaire is herein contained.

QUESTIONNAIRE TO DETERMINE THE PRESENT PHYSICAL EDUCATION
PROGRAM FOR BOYS IN SOUTH DAKOTA PUBLIC SECONDARY SCHOOLS

1. Name of school _____
2. The enrollment of boys in your high school _____
3. Check here ____ if you would like to have a report of the findings.

Section One

Scope of the survey.

Check the following statements that are true in your school.

1. Have ____ have not ____ required physical education classes.
2. Have ____ years of required physical education.
3. Have ____ hours of required physical education classes per week.
4. Have ____ have not ____ elective physical education classes.
5. Have ____ years of elective physical education classes.
6. Have ____ hours of elective physical education classes per week.
7. Credit is given for physical education toward graduation.
Yes ____ No ____.
8. Number of credits given per year for physical education toward graduation ____.
9. Allow substitution of interschool athletics to fulfill the physical education requirement. Yes ____ No ____.
10. Allow substitution of intramural sports to fulfill the physical education requirement. Yes ____ No ____.
11. Is health taught as a separate part of the physical education program? Yes ____ No ____.
12. Are towels furnished by school ____, by students ____?
13. Is laundry service for towels furnished by school ____ or by students ____?
14. Is a medical examination required for boys participating in:
 - A. Physical education; Yes ____ No ____.
 - B. Intramural sports; Yes ____ No ____.
 - C. Interscholastic athletics; Yes ____ No ____.
15. Would you favor a state requirement for physical education?
Yes ____ No ____.

16. Check the activities offered to boys in physical education.

Activity		Activity	
1. Archery		22. Snow-shoeing	
2. Badminton		23. Soccer	
3. Basketball		24. Social dancing	
4. Boating		25. Social games	
5. Bowling		26. Soft ball	
6. Boxing		27. Squash	
7. Camping		28. Swimming and diving	
8. Fencing		29. Touch football	
9. Field hockey		30. Track and field	
10. Folk dancing		31. Table tennis	
11. Gymnastic apparatus		32. Tennis	
12. Golf		33. Tumbling and pyramids	
13. Handball		34. Volley ball	
14. Hard Baseball		35. Water polo	
15. Hiking		36. Wrestling	
16. Horseshoes		37.	
17. Rhythms		38.	
18. Restricted activities for subnormal cases		39.	
19. Riding		40.	
20. Skating			
21. Skiing			

Section Two

Intramural Sports

1. Have ___ have not ___ an intramural program.
2. Have ___ have not ___ a co-recreational program.
3. What is the average number of hours per week throughout the year that the intramural program is offered? _____
4. Have ___ have not ___ supervision and instructors for the intramural program.
5. The director of the intramural program is:
 - A. ___ Classroom teacher.
 - B. ___ Physical education instructor.
 - C. ___ Athletic coach.
 - D. ___ Student.
 - E. ___ Other.
6. Check the intramural sports offered in your school.

1. Badminton	8. Swimming
2. Basketball	9. Table tennis
3. Baseball	10. Tennis
4. Bowling	11. Touch football
5. Handball	12. Track
6. Horseshoes	13. Volleyball
7. Softball	14.

Section Three

Interscholastic Sports Program

1. Have ___ have not ___ an interscholastic sports program.
2. Check the interscholastic sports offered in your school.

1. Basketball	5. Six-man football
2. Baseball	6. Softball
3. Football	7. Tennis
4. Golf	8. Track

Section Five

Facilities

1. Out-door facilities are ___ are not ___ adequate.
2. In-door facilities are ___ are not ___ adequate.
3. Check the facilities that are in your school.

Facilities	None	School	Non-school	Number
1. Football field				
2. Basketball court				
3. Baseball field				
4. Tennis court				
5. Swimming pool				
6. Track				
7. Play area				
8. Locker rooms				
9. Showers				
10. Equipment room				
11. Handball area				
12. Volleyball court				
13. Softball areas				
14. Bowling alleys				
15.				
16.				
17.				
18.				
19.				
20.				

The questionnaire, a form of the normative survey method of research, is one of the oldest forms of educational research.¹ It was introduced to America at about 1880 by G. Stanley Hall. The questionnaire often regarded as a vagrant research technique and maligned by verbal satirical attacks has waned and waxed. Lately it appears to be attaining greater respect and is making more contributions to the educational picture.²

The questionnaire is one of the most widely used research methods. It is out-ranked in the frequency of use only by the survey test.³ Smith⁴ says, "Approximately ... one out of every four theses of graduate study is based on information gained through the questionnaire".

The questionnaire generally associated with a master's or doctor's thesis project is, today, a favorite tool of local school systems, research divisions of national associations and commissions, state departments of education, and local professional groups.⁵

The questionnaire is the most economical method of accumulating information. The expense of printing, sending out, and returning

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1. Monroe, W. S., and Englehart, Max D., The Scientific Study of Educational Problems. New York: The Macmillan Co., 1936, p. 40.
 2. Topp, Robert F., "About That Questionnaire-Answer It!" The School Executive, Vol. 70, No. 2. October, 1950, pp. 59-60.
 3. Koos, Leonard V., The Questionnaire in Education. New York: The Macmillan Company, 1928, pp. 6-13.
 4. Smith, Henry I., Educational Research Principles and Practices. Bloomington, Indiana: Educational Publications. 1944, p. 180.
 5. Topp, Robert F., op. cit., p. 59.

questionnaires is much less than interviews. Considerable time can also be saved through this method. Neat mimeographing can be economically done.¹ A small staff can conduct the survey at a low cost.²

The questionnaire has several distinct advantages which other techniques do not possess. Many educational problems associated with practices and per pupil cost could not be made available through any other method of research. Concrete replies regarding existing practices are more useful than opinions or value judgments.³

This is an era of group action whereby more individuals participate. The people of the nation have become survey-minded. Statistical information or opinions of experts is associated with nearly every avenue of trade. These conditions have served to develop increased usage and higher esteem of the questionnaire. The questionnaire method seems to be the only feasible plan to survey, and analyze the practices and theories which are generally being done throughout the nation.⁴

The questionnaire can give reliable and valid information if certain requirements are met in its formulation.⁵

David Segal⁶ at the University of Minnesota found the questionnaire

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1. Ibid., p. 60.
 2. Lundberg, George A., Social Research. New York: Longman, Green and Company, 1942 Chapter VII, pp. 182-210.
 3. Topp, Robert F., op. cit., p. 59.
 4. Ibid., p. 60.
 5. Whitney, Frederick L., The Elements of Research. New York: Prentice-Hall, 1946 p. 139.
 6. Segal, David, "Studies of Adjustment of School Children and Youth", p. 22. "Educational Research of National Scope or Significance." Chapter X in J. W. Studebaker, Biennial Survey of Education in the United States. Vol. I. Washington, D.C.: U.S. Office of Education 1942.

almost as accurate as the personal interview in a follow-up where the questionnaire had been used and the same questions used in the interview.

As a research instrument, the questionnaire is about the only practical device available, and, if carefully constructed and properly checked before use, may serve the researcher well. It may be used to discover facts and ascertain theory when constructed as suggested by Romine.¹

1. Directions should be complete and clearly stated.
2. Questions should not require elaborate or long drawn-out directions.
3. Simple questions should be grouped.
4. Irrelevancies should be eliminated.
5. Inter-relating questions should be grouped.
6. Questions should not require a high degree of expertness.
7. Questions should be stated so as to require uniformity in response.
8. Questions should be worded so as to give the respondent ample opportunity of expression.
9. Each question should be stated in such terms as will secure usable responses.
10. Questions should be so worded to provide ease in tabulating.
11. Multiple choice responses should be shuffled.
12. Revise complete questionnaire, after several runs.

1. Romine, Stephen, "Criteria for a Better Questionnaire", Journal of Educational Research. Vol. 42, Sept. 1948 Madison, Wisconsin, pp. 69-71.

Lundberg¹ says that the reliability of questionnaire responses may vary depending upon certain conditions. Response for an entire group is usually quite stable. Wylie² concludes that "we may rely upon the answers to school questionnaires with a reasonable degree of assurance..."

Koos³ stated that "it should be clear from numerous illustrations that a variety of procedures are at hand for validating the returns from questionnaire investigations".

Monroe and Englehart⁴ have indicated a few important points to keep in mind regarding the value of the questionnaire:

The questionnaire will be most successful when it is limited to requests for simple factual information in the possession of the recipients.... The questions should be stated as clearly as possible. Technical words should be explained. Questions calling for numerical data, or for responses of yes and no, underlining, or checking are most desirable.... The questionnaire should be accompanied by a tactful letter of explanation.... A summary of the data collected should be mailed to the respondent if he desires it.... The request should be worthwhile.

Good, Barr, and Scates⁵ pointed out that it was most important to select carefully the group to whom the questionnaire is sent. This care in selection involves a good reason for believing that the people

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1. Lundberg, George A., op. cit., p. 199.
 2. Wylie, Andrew T., "To What Extent May We Rely Upon the Answers to a School Questionnaire?" Journal of Educational Method. Vol. 6 Feb. 1927, pp. 252-57.
 3. Koos, Leonard V., op. cit. p. 143.
 4. Monroe, Walter S., and Englehart, Max D., op. cit., p. 43.
 5. Good, Barr, Scates, The Methodology of Educational Research. New York: Appleton-Century-Crafts, 1941 Chapter VII.

receiving the questionnaire will be in a position to give the information desired.

The data gathered by the questionnaire was organized into tabular form. This tabular data is presented in the subsequent chapter.

Chapter IV

ORGANIZATION AND INTERPRETATION OF DATA

A study of the present physical education program for boys in South Dakota public secondary schools was conducted to determine to what degree the following conditions exist:

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

The findings of the questionnaire may be utilized to better prepare physical education students; to encourage further training of personnel already in the field of physical education; and to make recommendations for improving conditions where needed in the program, facilities and personnel. This study will be of value to the public school administrators, the colleges of the state, and the State Superintendent of Public Instruction.

The scope of the physical education survey for this study included classroom activities, intramural sports, and inter-scholastic athletics.

Facilities included all indoor and outdoor areas used in conducting the program.

Qualifications of instructors included all academic preparation and professional training in physical education.

Questionnaires were sent to the principals of two hundred eighty-two public secondary schools in the state of South Dakota. Two hundred

twelve questionnaires were returned; in other words, 75 percent of the principals responded. One hundred eighty-nine expressed a desire to have a report on the findings. The data obtained was organized into tabular forms consisting of twelve tables.

TABLE I

Schools Offering Physical Education

	Yes	No	Number of Years				Number of Hours				
			Required	Required	Required	Required	Required per	Required per	Required per	Required per	
			1	2	3	4	1	2	3	4	5
Offered required physical education	61	151	6	21	6	26	4	36	11	0	7
Offered elective physical education	70	142	4	7	3	46	2	22	11	6	16

Table I shows that one hundred fifty-one of the schools reporting did not have a required physical education program. Sixty-one of the schools required physical education. Six for one year; twenty-one for two years; six for three years; and twenty-six schools required four years.

Four schools required one hour per week; thirty-six, two hours; eleven, three hours; and seven, five hours. The program was not required four periods per week by any of the schools which reported.

One hundred forty-two of the schools did not have an elective physical education program, while seventy offered it as an elective. Four of this number offered it as an elective for one year; seven for two years; three for three years; and forty-six for four years.

Two of these schools offered the program for one hour per week; twenty-two for two hours; eleven for three hours; six for four hours; sixteen for five hours per week.

The tabulation revealed that 29 percent of the reporting schools required physical education — an average of two and one-third hours per week. The elective program was offered by 33 percent of the schools on an average of two and one-half hours per week.

All phases of physical education properly fall within the concept of general education. Competitive sports provide opportunities for experiences that are highly beneficial, and which can be developed better through physical education than in other curriculum areas. The organized program of physical education should be conducted for all the students from the time they enter high school until they leave or graduate. The students should be given instruction in the fundamental skills. These fundamental movements should be diverted into skills in a wide variety of competitive and recreative activities. The program should be planned and conducted so that all students will have opportunities to participate in games and sports of their own choice in leisure time. Accelerated students in physical education should have opportunities to represent the school in competitive sports against individuals and teams of other high schools.¹ The program contributes to the total

1. Scott, Harry A., Competitive Sports in Schools and Colleges. New York: Harper Brothers, 1951, p. 155.

development of the individual and to society through activities that are designed:¹

1. To develop and maintain the organic systems of the body.
2. To develop neuromuscular skills which are satisfying and useful to the individual as a life-long means of securing pleasurable physical recreation.
3. To develop desirable attitudes toward play, physical recreation, and rest and relaxation.
4. To develop socially desirable standards of conduct as a citizen in a democratic society and in an interdependent world.

If these objectives are to be a part of the physical education program and the objectives of education in general, it is essential that more than one hundred thirty-one high schools reporting include physical education in the curriculum on either a required or an elective basis. The policies of these schools discussed in Table II may be a reason for so few schools having programs.

1. Ibid., p. 174.

TABLE II

Policies of the Schools Concerning Physical Education

	Yes	No	Credit given per year		
			$\frac{1}{4}$	$\frac{1}{2}$	1
Number of schools giving physical education credit	67	62	27	33	8
Allow interscholastic sports to be substituted	90	38			
Allow intramural sports to be substituted	51	61			
Towels furnished by school	28	174			
Towel laundry service by school	26	174			
Favored state requirement for physical education	149	32			

According to Table II, sixty-two schools did not give credit in physical education, while sixty-seven gave credit. Twenty-seven gave one-fourth credit toward graduation; thirty-three gave one-half; and eight gave a full unit of credit. Only 55 percent of the schools which had physical education gave credit toward graduation. As long as credit for promotion, graduation, and college entrance is given for other subjects, the same principle should apply to physical education. Satisfactory completion of the prescribed classwork should be represented in positive academic credit which the student may count toward graduation and other various honors in which courses and marks are selective factors. Academic credit for participation in physical

education should be awarded only if the offering satisfies the following criteria:¹

1. The work is well planned in relation to the general and specific objectives of education and of physical education.
2. The work is taught by a competent, professionally prepared teacher, attached to the instructional staff of the institution.
3. The work is supervised by a competent, full-time representative of the department of physical education.

Ninety schools permitted interscholastic athletics to be substituted for physical education. Thirty-eight reported they did not allow substitution. Fifty-one schools allowed intramural sports to be substituted. Sixty-one reported they did not. Class activities in physical education are designed to teach skills in many activities, particularly the individual carry-over type. To allow athletic or intramural substitution deprives the individual of certain desired outcomes including qualities of leadership, social competence, and wholesome recreational interests.²

Towels were furnished by twenty-eight high schools, while one hundred seventy-four reported they did not furnish nor launder the towels. Laundry service was performed by twenty-six schools compared with twenty-eight that furnished towels. In the interests of sanitation, it is a good plan to furnish towels. The expense of such a plan

1. Ibid., p. 185.

2. Williams, Brownell, op. cit., p. 210

may be lessened in various ways. One common way is to have the individual make a deposit on the cost of a towel; when he wishes a clean towel, he merely brings his dirty towel to the supply room and exchanges it for a clean one.¹

One hundred forty-nine of the high schools' principals, or 70 percent, favored a state requirement for physical education. Thirty-two were opposed to the required program, while thirty-one did not respond. Results of this response would indicate that a state requirement for physical education would meet with favor. As reported in the first chapter, South Dakota is one of four states which does not have any legislation requiring physical education. On the other hand, 90 percent of the population has legislated physical education into school programs.²

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1. Trusler, V. T., Fundamentals of Physical Education. Minneapolis, Minnesota: Burgess, 1940, p. 55.
 2. McCloy, Charles H., "Physical and Health Education for America, The Educational Record. January, 1946, p. 64.

TABLE III

Physical Education Activities Ranked in Order of
Frequency by the Various Schools

Activity	Number of schools	Activity	Number of schools
1. Basketball	112	16. Wrestling	9
2. Softball	95	17. Golf	8
3. Track	94	18. Horseshoes	7
4. Volleyball	75	19. Rhythms	7
5. Touch football	63	20. Folk dancing	6
6. Baseball	44	21. Hiking	6
7. Table tennis	32	22. Swimming	4
8. Tumbling	29	23. Handball	4
9. Soccer	22	24. Skiing	4
10. Gymnastics	19	25. Bowling	3
11. Social dancing	17	26. Restrictives	3
12. Badminton	15	27. Fly casting	2
13. Social games	12	28. Boxing	1
14. Tennis	11	29. Archery	1
15. Skating	10	30. Water polo	1

Physical education activities in Table III are ranked in order of the number of times offered by the various schools: basketball was offered by one hundred twelve schools; softball, ninety-five; track, ninety-four; volleyball, seventy-five; touch football, sixty-three; baseball, forty-four; table tennis, thirty-two; tumbling, twenty-nine; soccer, twenty-two; social dancing, seventeen; badminton, fifteen; social games, twelve; tennis, eleven; skating, ten; wrestling, nine; golf, eight; horseshoes and rhythms, seven each; folk dancing and hiking, six each; swimming, handball and skiing, four each; bowling, and restrictive exercises for subnormals, three each; fly casting, two; boxing, archery, and water polo were listed once. Basketball, softball, and track predominated. Team games were offered more widely than were the individual

sports events. Tabulation in Table III compared favorably with LaPorte's¹ study.

The program of activities for senior high schools as listed by LaPorte's study is as follows:

- | | |
|---------------|-------------------|
| 1. Basketball | 6. Touch Football |
| 2. Gymnastics | 7. Track |
| 3. Rhythms | 8. Tumbling |
| 4. Soccer | 9. Volleyball |
| 5. Softball | 10. Field hockey |

Activities such as swimming, rhythms, handball, folk dancing, hiking, and bowling which are ranked highly as carry-over activities by LaPorte's study are offered by only a small number of the schools in the State. The activities such as basketball, softball, track, volleyball, and touch football compare favorably with LaPorte's study. A comparison of the programs offered in the large and small schools is presented in Table IV.

1. LaPorte, William, The Physical Education Curriculum, Los Angeles: The University of Southern California Press, 1942, p. 31.

TABLE IV

Physical Education Offered in Regard to Size of School

Size of the school	Number of schools	Yes	No	Percent
Enrollment of 50 or less	149	32	117	21
Enrollment of 50 to 150	48	24	24	50
Enrollment of 150 to 300	6	6	0	100
Enrollment of over 300	2	2	0	100

Table IV gives a picture of the physical education offered by schools in regard to size. In one hundred forty-nine schools with an enrollment of less than fifty students, thirty-two offered physical education, one hundred seventeen did not. Only 21 percent of this group offered physical education. Of the forty-eight schools with enrollments between fifty and one hundred fifty, twenty-four had physical education and twenty-four did not. In this group with a larger enrollment, 50 percent had a physical education program. In the six larger schools with an enrollment of one hundred fifty to three hundred all six schools offered physical education. The same was true of the two largest schools with over three hundred enrollment. In both these groups 100 percent was recorded.

There appeared to be a relationship between schools offering physical education and the size of the enrollment. This may have been due to more and better-qualified instructors in the larger school systems. Most schools, as tabulated in Table V, required a medical examination for some students in physical education.

TABLE V

The Medical Examination

Required medical examination	Yes	No
Physical education	69	34
Intramural sports	57	42
Interscholastic athletics	186	12
Health taught as separate phase of Physical Education	38	98

Table V revealed the required medical examinations in the different school programs as follows: Sixty-nine schools required medical examinations for physical education, thirty-four did not; fifty-seven required the examination for intramural sports, forty-two did not; one hundred eighty-six required medical check-ups for inter-scholastic athletics, only twelve did not. Thirty-eight principals reported that health was taught as a separate phase of the physical education program; ninety-eight reported it was not; seventy-six did not respond. The response would indicate that the schools were not too concerned about the examination except when the student is competing in inter-scholastic athletics.

All students should be reached in some way by the organized program of physical education. If a student is capable of attending school and participating in its activities to any extent, he can benefit from some phase of the program of physical education. Before students are assigned to any physical education activity, however, it is imperative that they undergo a thorough health examination by a

competent medical doctor.¹ The services of a medical doctor are indispensable to a modern program of physical education in that the doctor is responsible for classifying all students for purposes of assignment in the program of physical education. In the program of individual physical education, particularly, all activities for the handicapped should be carried out by the physical educator under the guidance of the medical doctor. Although this discussion concerns itself with the health examination primarily for the purpose of classifying students for participation in the program of physical education, it should be stated that other phases of the educational curriculum are equally dependent upon the services of the medical doctor. If, indeed, health is the primary objective of education, medical services should be continuously available to all phases of the educational program in school.²

The health examination should be of the greatest value to the student. From the standpoint of physical education, the medical doctor should provide evidence that the intended program of activities will not be harmful to the student in the light of his current health status. The student should be readmitted to physical education classwork or to competitive sports after a confining illness or injury only upon recommendation of the doctor. The survey of the intramural program is reviewed in Table VI.

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1. "Report of Conference on Cooperation of Physician in School Health and Physical Education Program", Physicians and Schools. American Medical Association, October, 1947.
 2. Scott, Harry A., op. cit., p. 186.

TABLE VI

The Intramural Sports Program

	Yes	No
Have an intramural sports program	102	98
Have co-recreation sports program	31	181
Have supervisor and instructor	95	3

Table VI relates facts pertaining to the intramural sports program: one hundred two schools conducted intramural sports in conjunction with the physical education program; ninety-eight did not include intramural sports. Thirty-one of the schools had co-recreational sports; one hundred eighty-one did not. Ninety-five had a supervisor and instructor; three did not. Two and one-third hours per week was the average amount of time spent by the schools offering intramural sports.

The term "intramural athletics" is generally accepted as meaning athletic competition within a given school.¹ The program should provide for all the boys enrolled in the secondary school. Not all of the schools have realized the importance of intramural programs, as only 51 percent of the principals reported having a program. This is considerably below the national survey by Brammell,² who found that 63.7 percent of the four-year high schools had intramural programs.

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1. Koos, Leonard V., et. al., Administering the Secondary School New York: American Book Company, 1940, p. 112.
 2. Brammell, Roy P., Intramural and Interscholastic Athletics, p. 11. National Survey of Secondary Education. Monograph No. 27, 1933.

The program of intramural sports is the most universally accepted phase of physical education. The purpose of this particular phase of physical education is to provide students of moderate motor ability with opportunities for the enjoyment derived from sports participation.¹

Only 14.6 percent of the schools provided a co-recreational program. This phase of the program is receiving considerable emphasis. Both boys and girls should be taught skills in activities that are appropriate for participation for mixed groups. In the competitive sports, it should be arranged so that boys and girls compete against boys and girls rather than boys versus girls. Appropriate selection of group activities will give considerable pleasure and mutual satisfaction to those who participate jointly in the sports.²

There is an imperative need for competent professional adult supervision of intramural sports. South Dakota schools reported only three programs that did not have such supervision. The directors of the intramural program are discussed as a result of the survey tabulated in Table VII.

TABLE VII
Directors of the Intramural Program

Intramural Directors	Number of schools
Athletic coach	96
Classroom teacher	23
Physical education instructor	15
Student	2
Boys advisor	1
City recreation director	1

1. Scott, Harry A., op. cit. p. 430.

2. Ibid., p. 431.

Table VII is a tabulation of the directors of the intramural programs. The athletic coach directed the program in ninety-six schools; the classroom teacher in twenty-three; the physical education instructor in fifteen; students were used in two; one school reported using a boys' advisor; another school used the city recreation director; and three schools had a program without a supervisor.

There should be a regular teacher designated as the intramural director in every secondary school. The director should be a member of the physical education department, whose primary interest is the welfare of the average pupil. Athletic coaches have been too much inclined to use intramurals to develop material for interscholastic squads, neglecting the pupils most needing attention. There is no objection to boys in the intramural teams eventually taking part on the athletic squad, but the program should not be used as a training device.¹ The activities of the intramural program is tabulated in Table VIII.

TABLE VIII

The Intramural Sports Offered at Schools in Order of Rank			
Intramural sports	Number of schools	Intramural sports	Number of schools
1. Basketball	103	10. Horseshoes	2
2. Softball	73	11. Swimming	1
3. Volleyball	35	12. Handball	1
4. Track	35	13. Bowling	1
5. Touch football	31	14. Wrestling	0
6. Baseball	30	15. Golf	0
7. Table tennis	6	16. Boxing	0
8. Tennis	3		
9. Badminton	3		

1. Koos, Leonard V., et. al., op. cit., p. 112.

The intramural sports, Table VIII, are ranked in order as they were offered by the different schools in the State: basketball was listed by one hundred three schools; softball, seventy-three; volleyball, thirty-five; track, thirty-five; touch football, thirty-one; baseball, thirty; table tennis, six; tennis, three; badminton, three; horseshoes, two; swimming, handball, bowling, one each; wrestling, golf, and boxing was not checked by any school.

The intramural sports, like physical education, offered more team games than carry-over activities. The number and types of activities that can be included in a program depends to a large extent on enrollment, facilities, faculty assistance, pupil interest, finances, and location of school. The program should be organized after considering the problems that are likely to affect participation.¹ The intramural sports most frequently used are handball, basketball, track, volleyball, tennis, baseball, and football.² In Table IX is found the results of the inter-scholastic sports program.

TABLE IX
Inter-scholastic Sports Offered

<u>Inter-scholastic sport</u>	<u>Number of schools</u>
Basketball	190
Track	163
Baseball	68
Football	67
Six-man football	57
Softball	53
Golf	10
Tennis	8

1. Ibid., p. 113.

2. Williams and Brownell, op. cit., p. 334.

One hundred ninety-five of the two hundred twelve schools offered an athletic program of sports as distributed in Table IX: basketball in one hundred ninety schools; track in one hundred sixty-three; baseball in sixty-eight; football in sixty-seven; six-man football in fifty-seven; softball in fifty-three; golf in ten; tennis in eight. Basketball and track predominated. There was a big drop from basketball and track to baseball and football; and only ten schools offered golf, and eight offered tennis. Cost and personnel were probable causes for this drop.

Inter-scholastic athletics should be maintained primarily to provide opportunities for the accelerated students in physical education to satisfy their needs and interests through representing the school on athletic teams. Every attempt should be made to provide a diversified program of inter-scholastic sports to take care of all students who wish to represent the school in athletic competition.¹ Inter-scholastic athletics are approaching a higher degree of standardization. The sports in which pupils engage are well established and the most successful practices in administering these sports have been identified.² Athletics is that phase of education which attracts more attention than most other areas of school life. Educators, parents, pupils, and military leaders laud the benefits inherent in the program of competitive sports.³ An interesting part of the survey is indicated in Table X.

1. Scott, Harry A., op. cit., p. 202.

2. Koos, Leonard V., et. el., op. cit., p. 117.

3. Scott, Harry A., op. cit., p. 203.

TABLE X

Tabulation of Personnel Data

		*Intramural sports director	**Physical education director	***Athletic coaches
Regular member of the faculty	*** 205	** 88	* 84	
Not regular member of the faculty	0	0	1	
One year of college completed	1	0	0	
Two years of college completed	9	0	0	
Three years of college completed	10	5	4	
Bachelor's Degree	180	0	75	
Major in physical education	66	29	18	
Minor in physical education	58	23	27	
Less than minor in physical education	72	21	33	
Master's degree in physical education	8	3	2	
Working toward a Master's degree	26	11	9	
Doctor's degree in physical education	0	0	0	
Teaches only physical education	13	9	4	
Teaches other classes	175	71	74	

The academic and professional preparation of the physical education personnel data is found in Table X. The athletic coaches were regular members of the faculty in two hundred five schools; one had one year of college completed; nine had two years; ten had three years; and one hundred eighty had bachelor's degrees. Sixty-six had majors in physical education; fifty-eight had minors; seventy-two had less than minors; eight had master's degrees; twenty-six were working toward master's degrees. There were none who had a doctor's degree. Thirteen taught only physical education; one hundred seventy-five taught classes other than physical education.

Eighty-eight schools reported the physical education director was

a regular member of the faculty; five had three years of college completed. Twenty-nine had majors, twenty-three had minors; twenty-one had less than minors. Three had master's degrees; eleven were working toward master's degrees. Nine taught only physical education; seventy-one taught other classes.

Eighty-four of the intramural directors were regular members of the faculty; one school had an intramural director who was the city recreation leader. Four of the directors had three years of college completed; seventy-five had bachelor's degrees. Eighteen had majors in physical education; twenty-seven had minors; thirty-three had less than minors. Two had master's degrees; nine were working toward master's degrees. Four taught only physical education, seventy-four of the intramural directors taught other classes.

South Dakota is one of the five states which does not require certification for physical education instruction. That probably accounts for the fact that twenty athletic coaches do not have degrees; five physical education directors and five intramural directors have not completed college. One hundred seventy-five coaches, seventy-one physical education men, and seventy-four intramural supervisors teach other classes. This is a redeeming feature, if the teaching load is not too heavy.

There are one hundred thirty schools that have only one staff member for the entire program. Sixty-one schools had staff members with majors in physical education. Fifty-four schools had staff

members with minors in physical education. Ninety-three schools had staff members with less than minors in physical education.

The qualifications for the members of the physical education staff are essentially no different from those upheld in any other teacher. He must be equipped technically in his specialty and conform in attitudes and appreciation to approved standards of educational practice. The physical education teacher should be a graduate of an accredited college or university. State requirements should stipulate that he should present evidence of training equivalent to other academic teachers. He should be a full-fledged member of the high school faculty.¹

An analysis of the physical education programs with the professional training of the staff is presented in tabular form in Table XI.

1. Williams and Brownell, op. cit., p. 36.

TABLE XI

Analysis and Comparison of Physical Education Programs with Professional Training of Staff

	Schools having staff members with major in physical education	School having staff members with minor in physical education	Staff members with less than minor
Have required physical education	23	21	18
Have elective physical education	10	17	37
Allow substitution of inter-scholastic sports to fulfill the physical education requirement	38	34	48
Give credit for physical education toward graduation	29	24	39
Have an intramural sports program	26	27	40
Have a co-recreation program	8	13	16

A comparison of physical education programs with professional training of the staff is tabulated in Table XI. In schools with staff members having majors in physical education, twenty-three required physical education; ten had elective programs; thirty-eight allowed substitution of inter-scholastic sports to fulfill physical education requirements; twenty-nine gave credit toward graduation; twenty-six had intramural programs; eight had co-recreation activities.

Where schools had staff members with minors in physical education, twenty-one required physical education; seventeen had an elective program; thirty-four allowed athletics to be substituted; twenty-four gave credit toward graduation; twenty-seven had intramural programs; thirteen had co-recreation.

When staff members had less than minors in physical education, eight schools had required programs; thirty-seven had elective physical education; forty-eight allowed substitution of athletics; thirty-nine gave credit toward graduation; forty had intramurals; sixteen had co-recreation sports.

There are several fallacies in this tabulation which cannot be carefully analyzed without more data. It is certain that credit should not be allowed the thirty-nine schools which are giving it, since the instructors are not qualified for instruction in that field. The survey revealed some schools were operating with a minimum of facilities. The tabulation of the existing facilities is tabulated and presented in Table XII.

TABLE XII

Existing Facilities in the Schools

Facilities	None	School	Non-school
1. Football field	74	84	41
2. Basketball court	5	185	38
3. Baseball field	47	57	83
4. Tennis court	157	22	15
5. Swimming pool	176	1	17
6. Track	98	66	33
7. Play area	93	59	47
8. Locker rooms	29	154	12
9. Showers	18	163	13
10. Equipment room	59	143	11
11. Handball area	187	7	1
12. Volleyball court	62	116	8
13. Softball areas	46	137	17
14. Bowling alleys	169	1	25

The facilities as reported by the principals were tabulated in Table XII. Seventy-four schools were without football fields; eighty-four had school fields; forty-one used non-school fields. Five schools were without basketball courts; one hundred fifty-five used school courts; thirty-eight used non-school courts. Forty-seven schools were without baseball fields; fifty-seven had their own; eighty-three used non-school fields. One hundred fifty-seven schools did not have tennis courts; twenty-two had school courts; fifteen used non-school courts. One hundred seventy-six schools did not have swimming pools; only one had a school pool; seventeen had the use of non-school pools. Ninety-eight schools did not have a track; sixty-six had school owned track; thirty-three used non-school track. Ninety-three schools did not have

play areas; fifty-nine had play areas; forty-seven used non-school play areas. Twenty-nine schools did not have locker rooms; one hundred fifty-four had school lockers; twelve used non-school facilities. Eighteen did not have access to showers; one hundred sixty-three schools had showers; thirteen had access to non-school showers. Fifty-nine schools reported no equipment rooms; eleven used non-school accommodations. One hundred eighty-seven schools did not have handball areas; seven schools had handball areas; one had access to a non-school handball area. Sixty-two schools did not have volleyball courts; one hundred sixteen reported school courts; eight had non-school courts. Forty-six were without softball areas; one hundred thirty-seven had school softball areas; seventeen non-school softball areas were available. One hundred sixty-nine schools did not have access to bowling alleys; only one school had its own bowling alley; twenty-five non-school alleys were used. This tabulation revealed many schools without facilities or dependent upon non-school accommodations. Particularly lacking were the facilities for the carry-over activities which would afford adults leisure time recreation. Seventy-nine principals reported satisfactory outdoor facilities; one hundred eleven were reported inadequate. Principals in fifty-seven schools reported indoor facilities adequate; one hundred thirty-three were said to be inadequate.

Proper facilities and equipment are fundamental to a successful program of physical education. The modern activities program requires considerable indoor and outdoor space. Many schools are very badly

handicapped by insufficient facilities and space. School authorities should select sites for buildings which will provide sufficient space for an acceptable program. There should be sufficient space to provide play areas, softball fields, football fields, tennis courts, gymnasiums, handball, and badminton courts, swimming pools, lockers, showers, equipment rooms, and other facilities depending on the locality.¹ General conclusions and specific educational recommendations are discussed in chapter IV.

Koos, Leonard V., et. al., op. cit., p. 108.

Chapter V

SUMMARY AND CONCLUSIONS

Purpose

Instruction of physical education, health, and recreation in the public secondary schools of South Dakota has grown beyond expectations. The recent war requirements for physically fit men and women pointed out the inadequacies of the secondary school program in South Dakota as in all other states. Today, a physical education and athletic program is not complete unless it offers a complete program for all the youth in the secondary schools. The physical activities program gives the youth instruction in guidance and leadership; it provides the student body with healthful instruction, wholesome recreation and exercise. It also encourages greater sociability and group consciousness.

The physical education program is generously supported by most school administrators who have found school discipline problems minimized. Athletic directors and coaches are heartily in sympathy with it. The new program has increased interest in athletics and also furnishes a substantial backbone for the athletic program. It has removed one of the major criticisms directed toward athletics as more of the youth are participating.

Many desired outcomes of the physical education program parallel those of education. "Learn to do by doing" has given the physical

education, health, and recreation program a new role in the training of youth.

Since World War II, with more teachers available, many of the schools in the State have enlarged their curriculum to include part or full-time physical education instructors in order to overcome many of the defects revealed by the military examinations and to prepare the youth for more leisure-time recreation in a post-war period.

The main purpose for conducting this study was to determine the status of physical education, the facilities available, and the preparation and qualifications of the personnel who were conducting the programs in the public secondary schools in the State of South Dakota. The findings of the survey may be of value to physical education students, to public school administrators, to the colleges of the State, and to the Department of Public Instruction.

Procedure

The questionnaire, a form of the normative-survey method or research, was used to gather the data pertaining to the problem. Questionnaires were mailed to two hundred eighty-two high school principals in the State of South Dakota. Two hundred twelve principals responded. The data was organized in tabular forms consisting of twelve tables which were discussed in Chapter IV.

The tabulations of data resulted in ten specific conclusions.

Conclusions

1. With twenty-nine percent of the reporting schools requiring physical education and thirty-three percent offering elective physical education, it is evident there is a need for more schools to include physical education in their curriculum.

2. Fifty percent of the schools having physical education gave credit toward graduation. This is not in keeping with the modern concept that physical education should be given the same status as other academic subjects.

3. Forty-three percent of the schools allowed inter-scholastic sports to be substituted for the physical education requirement. Basketball and track are the predominant inter-scholastic sports. This is due to the large number of small secondary schools in the State. It is generally recognized that the fundamental skills for many of the required and the elective programs are taught in the regular physical education classes. Boys engaging in only the major inter-scholastic program would be deprived of these carry-over activities.

4. The required curriculum for physical education in the state public secondary schools was found to be only partly adequate and the elective program which stresses mainly the carry-over activities was very inadequate.

5. One hundred forty-nine schools, or seventy percent favored a state requirement for physical education. Thirty-two schools were not in favor of the state requirement while thirty one did not respond.

Results of this response would indicate that a state requirement for physical education would meet with favor.

6. One hundred two, or forty-eight percent, of the schools had an intramural program. The athletic coach was found to be the most used staff member for administering the program. The coach usually stresses his particular sport neglecting other fine features of the intramural sports program to do so.

7. Of the sixty-one schools that had a staff member with a major in physical education, thirty-eight percent had a required program. Of the fifty-four schools that had a staff member with a minor in physical education, thirty-nine percent had a required program. Of the ninety-three schools that had a staff member with less than a minor in physical education, only nineteen percent have a required program. The above figures reveal that the schools that had a staff member with either a major or a minor in physical education required physical education on a ratio of two-to-one in comparison with schools that had a staff member with less than a minor in physical education.

8. Eighty-three percent of the athletic coaches, who in most cases administered the entire physical education program, taught other academic subjects. Six percent taught only physical education classes. Coaches should be relieved of some academic duties so that they might better supervise the physical education program.

9. Medical examinations were required by ninety-four percent of the schools for inter-scholastic sports; while only sixty-two percent of the schools required medical check-ups for students participating in

the rest of the physical education program. This would indicate that health, as a factor, was not given sufficient consideration.

10. Fifty-two percent of the principals reported that the outdoor facilities were inadequate, and sixty-two percent rated indoor facilities inadequate.

Limitations

True conditions of the survey may not have been ascertained due to:

1. Lack of response by schools with the most inadequate programs.
2. Neglect of some principals to answer parts of the questionnaire which may have been weak points in their program.

3. The questions may not have been clearly worded.

4. Some principals may have given subjective responses.

5. A certain percent of error may have occurred in tabulations.

6. Only two hundred twelve of two hundred eighty-two schools responded. However, with seventy-five percent of the schools answering most of the questionnaire, a fair representation of the programs as they exist in the public secondary schools of South Dakota was obtained.

A considerable responsibility reverts to the schools in the State if the youth are to be given a physical education program which will develop the needed skills and educate them for adult leisure recreation. The survey pointed out numerous limitations in the way of facilities, time, and personnel which arise in nearly every school. These facts must be recognized and a more comprehensive program of physical

education activities be designed, to protect and promote the health of the present and future generation. Standardization of physical education throughout the schools of the State should be planned so that all the boys will receive equal training and knowledge which will progress with uniformity through the four years of high school.

The findings revealed that in order to best serve the youth of the State an adequate physical education program should be instituted; that the physical education personnel should seek to improve their standing by increased training and graduate study; that existing facilities should be fully utilized and additional improvements made to meet the needs of the pupils in order to provide an adequate program.

Educational Implications and Recommendations

In order that the public secondary schools of South Dakota can meet the standards as recognized by leaders in the field of physical education, the following recommendations are suggested:

1. A state requirement for physical education.
2. A state supervisor should be provided.
3. A state-wide curriculum should be adopted.
4. That credit toward graduation should be allowed.
5. Schools should not be allowed to substitute intramurals or athletics for physical education.
6. Physical education instructors should be required to have at least a minor.
7. Further training of the personnel already in the field should

be encouraged through in-service training and graduate study.

8. There should be full utilization of existing facilities.

9. Additional constructions should meet standards as prescribed by the physical education experts.

10. A health examination should be required of all boys upon their entrance into high school.

11. Each school should formulate and follow a curriculum outline designed for its own use.

12. A four-year program should be sufficiently diversified so that the students experience a variety of activities in each of several areas.

13. The areas should include: team games, individual and dual sports, stunts, tumbling and apparatus, rhythms, games, and relays, modified activities for subnormals, and co-recreational sports.

The physical education program in every school should provide skilled leadership, a graded program of activities, and adequate facilities that will afford opportunity for the individual or group to act in situations that are physically wholesome, mentally stimulating and socially sound.

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