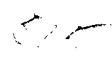


A STUDY OF RESPONSIBILITIES OF MALE PHYSICAL
EDUCATION INSTRUCTORS IN THE SECONDARY
SCHOOLS OF KANSAS

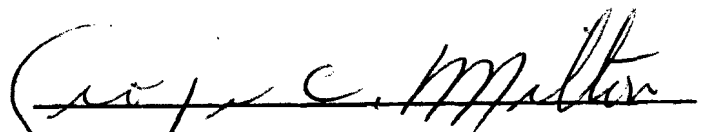

A Thesis

Presented to
the Division of Health,
Physical Education, and Recreation
The Kansas State Teachers College of Emporia

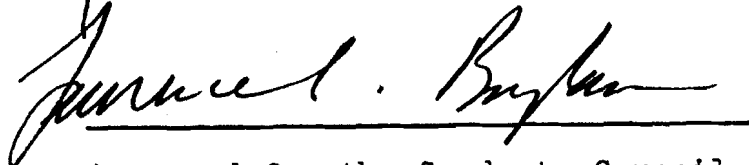
In Partial Fulfillment
of the Requirements for the Degree
Master of Science

by
Gary Duane Smith
August 1967

Thesis
1967
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Approved for the Major Department



Approved for the Graduate Council

255158

ACKNOWLEDGEMENT

The writer sincerely appreciates and gratefully acknowledges the valuable assistance and helpful suggestions of Dr. George Milton and Miss Jeanne Galley.

Their help and the contributions of the respondents to the questionnaire made this study possible.

G.D.S.

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CHAPTER I

THE PROBLEM, DEFINITIONS OF TERMS, AND PROCEDURES USED

For many years physical educators have been aware of the need for well educated physical education graduates. Hetherington, in 1920, stated:

The crying need of our day in physical education is a professional training program, which will produce competent physical educators. If physical education is to render the service which civilization demands of it, the professional representatives of this service must have the distinctive training which will make them engineers of normal growth and development. . . . It is the function of universities to give this training according to the needs of the day. . . .¹

Because of the concern for improvement, constant revaluation of the college curriculum in terms of meeting the needs of the physical educator is a necessity. This revaluation must take into consideration what instructional responsibilities practicing physical educators have in the field, and also what responsibilities should be held by physical educators.

It was with the desire to provide some perspective to the instructional responsibilities of male physical education instructors that this study was undertaken.

¹C. W. Hetherington, "University Professional Courses in Physical Education," American Physical Education Review, May, 1920, p. 160.

I. THE PROBLEM

Statement of the problem. The purpose of this study was to investigate the various physical education teaching responsibilities of the male physical educators in the secondary public and private schools of Kansas. Specifically the problem was designed to give insight into the duties and responsibilities which the physical educator is required to fulfill. These responsibilities included such items as the instruction of physical education, classroom teaching other than physical education, interscholastic coaching duties, and administration of an intramural program.

Limitation of the study. This study represents a sampling of the duties male physical educators in Kansas secondary schools, which may or may not be representative of each Kansas male physical educator in the secondary schools. Since it is a cross sectional sampling it is hoped that a general representation of the situation facing all physical educators is given consideration.

Importance of the study. It is essential a gap does not exist between the professional preparation of physical educators and circumstances they face in the field. "To evaluate the professional program, the department needs to ascertain how well its graduates are meeting their profes-

sional problems in the field."² It is, therefore, quite important to understand what duties and responsibilities the physical educator has in his actual situation within the individual school organization. With the increase of unification in the state of Kansas the job situation is changing rapidly; therefore, it is increasingly important to understand the duties of the man in the field.

The hypothesis of this study was the male physical educators of Kansas were required to perform many duties in addition to the instruction of physical education.

II. DEFINITIONS OF TERMS

Classification of Schools.

Class AA. The fifty-six most populated secondary schools in terms of number of students in the state of Kansas for the school year of 1966-67.

Class A. The next sixty-four most populated secondary schools in terms of number of students in the state of Kansas for the school year of 1966-67.

Class B. The next 160 most populated secondary

²Raymond A. Snyder and Harry A. Scott, Professional Preparation in Health, Physical Education, and Recreation, (New York: McGraw-Hill Book Company, Inc., 1954), p. 258.

schools in terms of number of students in the state of Kansas for the school year of 1966-67.

Class BB. The remaining secondary schools in the state of Kansas in terms of number of students, which for the school year, 1966-67, number 195.

Physical education. "Physical education serves as a medium for man's total education, intellectual, emotional, developmental, using experiences centered in movement."³ Coaching duties, intramural activity, and classroom subject teaching, which would include the teaching of health, shall be considered as additional duties for the physical educator.

Secondary schools. The secondary schools are those schools that include grades ten, eleven, and twelve or grades nine, ten, eleven, and twelve.

Interscholastic athletics. Interscholastic athletics are those activities, individual or team, played between schools on a competitive basis.

Intramural program. Intramurals are those activities, individual or team, played within the confines of in the individual school.

³Delbert Oberteuffer and Celeste Ulrich, Physical Education, (New York: Harper and Row Publishers, 1962), p. 3.

Interscholastic athletic coach. The coach is that person who directs the activities of interscholastic sports. He may be head or assistant coach.

Duties other than physical education. These duties and responsibilities included classroom subject teaching, supervision, and administration. This would include the teaching of health as a classroom activity; it, however, did not include the duties of coaching and administration of intramurals.

III. PROCEDURES USED

The following method was employed to gain information pertaining to male physical educator's duties and responsibilities in his job situation during the school year of 1966-67.

The questionnaire was prepared with two major considerations in mind. The form of the questionnaire had to offer ease of completion, but yet be thorough enough to encompass, as completely as possible, the existing problem. The questionnaire was presented to the high school physical educators to determine their reaction to and acceptance of the questionnaire. Following this evaluation the questionnaire was prepared to be sent. Refer to Appendix C for a copy of the questionnaire.

The selection of the 200 schools, fifty at each classification, was made by a sampling of the schools listed

by the Kansas State Activities Association as published in the Topeka Daily Capital.⁴ Class AA had a small number of schools, so to ensure a cross section representation of the state, a partly geographic and partly random sampling was used. Starting in the western section of the state, the cities with only one secondary school were included in the study. The remaining cities with more than one school were randomly picked until the required number of fifty was obtained. The schools from classes A, B, and BB were obtained from a random sampling of the state. The sampling was randomized by the use of Rand's technique.⁵

In order to facilitate a better return to the questionnaire, the names of physical educators in the state were requested from Mr. Carl Haney, State Consultant on Physical Education. The list, which is prepared annually, was not yet completed. The questionnaire was then sent to named principals in the selected schools. The names of the principals were obtained from the Kansas Educational Directory.⁶ The principal of each respective school was requested to hand the questionnaire, a letter of explanation, and a return self-

⁴Associated Press item, "New High School Lineup," Topeka Daily Capital, October 12, 1966.

⁵The Rand Corporation, A Million Random Digits with 100,000 Normal Deviates, (New York: The Free Press, 1955).

⁶Kansas State Department of Public Instruction, Kansas Educational Directory, Bulletin 340, 1966-67.

addressed envelope to a male physical educator in his school. Refer to Appendix A and B for the letters of referral and explanation.

No follow-up correspondence was used because of the eighty percent primary response from those being surveyed. One physical educator, however, did not fill in the schooling he had received, so a letter of inquiry was sent concerning this question.

As the questionnaires began to arrive, the returns were sorted into classifications of AA, A, B, and BB. The data was recorded daily as the questionnaires were received from the mail. After approximately one month all the returns used in this study had been received and recorded. The classifications of schools were first tabulated individually. After checking the individual tabulations, these totals were grouped for analysis.

CHAPTER II

REVIEW OF THE LITERATURE

Since the establishment of the first school of physical education in Boston by Dr. Dio Lewis, more than one hundred years of progress have passed. Equipment and facilities have improved greatly during this time. The number of physical educators have increased and, hopefully, the quality of physical educators have also improved. The quality, which training plays a great part, must be the main concern of our training institutions. Sprague wrote:

Every effort on the national, regional, state, and institutional level must be made to provide teachers of physical education who will produce superior programs of physical education. Our future in the realm of education depends upon achieving this goal.¹

The reality of teaching must be apparent to these institutions so that they might better prepare their physical education graduates. Physical educators, therefore, both past and present, have been interested in the physical educator in the field.

I. DUTIES AND RESPONSIBILITIES

There have been several studies concerning the

¹Vernon S. Sprague, "Operation Bootstrap in Teacher Education Programs," Journal of Health, Physical Education, and Recreation, XXX (September, 1959), 77.

physical educator in the field. In 1932 Ready² made a study of 774 coaches whose main business was coaching although they had other teaching responsibilities in the school curricula. This study was part of the National Survey of the Education of Teachers. She investigated several facets of coaching; however, the two which concern this study were training and teacher load. A bachelor's degree was attained by 88 percent of the high school coaches. A master's degree was received by 5.46 percent of the same group. A principal field of instruction was reported by 91 percent of the high school coaches. In descending order they were health and physical education (32.6 percent) followed by history, sociology, and economics (16.0 percent); mathematics (15.0 percent); physical sciences (8.8 percent); and biological sciences (7.0 percent). A secondary field was reported by 70 percent of these coaches in the following order: history, sociology, and economics (15.0 percent); health and physical education (12.0 percent); physical sciences (10.0 percent); mathematics (8.0 percent); and biological sciences (7.0 percent). The five fields were the same in both the primary and secondary levels of teaching. There were other fields less frequently reported in both the

²Marie M. Ready, Athletic Coaches in Junior and Senior High Schools, U.S. Office of Education, Circular No. 55, Washington, D. C., 1932.

principle and secondary fields of teaching responsibility.

Hinman³ made a study on the national scale in 1940 of the organization and administration of physical education in fifty-one large cities. Some of the following findings were significant to this study:

7. Are high school teams coached by a physical education instructor? Yes 45; No 3; No Answer 3.
In 24 cities both academic and physical education teachers were used.
8. If an academic teacher does the coaching, is he considered a part of the health and physical education department? Yes 22; No 13; No Answer 16.⁴

Concerning intramurals Hinman found:

1. Is there an intramural program of athletics for . . . senior high school? Yes 47; No 1; No answer 3.⁵

In 1935 a national committee with N. P. Neilson as its chairman concluded from a study physical educators should be well prepared in all fields taught. "In the small secondary schools where the teacher must teach not only health and physical education but also one or more other fields, he needs adequate preparation in all fields he must teach."⁶

³Strong Hinman, "The Organization and Administration of Health and Physical Education in Large Cities," Research Quarterly, XI (December, 1940), 97-108.

⁴Ibid., p. 107.

⁵Ibid., p. 104.

⁶National Committee Report on Standards (N. P. Neilson, Chairman), "National Study of Professional Education in Health and Physical Education," Research Quarterly, VI (December, 1935), 53.

Ruff⁷ sent three questions to the State Directors of Physical Education concerning the trends of boys' physical education on the secondary level. His findings were as follow:

The study has resulted in a degree of disappointment. At the outset it was hoped that a considerable number of new activities would be discovered. However, . . . , there are actually very few really new activities being attempted. There seems to be a growing tendency on the part of many secondary schools to extend the range of activities offered to students and, from the general tenor of the survey, it would appear that our professional people are becoming more and more concerned about offering secondary youth a broader and far more interesting program than their predecessors have ever enjoyed before. With this broadening of the scope of the program, many personnel problems have materialized which, in turn, have meant an extension of activities in skills taught by the colleges that are preparing physical education majors. . . .⁸

Baker⁹ sent questionnaires to fifty states, Puerto Rico, and the District of Columbia concerning the time allotment, space allotment, equipment program, and personnel. Concerning personnel she concluded a minor in physical education would be sufficient if 49 percent or less of the time was consumed in physical education instruction. A major in physical education, however, would be necessary if over 50 percent of the

⁷W. K. Ruff, "Trends and Outstanding Practices in Boys' Physical Education on the Secondary Level," Sixty-First Annual Proceedings of the College Physical Education Association, College Physical Education Association, 1958.

⁸Ibid., p. 191.

⁹Gertrude M. Baker, "Survey of the Administration of Physical Education in Public Schools in the United States," Research Quarterly, 33 (December, 1962), 632-636.

time was spent in teaching physical education.

There have been studies of somewhat similar nature made in separate states. Scott¹⁰ of Missouri made a study in 1939 of 250 physical education men by preparing a check list of seventy administrative and teaching duties of physical education teachers. One of his findings is shown below:

The correlation between the amount of time spent in the activity and previous college training in the activities was .842. This is of considerable importance and suggest that there is a carry-over from college training in these teaching activities into their own teaching situation.¹¹

Jack¹² made a study of the Minnesota secondary schools in 1946 concerning several physical education situations. The situation most concerning this paper was teacher training. He found the average number of classes other than physical education taught by physical educators was 16.33 periods a week. He found also, "As size of school increased, the number of periods that the physical education teacher taught in other fields decreased."¹³ He found the following about

¹⁰Tom Scott, "A Study of the Content of Professional Courses in Physical Education," Research Quarterly, (May, 1939), 78-83.

¹¹Ibid., 81.

¹²Harold K. Jack, "An Analysis of the Physical Education Program of the Minnesota Secondary Schools," Research Quarterly, (March, 1946), 24-32.

¹³Ibid., p. 28.

coaching:

Seventy-eight percent of the men teachers of physical education act as head coach of one or more sports. It is significant that, as size of school enrollment increased, the percentage of men physical educators assigned as head coach decreased.¹⁴

Jack also indicated that teacher training varied:

As size of school enrollment increased, the percentage of teachers holding a special certificate in physical education increased. The majority of teachers holding no certificate in physical education were found in the small schools.¹⁵

As the training of teachers increased, the physical education programs became superior in so far as the following factors are concerned: range of activity in the physical education program, number of activities in the intramural program, the use of tests, suitable dress requirements, and the use of a permanent record form.¹⁶

Jackson¹⁷ made a study including 538 men from 436 schools in Illinois. The duties of the physical educator and number reporting were listed in the following order: coach (455), teacher of physical education (433), director of athletics (256), teacher of academic subjects (240), director of physical education (194), director of intramurals (190), and others.

His comment to this was:

¹⁴Ibid., p. 28.

¹⁵Ibid., p. 29.

¹⁶Ibid., p. 30.

¹⁷C. O. Jackson, "Activities Engaged in by Teachers of Physical Education in the High Schools of Illinois," Research Quarterly, Part I, XIII (May, 1942), 242-251.

Every school has at least one coach, and a minimum of one varsity team but not every one has a teacher of physical education who may be carrying on a complete program of physical education. Teachers must not only be "paragons of virtue" but highly versatile.¹⁸

Jackson¹⁹ found only 34 percent of the 538 men reported physical education as a major field of specialization. Of these 538 men twenty-four did not have a bachelor's degree; however, 155 men had master's degrees. He also found that, "Many of our teacher of physical education are not as well prepared in that field as in certain academic areas."²⁰

Kebric²¹ made a study of 416 women and 379 men and of this total 726 were experienced and fifty-seven were beginning teachers. There were also twelve city supervisors. His first task was to determine the problems of beginning teachers of physical education in public senior high schools of California. His second task was to make recommendations to teacher training institutions for increasing competency and effectiveness of beginning teachers in meeting problems. One of the problems beginning teachers face was the organi-

¹⁸Ibid., p. 243.

¹⁹Ibid., Part II, XIV (March, 1943), 60-81.

²⁰Ibid., p. 62.

²¹Burt M. Kebric, "Problems of Beginning Teachers of Physical Education in the High Schools of California," Research Quarterly, XVI (March, 1945), 42-48.

zation of an intramural program. The types of problems in organizing intramurals Kebric found to be:

. . . community pressure for championship teams, inadequate budget, staff, and equipment, transportation difficulties, administrative indifference, and lack of experience in this area.²²

Clapp²³ studied several annual principals' reports to the High School Visitor of the University of Illinois. He desired to obtain information concerning physical education programs and teachers in 770 Illinois public schools. He found in the smaller groups of schools, up to 499 enrollment, 52 percent of the men did not meet state requirements to teach physical education in accredited high schools. He found two-thirds of academic teaching loads of men physical educators fall within the fields of social studies, science, and mathematics, in that order. He found extra duties:

Men teachers spent an average of 10 hours weekly as an extra teaching load in the supervision of study hall, library, coaching, and other extracurricular activities . . . ²⁴

Beck²⁵ interviewed 150 physical educators as well as seventy

²²Ibid., p. 45.

²³J. C. Clapp, "Status of Physical Education in the High Schools of Illinois, 1945," Research Quarterly, XVII (May, 1946), 132-143.

²⁴Ibid., p. 141.

²⁵Eugene E. Beck, "A Proposed Professional Curriculum for the Preparation of Men Physical Education Teachers at the University of Wisconsin," (Ohio State University, Ph.D. Thesis, 1949).

principals and supervisors in Wisconsin. He prepared thirty-two questions for teachers and twenty-seven for the administrative group. He was mainly concerned with the purposes and outcomes of physical education, physical education teachers' responsibilities, physical education promotion of the welfare of the pupils, the physical educator's relationship with the staff, and how effective in the curriculum is physical education. The answers to these questions were to help establish a curriculum for preparation of physical educators at the University of Wisconsin. He found that of the 150 teachers in his study 133 of them (88.7 percent) had coaching duties in football, basketball, baseball, and track. He asked administrators who they preferred to coach. They replied 32.9 percent in favor of the physical educator coaching, 38.6 percent in favor of the classroom teacher, and 28.6 felt it depended on the individual.

Harper²⁶ made a study of 324 Kansas schools of a variety of sizes. The study was related to the hours per week in the required program gym classes, intramural program, and interscholastic athletics. Consideration was also given to what major and minor college hours of those teaching physical education. Of the schools reporting 144 schools indicated

²⁶Leroy A. Harper, "A Study of the Curriculum and Personnel of Physical Education for Boys in the High Schools of Kansas for the year 1946-47," (Unpublished Master's Thesis, Kansas State Teachers College, Emporia, Kansas, 1947).

an organized intramurals program. One hundred sixty-eight schools reported that they had no intramurals program. "In this study the smaller schools revealed a need for an intramural program. In the smaller schools the physical education personnel were giving all their time either to the required program or to the athletic program."²⁷ Football and basketball was reported as the most popular coaching combination, followed by basketball and track. Baseball was part of a combination of coaching in the smaller schools. In preparation of physical educators for all the groups of this study social science, physical science, physical education, and industrial arts were rated most popular in that order. Stark²⁸ made a study of athletic coaches in class BB schools in Kansas. In his study a large number of coaches did not remain in class BB schools very long, 6.75 years. Their full classroom teaching load was 4.37 hours a day. The subjects most taught were industrial arts, physical education for boys, general and biological sciences, and American History. Stark noted a

²⁷Ibid., p. 160.

²⁸Eldon P. Schmidt, "A Study of Some Factors in the Status of High School Physical Education Teachers in Kansas, 1962-63," (Unpublished Master's Thesis, Department of Education, University of Kansas, 1964), citing Marvin B. Stark, "A Study of the Duties and Responsibilities of Athletic Coaches in the Class BB High Schools in Kansas," (Unpublished Master's Thesis, Department of Education, University of Kansas, 1957).

trend toward specialization in teaching. In the smaller schools, however, many teachers trained to handle multiple school responsibilities were needed.

Schmidt²⁹ made a study of some factors concerning Kansas high school physical educators. Most of his information came from the school Principal's Organizational Reports and from the Office of Teacher Certification, Kansas State Department of Public Instruction. The study included 594 accredited Kansas high schools and 718 males and 262 females teaching physical education. Some 80.92 percent received their undergraduate degrees from Kansas schools. Most physical educators in high schools taught at least two or three subject fields. The leading subjects other than physical education were social studies, driver's education, industrial arts, sciences, health, mathematics, and business. Schmidt also indicated a total of 531, 73.96 percent, of the male physical educators were head coaches in one or more sports, football, basketball, and track.

Neilson³⁰ was interested in finding out what the

²⁹Eldon P. Schmidt, "A Study of Some Factors in the Status of High School Physical Education Teachers in Kansas, 1962-63," (Unpublished Master's Thesis, Department of Education, University of Kansas, 1964).

³⁰N. P. Neilson, "Job-Analysis Technique Should Be Applied to Physical Education," Journal of Health, Physical Education, and Recreation, 1 (January 1930), 9, 45.

duties were for the physical educator in the California schools. In a seminar he instructed twelve people from the Oakland and Berkeley high schools to record all their duties for two days in their respective schools. At a second seminar they organized these duties: enrollment routine; scheduling duties; records; tournaments; advance preparation; mechanical duties; diagnosis; vocational, social, and moral guidance; professional advice to superiors; first-aid; student organization; organization and activity; faculty committees; teaching of physical education; duties assigned by the principal; general routine; and miscellaneous duties.

The question of what is a well prepared physical education instructor has been given consideration for many years. "It is important that all teachers have the desired qualities and professional preparation to take some part in organized physical education programs. . . ."31

Bovard presented one interpretation:

. . . we need more instructors with a broad education, a deep insight into our problems, a wide contact with other fields of learning, a scientific curiosity that will search out the education possibilities of our subject matter.³²

³¹The National Conference on Undergraduate Professional Preparation in Physical Education, Health Education, and Recreation, 1948.

³²J. F. Bovard, "Some Trends in Teacher-Training Curricula," Journal of Health, Physical Education, and Recreation, 6 (April, 1935), 61.

Clarke³³ presented a variety of specific courses under four general headings; degree, minimum of four years; foundation sciences of general biology, human anatomy, human physiology, and general psychology; professional education theory courses; technical training in the specific training courses of physical education. Clarke continued with:

The well-trained physical educator must have a thorough grounding in foundation sciences, must understand the learning process and the effective application of development of the individual, must have great versatility in teaching the many activities included in a physical education program, and must be able to plan, administer, and supervise a varied program of physical education and athletics. It should be said to school superintendents and boards of education that men and women so trained are available. They should not be satisfied with less.³⁴

Some feel more education is necessary. Nixon and others wrote, "Many of us are convinced that at least one year of graduate study should precede any certification."³⁵ Others felt, ". . . the fifth year is an extension of the undergraduate program into graduate curricular experience with or without reference to graduate degree."³⁶ These

³³H. Harrison Clarke, "Select Your Physical Educator With Care," Education, 68 (April, 1948), 463-469.

³⁴Ibid., p. 464.

³⁵Eugene Nixon, "How May Teacher Education in Physical Education Be Improved?" Journal of Health and Physical Education, XII (December, 1941), 554.

³⁶Professional Preparation Conference, American Association of Health, Physical Education, and Recreation, Washington, D. C., 1962, 59.

people indicated the master's degree should then follow this fifth year. Brace wrote, "A five-year undergraduate degree program for teacher preparation is a desired goal."³⁷

How should a physical educator prepare himself?

The National Committee Report on Standards suggested:

From our point of view, the best temporary solution to the problem is to advise the teacher that he secure as much preparation in health and physical education as he can, and at the same time choose his elective subjects so as to strengthen other teaching fields most closely related to health and physical education.³⁸

Daniels had a somewhat different approach, that of early career determination:

Our experience seems to indicate quite clearly that best hope for the undergraduate curriculum is to prepare the beginning specialist, with true specialization coming as a result of on-the-job experience and graduate education.³⁹

The preparation and retention of physical educators are very important. Scott expressed it this way:

The problem attending the preparation of competent teachers must be explored and solved if we are going to take care of the man-power demands of the future. We must begin now to prepare the teacher who will be re-

³⁷D. K. Brace, "Critical Issues in Physical Education," American Academy of Physical Education, Washington, D. C.: American Association for Health, Physical Education, and Recreation, 1961, 115.

³⁸National Committee Report on Standards, op. cit., p. 53.

³⁹Arthur S. Daniels, "Growth and Development of a Profession," Journal of Health, Physical Education, and Recreation, 33 (January, 1963), 23.

sponsible for selecting and preparing the personnel for the next ten or twenty years to come. Our whole manpower and woman-power expectations must be calculated and the means discovered to attract and hold the most capable persons in the field. Just any sports technician will not fill the bill.⁴⁰

Snyder related optimistically:

Because of recent developments we know enough about preparing good teachers to push the profession ahead at least twenty-five years.

He, however, went on to qualify the above statement:

Leadership alone will determine what will happen. This same period can be a very dangerous one if leadership falters and responsible persons are unable to cope successfully or fail to evaluate correctly the impact of new developments.⁴¹

In summary of studies of preparation and duties cited there was a relationship between physical education and athletics. Several studies mentioned a high percentage of physical educators engaged in coaching. Jackson found that physical educators coached more than they taught physical education. Other subjects taught in addition to physical education followed a similar pattern: social studies, health, industrial arts, sciences (physical and biological), mathematics, business, and more recently driver's education. With

⁴⁰Harry A. Scott, "New Directions in Physical Education," Sixty-Second Annual Proceedings of the College Physical Education Association, Washington, D. C., College Physical Education Association, 1959, 12.

⁴¹R. A. Snyder, "The Crucial Years of Professional Preparation," Sixty-First Annual Proceedings of the College Physical Education Association, Washington, D. C., College Physical Education Association, 1958, 64.

the exception of Hinman's study there seemed to be meager report of intramural activity. College preparation varied; however, there seemed to be a need for adequate preparation in physical education.

There were a number of considerations in the qualifications of physical educators. Questions as to how much time should be spent in training and what approach the physical educator should use in that training need much consideration. Several suggested longer training periods. Diversity and specialization have been offered as possible approaches to the training program.

Scott and Snyder were concerned about the future of physical educators. As the earlier studies in this chapter have indicated progress and change come slowly. Some of the realities of teaching physical education, such as the lack of training, necessity of teaching other than physical education classes, and emphasis on coaching responsibilities of physical educators existed in most of the studies cited. It is hoped the leadership of which Snyder wrote will speed up the progress of physical education.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

This study was intended to more accurately give perspective to the duties and responsibilities of the male physical educator of Kansas. The instructors of physical education reporting, indicated a varied training from a variety of institutions both within and without the state of Kansas.

From the 200 questionnaires sent out, fifty to each of the different classifications of schools, AA, A, B, and BB, 160 questionnaires were returned. A breakdown of classifications and their percentages of return are shown in Figure 1.

| Classification | Mailed | Returned | Percentages of Returns |
|---------------------------|-----------|-----------|------------------------|
| Class AA | 50 | 43* | 86 |
| Class A | 50 | 39 | 78 |
| Class B | 50 | 37 | 74 |
| Class BB | <u>50</u> | <u>41</u> | <u>82</u> |
| Total | 200 | 160 | 320 |
| Average percentage return | | | 80 |

*One was not completed because other than state certified instructors were used in physical education. It was a military school and military personnel were used.

Figure 1. Comparative results of the return of the questionnaire in all classifications of schools.

I. QUALIFICATIONS OF PHYSICAL EDUCATORS REPORTING

The training of the physical educators varied between the classifications of schools and between the different schools in each classification.

In class AA thirty-eight male physical educators reported a bachelor's degree in physical education and three physical educators reported their bachelor's degree in other than physical education. One respondent reported a double major in physical education and other than physical education. Seventeen physical educators reported a master's degree in physical education, while eight men reported a master's degree in other than physical education.

In class A twenty-eight physical educators reported a bachelor's degree in physical education and four physical educators reported a bachelor's degree in other than physical education. A double major in physical education and other than physical education was indicated by seven of those men reporting. Master's degrees in physical education were reported by twelve physical educators, while three instructors reported a master's degree in other than physical education.

In class B twenty-six physical educators reported a bachelor's degree in physical education and seven physical educators reported a bachelor's degree in other than physical

education. A double major in physical education and other than physical education was reported by four physical educators. Master's degrees in physical education were reported by six respondents, while four physical educators reported a master's degree in other than physical education.

In class BB twenty-five physical educators reported a bachelor's degree in physical education and ten physical educators reported a bachelor's degree in other than physical education. A double major in physical education and other than physical education was reported by six physical educators. Master's degrees in physical education were reported by two physical education instructors, while three physical educators indicated a master's degree in other than physical education.

For a percentage consideration of the comparison between bachelor's degrees and master's degrees, see Table I, page 27. In this comparison it will show a greater percentage of master's degree personnel in an increasing frequency from class BB through class AA.

II. TEACHING DUTIES AND RESPONSIBILITIES

A major purpose for this research was to investigate the teaching responsibilities of male physical educators and to identify the diversity and various duties they are required to fulfill.

TABLE I

PERCENTAGE COMPARISON OF 159 PHYSICAL EDUCATORS SHOWING
BACHELOR'S AND MASTER'S DEGREES IN
CLASS AA, A, B, AND BB SCHOOLS

| Degrees Held | Percentages of Degrees in the Classifications | | | |
|--|--|------|------|------|
| | AA | A | B | BB |
| Bachelor's degree in physical education | 90.4 | 71.8 | 70.3 | 61.0 |
| Bachelor's degree in other than physical education | 7.1 | 10.3 | 18.9 | 24.4 |
| Bachelor's degree with double major in physical education and other than physical education | 2.4 | 17.9 | 10.8 | 14.6 |
| Master's degree in physical education | 40.5 | 30.7 | 16.2 | 4.9 |
| Master's degree in other than physical education | 19.0 | 7.7 | 10.8 | 7.3 |

Note: Only six persons, one in class B and five in class BB, declared no physical education, either as a major or minor.

Physical educators teaching only physical education.

In class AA schools one physical educator indicated only the responsibility of teaching physical education for five classes a day. In contrast to class AA physical educators, class A and class B physical educators reported none having the responsibility of teaching only physical education. In class B a physical educator indicated having just the responsibility of physical education, but teaching five classes a day in both the elementary and secondary schools. Therefore, a total of two physical educators of 159 returns indicated the single responsibility of teaching physical education.

Table II, page 29, illustrates the number of male physical educators in their teaching responsibilities of physical education in the four classifications of the Kansas schools which were involved in this study.

Physical educators with intramural responsibilities.

Those persons reporting association with intramurals existed only in the larger two classes, AA and A. In class AA there were nine physical educators who indicated intramurals to be part of their job responsibilities. One physical educator taught five classes of physical education and had the responsibility of intramurals within the school. Another physical educator taught six classes of physical education and intramurals. One out of every six class periods of physical

TABLE II

THE NUMBER OF PHYSICAL EDUCATORS IN EACH CLASSIFICATION
INDICATING THEIR DUTIES AND RESPONSIBILITIES

| Duties and Responsibilities | Classification of Schools | | | | Total | Percentage |
|--|------------------------------|----|----|----|-------|------------|
| | AA | A | B | BB | | |
| Only physical education | 1 | 0 | 0 | 1 | 2 | 1.3 |
| Physical education and intramurals | 9 | 2 | 0 | 0 | 11 | 6.8 |
| Physical education and coaching | 16 | 6 | 1 | 1 | 24 | 15.1 |
| Physical education, classroom teaching, and coaching | 15 | 31 | 36 | 38 | 120 | 75.5 |
| Physical education and administrative responsibilities | 1 | 0 | 0 | 1 | 2 | 1.3 |
| | — | — | — | — | — | — |
| Total | 42 | 39 | 37 | 41 | 159 | 100.0 |

education was devoted to teaching health. Still another physical educator taught four classes of physical education, conducted intramurals, taught health two classes a week, and coached as an assistant in football, basketball, and track. Another six physical educators taught physical education an average of five classes a day, conducted intramurals, and coached the sports indicated in Figure 2.

| Sports | Head Coach | Assistant Coach |
|---------------|------------|-----------------|
| Baseball | - | 1 |
| Basketball | 2 | - |
| Cross Country | 1 | - |
| Football | 1 | 2 |
| Golf | 2 | - |
| Track | - | 2 |

Figure 2. Coaching assignments of physical educators in class AA schools with intramural and physical education responsibilities.

Class A had but two physical educators with any association in intramurals. One physical educator reported teaching three classes of physical education, commerce two periods, and organizing intramurals. The second physical education instructor of the two, reported four classes of physical education, intramurals, and assistant basketball coaching. Class B and BB physical educators did not indicate any intramural activities.

Physical educators with coaching responsibilities.

Those physical educators with the addition of coaching duties were the second largest group reporting. In class AA there

were sixteen physical educators reporting an average of six classes of physical education a day. Their coaching responsibilities were as shown in Figure 3.

| Sports | Head Coach | Assistant Coach |
|---------------|------------|-----------------|
| Basketball | 2 | 1 |
| Cross Country | 1 | 1 |
| Football | 4 | 5 |
| Golf | 2 | - |
| Gymnastics | 4 | - |
| Soccer | 1 | - |
| Track | 4 | 4 |
| Wrestling | 1 | 2 |

Figure 3. Coaching assignments of physical educators in class AA schools with physical education and coaching responsibilities.

In class A six physical education instructors indicated an average of five classes of physical education a day. Their coaching responsibilities are indicated in Figure 4.

| Sports | Head Coach | Assistant Coach |
|--------------------------|------------|-----------------|
| Basketball | 1 | 2 |
| Football | 2 | 3 |
| Gymnastics | 1 | - |
| Tennis | 1 | - |
| Track | 1 | 3 |
| Wrestling | 1 | - |
| Basketball (junior high) | 1 | - |

Figure 4. Coaching assignments of physical educators in class A schools with physical education and coaching responsibilities.

Only one class B physical educator reported three classes of physical education a day and head coach of track and football and assistant coach in basketball. In class BB only one physical educator reported two classes of high

school and three of junior college physical education; the coaching duties were head baseball and basketball in the high school.

Physical educators with additional duties. This group shown in Table II, page 29, were by far the largest group reporting. These physical educators were also quite diversified in the additional responsibilities reported.

In class AA fifteen physical educators reported instruction of physical education, coaching, and additional teaching duties other than physical education. These fifteen reported an average of one class a day of teaching other than physical education and three classes a day of physical education. The additional duties with the number reporting are shown in Figure 5.

| Duties | Number Reporting |
|--------------------|------------------|
| Study hall | 6 |
| Social Sciences | 4 |
| Athletic directors | 3 |
| Driver's education | 3 |
| Health | 1 |
| Industrial Arts | 1 |

Figure 5. Duties and responsibilities other than physical education and coaching reported by class AA physical educators.

The coaching duties of class AA physical educators with the above duties are shown in Figure 6.

| Sports | Head Coach | Assistant Coach |
|---------------------|------------|-----------------|
| Baseball | 3 | - |
| Basketball | 2 | 4 |
| Football | 4 | 5 |
| Golf | 1 | - |
| Gymnastics | 1 | - |
| Track | 3 | 2 |
| Wrestling | 2 | - |
| Track (junior high) | 1 | - |
| Football (freshman) | 1 | - |

Figure 6. Coaching assignments of physical educators reporting duties in addition to physical education in class AA schools.

In class A thirty-one indicated physical education, coaching, and other than physical education as their job situation. The thirty-one physical educators, on an average, indicated two classroom teaching periods a day in addition to physical education. Physical education was taught three periods a day. The duties other than physical education and the number involved are shown in Figure 7.

| Duties | Number Reporting |
|--------------------|------------------|
| Health | 16 |
| Driver's Education | 7 |
| Social sciences | 7 |
| Study hall | 6 |
| Commerce | 3 |
| Mathematics | 2 |
| Natural Sciences | 2 |
| Psychology | 2 |
| Athletic director | 1 |
| First aid | 1 |
| Human physiology | 1 |
| Industrial arts | 1 |
| Supervisor | 1 |

Figure 7. Duties and responsibilities other than physical education and coaching reported by class A physical educators.

The coaching duties of the class A physical educator with the above duties are shown in Figure 8.

| Sports | Head Coach | Assistant Coach |
|-------------------------|------------|-----------------|
| Baseball | 1 | - |
| Basketball | 9 | 10 |
| Cross country | 1 | - |
| Football | 13 | 13 |
| Golf | 4 | - |
| Tennis | 1 | - |
| Track | 12 | 9 |
| Wrestling | 5 | - |
| Football (freshman) | 2 | - |
| Basketball (freshman) | 1 | - |
| Wrestling (junior high) | 1 | - |

Figure 8. Coaching assignments of physical educators reporting duties in addition to physical education in class A schools.

Class B had thirty-six physical educators reporting coaching and duties in addition to physical education as their job responsibilities. These thirty-six, on an average, indicated three classes a day were devoted to classroom teaching. Two classes of physical education were taught a day. Figure 9 is a listing of classroom duties and duties in addition to physical education.

| Duties | Number Reporting |
|----------------------------|------------------|
| Health | 15 |
| Driver's education | 13 |
| Study hall | 10 |
| Social sciences | 9 |
| Natural sciences | 6 |
| Industrial arts | 5 |
| Mathematics | 4 |
| Commerce | 2 |
| Physical sciences | 2 |
| College method's class | 1 |
| Counselor | 1 |
| Human physiology | 1 |
| Psychology | 1 |
| Student teacher supervisor | 1 |

Figure 9. Duties and responsibilities other than physical education and coaching reported by class B physical educators.

The coaching duties of class B physical educators with the above duties are shown in Figure 10.

| Sports | Head Coach | Assistant Coach |
|-----------------------|------------|-----------------|
| Baseball | 2 | - |
| Basketball | 18 | 13 |
| Cross country | 4 | - |
| Football | 16 | 14 |
| Golf | 3 | - |
| Tennis | 1 | - |
| Track | 16 | 9 |
| Wrestling | 1 | - |
| Football (freshman) | 1 | - |
| Basketball (freshman) | 1 | - |
| Track (freshman) | 1 | - |

Figure 10. Coaching assignments of physical educators reporting duties in addition to physical education in class B schools.

In class BB schools thirty-eight physical educators indicated that physical education, coaching, and teaching other physical education was their job in their respective

schools. These thirty-eight physical educators, on an average, taught four class periods a day of other than physical education compared with two class periods of physical education a day. The classes and the number reporting this responsibility are shown in Figure 11.

| Duties | Number Reporting |
|--------------------------|------------------|
| Study hall | 21 |
| Social sciences | 17 |
| Health | 15 |
| Driver's Education | 13 |
| Natural sciences | 8 |
| Physical sciences | 7 |
| Industrial arts | 5 |
| Supervisor | 4 |
| Commerce | 4 |
| Mathematics | 2 |
| Class sponsor | 2 |
| Athletic director | 1 |
| Foreign language | 1 |
| Librarian | 1 |
| Principal | 1 |
| Junior High | |
| physical science | 1 |
| social science | 1 |
| spelling | 1 |
| seventh and eighth grade | 1 |

Figure 11. Duties and responsibilities other than physical education and coaching reported by class BB physical educators.

The coaching duties of class BB physical educators with the above duties are shown in Figure 12.

| Sports | Head Coach | Assistant Coach |
|---------------------------------|------------|-----------------|
| Baseball | 16* | 1 |
| Basketball | 30 | 7 |
| Cross country | 2 | - |
| Football | 20 | 6 |
| Golf | 1 | - |
| Tennis | 1 | - |
| Football (junior high) | 2 | - |
| Basketball (junior high) | 3 | - |
| Track (junior high) | 3 | - |
| Softball (junior high) | 2 | - |
| Basketball (girls' high school) | 1 | - |
| Softball (girls' high school) | 1 | - |
| Softball (girls' junior high) | 1 | - |
| Track (girls' junior high) | 1 | - |

* One indicated spring and fall baseball.

Note: Unless otherwise noted the coaching is of boys' sports.

Figure 12. Coaching assignments of physical educators reporting duties in addition to physical education in class BB schools.

For a comparison of class in physical education and classroom teaching, see Table III, page 38. Notice that the averages are the same for each. Table III demonstrates that class AA and A schools teach more physical education than classroom subjects and B and BB schools teach more classroom subjects than physical education.

TABLE III

A COMPARISON OF PHYSICAL EDUCATION CLASS PERIODS WITH
OTHER THAN PHYSICAL EDUCATION CLASS PERIODS IN THE
SCHOOL CLASSIFICATIONS OF AA, A, B, AND BB

| Classifications of Schools | Physical Education Classes | Other than Physical Education Classes | Total |
|-------------------------------|-------------------------------|---|-------|
| AA | 3.4 | 1.3 | 4.7 |
| A | 3.1 | 2.3 | 5.4 |
| B | 2.0 | 3.2 | 5.2 |
| BB | 1.9 | 3.6 | 5.5 |
| Average | 2.6 | 2.6 | 5.4 |

Physical educator with administrative responsibilities.

In class AA one physical educator reported responsibilities of physical education and the administrative duties of athletic director and physical education coordinator with no coaching. He taught four classes of physical education.

Class A and B did not report any physical educator in this group. Class BB, however, reported one physical educator who had the responsibility of physical education, counselor, and coordinator of physical education with no coaching. He taught five classes of physical education a day and coordinated four classes of physical education a day.

III. ANALYSIS OF RESPONSIBILITIES AND DUTIES

In consideration of each classification of school physical educator as an individual group, comparison is somewhat difficult. By grouping the results, however, a more vivid consideration can be made.

Total classroom teaching other than physical education can be seen in Table IV, page 40. This table is a summary of 159 physical educators' responsibilities. These figures represent a combination of 159 persons; one person may have had one or more responsibilities as shown in the table. Attention should be given to how the frequency increases as it moves from the larger schools to the smaller schools.

TABLE IV

TOTAL RESPONSIBILITIES OTHER THAN PHYSICAL EDUCATION
FOR 159 PHYSICAL EDUCATORS IN
CLASSES AA, A, B, AND BB

Listed according to greatest frequency of the total

| Responsibilities | Classifications of Schools | | | | Total | Percent |
|------------------|-------------------------------|---|---|----|-------|---------|
| | AA | A | B | BB | | |

| | | | | | | |
|--------------------|----|----|----|-----|-----|------|
| <u>High school</u> | | | | | | |
| Health | 3 | 16 | 15 | 15 | 48 | 30.8 |
| Study hall | 6 | 7 | 10 | 21 | 44 | 27.7 |
| Driver's education | 3* | 12 | 13 | 13 | 41 | 25.2 |
| Social sciences | 4 | 7 | 9 | 17 | 37 | 23.3 |
| Natural sciences | - | 2 | 6 | 8 | 16 | 10.6 |
| Industrial arts | 1 | 1 | 5 | 5 | 12 | 7.6 |
| Commerce | - | 4 | 2 | 4 | 10 | 6.3 |
| Physical sciences | - | - | 2 | 7 | 9 | 5.7 |
| Mathematics | - | 2 | 4 | 2 | 8 | 5.0 |
| Supervision | 1 | 1 | 1 | 4 | 7 | 4.4 |
| Athletic director | 4 | 1 | - | 1 | 6 | 3.8 |
| Psychology | - | 2 | 1 | - | 3 | 1.9 |
| Human physiology | - | 1 | 1 | - | 2 | 1.3 |
| Counselor | - | - | 1 | 1 | 2 | 1.3 |
| Class sponsor | - | - | - | 2 | 2 | 1.3 |
| Coordinator | 1 | - | - | 1 | 2 | 1.3 |
| First aid | - | 1 | - | - | 1 | .6 |
| College methods | - | - | 1 | - | 1 | .6 |
| Librarian | - | - | 1 | - | 1 | .6 |
| Principal | - | - | - | 1 | 1 | .6 |
| Foreign language | - | - | - | 1 | 1 | .6 |
| <u>Junior High</u> | | | | | | |
| Physical science | - | - | - | 1 | 1 | .6 |
| Social science | - | - | - | 1 | 1 | .6 |
| Spelling | - | - | - | 1 | 1 | .6 |
| 7th and 8th grade | - | - | - | 1 | 1 | .6 |
| | 23 | 57 | 72 | 107 | 259 | |

*One driver's education instructor indicated summer only.

Health, because it was associated with classroom activity, was considered to be separate from physical education even though it is closely related. As is indicated in Table IV, health was the most often taught in addition to physical education. Those physical educators reporting in this area represent 30.8 percent of the total 159 replying to the questionnaire.

The second largest in number reporting was study hall. While not a teaching experience, it was considered to be a time consuming task, and, therefore, a part of the teacher's load. Study hall was reported 27.7 percent of the total 159 questionnaire returns.

The next two, which represent the larger numbers in Table IV, are driver's education with a 25.2 percent return and social sciences with 23.3 percent return.

From this point in the table the frequency drops rapidly. The natural sciences indicated 10.6 percent of the total, followed by industrial arts at 7.6 percent and commerce with 6.3 percent.

Such items of responsibility as administrative duties represented 10.6 percent of the total. The items included under administrative duties were athletic directors, principalship, coordination of physical education, and those in a supervisory capacity.

Two class BB physical education instructors indicated

class sponsorship as part of their work load. These two were included in the remaining miscellaneous grouping which represents 19.5 percent of the total reporting.

All in all the physical educators of this study were involved in many of the school's activities, with the exception responsibilities were not indicated in areas such as art, English, speech, and music.

Tables V and VI, page 43, are similar in that both present the number of class periods taught in class AA, A, B, and BB schools. Table V, however, illustrates the number of classes taught in physical education and Table VI indicates the same except that it is concerning teaching not related to physical education. These tables indicate the classes taught by physical educators of this study in that particular school classification. The average number of classes taught in each table creates an inverse relationship when comparing the same school classification. Indications also are shown the larger the school the less the physical educators of this study have to diversify their teaching.

Intramural responsibilities of the physical educator.

There seems to be an apparent lack of intramurals in regard to those respondents of this questionnaire. Only eleven of the 159 reporting indicated this responsibility. This, however, does not rule out the possibility other staff members

TABLE V

PHYSICAL EDUCATION CLASSES TAUGHT BY PHYSICAL EDUCATORS
FROM THE SCHOOL CLASSIFICATIONS AA, A, B, AND BB

| Number of Classes | Classification of Schools | | | | Total |
|----------------------|---------------------------|-----|-----|-----|-------|
| | AA | A | B | BB | |
| 1 | - | 4 | 11 | 15 | 30 |
| 2 | 4 | 6 | 14 | 16 | 40 |
| 3 | 3 | 11 | 10 | 6 | 30 |
| 4 | 10 | 8 | 1 | - | 19 |
| 5 | 16 | 7 | 1 | 3 | 27 |
| 6 | 8 | 3 | - | - | 11 |
| 7 | - | - | - | 1 | 1 |
| 8 | - | - | - | - | 0 |
| 9 | - | - | - | - | 0 |
| 10 | - | - | - | 1 | 1 |
| Totals | 42 | 39 | 37 | 41 | 159 |
| Average | 4.6 | 3.5 | 2.1 | 2.1 | 3.1 |

TABLE VI

TEACHING ASSIGNMENTS OTHER THAN PHYSICAL EDUCATION TAUGHT
BY PHYSICAL EDUCATORS FROM ALL SCHOOL CLASSIFICATIONS

| Number of Classes | Classification of Schools | | | | Total |
|----------------------|---------------------------|-----|-----|-----|-------|
| | AA | A | B | BB | |
| 0 | 27 | 7 | 1 | 4 | 39 |
| 1 | 10 | 6 | 2 | 1 | 19 |
| 2 | 1 | 16 | 9 | 7 | 33 |
| 3 | 3 | 5 | 9 | 5 | 22 |
| 4 | 1 | 4 | 11 | 13 | 29 |
| 5 | - | 1 | 5 | 9 | 15 |
| 6 | - | - | - | 2 | 2 |
| Total | 42 | 39 | 37 | 41 | 159 |
| Average | .6 | 1.8 | 3.1 | 3.4 | 2.7 |

are in charge of this responsibility. Because intramurals should be the next step and an outgrowth from the physical education program, they should be included in a well coordinated program.

Coaching duties of the reporting physical educators.

In consideration of the coaching responsibilities of the reporting 159 physical educators there seemed to be little change from the conventional basketball, football, and track. There were other sports indicated, as seen in Table VII, page 46, but they were incidental in comparison to the totals of the three mentioned above. This does not indicate that the school which the physical educator represents does not offer other sports. The table only represents that physical educator's duties.

Totaling the head coaching of all classes AA, A, B and BB, basketball led with seventy, track moved up to second with sixty-six, and football was third with sixty-three.

Were it not for the class BB, baseball would have been as small as some of the sports listed below it. Golf and cross country were reported in each classification. Wrestling and gymnastics were not reported in classes B and BB. Tennis is no doubt coached in the larger schools but was not reported by any of the physical educators. Softball and girls' sports were reported only in the smaller schools.

Soccer was reported as being associated in the larger school activity.

Table VII indicates a greater intensity of physical educators coaching in class B and BB. The reason for this is the doubling up of coaching duties in the smaller schools. Figure 13 will show the percentage of head coaches of one or more sports at each classification level:

| Classification of Schools | Percentage |
|---------------------------|------------|
| Class AA | 67.0 |
| Class A | 84.6 |
| Class B | 91.9 |
| Class BB | 87.8 |

Figure 13. The head coaches of one or more sports of the reporting physical educators from all classifications of schools.

When comparing, however, head coaching percentages of two or more sports the percentages drop most in the larger schools and least in the small schools.

| Classification of Schools | Percentage |
|---------------------------|------------|
| Class AA | 26.2 |
| Class A | 51.3 |
| Class B | 67.6 |
| Class BB | 75.6 |

Figure 14. The head coaches of two or more sports of the reporting physical educators from all classifications of schools.

Class AA had none with head responsibilities in three or more

TABLE VII

PHYSICAL EDUCATOR'S COACHING RESPONSIBILITIES OF ATHLETICS
FROM ALL CLASSIFICATIONS OF SCHOOLS

Listed according to greatest frequency of combined totals of
head and assistant coaching. H-Head, A-Assistant

| Coaching Duties | Classifications of Head and Assistant Coaches | | | | | | | | | |
|----------------------|---|----|----|----|----|----|-----|----|--------|--|
| | AA | | A | | B | | BB | | Totals | |
| | H | A | H | A | H | A | H | A | | |
| Basketball | 6 | 15 | 12 | 13 | 19 | 14 | 33 | 7 | 119 | |
| Football | 10 | 13 | 17 | 16 | 18 | 14 | 22 | 6 | 116 | |
| Track | 8 | 9 | 13 | 12 | 18 | 9 | 27 | 3 | 99 | |
| Baseball | 3 | 1 | 1 | - | 2 | - | 17 | 1 | 25 | |
| Golf | 7 | - | 4 | - | 3 | - | 1 | - | 15 | |
| Wrestling | 3 | 2 | 7 | - | 1 | - | - | - | 13 | |
| Cross Country | 2 | 1 | 1 | - | 4 | - | 2 | - | 10 | |
| Gymnastics | 5 | - | 1 | - | - | - | - | - | 6 | |
| Tennis | - | - | 2 | - | 1 | - | 1 | - | 4 | |
| Softball | - | - | - | - | - | - | - | 2 | 2 | |
| Girls' Softball | - | - | - | - | - | - | 1 | 1 | 2 | |
| Soccer | 1 | - | - | - | - | - | - | - | 1 | |
| Girls' Basketball | - | - | - | - | - | - | 1 | - | 1 | |
| Girls' Track | - | - | - | - | - | - | - | 1 | 1 | |
| Totals | 45 | 41 | 58 | 41 | 66 | 37 | 105 | 21 | 414 | |

Note: Less than high school varsity head coach were
considered to be assistant coaches.

sports and class A had only one. Class B indicated five with three or more head coaching responsibilities and class BB had twenty in this capacity.

Table VIII, page 48, shows coaching responsibilities of all 159 physical educators regardless of whether head or assistant coach. The averages are quite indicative of the total responsibilities at each classification level; notice how the average moves from the lowest number of sports coached in class AA to the highest number coached in class BB.

Table IX, page 49, shows the various coaching combinations of the 159 physical educators reporting. The most frequently reported are basketball, football, and track. Other less prominent sports do appear in combination with the more common. The diversity of sports' combinations appear in class AA, where it might be expected. These coaching responsibilities do not in any way indicate, however, that other sports are not offered in the schools which the physical educators represent. The table solely represents the physical educator.

In summary a variety of duties in addition to physical education were required of the reporting physical educators. The most frequent classroom activities were health, study hall, driver's education, social science, and natural science. There was a meager report of intramural responsibility.

TABLE VIII

HEAD COACH AND ASSISTANT COACH ASSIGNMENTS OF
PHYSICAL EDUCATORS

| Number of Sports | Classifications of Schools | | | | Totals |
|---------------------|----------------------------|-----|-----|-----|--------|
| | AA | A | B | BB | |
| 0 | 4 | 1 | - | 2 | 7 |
| 1 | 10 | 1 | 1 | 1 | 13 |
| 2 | 20 | 16 | 11 | 6 | 53 |
| 3 | 8 | 21 | 23 | 23 | 75 |
| 4 | - | - | 1 | 7 | 8 |
| 5 | - | - | 1 | 1 | 2 |
| 6 | - | - | - | 1 | 1 |
| | — | — | — | — | — |
| Totals | 42 | 39 | 37 | 41 | 159 |
| Averages | 1.8 | 2.4 | 2.7 | 3.2 | 2.5 |

TABLE IX

COMBINATIONS OF COACHING DUTIES FOR 159
PHYSICAL EDUCATORS

Listed according to total frequency

| Coaching Duties | AA | A | B | BB |
|--|----|----|----|----|
| Basketball, Football, Track | 2 | 15 | 15 | 17 |
| Football, Track | 8 | 5 | 3 | - |
| Basketball, Football | 4 | 3 | 4 | 1 |
| Football, Track, Wrestling | 2 | 3 | 1 | - |
| Baseball, Basketball | 1 | - | - | 5 |
| Basketball, Track | - | 1 | 4 | - |
| Basketball, Golf | 2 | 1 | 1 | - |
| Basketball, Football, Golf | 1 | 2 | 1 | - |
| Baseball, Basketball, Football | - | 2 | - | 2 |
| Baseball, Basketball, Football, Track | - | - | - | 3 |
| Football, Wrestling | 1 | 2 | - | - |
| Basketball, Football, Tennis | - | 1 | 1 | 1 |
| Baseball, Basketball, Track | - | - | - | 3 |
| Cross Country, Track | 1 | - | - | 1 |
| Basketball, Cross Country, Track | - | 1 | 1 | - |
| Gymnastics, Tennis | - | 1 | - | - |
| Baseball, Basketball, Cross Country, Track | - | - | - | 1 |
| Basketball, Cross Country, Football, Track | - | - | - | 1 |
| Football, Golf, Wrestling | - | - | - | 1 |
| Baseball, Basketball, Football, Golf, Track | - | - | - | 1 |
| Baseball, Football | - | 1 | - | - |
| Basketball, Cross Country, Football, Track | - | - | 1 | - |
| Basketball, Cross Country, Golf | - | 1 | - | - |
| Baseball, Gymnastics | 1 | - | - | - |
| Basketball, Cross Country | 1 | - | - | - |
| Gymnastics, Track | 1 | - | - | - |
| Football, Track, Soccer | 1 | - | - | - |
| Cross Country, Track, Wrestling | 1 | - | - | - |
| Football, Golf, Gymnastics | 1 | - | - | - |
| Baseball, Basketball, Golf, Track | - | - | - | 1 |
| Baseball, Football, Track, Grade Boys' and Girls' Softball, Grade Boys' Basketball, Grade Girls' and Boys' Track | - | - | - | 1 |
| Baseball, Basketball, Football, Track, Grade Softball, High School Girls' Softball | - | - | - | 1 |

Note: Those not shown either do not coach or only coach one sport.

Eleven of the 159 reporting indicated this responsibility, all of whom were from classes AA and A. The coaching duties centered around basketball, football, and track. Other sports' responsibilities reported were baseball, tennis, wrestling, golf, cross country, gymnastics, and one person reported soccer. There was also grade school and girls' coaching reported.

IV. INSTITUTIONS GRANTING DEGREES

As was earlier stated a variety of institutions granting degrees to reporting physical educators were represented both within and without the state of Kansas. In Table X, page 51, those institutions represented at the bachelor's degree level are listed.

Some seventeen out-of-state institutions from six states were listed by twenty-two physical educators as parent colleges at the bachelor's degree level. Eighteen Kansas schools were reported as parent colleges by 136 physical educators for the bachelor's degree. Of the eighteen institutions six were state supported schools and twelve were privately supported church schools.

At the master's level eight institutions representing eight physical educators were from out-of-state and five institutions representing forty-seven physical educators were from within Kansas; see Table XI, page 52, for listing.

TABLE X

INSTITUTIONS FROM WHICH 159 PHYSICAL EDUCATORS
RECEIVED BACHELOR'S DEGREES

Listed according to total frequency.

| Schools | AA | A | B | BB |
|---|----|---|---|----|
| Kansas State Teachers College, Emporia | 4 | 6 | 9 | 10 |
| Kansas State University, Manhattan | 7 | 5 | 1 | 5 |
| Fort Hays State College, Hays | 1 | 3 | 6 | 6 |
| Kansas State College, Pittsburg | 6 | 3 | 6 | 1 |
| Wichita State University, Wichita | 4 | 3 | 2 | - |
| Southwestern College, Winfield | 1 | 4 | 2 | 1 |
| Ottawa University, Ottawa | 3 | 1 | 1 | 2 |
| Kansas University, Lawrence | 4 | - | 1 | 1 |
| Washburn University, Topeka | 2 | 1 | 1 | - |
| St. Benedicts College, Atchison | - | 2 | 1 | 1 |
| Northwestern State College, Alva, Oklahoma | 2 | - | 1 | 1 |
| Northeastern State College, Tahlequah, Okla. | - | 1 | - | 3 |
| Kansas Wesleyan University, Salina | 1 | 1 | 1 | - |
| Friends University, Wichita | 2 | 1 | - | - |
| McPherson College, McPherson | 1 | - | - | 2 |
| Bethany College, Lindsborg | - | 2 | - | 1 |
| Bethel College, North Newton | 1 | - | 1 | - |
| Baker University, Baldwin | - | 2 | - | - |
| College of Emporia, Emporia | - | 1 | - | - |
| St. Mary's of the Plains College, Dodge City | 1 | - | - | - |
| Illinois University, Urbana & Chicago, Ill. | - | 1 | - | - |
| Oklahoma State University, Stillwater, Okla. | 1 | - | - | - |
| Missouri University, Columbia, Missouri | 1 | - | - | - |
| Westmar College, LeMars, Iowa | - | 1 | - | - |
| Colorado State College, Greeley, Colorado | - | 1 | - | - |
| Peru State College, Peru, Nebraska | - | - | 1 | - |
| Panhandle A & M College, Goodwell, Okla. | - | - | 1 | - |
| Oklahoma University, Norman, Oklahoma | - | - | - | 1 |
| Concordia State College, Seward, Nebraska | - | - | - | 1 |
| Kearny State College, Kearny, Nebraska | - | - | - | 1 |
| Arkansas State Teachers, Conway, Arkansas | - | - | - | 1 |
| Southeastern Oklahoma College, Durant, Okla. | - | - | - | 1 |
| Arkansas Polytechnic College, Russelville, Ark. | - | - | - | 1 |
| Central State, Edmond, Oklahoma | - | - | - | 1 |
| Harding College, Searcy, Arkansas | - | - | 1 | - |

TABLE XI

INSTITUTIONS FROM WHICH 55 PHYSICAL EDUCATORS
RECEIVED MASTER'S DEGREES

Listed according to total frequency.

| Schools | AA | A | B | BB |
|--|----|---|---|----|
| Kansas State Teachers College, Emporia | 10 | 5 | 2 | - |
| Kansas State University, Manhattan | 3 | 6 | 2 | 1 |
| Fort Hays State College, Hays | 1 | 2 | 4 | 1 |
| Kansas University, Lawrence | 5 | 2 | - | - |
| Kansas State College, Pittsburg | 3 | - | - | - |
| University of Minnesota, Minneapolis, Minn. | - | - | - | 1 |
| Southwestern State College, Weatherford, Okla. | - | - | - | 1 |
| University of Arkansas, Fayetteville, Ark. | - | - | - | 1 |
| University of Iowa, Iowa City, Iowa | - | - | 1 | - |
| Colorado State Teachers, Greeley, Colorado | 1 | - | - | - |
| Michigan University, Ann Arbor, Michigan | 1 | - | - | - |
| Oklahoma State University, Stillwater, Okla. | 1 | - | - | - |
| North Texas State, Denton, Texas | - | - | 1 | - |

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine the duties and responsibilities of male physical educators in Kansas in an attempt to better understand the physical educator's working conditions. Consideration was also given to their training and the institutions from which they received their educational background and degree.

I. SUMMARY

The information presented was obtained by a questionnaires sent to 200 male physical educators in Kansas secondary schools of all size classifications. A return of eighty percent, or 160 physical educators, was not enlarged through follow-up correspondence. The physical educators reporting were classified into five responsibility groups. The findings of this study were:

1. The first group, which represented 1.3 percent of the total reporting, was that group of two physical educators teaching only physical education. This group would be considered those whose teaching specialty was physical education.

2. Group two, which represented 6.8 percent of the total reporting, was that group of eleven physical educators associated with intramurals. This entire group was found only in class AA and A schools.

3. The third group of twenty-four physical educators represented 15.1 percent of the total reporting. This group had in addition to teaching physical education further duties in coaching. The coaching physical educator was in more evidence in class AA and A schools. The coaching duties varied in terms of sport responsibility; however, football and track were coached most by this group.

4. Group four, the largest of those physical educators reporting, represented 75.5 percent of the total. These 120 physical educators were those indicating physical education, classroom teaching, and coaching responsibilities. The four classes taught most by physical educators were health, study hall, driver's education, and social science. The coaching duties were mostly in basketball, football, and track.

5. The final group, representing only 1.3 percent, were those two physical educators with physical education administrative duties and physical education teaching.

6. Of those physical educators reporting 95.6 percent had at least a major or a minor in physical education. Those who did not, 4.4 percent, existed only in class B and BB schools. All physical educators reporting had bachelor's degrees. Those reporting bachelor's degrees in physical education represented 73.6 percent of the total reporting and of the remaining 26.4, 15.1 percent reported a bachelor's

degree in other than physical education. Double major degrees in physical education and other than physical education were reported by 11.3 percent.

7. Of the total group of physical educators 34.3 percent reported a master's degree. For the master's degrees 23.1 percent secured their degree in physical education and 11.2 percent indicated a degree in other than physical education.

8. Most of the teaching loads and coaching mentioned were in the secondary school. There were, however, a few physical educators reporting duties in elementary, junior high, and college in addition to their secondary school duties.

9. The classes most taught by all physical education groups in addition to physical education were: health, study hall, driver's education, social sciences, natural sciences, industrial arts, commerce, physical sciences, mathematics, psychology, human physiology, first aid, college methods, foreign language, junior high physical science, social science, spelling, and seventh and eighth grades. The above classroom responsibilities are listed in descending order in number reporting. Other duties, not necessarily classroom activities, were supervision, athletic directorship, counseling, class sponsorship, coordination of physical education, librarianship, and principalship. Again the

duties were listed in a decreasing frequency in number reporting.

10. Those physical educators who were involved in some form of coaching, which was 95.6 percent of the total reporting, indicated a variety of sports with basketball, football, and track, in that order, heading the list. Of the total physical educators reporting, 85.3 percent were head coaches in one or more sports. The percentages of head coaches of two or more sports decreased to 55.2 percent. The greatest decrease as head coach of two or more sports was in class AA and A schools. When considering physical educators as head coach in three or more sports the percentage became quite low, 16.4 percent. Most of the physical educators coaching three or more sports as head coach were located in class BB schools.

11. There was very little intramural activity reported by the physical educator. There was no way, however, from the questionnaire to determine whether a program of intramurals existed in the representative schools.

II. CONCLUSIONS

The following conclusions were drawn from 159 questionnaires returned by the male physical educators in the secondary schools in Kansas.

1. From this study it was evident a male teacher of physical education will be expected to assume more duties

than just teaching physical education in the state of Kansas, as only two persons indicated this as their sole responsibility. The larger the school the less diverse the physical educator had to be. Jack found the same relationship in the larger schools of Minnesota. In this light, specialization had a direct relationship to unification and consolidation of Kansas schools. That is, specialization will be more apparent the larger the schools become.

2. There was a very close relationship between the reporting physical educators and athletic coaching. Only 4.4 percent of the physical educators were not assigned athletic coaching. Ready, Hinman, Jack, Jackson, Beck, and Schmidt also found this close relationship in their respective studies.

3. The physical educators of this study appeared to be well prepared as only 3.8 percent did not have at least a minor in physical education. Ready, Jackson, and Clapp from different periods did not find as high a percentage as was found in this study. Jack found less preparation in physical education in smaller schools which was comparable to this study.

4. It was apparent intramurals were not sponsored to any significant degree by the physical educators of this study. Hinman found a high return of senior high schools reporting an intramural program. Harper also found a some-

what higher percentage of schools reporting intramurals than did this study.

5. The physical educators of this study had many duties other than physical education to perform. This can be supported by this study and by many of the studies cited in Chapter II.

6. If Scott's correlation of .842 is significant between activities taught and those received in colleges, preparation of physical educators in many activities would be highly recommended to overcome the need indicated by Ruff and others.

7. There were several physical educators in class B and BB schools who reported a variety of duties. In some cases the load both in teaching and coaching were quite large. In several reports of physical educators the work load looked as if the time involved would be more than they had to give.

III. RECOMMENDATIONS

The following recommendations were compiled from the needs indicated in this study.

1. A study of the feasibility of increased intramural activity in all school classifications, especially in classes B and BB.

2. A study of responsibilities should be continued

of physical education instructors in the state of Kansas. These duties and responsibilities will certainly change with consolidation, therefore, continued study is a necessity.

3. A study of a similar nature in other states to establish the duties and responsibilities outside Kansas. This could be done with states especially progressive in physical education. A correlation could then be drawn to determine what ideas other states have that might assist Kansas physical education and what Kansas might have to assist others.

4. Continued evaluation and revaluation of the college and university curricula and the certification standards of the state of Kansas to be certain the needs of physical educators are being satisfied and required.

5. A study in depth in Kansas to establish what sports are being coached and find for how many sports each coach is responsible.

6. A study of the relationship between the classes of health and those of physical education should be investigated to determine if both areas are being given sufficient consideration by physical educators.

7. It is recommended a standard be established for a teaching load and number of coaching assignments for a physical educator. A man in the field can do just so much efficiently, once surpassing this efficiency point the

physical educator begins to slight some of each area. The author recommends a physical educator teach a maximum of two class periods in any area other than physical education. He should have a total load not to exceed five periods a day of physical education or combination with other classes. If this physical educator coaches he should be head coach in only one sport and assistant coach in another.

8. It is also recommended that any man with coaching responsibilities have at least a minor in physical education.

. . . All coaches should have preparation in physical education (major or minor) because it will help their coaching. This does not mean that all coaches must teach physical education. It seems reasonable and may be desirable in certain situations for a coach to teach in an academic field, but preparation in physical education is a sound requirement for all coaches regardless of their teaching assignments.¹

¹American Association for Health, Physical Education, and Recreation, Current Administrative Problems, Washington, D. C.: American Association for Health, Physical Education, and Recreation, 1960, 90.

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APPENDIX

APPENDIX A

LETTER OF REFERRAL

1010 South Grand
Lyons, Kansas
March 7, 1967

Dear Principal

The State Physical Education Department has not yet furnished a listing of physical educators of Kansas and will not until April. As a result I am hoping that you will refer this questionnaire to a male physical educator in your school. This questionnaire is designed to find the teaching responsibilities of physical educators. It will serve as research for my thesis and aid the reorganization of the Men's Physical Education Department curriculum at K.S.T.C. of Emporia.

Thank you

Gary D. Smith

APPENDIX B

LETTER OF EXPLANATION

1010 South Grand
Lyons, Kansas
February 15, 1967

Dear Physical Educator

I am conducting a survey on the teaching responsibilities of physical education instructors in Kansas. This survey will contribute to my master's thesis at Kansas State Teacher's College in Emporia, Kansas. The results of this survey will also give perspective to the reconstruction of the professional preparation curriculum in the Men's Physical Education Department at the above college. My advisor is Dr. George Milton, Men's Physical Education Coordinator.

You are one of 200 physical educators, fifty from each level (AA, A, B, and BB), to receive this questionnaire. Your selection was due to your school's geographic location in the state and its classification. This questionnaire has four sections, one of which will be applicable to your situation. You need only check the section which describes your teaching duties.

In the interest of this survey your prompt consideration of this questionnaire will be greatly appreciated.

Thank you

Gary D. Smith, Supervisor
Elementary Physical Education
Lyons, Kansas

APPENDIX C

QUESTIONNAIRE

Name _____ School _____

Bachelor's Degree from _____ year _____

major _____ minor _____

Master's Degree from _____ year _____

major _____ minor _____

One of the following sections will be applicable to you,
please check the section which best describes your
situation.

SECTION ONE My only major teaching responsibility is as a
full time physical education instructor. _____

Number of classes _____

SECTION TWO I have the responsibilities of full time
physical education and intramurals. _____

Number of classes _____

SECTION THREE I have the responsibility of teaching
physical education and coaching inter-
scholastic sports. _____

Number of classes _____

What sports: Place H for head coach.
Place A for assistant coach.

| | | | | |
|------------|-------|------------|-------|-------|
| Baseball | _____ | Gymnastics | _____ | |
| Basketball | _____ | Swimming | _____ | |
| Football | _____ | Tennis | _____ | _____ |
| Golf | _____ | Track | _____ | |
| Wrestling | _____ | Other | _____ | _____ |

SECTION FOUR I have both the responsibilities of physical education instruction and other teaching duties. _____

Subjects taught are:

| | |
|--------------------------|------------------------|
| _____ Art | _____ Music |
| _____ Commerce | _____ Natural Sciences |
| _____ Counselor | _____ Physical Science |
| _____ Driver's Education | _____ Social Sciences |
| _____ English | _____ Speech |
| _____ Foreign Language | _____ Study Hall |
| _____ Health | _____ Supervisor |
| _____ Industrial Arts | _____ Other |
| _____ Librarian | _____ |
| _____ Mathematics | _____ |
| _____ Mechanics | _____ |

Number of classes of physical education _____

Number of classes of other teaching duties _____

I coach in addition to the above duties _____

If so what sports? Place H for head coach. Place A for assistant coach.

| | |
|------------------|------------------|
| Baseball _____ | Gymnastics _____ |
| Basketball _____ | Swimming _____ |
| Football _____ | Tennis _____ |
| Golf _____ | Track _____ |
| Wrestling _____ | Other _____ |
| | _____ |
| | _____ |

Would you like a copy of the results of this survey?

yes _____ no _____

If so give address _____