A Study of Criticisms of Physical Education

John Dwayne Hall

Fort Hays Kansas State College

Follow this and additional works at: https://scholars.fhsu.edu/theses

Part of the Sports Sciences Commons

Recommended Citation

https://scholars.fhsu.edu/theses/649

This Thesis is brought to you for free and open access by the Graduate School at FHSU Scholars Repository. It has been accepted for inclusion in Master's Theses by an authorized administrator of FHSU Scholars Repository.
A STUDY OF CRITICISMS OF PHYSICAL EDUCATION

being

A thesis presented to the Graduate Faculty
of the Fort Hays Kansas State College in
partial fulfillment of the requirements for
the Degree of Master of Science

by

John Dwayne Hall, A. B.
Fort Hays Kansas State College

Date July 27, 1959    Approved      Major Professor

Ralph F. Coder
Chairman Graduate Council
ACKNOWLEDGMENTS

The writer wishes to express his sincere appreciation to Dr. LeRoy A. Harper, under whose guidance this thesis was written, for his encouragement and invaluable counsel in the preparation of the study. Appreciation is deeply felt to the writer's wife for her encouragement and typing of the first copies of the materials. Special mention should also be given to the writer's parents for their continued faith, without which his education would have ceased long ago.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION ........................................................</td>
<td>1</td>
</tr>
<tr>
<td>Reasons For the Study ..................................................</td>
<td>1</td>
</tr>
<tr>
<td>Investigative Methods Used ............................................</td>
<td>2</td>
</tr>
<tr>
<td>Scope and Limitations of the Study ..................................</td>
<td>2</td>
</tr>
<tr>
<td>Definition of Terms and Symbols .....................................</td>
<td>3</td>
</tr>
<tr>
<td>II. A BRIEF REVIEW OF LITERATURE ....................................</td>
<td>4</td>
</tr>
<tr>
<td>General Criticisms ......................................................</td>
<td>4</td>
</tr>
<tr>
<td>Formal Physical Education ..............................................</td>
<td>9</td>
</tr>
<tr>
<td>Interscholastic Athletics .............................................</td>
<td>18</td>
</tr>
<tr>
<td>III. THE QUESTIONNAIRE RESULTS ......................................</td>
<td>25</td>
</tr>
<tr>
<td>Participants Having Physical Education in High School ..........</td>
<td>25</td>
</tr>
<tr>
<td>Special Criticisms .....................................................</td>
<td>29</td>
</tr>
<tr>
<td>Reasons for Disliking Physical Education ........................</td>
<td>31</td>
</tr>
<tr>
<td>Areas to Stress More Fully ............................................</td>
<td>33</td>
</tr>
<tr>
<td>Rating of Physical Education Programs and Personnel ............</td>
<td>39</td>
</tr>
<tr>
<td>Comments by Participants .............................................</td>
<td>41</td>
</tr>
<tr>
<td>Summary of Questionnaire Data .......................................</td>
<td>47</td>
</tr>
<tr>
<td>IV. SUMMARY - CONCLUSIONS - RECOMMENDATIONS .....................</td>
<td>49</td>
</tr>
<tr>
<td>Summary .................................................................</td>
<td>49</td>
</tr>
<tr>
<td>Conclusions .............................................................</td>
<td>50</td>
</tr>
<tr>
<td>Recommendations .......................................................</td>
<td>51</td>
</tr>
</tbody>
</table>
CHAPTER

BIBLIOGRAPHY .................................................. 52
APPENDIX ...................................................... 55
LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Participants Having Physical Education in High School</td>
<td>26</td>
</tr>
<tr>
<td>II. Special Criticisms</td>
<td>30</td>
</tr>
<tr>
<td>III. Reasons For Disliking Physical Education</td>
<td>32</td>
</tr>
<tr>
<td>IV. Areas to Stress More Fully</td>
<td></td>
</tr>
<tr>
<td>Individual and Dual Activities</td>
<td>34</td>
</tr>
<tr>
<td>V. Areas to Stress More Fully</td>
<td></td>
</tr>
<tr>
<td>Team Activities</td>
<td>37</td>
</tr>
<tr>
<td>VI. Areas to Stress More Fully</td>
<td></td>
</tr>
<tr>
<td>Rhythmic Activities, Self-Testing, Aquatics, Adaptive Activities</td>
<td>38</td>
</tr>
<tr>
<td>VII. Rating of Physical Education Programs and Personnel</td>
<td>40</td>
</tr>
<tr>
<td>as Compared to Those in Other Fields</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Through the years the profession of physical education has been subject to many influences. Since its inclusion in the curriculum of public schools of the United States the public has steadily criticized and questioned the practices of physical education in the education of youth.

It is readily accepted by most people, and especially American educators, that the American public will support anything which it believes in. Understanding is the bases of appreciation. It is hoped that this study will be a contribution to such an understanding of physical education.

Reasons For the Study. A subject concerning criticisms of physical education suggested itself to the writer as a topic for a thesis because of three factors: (1) Criticisms of the public directed towards physical education which seemed groundless or greatly exaggerated. (2) A desire of the writer to determine the extent, and influencing factors, of favorable and unfavorable attitudes of former high school students towards their physical education programs. (3) To determine the extent, if any, of the influence of the Kraus-Webber Tests upon criticisms of physical education.

The purpose of this study was to conduct a survey of student attitudes and of literature which was critical of physical education.
Investigative Methods Used. The first step was to complete a survey of critical literature of physical education available in Forsyth Library, Fort Hays Kansas State College. The purpose of the survey was to determine the extent of the influence of the Kraus-Webber Tests and to discover, if any, the degree of exaggeration and authenticity of written criticisms on physical education.

In addition, a questionnaire was passed out with the cooperation of the physical education staff at Fort Hays Kansas State College. An unselected sampling of three hundred seventy-two students from physical education classes, representing ten states, responded. The college staff members passed the questionnaires out to their respective classes. Adequate instruction was given on the questionnaire so that no questions were needed to be asked by the participants. Each participant completed and handed his respective questionnaire back during the same class period it was passed out.

The purpose of the questionnaire was to determine the causes and extent of favorable and unfavorable attitudes of a random sampling of students toward their high school physical education experience.

Scope and Limitations of the Study. In the survey of the literature only a small portion of the numerous articles, books, pamphlets, etc., were used that were available in Forsyth Library. This was done because many of the criticisms
were repetitious in nature. The writer selected those criticisms with regard to the following: (1) The type of periodical, pamphlet, etc., in which the article might appear. (2) Professional status of the author. (3) Types of criticisms, e.g., was it new to the study, and did the criticism tend to back up a criticism from a previous evaluation.

The evaluation of literature has been confined to those critical materials of physical education published before 1945. This was done because the material published before this date would have little value to this study.

**Definition of Terms and Symbols.** The Kraus-Webber Tests were physical fitness tests administered by Hans Kraus and Ruth Hirschland to 4,264 American and 2,870 European children from comparable urban and suburban communities. Fifty-nine per cent of the American failed and eight and seven tenths per cent of the Europeans failed.

N1 - A symbol used by the writer to more easily designate the group of students that had physical education in high school as found by the student questionnaire.

N2 - A symbol used by the writer to more easily designate the group of people who did not have physical education in high school as found by the questionnaire.

N3 - A symbol used by the writer to more easily designate the group of students who did not like physical education in high school.

Participants - A term used to designate students responding to the questionnaire.
The purpose of this chapter was to evaluate briefly the critical materials that deal with all phases of the physical education program. For this purpose the chapter was divided into three parts. Part one deals with those written materials which take in all phases of the physical education program. This includes athletics, physical education, health, and intramurals. Part two takes into its scope those critical materials dealing only with single phases of the physical education program. These particular phases are intramurals, the physical education teacher, physical fitness, and the required program of physical education. The particular phase of athletics has been included alone in part three because of the abundance of materials available.

**General Criticisms.** According to Dodson¹ one of the most persistent criticisms in recent years has been the question of the value of physical education in education. Dodson handles this point, which is discussed and studied by persons in, as well as out, of the profession of physical education.

---

It is written extremely well and also presents some new arguments and suggested solutions.

The continued neglect of the average or below average skilled boy and girl is criticized by Dodson. He stressed the argument that there is not too much emphasis on at least three of the cardinal principles of education, namely, health, worthy use of leisure, and character development.

Published in School Activities in January, 1958, the article points to some of the most recent criticisms of physical education. An excellent breakdown is given on the weaknesses and contributions of health, leisure time activities, and physical education and athletics in relation to character building.

The New Republic in April, 1957, published an article by Mortimer H. Morris entitled "Does Sport Equal Fitness". However misleading the title may be, the article contained a criticism that has continually threatened physical education for many years. It is based, in part, on scientific research over a period of years. It is based, however, in inconclusive evidence.

Morris stresses the following points in claiming low mentality of athletes:

Our high school physical educators are trapped themselves. Most of them were better than average athletes.

---

who went to college for training that would prepare them to coach. Although it was part of their required curriculum, many of these men grasped neither the philosophy nor the physiology of play and exercise. Their understanding does not include a working knowledge of human anatomy nor a working appreciation of correctional procedures where remedial attention is demanded.3

Physical educators are not alone to be criticised. According to Morris they cannot be blamed for public apathy which consequently results in poor or inadequate facilities, equipment, and overloaded and understaffed classes.

An interesting method of covering many of the criticisms encountered by physical educators is presented by the author. The attention that Morris focuses on physical fitness as a national weakness was not stressed until the results of the Kraus-Webber Tests were published. This article shows that many physical educators have voiced the need for better physical fitness for a number of years but have neglected to do anything about it.

Another criticism of the state of our nation's physical fitness is voiced by Professor C. H. McCloy4 of the University of Iowa. Writing in the January, 1946, issue of the Educational Record, he criticises the educational administrator for the neglected health and physical fitness of our adult people.

3Ibid., p. 15.
This, claims McCloy, is a direct result of poor salesmanship which results in poor values of mental and physical health.

The idea that we must not only furnish complete programs of health and physical education to all children is accompanied by the point that we must also sell them on the values of maintaining physical fitness after their school years.

The article contains an excellent list of suggested teaching aids and activities. It contained the only critical examination of the school health program which was not as thorough as could be desired but was adequate and well written. This was the most complete critical article found by this survey on all phases of physical education.

One of the most enlightening things learned from this study was to find that criticisms of physical education and athletics are similar all over the world. A comparative study on *The Place of Sport in Education* was conducted by UNESCO in 1955 and 1956. It was revealed that the thinking of parents, teachers, and administrators towards athletics and physical education is much the same as that in the United States. This study consisted of reports submitted by different countries. The report submitted by France showed that administrators and teachers believe competitive sport is not beneficial and can easily be a major factor in causing physiological

---

5 "Educational Studies and Document", Printed in the Workshops of the UNESCO, 19 Avenue Kleber, Paris - 16e, 1956, pp. 1-60.
upsets. The Polish report was much the same with the exception that they believed that too much time was spent on practice of sports. In Hungary, as in most of the countries, athletics, gymnastics, and games play a very important part in the school physical education programs. The major criticisms were concerned with the type of emphasis placed on sports and the way many of the physical education programs were taught. Most of the countries felt that competitive interschool sports placed too much emphasis on education of a few rather than education of all the children. An important criticism brought out by this study was the concern shown by all countries over teacher education in physical education.

A survey conducted by Gene R. Arnold⁶ at Fort Hays Kansas State College in 1957, is surprisingly similar in its conclusions to those of the UNESCO study.⁷ The conclusion of Arnold's study criticised existing programs because it was found that physical education was predominantly made up of team sports and little emphasis was placed on individual and dual activities. A criticism similar to that voiced by Professor C. H. McCloy⁸ earlier in this study is pointed out by Arnold. It was felt by many physical educators interviewed


by Arnold that indifferent attitudes on the part of the administrator resulted in poor facilities and teaching conditions.

**Formal Physical Education.** It is generally agreed by most educators that physical education has advanced a great deal since its inclusion in the curriculum of the public schools. As pointed out by Rice⁹ and others, many of the prejudices, fears, inferior teachers, and teaching methods, have been, for the most part, done away with. Many people will also agree that there is much to be done and that physical educators must interpret their program to the public. The matter of public relations is often considered to be one of the biggest concerns in physical education. Finding out what people think of us, why they think it, and then correcting or improving the programs. Whenever this is not feasible the public must be educated to accept the present program.

The *Journal of Health, Physical Education, and Recreation*, May, 1949, contains an article by Howard G. Danford¹⁰ entitled, "As Others See Us". The study was designed to find out just what the public thought of the profession of Physical Education. The author contacted eleven universities and invited them to take part in conducting the study. Out of this

---


number, nine schools accepted his invitation to take part in the study.

The most interesting conclusion of Danford's research was that most of the criticisms voiced by people interviewed came from those who had personal contact with physical education in school or college physical education programs. Another conclusion of the study may hurt the belief of many college physical educators that women are the best physical education teachers. Danford found that one of every four girls interviewed did not like her classes in physical education. One of the many reasons given for this dislike was that most girls did not see any value whatsoever in physical education. This result could come from poor salesmanship and could very easily be the reason why women are some of the strongest critics of physical education.

There were a number of good suggestions for better public relations given in the article such as helping the student to better realize the values of physical education and telling others about them.

Lloyd M. Jones\(^\text{11}\) in his article, "Some Unfinished Business in Physical Education", states that progress has not been uniform and, in many instances, has been at a complete standstill in physical education. The instructional program was

singed out for criticism in that the practice of tossing the ball out and letting the pupils play is still used extensively in many areas. It is claimed by Jones that this is one practice that has led to the disrepute of the entire program of physical education. Published in October, 1949, in Education Magazine, the article contains a statement of objectives, some needed improvements, and a brief but very excellent summary of progress in physical education since the First World War.

The First Year Book 1947, of the Eastern District Association of American Association for Health, Physical Education and Recreation, contains an article which stresses the importance of developing and encouraging professionally minded teachers in physical education. Teachers are needed who are capable, eager to learn, tolerant, and mindful of educating the child.

There were many criticisms found by this survey voiced displeasure over the availability of physical education programs for all the children. "Physical Education For All", by Warren C. Seyfert, was the best critical material found on this subject. Writing in The School Review, June, 1946,

---


Seyfert refers to the large number of physical rejections in the selective service program in World War II and implications of the recent Kraus-Webber Tests. He argues that only a small percentage of the high school pupils are reached with physical education. It is little wonder that people question the value of physical education as it now stands when half of them are subject to poor, or possibly no exposure to it during their school days. The failure, if there is one, is due to a complete lack of health education and physical education that is designed to meet the needs of all the pupils.

Some criticisms of boys' programs of physical education in the state of California resulted from the personal observation of programs in numerous high schools in that state. The period of observation was in 1952 and was conducted by Heber Newsom, supervisor of Physical Education, University of California. The results of this study were published in 1954, in the California Journal of Secondary Education under the title, "An Appeal for More Instruction in Physical Education". These results generally centered around the fact that such things are experience, tradition, attitude, and administrative policy, adversely influence the programs of physical education.

Administrative policy seemed to receive a great deal of the criticism. It was found that most administrators in the

---

schools observed did not know the type of program being offered in physical education. Many administrators felt gym periods were good dumping grounds for poor students. This, however, is not a one-sided article as many of the criticisms were directed at the physical education teachers as well as the school administrators.

The solutions to the problem as offered by Newsom are good and are presented in an interesting manner. It is suggested, by the writer, that these solutions be used as material for evaluation of respective physical education programs. Each point, such as regular visits to the physical education classes by the principal, is clearly outlined and could be of great help in such a project.

Adapting the Secondary School Program to the Need of Youth, 52 Yearbook Part I, by the Yearbook Committee of the National Society for the Study of Education, stressed that one of the biggest problems in physical education was hidden costs. It was felt that through hidden costs we reduce student participation. Because of this hidden cost, participation had a tendency to be dominated in certain activities, by students from the middle and upper income families.

The book made a definite predication about the imbalance of emphasis in physical education programs and did a very good

---

job in proving its claim. Such things as the practice of athletes on the varsity team receiving free equipment while students on the intramural teams receiving lesser treatment was criticized violently. Ill-planned programs for students with weak ability or who needed remedial programs were also criticized.

Neglect of fundamentals and the tendency to be mere custodians of classes is advanced as a criticism of teachers of physical education. The book contains a great deal of material that very adequately discusses both the good and bad sides of physical education. Many speeches and the conclusion of the Eastern District Convention are included.

Morton Levitt, writing in *School and Society*, June, 1957, states another criticism of teachers of physical education is the apologetic attitude offered by many people within physical education who apologize for their choice of profession or become aggressive about it. Another premise discussed in Levitt's article "Reconstruction in Physical Education", which is similar to the above criticism, is that physical educators have too much of a defensive attitude toward their profession. This could be caused by many of the smears on the professional character resulting from a few bad practices of their colleagues. An excellent example of this is the ball tossing method of teaching used in many physical education programs.

The result of such a premise is that many educators in an effort to justify their existence in the profession take the fun out of physical education. This is accomplished by such things as: Overuse of sociograms, when the same result could be observed by watching children in free play, and over-use of psychodramas, when the same result could be observed by watching potential leaders battle for class leadership.

The writer believes this would be excellent material for reading by the student of physical education. However, the conclusions offered are not adequate for the scope of the article.

David B. Rodes,17 the author of "The Decline of Physical Education", states a number of new ideas to this survey. The article deals with the low level of physical education in the nation's schools and particularly those in New York City. The author spoke of the curtailment of aims and objectives of physical education. This, he stated, was a result of having to meet the dual demands of health instruction. This came about through spending additional administrative and teaching duties for health supervision and the allotment of class time to health instruction, much of which has already been covered in the science curriculum. In the opinion of the writer, this was one of the most outstanding criticisms found in his research. It was published in High Points magazine in September, 1953, consequently the ideas presented are still new to most of us.

17David B. Rodes, "The Decline of Physical Education", High Points, 35:16-20, September, 1953.
Most of the articles dealing with criticisms of physical education were extremely well-written by competent authors or else located in reliable books or periodicals. One such criticism was found in The Encyclopedia of Educational Research, 1952, which contained an article by A. A. Esslinger18 entitled, "Extracurricular Activities". Information included in this article was based on recent research in the field of physical education. The author dealt with many phases of physical education and since his was the only criticism of the high school intramural program found by the writer his criticisms were welcomed to this study. Esslinger claims the lack of uniformity and the low standards of practice in the intramurals was one reason why many administrators fail to include them in the school's program.

The following article appeared in School and Society,19 November, 1956, and was based on the 1955 President's Conference on Physical Fitness. Entitled "Preserving Well-Balanced Educational Programs," it maintains that one of our greatest fallacies in education today is being appalled at the neglect shown by the schools to such things as science and mathematics. This is done when a basically practical area of learning, such as physical education is almost wholly neglected. One out of


a number of corrections listed, state that educators would have to become more concerned with physical education. Other people should also be sold on its value and these people should seek to have physical education and recreation given their rightful places in the school curriculum.

A very good summary of numerous facts and opinions arising out of the President's Conference was given. Possibly the most important was Vice President Nixon's opening speech of the Conference. He pointed out that fewer than half of the high school boys and girls participate in physical education classes. Ninety per cent of the one hundred and fifty thousand elementary schools have no gymnasium and fewer than five per cent of American youth have had camping and outdoor recreation experience. These things are just a few of many criticisms directed at the local and national programs of physical education. It was also pointed out that if Americans are to regain their place as a strong and virile people they must quit talking and start doing something concrete about their nation's fitness.

"In Search of Physical Fitness", was published by The Royal Bank of Canada in January, 1958, in its monthly letter. This excellent pamphlet was also inspired by the results of

20Ibid., p. 16.

the Kraus-Webber Test and the President's Conference at Annapolis on physical fitness. A great deal of concern was revealed by the Canadians over the reported state of physical fitness in the United States. This situation, after a great deal of study, has been found to be equally true in Canada. Like many such materials published in the United States the letter points out the parents and schools are at fault in that order. The parents must fill the gap left by labor-saving devices and provide physical activities for their children. These physical activities should be supplemented by overhauled programs of physical education in the schools.

Interscholastic Athletics. Competitive sports are continually before the eyes of the people in the United States. Sport columns in the newspapers and magazines carry a complete coverage of collegiate and school-boy athletics. Millions of people turn out every year to observe or participate in competitive sports. It is little wonder, therefore, that athletics are continually criticised when the publicity and attention is so widespread. In the following evaluations the writer will present a few of the many critical materials found on athletics.

Most people will readily agree that the fault of interschool athletics is that participation is open to just a few of the many pupils eligible. "Athletics For All" written by
the Educational Policies Commission\textsuperscript{22} of the National Education Association, appeared in March, 1954, discussed the evils of interschool athletics.

Two main points were emphasized by the commission. They pointed out the need for providing athletic competition of all children throughout the whole year and claimed these programs should be educational. The Educational Policies Commission was of the opinion that the interscholastic athletic programs are a potential educational force, existing within the school's curriculum and are not utilized enough. The basis of the program should be based on the required class program of physical education. This in turn is strengthened by a voluntary program of intramurals in which all students may participate. Intramurals should then be followed by a voluntary program of interscholastic athletics. An interesting criticism voiced by the Commission's study was that girls did not share equally in the use of facilities, equipment, and funds, of athletic programs. The article, published in the National Education Association Journal, was an excellent condensation of the original report of the Educational Policies Commission which was published in February, 1954. A complete listing of all the questions that were part of the original study is included in this article.

Senior Scholastic, 23 March 10, 1954, contained an article based on the Educational Policies Commission's study of athletics entitled, "Varsity Sports - Overdone or Happy Medium?" The article did not contribute any particularly new criticism to this survey. It did serve, however, the unique purpose of bringing the arguments right into the high school classroom.

This was the only critical material examined by the writer which contained both the arguments for and against varsity sports. Two criticisms, new to this survey, were offered by this article. One of these arguments is based on the over-lengthy practice sessions which often result in athletes who are too tired to study. The other criticism, one which this writer has personally become acquainted with, is the idea that athletes develop the belief that they are privileged individuals. When the individual is relieved of home work to rest for an athletic contest, it is felt by many that an exaggerated sense of importance is the only logical end product. Because of its Arrangement into pro and con arguments, high school students might be particularly interested in this article. It would make excellent material on which a debate could be assigned as a class project or school assembly on the good and bad points of athletics.

In "Competitive Sports: Menace or Blessing", Parents

23 Senior Scholastic, "Varsity Sports - Overdone or Happy Medium", 64: , March 10, 1954.
Magazine, June, 1952, Jack Harrison Pollark\textsuperscript{24} states what is undoubtedly the basis of much of the fear and doubts exhibited by parents over their children's participating in competitive athletics. Mr. Pollark criticises the nature of many sports and especially the contact sports. By their nature sports are conducive to injuries which may hamper, cripple, or even kill.

This was not only critical material on athletics but it also included excellent constructive criticism and gave the athletic program credit for the great amount of good it is doing and not getting credit for. There were some very good suggestions for the improvements of athletic programs which would be of interest to the student as well as the professional educator. One such suggestion is that parents can help the success of the program if they are made to see the constructive good that athletics render their children. Through this education of the parent, physical educators may get away from over and under emphasis by the parents.

"That's My Boy", written by Worth McClure\textsuperscript{25} of the American Association of School Administrators, contains a brief criticism of the overemphasis placed by parents whose children participate in athletics. The article appearing in Today's Health, December, 1952, was actually of little value

to this research except to add weight to arguments voiced previously.

John K. Archer,26 writing in National Education Association Journal, May, 1950, states that the high school athletic programs should be complimented. He points out that they have advanced a great deal from some of the suspicions, fears, abuses, and injustices that once existed. This author does, however, criticise athletics for allowing downtown quarterbacks, promoters, and alumni groups, who must win at all costs, to become connected in any way with the policies of high school athletics.

The guiding policies of the Joint Committee on Standards for Interscholastic Athletics were listed by Archer. These are accompanied by a number of interpretations of their meaning in regard to current problems in athletics. A list of student responsibilities concerning spectator conduct during athletic contests is also included. In the writer's opinion this article entitled "Toward Sane Athletic Programs" would be an excellent reference for setting up or revising a program of athletics.

Thomas Mikula27 the author of "Winning Isn't All",


writing in the Journal of the American Association for Health-
Physical Education, and Recreation, September, 1953, gives a
brief account of a criticism which is all too common to
athletics. The opinion is given that the stress of winning
should not be encouraged even in the games program of physi-
cal education. Violent competitive play was criticised and it
was felt it should be discouraged for the sake of friendship
and pure enjoyment of the game itself. Mikula thought by
encouraging these qualities the individual could be better
prepared to live in our society. The article seemed to be
very biased in its viewpoint.

Harold W. Stoke, Dean of the Graduate School at the
University of Washington, in the March, 1954, Atlantic Monthly,
makes the following statement:

The fundamental distinctions between athletics
and education are somewhat obscured by several
arguments frequently heard. 'The first is that
athletics has "educational values". This is the
familiar "character building", "team spirit",
"sportsmanship", argument.' Anyone who knows the
actual operation of athletics will admit that
such values could be realized far better if ath-
letics were handled as recreation and physical
education. The second argument is that many fine
athletes make fine scholastic records---implying
that there must not after all be any conflict
between athletics and education. Again the
answer can be short. Big-time athletics requires
20 to 28 hours per week of its devotees, aside
from the time spent away from the campus; hence
it is bound to detract from the athlete's education?
I'll answer that question with another: Is he any
more entitled to it than any one else?28

28Harold W. Stoke, "College Athletics - Education or
Dean Stoke makes the point that athletics, and this writer supposes he means primarily football and basketball, are originally for the purpose of supplying public entertainment and that people in education fail to recognize that they have taken off upon a program which is opposite from other educational functions. This article presents an exceptionally well-written and interesting view of athletics.
CHAPTER III

THE QUESTIONNAIRE RESULTS

The pages of this chapter contain the analysis of the data which were collected for the study at hand. The analysis of the response to the questionnaire items are presented in tabular form with their corresponding frequencies and percentages noted. Their results are further elaborated on in the accompanying pages of the study.

Participants Having Physical Education in High School.

The response to Question I which was, "Did you have physical education in high school?" is given in Table I. Three hundred forty-nine, or 93.8 per cent, of the participants answered yes. Twenty-three, or 6.2 per cent, answered no.

Many of the participants who did not have physical education, while not required by the questionnaire, noted specific reasons why they had not been exposed to the program at the secondary level. Two participants wrote that band had been substituted in the scheduled physical education class period and since they did not participate in athletics they had spent their physical education in study hall. Six other participants simply noted that physical education had not been offered.

In response to Part A of Question I, three hundred twenty-four of the three hundred forty-nine participants who had physical education in high school answered that they
### Table 1
**Participants Having Physical Education in High School**

<table>
<thead>
<tr>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you have physical education in high school?</td>
<td>349</td>
<td>93.8</td>
<td>23</td>
<td>6.2</td>
<td>372</td>
</tr>
<tr>
<td>A. If so, did you like physical education?</td>
<td>324</td>
<td>92.8</td>
<td>25</td>
<td>7.2</td>
<td>349</td>
</tr>
<tr>
<td>B. If yes, why did you like physical education?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Factors</td>
<td>No. checking each factor</td>
<td>%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Competition</td>
<td>252</td>
<td>78</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Good teaching</td>
<td>124</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Group participation and cooperation</td>
<td>235</td>
<td>73</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Acquiring knowledge of sports</td>
<td>236</td>
<td>73</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Rhythmic activities</td>
<td>47</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Acquisition of new skills</td>
<td>182</td>
<td>56</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Betterment of physical health</td>
<td>221</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Leisure time activities</td>
<td>127</td>
<td>39</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Development of character</td>
<td>150</td>
<td>46</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Development of critical judgment and tolerance</td>
<td>116</td>
<td>36</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Cophysical education</td>
<td>42</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Read table thus: Three hundred forty-nine, or 93.8 per cent, of the 372 participants, indicated they had physical education in high school. Twenty-three, or 6.2 per cent of the 372 participants indicated that they did not have physical education. Three hundred seventy-two, or 100 per cent of the total number of participants responded to this question. In Part B, 252, or 78 per cent of the 324 participants who liked physical education checked "Competition" as an influencing factor.
liked it. Twenty-five, or 7.2 per cent, stated that they did not like physical education in secondary schools.

In response to Part B of question I, each positive participant to Part A checked any factor that he felt caused his favorable attitude toward physical education. Some checked all of the factors, many checked three or four and a few noted specific factors into the space provided at the bottom of the column.

As shown in Table I, in answer to Factor 1 under Part B, two hundred fifty-two participants, or 78 per cent, checked "Competition" as a contributing factor for their favorable attitude toward physical education. It should be noted that this was checked by the greater number of students and could therefore be assumed to be the major contributing factor for favorable attitudes towards physical education of the students participating in the study.

It is shown in Table I that items numbered three, four, and seven, were the next highest influencing factors. Factor 3, which was "Group participation and cooperation", was checked by two hundred thirty-five, or 73 per cent, of the participants. "Acquiring knowledge of sports", which was Factor 4, was checked by two hundred thirty-six, or 73 per cent, responding. Factor 7, "Betterment of physical health", was checked by two hundred twenty-one participants. This writer believes it significant to note that three of the items checked fall into the general pattern of the major objectives of physical
education which are education of the mental, moral, and physical person. The physical objective would readily fit Factor 7, "Betterment of physical health", the moral objective would fit both "Group participation and cooperation", which was Factor 3, and also "Competition", which was Factor 1. The mental objective would easily be met by Factor 4, "Acquiring knowledge of sports". All of the above were checked by the greatest number of participants as shown in Table I.

This writer was concerned that only one hundred twenty-four participants checked "Good teaching", which was Factor 2, as a major item in their having favorable attitudes toward physical education. It was also noted that the item of "Leisure time activities", which was Factor 8 in Table I, was given credit by only one hundred twenty-seven participants as an influencing factor for their favorable attitudes toward physical education. This will receive further comment in the conclusion to the study.

Forty-seven participants, or 15 per cent, checked Factor 5, "Rhythmic activities", and forty-two, or 13 per cent, checked Factor 11 which was "Cophysical education". It was noted, however, that thirty-eight of the same participants checked both factors and all of these were larger schools. The conclusion to draw from this is that the great percentage of participants were from small schools which did not offer either factor in their physical education program.
In response to the factor marked "Others" only four participants responded with comments. Three of the four noted "Release of tension" and the fourth noted "Learning to like others" as factors influencing their favorable attitudes toward high school physical education.

**Special Criticisms.** Table II shows specific criticisms noted by fifty-seven of the 327 participants who indicated in Part A of Question I that they liked physical education.

These responses were not solicited by the questionnaire but because of the number of participants involved the writer felt they should be included in a separate table. By the number of participants responding without the benefit of an expressed question on the questionnaire, it is obvious more would have responded in a like manner if the questionnaire had so indicated. Most of the answers given were checked under Part C of Question I or else they were written in by the participant. A few of these responses will be commented on in the following paragraphs.

In responses to the item "Poor teachers", which was Factor 13 in Table II, seventeen participants indicated they were especially critical of their teachers of physical education in high school. It is also shown by Table II that twenty-three participants indicated "Short class periods", as a special criticism and that twenty-one indicated they were not allowed enough time for dressing and showering as special criticisms,
# TABLE II

**SPECIAL CRITICISMS**

<table>
<thead>
<tr>
<th>Factors</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Competition of other activities</td>
<td>7</td>
</tr>
<tr>
<td>2. Fear (injury, etc)</td>
<td>4</td>
</tr>
<tr>
<td>3. Lack of finances (towel fee and uniform cost)</td>
<td>1</td>
</tr>
<tr>
<td>4. Group response unfavorable to you as an individual</td>
<td>1</td>
</tr>
<tr>
<td>5. Opinions of family (religious views)</td>
<td>1</td>
</tr>
<tr>
<td>6. Opinions of personal friends</td>
<td>0</td>
</tr>
<tr>
<td>7. Opinions of opposite sex</td>
<td>0</td>
</tr>
<tr>
<td>8. Personal physical appearance</td>
<td>2</td>
</tr>
<tr>
<td>9. Previous physical education experience</td>
<td>3</td>
</tr>
<tr>
<td>10. Physical plant (gym, dressing rooms, etc.)</td>
<td>12</td>
</tr>
<tr>
<td>11. Poor coordination</td>
<td>3</td>
</tr>
<tr>
<td>12. Lack of skill</td>
<td>7</td>
</tr>
<tr>
<td>13. Poor teachers</td>
<td>17</td>
</tr>
<tr>
<td>14. Short class periods</td>
<td>23</td>
</tr>
<tr>
<td>15. Not enough time allowed for dressing and showering</td>
<td>21</td>
</tr>
<tr>
<td>16. Cophysical education</td>
<td>1</td>
</tr>
</tbody>
</table>

Read table thus: Seven of the fifty-seven participants who specifically liked physical education but who had special criticisms indicated competition of other activities as a factor in their criticism of physical education.
One person indicated that even though he liked physical education he was afraid of injury. He criticized the program for not making allowance for gradually working the more timid students into the rougher parts of the course.

Even though they generally liked physical education, three participants checked "Personal physical appearance" as a factor which produced unfavorable attitudes toward their physical education. One female participant noted on her questionnaire that she was especially critical of her program in high school because of the poor dressing room facilities provided for the girls while the boys' program had better dressing facilities. This same factor, listed as Factor 10 in Table II, was checked by ten other participants.

Reasons for Disliking Physical Education. In Table III the factors checked by the twenty-five participants that had previously indicated in the questionnaire their dislike for physical education have been tabulated. Again, as previously indicated in the special criticisms in Table II, "Short class Periods" and "Not enough time allowed for dressing and showering" were marked by a number of participants as items influencing unfavorable attitudes toward physical education. Factor 14, which was "Short class periods", was marked by seven participants and eleven, or 44 per cent, responded to Factor 15.

In Table III, however, it is shown that "Lack of skill"
## TABLE III

### REASONS FOR DISLIKING PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>Factors</th>
<th>No. checking each factor</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Competition of other activities</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>2. Fear (injury, etc.)</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>3. Lack of finances (towel fee and uniform cost)</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>4. Group response unfavorable to you as an individual</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>5. Opinions of family (religious views)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6. Opinions of personal friends</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>7. Opinions of opposite sex</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8. Personal physical appearance</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>9. Previous physical education experience</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>10. Physical plant (gym, dressing rooms, etc.)</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>11. Poor coordination</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>12. Lack of skill</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>13. Poor teachers</td>
<td>16</td>
<td>64</td>
</tr>
<tr>
<td>14. Short class periods</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>15. Not enough time for dressing and showering</td>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td>16. COPHYSICAL education</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Read table thus: Three, or 12 per cent of the twenty-five participants who disliked physical education, checked "Competition of other activities" as an influencing factor.
and "Poor teachers", played an important role in influencing unfavorable attitudes of these particular participants toward physical education. In response to Factor 13, sixteen participants indicated "Poor teachers", as a cause for their adverse attitude and fifteen indicated "Lack of skill" as an influencing factor.

**Areas to Stress More Fully.** Question 3 on the questionnaire was a request of the participant to check any area which he believed the physical education program should stress more fully. Table IV gives the results of this question. The writer has arranged this table by dividing it into three groups. These are the participants who had physical education and liked it, the ones that did not have physical education in high school, and those that did not like physical education in high school. This was done in order to see the similarity in desires and percentages of total tabulations between the three.

Results of Factor 11 in Table IV disclosed a very close correlation among the three types of participants concerned. Those participants that did not have physical education in high school reported eleven, or 48 per cent, in favor of emphasizing "Tennis". Two hundred eighteen participants who liked physical education, or 67 per cent, showed desire to have "Tennis" emphasized more in physical education. In answer to the same factor, thirteen, or 52 per cent of the participating subjects who did not like their physical education in high
### Table IV

**Areas to Stress More Fully**

**Individual and Dual Activities**

<table>
<thead>
<tr>
<th>Factors</th>
<th>*N1</th>
<th>%</th>
<th>*N2</th>
<th>%</th>
<th>*N3</th>
<th>%</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Archery</td>
<td>124</td>
<td>38</td>
<td>13</td>
<td>57</td>
<td>9</td>
<td>36</td>
<td>146</td>
<td>39</td>
</tr>
<tr>
<td>2. Badminton</td>
<td>113</td>
<td>35</td>
<td>8</td>
<td>35</td>
<td>10</td>
<td>40</td>
<td>131</td>
<td>35</td>
</tr>
<tr>
<td>3. Bowling</td>
<td>194</td>
<td>60</td>
<td>12</td>
<td>52</td>
<td>12</td>
<td>46</td>
<td>218</td>
<td>59</td>
</tr>
<tr>
<td>4. Deck Tennis</td>
<td>27</td>
<td>8</td>
<td>4</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>31</td>
<td>8</td>
</tr>
<tr>
<td>5. Fencing</td>
<td>26</td>
<td>6</td>
<td>4</td>
<td>17</td>
<td>3</td>
<td>12</td>
<td>27</td>
<td>7</td>
</tr>
<tr>
<td>6. Golf</td>
<td>152</td>
<td>47</td>
<td>14</td>
<td>61</td>
<td>5</td>
<td>20</td>
<td>171</td>
<td>46</td>
</tr>
<tr>
<td>7. Handball</td>
<td>32</td>
<td>10</td>
<td>6</td>
<td>26</td>
<td>1</td>
<td>4</td>
<td>39</td>
<td>10</td>
</tr>
<tr>
<td>8. Hiking</td>
<td>42</td>
<td>13</td>
<td>6</td>
<td>26</td>
<td>2</td>
<td>8</td>
<td>50</td>
<td>13</td>
</tr>
<tr>
<td>9. Rope skipping</td>
<td>15</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>17</td>
<td>5</td>
</tr>
<tr>
<td>10. Shuffleboard</td>
<td>32</td>
<td>10</td>
<td>10</td>
<td>43</td>
<td>0</td>
<td>0</td>
<td>42</td>
<td>11</td>
</tr>
<tr>
<td>11. Tennis</td>
<td>218</td>
<td>67</td>
<td>11</td>
<td>48</td>
<td>13</td>
<td>52</td>
<td>242</td>
<td>65</td>
</tr>
<tr>
<td>12. Track and Field</td>
<td>129</td>
<td>40</td>
<td>8</td>
<td>35</td>
<td>5</td>
<td>20</td>
<td>147</td>
<td>38</td>
</tr>
<tr>
<td>13. Weight lifting</td>
<td>76</td>
<td>23</td>
<td>3</td>
<td>13</td>
<td>4</td>
<td>16</td>
<td>83</td>
<td>22</td>
</tr>
<tr>
<td>14. Wrestling</td>
<td>132</td>
<td>41</td>
<td>8</td>
<td>35</td>
<td>4</td>
<td>16</td>
<td>144</td>
<td>39</td>
</tr>
</tbody>
</table>

*See page 3 for explanation of symbols.

Read table thus: One hundred twenty-four, or 38 per cent of the 324 participants who had physical education and liked it, felt "Archery" should be stressed. Thirteen, or 57 per cent of the 23 participants who did not have physical education, felt "Archery" should be stressed. Nine participants, or 36 per cent of the twenty-five participants who disliked physical education, indicated they felt "Archery" should be stressed. One hundred forty-six, or 39 per cent of the total 372 participants indicated they felt "Archery" should be stressed more fully in the physical education program.
school reported themselves to be in favor of more high school emphasis on "Tennis".

Another individual and dual sport which received at least 40 per cent of each type of participants consideration was "Bowling". This was Factor 3 in that area. Responses to this factor by the N1 group, totaled one hundred ninety-four, or 60 per cent, in favor of more emphasis. Groups N2 and N3 reported twelve, or 52 per cent, and twelve, or 46 per cent respectively, in favor of emphasizing "Bowling" more in high school physical education.

"Badminton", which was also listed in the area of individual and dual sports, received a similar vote by the three types of participants. Results of tabulation of the N1 group disclosed 35 per cent or one hundred thirteen in favor of more emphasis on this particular activity while 35 per cent, or eight, of the N2 group, and 40 per cent, or ten, participants of the N3 group gave similar indications.

This writer, in the process of making up this questionnaire, made a previous hypothesis concerning the participants desiring more emphasis on "weight lifting". This was because of the increased emphasis on this factor by so many athletic coaches and physical education teachers, not only for rehabilitation or injuries but as an activity itself. It was believed desire for emphasis by the participants would be much greater than was disclosed by this portion of the study.
Responses to "Team Sports", which were listed on Table V, were not as numerous as those experienced for "Individual Sports". The highest tabulation of any group of participants was given by the N2 group for "Volleyball" with twelve, or 52 per cent wishing more emphasis. This is contrasted with the N1 group in "Individual Sports" responding with two hundred eighteen, or 68 per cent, for more emphasis on "Tennis". As an additional comparison the total percentage for "Volleyball" for all three groups was 49 per cent while the same comparison for "Tennis" was 65 per cent.

"Softball", which was Factor 8 in "Team Sports", received a good response from the three groups. The tabulations were: N1, one hundred-forty-eight, or 46 per cent; N2, thirteen or 57 per cent; and, N3, nine, or 30 per cent. The participant response for more emphasis of "Baseball" was similar to that shown for "Softball". Forty-seven per cent of the total number of participants responded to "Baseball" while 46 per cent responded to "Softball". The response to Factors four, five, six, and seven, in "Team Sports" was not as high. This is undoubtedly due to lack of knowledge on the part of the participants as to what these sports actually are.

In Table VI, "Swimming" received the greatest number of checks by all participants. Two hundred eighty-nine, or 78 per cent of the total number of participants checked swimming. "Lifesaving" which was also included in the table, received
Read table thus: One hundred sixty of the 324 participants who had physical education and liked it, or 49 per cent, felt that baseball should have received more stress. Seven participants of 23, or 30 per cent who did not have physical education, felt that baseball should receive more stress. Six students, or 24 per cent of the 25 who disliked physical education felt that baseball should be stressed more fully. One hundred seventy-three students, or 47 per cent of those reporting, felt that baseball should receive more stress in the instructional program.
### TABLE VI

**AREAS TO STRESS MORE FULLY**

Rhythmic Activities, Self-Testing, Aquatics, Adaptive Activities

<table>
<thead>
<tr>
<th>Factors</th>
<th>*N1</th>
<th>%</th>
<th>*N2</th>
<th>%</th>
<th>*N3</th>
<th>%</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rhythmic Activities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Folk and Square Dance</td>
<td>136</td>
<td>41</td>
<td>12</td>
<td>52</td>
<td>11</td>
<td>44</td>
<td>162</td>
<td>44</td>
</tr>
<tr>
<td>2. Modern Dance</td>
<td>119</td>
<td>37</td>
<td>7</td>
<td>30</td>
<td>7</td>
<td>24</td>
<td>130</td>
<td>37</td>
</tr>
<tr>
<td>3. Social Dance</td>
<td>187</td>
<td>58</td>
<td>12</td>
<td>52</td>
<td>15</td>
<td>60</td>
<td>214</td>
<td>56</td>
</tr>
<tr>
<td><strong>Self-Testing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Apparatus</td>
<td>45</td>
<td>14</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>8</td>
<td>48</td>
<td>13</td>
</tr>
<tr>
<td>2. Gymnastics</td>
<td>173</td>
<td>53</td>
<td>8</td>
<td>34</td>
<td>10</td>
<td>40</td>
<td>191</td>
<td>51</td>
</tr>
<tr>
<td>3. Stunts</td>
<td>55</td>
<td>17</td>
<td>7</td>
<td>30</td>
<td>5</td>
<td>2</td>
<td>67</td>
<td>18</td>
</tr>
<tr>
<td>4. Tumbling</td>
<td>154</td>
<td>48</td>
<td>9</td>
<td>39</td>
<td>7</td>
<td>24</td>
<td>170</td>
<td>46</td>
</tr>
<tr>
<td><strong>Aquatics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Lifesaving</td>
<td>190</td>
<td>57</td>
<td>13</td>
<td>57</td>
<td>9</td>
<td>36</td>
<td>212</td>
<td>57</td>
</tr>
<tr>
<td>2. Swimming</td>
<td>250</td>
<td>77</td>
<td>20</td>
<td>87</td>
<td>19</td>
<td>76</td>
<td>289</td>
<td>78</td>
</tr>
<tr>
<td><strong>Adaptive Activities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Calisthenics</td>
<td>148</td>
<td>44</td>
<td>9</td>
<td>39</td>
<td>9</td>
<td>36</td>
<td>166</td>
<td>45</td>
</tr>
<tr>
<td>2. Adapted use of any previously listed activity for handicapped children</td>
<td>120</td>
<td>46</td>
<td>10</td>
<td>43</td>
<td>5</td>
<td>2</td>
<td>135</td>
<td>36</td>
</tr>
</tbody>
</table>

*See page 3 for explanation of symbols.*

Read table thus: One hundred thirty-six, or 41 per cent of the participants who liked physical education felt that "Folk and Square Dance" should be stressed more fully. Twelve, or 52 per cent of the twenty-three participants who did not have physical education, indicated the same. Eleven, or 44 per cent of the group that disliked physical education, indicated that it should be stressed more fully. One hundred seventy-two participants indicated more stress on "Folk and Square Dance" was needed in physical education programs.
checks, or 57 per cent. Other factors which ranked high on this table included "Social Dance", which was Factor 3 under "Rhythmic Activities", which received 58 per cent of the total participants checked and "Gymnastics" with 51 per cent of the total. It was especially interesting for this writer to note the results of the tabulations and percentages for "Calisthenics". This activity, which is supposedly disliked by most students, received one hundred sixty-six, or 45 per cent of the total votes.

Rating of Physical Education Programs and Personnel. The responses of the participants to questions 4 and 5 are tabulated in Table VII. Because of the similarity in required answers these two questions were grouped together.

The responses to question 4 show sixty-five, or 17 per cent of the total participants, believed physical education was "Not as important" as other subjects. The same table shows one hundred seventy-five, or 47 per cent, believed physical education to be "Just as important" as other subjects, and one hundred thirty-two, or 36 per cent, thought it to be "More important". A breakdown of the same question by groups reveals four, or 16 per cent of the N3 group, believing physical education to be "More important" than other subjects. In the same respect the N2 group responded with four, or 15 per cent, and the N1 group with one hundred twenty-four, or 38 per cent.
TABLE VII

RATING OF PHYSICAL EDUCATION PROGRAMS AND PERSONNEL
AS COMPARED TO THOSE IN OTHER FIELDS

<table>
<thead>
<tr>
<th>Programs</th>
<th>*N1</th>
<th>%</th>
<th>*N2</th>
<th>%</th>
<th>*N3</th>
<th>%</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. More important</td>
<td>124</td>
<td>38</td>
<td>4</td>
<td>15</td>
<td>4</td>
<td>16</td>
<td>132</td>
<td>35</td>
</tr>
<tr>
<td>2. Just as important</td>
<td>154</td>
<td>44</td>
<td>14</td>
<td>61</td>
<td>7</td>
<td>3</td>
<td>175</td>
<td>47</td>
</tr>
<tr>
<td>3. Not as important</td>
<td>46</td>
<td>14</td>
<td>5</td>
<td>2</td>
<td>14</td>
<td>56</td>
<td>65</td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personnel</th>
<th>*N1</th>
<th>%</th>
<th>*N2</th>
<th>%</th>
<th>*N3</th>
<th>%</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Better than</td>
<td>124</td>
<td>38</td>
<td>9</td>
<td>39</td>
<td>8</td>
<td>32</td>
<td>141</td>
<td>38</td>
</tr>
<tr>
<td>2. Just as good</td>
<td>149</td>
<td>40</td>
<td>10</td>
<td>43</td>
<td>6</td>
<td>24</td>
<td>165</td>
<td>44</td>
</tr>
<tr>
<td>3. Weaker than</td>
<td>51</td>
<td>15</td>
<td>4</td>
<td>15</td>
<td>11</td>
<td>44</td>
<td>66</td>
<td>18</td>
</tr>
</tbody>
</table>

*See page 3 for explanation of symbols.

Read table thus: One hundred twenty-four, or 38 per cent of the 324 participants who liked physical education, believed it to be "More important" than other fields. Four, or 15 per cent of the 23 participants who did not have physical education, believed it to be "More important". Four, or 16 per cent of the 25 participants who disliked physical education, indicated they believed it to be the same. One hundred thirty-two, or 35 per cent of the total 372 participants, indicated they believed physical education to be "More important" than other fields.
Tabulations of the responses to Question 5 in Table VII, revealed sixty-six, or 18 per cent of the total participants, stating they believed physical education teachers were "Weaker than" their teachers in other fields. Group N3, which consisted of the participants who did not like physical education, had the highest number of responses for this part of Question five with 44 per cent of the total group responding.

Responses to Question 6, which was not listed in table form, showed seven participants indicating physical education was considered a "Waste of time", and 365 indicating it was not. Question 2, which was also not in table form, drew similar responses from the participants with five showing they did not think physical education should be taught in high school and 367 indicating the opposite.

Comments by Participants. Responses to the last part of Question 6 were many and varied. The participants contributed both compliments and criticisms of their high school physical education of physical education in general. The writer will comment on a few of the criticisms in the following pages. A partial list of the responses is included at the end of this chapter for the readers examination.

A response by a female participant stated that she believed in physical education but there was a point when it became a waste of time. She also stated that "Overemphasis
on athletics" is causing the degrading of our scholastic standards such as substituting footballs for good text books. One male participant responded in a similar manner. He wrote that he believed in the principles of physical education but he did not believe in the way they were emphasized. He too was probably referring to the athletic programs.

A participant who lived in Nebraska claimed that he did not believe the high school physical education teachers knew enough about physical education. Another male stated he believed the high schools needed more and better equipment and interested teachers if the program was to be successful.

The competitive bases of many physical education programs was presented as a basis for a criticism by a male participant from Kansas. He wrote that often times in high school physical education is presented on a competitive basis. This leans to an awkward feeling on the part of the adolescent who often is not capable of such rigid competition. A number of the responses, both for and against, mentioned this item.

The responses of three female participants were of special interest to this writer as he was aware of this particular factor as a problem in physical education. These participants wrote compliments toward physical education in general but they wanted to know why the profession could not
get more ladylike women instructors. One of the girls stated she had been influenced away from a career in physical education because of observation of "unfeminine lady instructors".

The following are additional suggestions written on the questionnaire.

1. A part of development of character is physical as well as mental. A person of poor physical health will not have good mental health. We need to maintain our physical health in order to live a full rich life.

2. If the body is exercised regularly in youth the body will respond better as it ages and matures.

3. As long as it aids in building up health and aids in making a happier individual, then it is highly important.

4. It develops a person physically and he learns the meaning of teamwork.

5. Because physical education may be used as a recreation as well as a good body builder.

6. Because it is education of the physical, mental, emotional, and social person through physical activities and plays a very important part in education.

7. Many people would take no interest in sports and have no physical exercise themselves if it were not for physical education.

8. For some people it is not a waste of time but if you have had it before and you know how to do the things they teach it should not be required.

9. Everyone should have physical education for his own good. It makes him better coordinated and helps him to develop better.
10. If it is presented in the correct manner. Often times in high school it is presented on a competitive basis. This lends to an awkward feeling on the part of the adolescent who often is not capable of such rigid competition. One definitely feels that improvements could be made.

11. It teaches sportsmanship besides keeping one in good condition physically. It also teaches many activities that can be used to take up spare time.

12. High schools need more and better equipment and interested teachers if the physical education program is to be successful.

13. Physical education is not a waste of time because it develops character, leadership, cooperation, and provides good exercise for the individual. It should be a vital part of every high school curriculum.

14. It helps a person to stay in better physical condition. The teacher should not favor the ones who naturally grasp it easier than others.

15. Physical education is important because it helps to develop the body. It also teaches people to get along with each other. The most important thing physical education contributes to society is its part in giving people an opportunity to release some of their emotional strain. Through physical education courses students learn a better understanding of the individual. The United States as a whole has been real lax on the physical education programs.

16. It helps to mature one emotionally, physically, and mentally. It teaches teamwork and good sportsmanship and increases better health, good judgment, and tolerance.

17. When a person is going to school he does not do much in the way of physical exercise and needs physical education to keep in shape.

18. It gives the student the exercise most of them need but do not get.
19. Physical education is a very vital factor in high school. One feels that the physical education activities and sports which are available in high school are a great benefit.

20. It should be used to some extent but there is a point in which it becomes a waste of time. Overemphasis on athletics is causing the degrading of our scholastic standards such as substituting footballs and basketballs for good text books.

21. Everyone needs some amount of physical education to get the most out of life. It helps the mind and body and also relaxes and relieves the mental strain of studying.

22. One should be required to take only one year of physical education so that courses could be taken that are in one's own field.

23. In many instances physical education is both helpful and beneficial to the individual and it stimulates the student's ideas of fair play and aids him in competitive programs he enjoys.

24. Physical education should be included in the curriculum of every school. An awareness of one's health and physical fitness is a great need to the people of our nation.

25. Exercise is very important to one feeling of well being and some form of competition is good for everyone.

26. All schools should teach physical education as recreation as it is just as important as the other subjects required.
Summary of Questionnaire Data. The data received from the questionnaire indicated the following:

1. A large majority of the participants indicate that physical education is being taught in their high schools.

2. Most participants liked physical education.

3. Competition, group participation and cooperation, and acquiring knowledge of sports, were indicated by the greatest number as reasons for their favorable attitude toward physical education.

4. Poor teachers and lack of skill on the part of the participants were indicated by the greatest number as reasons for their unfavorable attitude toward physical education.

5. A large majority of participants indicated that physical education should be taught in the high school.

6. Tennis and Bowling were the individual sports that most participants felt should be stressed.

7. Volleyball, basketball, and some form of baseball were the team activities that most participants felt should be stressed.

8. Social dance, gymnastics, and swimming were checked by at least 50 per cent of the participants as areas to be stressed in physical education.

9. The larger part, or 47 per cent of the participants, felt that physical education was just as important as other subjects of the school program. Thirty-five per cent felt that physical education was more important than other subjects and 17 per cent felt that physical education was not as important as other subjects.

10. The larger part, or 44 per cent of the participants, felt that physical education personnel were just as good as the personnel in other education fields. Thirty-eight per cent felt they were better than, and 18 per cent felt that physical education personnel were weaker than personnel in other teaching fields.
11. At the base of most of the criticisms which were written into the questionnaire was the failure of the school to provide a program which included enough instructional time and adequate instruction for all students in a wide variety of activities.
CHAPTER IV

SUMMARY - CONCLUSIONS - RECOMMENDATIONS

This writer could undoubtedly continue for some time referring to studies, reports, and articles, that have been published within the scope of this study. This would include such studies as those carried out by the National Federation of State High School Athletic Association, and the various committee reports from the American Association for Health, Physical Education, and Recreation. All of these reveal the same concern with physical education in the school programs.

Summary. The data indicated the following:

1. Indifferent attitudes toward physical education by school administrators may be a leading factor in poor programs.

2. Results of the questionnaire indicate the majority of students at Fort Hays Kansas State College have a favorable attitude toward their high school Physical education experience.

3. Poor teachers play the greatest part in the development of future critics of physical education.

4. Emphasis of physical education or athletics for the few is one of the main sources for criticisms.

5. The greatest single source of criticisms are the implications of findings of the Kraus-Webber Tests. These critics claim physical education is not contributing enough to physical fitness of youth.

6. Poor public relations result in many criticisms.

7. Criticisms of physical education are similar throughout the world. They are mainly directed toward emphasis of physical education on only a few.
8. The lack of physical fitness is a large factor in most criticisms of physical education. Most critics claim this is the fault of our school physical education program.

9. Overemphasis of varsity sports and competition was another area which gained a great deal of criticism.

10. Competition was a major factor in influencing favorable attitudes toward physical education. This was pointed out by the questionnaire. Seventy-eight per cent of the participants so indicated.

**Conclusions.** The possible implications of the findings are as follows:

1. Physical education should be interested in more and better public relations to educate the public about the great contributions of physical education to the education of all youth.

2. Because of the publicity, both good and bad focused on competitive athletics, many people tend to think all athletic programs are overemphasized and all physical education programs underemphasized. Hence, the criticisms of physical education for the few take form.

3. There is a great need for more and better evaluation of the quality and quantity of the learning experience in physical education.

4. The attention given to planning for cophysical education experiences are not adequate and should be given more attention.

5. With the increased emphasis on intellectual accomplishments, criticisms of physical education are likely to increase unless the profession takes steps to rid itself of the weak spots in the program.

6. Competition, while a leading factor in most criticisms, is also the greatest motivating factor for the favorable attitudes of students toward physical education.

7. There is a prominent lack of emphasis on leisure time or individual and dual sports within the physical education program.
Recommendations. As a result of this study the following recommendations are presented:

1. Further studies of separate phases of physical education are needed which might include:
   a. A separate study of spectator attitudes.
   b. A separate study of parent attitudes.
   c. A separate study of attitudes of school and college administrators towards physical education.
   d. A separate study of the extent and types of leisure time activities taught in the physical education classes.

2. Extended use of rhythmic and carry-over activities in the school physical education programs is needed.

3. Teachers should be prepared broadly in physical activities and principles rather than narrowly trained in a particular coaching field.

4. Physical education for all students should be given the same status, responsibility, and respect that is given to other areas of the academic family.

5. Cophysical education activities should be offered in those activities which lend themselves to this type of activity. Cophysical education activities should be presented at the proper time in the child's life.

6. Graded, progressive programs with objectives and adequate tests should be provided from kindergarten through the 12th grade.

7. All elementary school teachers should have competency in teaching the physical education skills of their particular grades.

8. Girls should share equally with boys in the program and in the use of facilities and available funds.

9. At least one hour a day for secondary and junior high school pupils and one-half hour a day for elementary school children should be provided for physical education instruction.

10. Better physical education programs should be provided for all students.
BIBLIOGRAPHY

A. GENERAL


B. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES, AND OTHER ORGANIZATIONS


C. PERIODICALS


Senior Scholastic, "Varsity Sports - Overdone or Happy Medium", 64: March 10, 1954.


STUDENT QUESTIONNAIRE

This questionnaire is part of a thesis concerning critical opinions and materials of physical education. It will be greatly appreciated if you will complete the questions in the shortest time possible and return it to your instructor. Please complete and hand back all questionnaires. Thank you for your cooperation.

NOTE: The questions should be answered only with regard to your high school physical education experience.

NAME ____________________ SEX ______ AGE ___

HIGH SCHOOL GRADUATED FROM _________________________________

TOWN _____________________ STATE _____ YRS. IN. COL. ___

1. Did you have physical education when you were in high school?  
   Yes _____ No _____

   a. If so, did you like physical education? Yes ____ No _____
   b. If yes, why did you like physical education?  
      (check any influencing factors)

      1. Competition
      2. Good teaching
      3. Group participation and cooperation
      4. Acquiring knowledge of sports
      5. Rhythmic activities
      6. Acquisition of new skills
      7. Betterment of physical health
      8. Leisure time activities
      9. Development of character
     10. Development of critical judgment and tolerance
     11. Cophysical education
     12. (Others) ________________________________
     13. ________________________________
c. If no, why did you dislike physical education? (check any influencing factors).

1. Competition of other activities
2. Fear (Injury, etc.)
3. Lack of finances. (Towel fee & uniform cost)
4. Group response unfavorable to you as an individual
5. Opinions of family. (Religious views)
6. Opinions of personal friends
7. Opinions of opposite sex
8. Personal physical appearance
9. Previous physical education experience
10. Physical plant (gym, dressing rooms, etc.)
11. Poor coordination
12. Lack of skill
13. Poor teachers
14. Short class periods
15. Not enough time allowed for dressing and showering
16. Copysical education
17. (Others) ____________________________
18. ____________________________

2. Do you think physical education should be taught in the high schools? Yes ____ No ____

3. Check any particular areas which you believe the physical education programs should stress more fully.

<table>
<thead>
<tr>
<th>INDIVIDUAL &amp; DUAL</th>
<th>RHYTHMIC ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Archery</td>
<td>1. Folk &amp; Square Dance</td>
</tr>
<tr>
<td>2. Badminton</td>
<td>2. Modern Dance</td>
</tr>
<tr>
<td>4. Deck Tennis</td>
<td></td>
</tr>
<tr>
<td>5. Fencing</td>
<td></td>
</tr>
<tr>
<td>6. Golf</td>
<td></td>
</tr>
<tr>
<td>7. Handball</td>
<td></td>
</tr>
<tr>
<td>8. Hiking</td>
<td></td>
</tr>
<tr>
<td>9. Rope Skipping</td>
<td></td>
</tr>
<tr>
<td>10. Shuffleboard</td>
<td></td>
</tr>
<tr>
<td>11. Tennis</td>
<td></td>
</tr>
<tr>
<td>12. Track &amp; Field</td>
<td></td>
</tr>
<tr>
<td>13. Weight Lifting</td>
<td></td>
</tr>
<tr>
<td>14. Wrestling</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SELF-TESTING ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apparatus</td>
</tr>
<tr>
<td>2. Gymnastics</td>
</tr>
<tr>
<td>3. Stunts</td>
</tr>
<tr>
<td>4. Tumbling</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AQUATICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lifesaving</td>
</tr>
<tr>
<td>2. Swimming</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADAPTIVE OR CORRECTIVE ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Calisthenics</td>
</tr>
<tr>
<td>2. Adapted use of any previously listed activities for handicapped children</td>
</tr>
</tbody>
</table>
4. Do you think physical education is (1) more important, (2) just as important, (3) not as important, as other subjects. (circle one)

5. Do you feel that your instructors in physical education have been (1) better than, (2) just as good, (3) weaker than, those in other fields.

6. Do you feel that physical education is a waste of time? Yes _____ No _____ If so, why?