

CRITERIA USED TO EVALUATE THE INSTRUCTIONAL PHYSICAL
EDUCATION PROGRAM BY ADMINISTRATORS
IN SELECTED TEXAS PUBLIC
SECONDARY SCHOOLS

by

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A THESIS

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IN SELECTED TEXAS PUBLIC
SECONDARY SCHOOLS

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the Faculty of the School of Physical Education
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Master of Arts

by
Barbara Jean Hopson
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CHAPTER I

INTRODUCTION

The quality of man's evaluative ability is a measure of man himself. Man's progress from simple to complex social structures has been accompanied by his continuous evaluation of his environment in his attempt to better it. It was inevitable; therefore, that evaluation would be applied to problems of education, though the formal concepts of measurement and evaluation are relative newcomers to the science of education. In 1896, Dr. J. M. Rice, a physician, expressed the idea that before formal education could be considered a true science, it would be necessary to "discover at least some truth in regard to educational progresses."¹ Following this suggestion, educators became cognizant of the need for measurement in education and began to take the proper steps to correct this lack.

From 1930 to the present day may be considered the era when the center of attention shifted from measuring academic skills to evaluating achievement of the whole range of educational objectives. Rice

¹
Lester D. Crow and Alice Crow, Introduction to Education, p. 366.

himself was responsible for the construction, administration and scoring of tests in arithmetic, composition, spelling and penmanship, in order to set up objective forms of measurement that might serve as standards of achievement. Other educators and psychologists who were pioneers in the educational measurement movement were Binet, Decroly, Whitmer, Goddard, Terman, Hitchcock, Sargent and Crampton.²

In some aspects physical education stayed in step with the educational measurement movement as evidenced by the number of standardized measurement devices available which determine levels of skill, acquisition of knowledge and application of skill and knowledge. However, scientific evaluation of the instructional physical education program seems to have lagged behind, since the investigator was able to find only one standardized evaluation form, the LaPorte Score Card Number II.³ This evaluative score card is based on established criteria for determining scientifically the effectiveness of a total physical education program in meeting the aims and objectives

²Ibid.

³William R. LaPorte, LaPorte Score Card Number II, The Physical Education Curriculum, Los Angeles: The University of Southern California Press, 1955.

of physical education as well as those of education. It is designed so that it may be used by any secondary school anywhere in the United States. Florida, Illinois, Ohio and Texas have developed evaluation forms for use in those particular states, but they are not designed specifically to be used by any other state. The failure of states to develop evaluation forms may be a direct result of the teaching of Jesse Feiring Williams who has had a tremendous effect upon the secondary school physical education programs. Williams believes that evaluative criteria for physical education should be determined by the school system using the criteria. He deems that local standards, objectives and need should determine the method used by a particular locality.⁴ Because of his influence, the investigator believes that this is one of the major reasons for the noticeable lack of evaluation on a national basis. Another reason may be that a competent evaluation procedure requires research and experimentation, which many public school personnel may not have the time or equipment to pursue. Although it is recognized by most administrators and educators that evaluation is a necessary part of

⁴ Jesse Feiring Williams and Clifford Lee Brownell, The Administration of Health and Physical Education, p. 389.

developing a sound curriculum, too often evaluation in physical education is limited to measurement of specific skills and knowledge instead of the evaluation of the total program. This results in inadequately evaluating the instructional physical education program in comparison with other subject areas of the total education program. The gap must be closed and the physical educator must work closely with the administration to accomplish this goal.

The initial step of evaluation should be taken by the administrator because he is expected to furnish the type of leadership that will make possible the continual progress and development of learning within the school assigned to him. He must clearly understand that the pupils are the most important persons in education and that the teachers must be allowed the freedom to cultivate their growth. The administrator needs a continual evaluation of values and procedures to help him in reviewing the advancement of subject areas and the improvement of learning situations in the school. It has been said that no improvement can occur in education without the cooperation of all the individuals involved in the change.⁵ The process of

⁵Hughes, French and Lehsten, Administration of Physical Education for Schools and Colleges, p. 63.

planning the evaluation program must be a cooperative one, with administrators, faculty, students and parents contributing. The administrator's major responsibility in evaluation is to establish the procedures and in-service training necessary to simplify and facilitate the appraisal of curricular organization and content.

The terms evaluation and measurement are often used interchangeably, even though they have very definite different meanings. To eliminate the possibility of misinterpretation and to clarify the terms, they are herewith discussed and defined. Evaluation as applied to education becomes a means of determining the extent to which educational objectives are being accomplished or the total scope or overview of the subject taught. The term evaluation was derived from a French word, "evolver", which means to estimate or place a value on.⁶ It goes beyond measurement, endeavoring to use subjective reasoning as well as objective findings. Evaluation assigns a value to the units that measurement counts.⁷

⁶ Leslie W. Irwin and James H. Humphrey, Principles and Techniques of Supervision in Physical Education, p. 322.

⁷ Davis and Wallis, Toward Better Teaching in Physical Education, p. 373.

Hughes, French and Lehsten defined evaluation as a process through which the individual is helped to move from his present position or state to an improved one.⁸ This definition denotes that only with knowledge of the situation can improvements be initiated or outcomes realized. Evaluation is termed as a process of judging the effectiveness of educational experience.⁹ Examples of evaluation methods are "observation, interest inventories, check-lists, questionnaires, score cards, rating scales, interviews and appraisals".¹⁰ For the purpose of this study, a questionnaire will be used to secure data and evaluation shall mean the extent to which educational objectives are being accomplished."¹¹

Measurement has been explained in numerous ways. According to Wandt and Brown, measurement is the act or process of ascertaining the extent or quantity of something.¹²

⁸Hughes, French and Lehsten, op. cit., p. 63.

⁹Carl E. Willgoose, Evaluation in Health Education and Physical Education, p. 1.

¹⁰Davis and Wallis, op. cit., p. 63.

¹¹Irwin and Humphrey, op. cit., p. 322.

¹²Edwin Wandt and Gerald W. Brown, Essentials of Educational Evaluation, p. 1.

Latchaw and Brown state that measurement is the description of existing conditions or status and that when the existing conditions are compared with the ideal, the results show evaluation.¹³ Measurement is employed when the scientific approach is used and the information obtained is objective. For the purpose of this study, measurement shall mean the techniques used to determine the extent to which objectives of education are accomplished.

Most educators believe that the fundamental purpose of evaluation is to establish whether or not present teaching methods are effective in attaining established educational goals. If this is true, evaluation is perhaps one of the most important tools of modern education. It is essential to orderly process of change and as we live in an ever-changing society, it is necessary that the education of younger generations meet the demands and services of the democratic country in which they live.¹⁴

¹³Marjorie Latchaw and Camille Brown, The Evaluation Process in Health Education, Physical Education and Recreation, p. 11.

¹⁴Hughes, French and Lehsten, op. cit., p. 34.

Another value of evaluation is that it is helpful in promoting the school's physical education program to parents and other interested citizens. According to Hughes, French and Lehsten, one of the first steps in launching a public relations program is an evaluation of the existing educational curriculum and unless the program of the schools is found to be worthy of support, it cannot be sold.¹⁵ Moreover, it has been found that a value of evaluation, which is also a fundamental purpose of measurement, is the improvement of instruction.¹⁶ Evaluation is also helpful in determining strengths and weaknesses in an existing program. Other values are that evaluation reveals the extent to which established aims and objectives have been achieved, the progress or regression of the program and the areas in which changes need to be made.¹⁷

A major portion of the published stories that relate to curriculum in physical education is devoted to colleges and universities. Very little attention has been given to research related to the physical

¹⁵Hughes, French and Lehsten, op. cit., p. 87.

¹⁶Carlton R. Meyers and T. Erwin Blesh, Measurement in Physical Education, p. 8.

¹⁷Charles A. Bucher, Administration of School Health and Physical Education Programs, p. 172.

education curriculum for the elementary and secondary schools.¹⁸ Believing that evaluation is vital to all levels of education and that physical education is an integral part of education, the present investigator has chosen as her topic a study of the criteria used by Texas public secondary school administrators to evaluate the instructional physical education program in their respective schools.

Statement of the Problem

The investigator proposed to study criteria used by school administrators of selected Texas public secondary schools to evaluate the instructional physical education program.

Purposes of the Study

The general purpose of this study was to determine the criteria used by public secondary school administrators as a means of evaluating the instructional physical education programs. Specifically, the investigator attempted to determine the evaluative form used by selected administrators, to discover if administrators make recommendations for improving the instructional

M. Gladys Scott, editor, Research Methods in Health Physical Education, and Recreation, pp. 398-401.

physical education program and to report present practices in the instructional physical education program.

Definition of Terms

The following definitions were established for this study:

1. Evaluation--a means of determining the extent to which educational objectives are being accomplished.¹⁹

2. Instructional physical education program--the required or elective class within the school day that aims to provide education through physical activities which are selected and carried on with full regard to values in human growth, development and behavior.²⁰

3. Administrator--the individual within a school who is responsible for developing the school curriculum, administering policies and evaluating the educational program.

Limitations of the Study

This study was limited to a sampling of 146 public secondary school instructional physical education programs in the state of Texas, selected at

¹⁹Irwin and Humphrey, op. cit., p. 322.

²⁰Jesse F. Williams, Principles of Physical Education, p. 31.

random from five population groups. The five population groups were as follows: (1) less than 200 pupils; (2) 201 to 500 pupils; (3) 501 to 1000 pupils; (4) 1001 to 1500 pupils; (5) 1501 or more pupils. The study was limited further in that data was restricted to that obtained through the use of a questionnaire with no opportunity for a follow-up interview.

Methods of Investigation

The data upon which the present study was based were obtained from both human and documentary sources. The documentary sources consisted of books, periodicals, bulletins, Texas state directory and unpublished theses related to this study. The human sources were administrators from selected Texas public secondary schools. The procedures followed in studying the criteria for evaluating the instructional physical education program of public secondary schools in Texas included preliminary procedures, methods used in collecting data, selection of the measuring device, construction of the questionnaire, selection of the participants and treatment of the data.

Preliminary Procedures. After a preliminary investigation and construction of a tentative outline, permission to proceed with the study was given by the Chairman of the Department of Health and Physical Education for Women, Sam Houston State Teachers College,

Huntsville, Texas. Before the study was begun, permission was also secured from participating administrators by the use of a specially constructed postal card. A copy of the postal card is in Appendix A.

Sources of Data. Documentary sources utilized for this study were books, periodicals, bulletins, Texas state directory, unpublished theses and reports of research pertinent to this study. One hundred forty-six administrators from selected public secondary schools in Texas were consulted as human sources of data.

Methods of Collecting Data. The data for this study were collected through a study of the available documentary sources and the use of a self-constructed questionnaire. A specially constructed postal card was sent to 400 public secondary school administrators in schools of varying size throughout Texas. The postal card briefly explained the study and requested the administrator's participation. Upon receipt of a "yes" answer, the self-constructed questionnaire and response sheet were sent to the 160 administrators who expressed a willingness to participate in the study.

Selecting of Measuring Device. After a search for evaluative questionnaires and scorecards, the investigator decided to construct a questionnaire rather than use the only available standardized scorecard, since this scorecard

did not adequately fit the problem being studied. The objective of the questionnaire was to determine the current administrative practices of evaluation in instructional physical education programs of selected Texas public secondary schools. Questionnaire items pertaining to all phases of the instructional physical education program activities, facilities, equipment, leadership, philosophy and practices were included. The important criteria to be used in the construction of questionnaires included those dealing with the value of the questionnaire, validity, reliability and objectivity and those administrative criteria such as simplicity and the standardization of procedures.²¹

1. Validity--Validity refers to the extent that something measures what it purports to measure.²² Only a questionnaire which yields valid data should be applied. The validity of a questionnaire is often determined by the method of curricular validation.²³

²¹Leonard A. Larson, Morey R. Fields, and Milton A. Gabrielsen, Problems in Health, Physical and Recreation Education, p. 253.

²²Roy DeVere Willey and Dean C. Andrew, Modern Methods and Techniques in Guidance, p. 154.

²³Larson and Fields and Gabrielsen, op. cit., p. 235.

In other words, the questionnaire must yield information on all aspects of the problem, and present the situation as it exists. The questionnaire used in this study presented the current criteria used by administrators to evaluate the instructional physical education programs as they existed in selected public secondary schools of Texas.

2. Reliability--Reliability may be defined as the degree of consistency with which a measuring device may be applied.²⁴ "The reliability of a questionnaire may be determined by successive applications, or by parallel forms of questionnaires."²⁵ The items used in compilation of this questionnaire were developed by others in the field and were based on reliable questions with some modifications. As with any questionnaire, it is questionable if reliability has been established.

3. Objectivity--Objectivity refers to the degree of uniformity upon which individuals score the same tests.²⁶ "Objectivity in measurement is secured by the following means: (1) accurately phrased and fully detailed

²⁴Clarke, p. 35.

²⁵Larson, Fields, Gabrielsen, op. cit., p. 235.

²⁶Clarke, p. 36.

instructions and measuring procedures."²⁷ The directions for the completion of this questionnaire were carefully constructed and presented in complete detail. Furthermore, the majority of the questions required a yes or no answer so that any two people should interpret the questions the same way.

4. Simplicity--"A questionnaire meets the criterion of simplicity if it is economical in cost and time and relatively easy to administer with a minimum of equipment."²⁸ The average time required to complete the questionnaire was approximately twenty minutes. The questions were represented in an easily understandable manner and the majority of the questions were answered with a yes or no response.

5. Standardization of Procedures--A questionnaire has standardized procedures to the extent that the results of administration are both objective and reliable.²⁹ The directions should be simple and accurate. Complicated directions often confuse the respondents and add to the

²⁷Clarke, p. 37.

²⁸McCloy, p. 9.

²⁹McCloy, p. 9.

administrator's difficulties.³⁰ The directions for each part of this questionnaire were simply and accurately stated at the beginning of each section.

Construction of the Questionnaire. The questionnaire and response sheet were constructed by the writer after surveying professional books to determine principles, policies and procedures in physical education that were considered necessary for the operation of a well balanced instructional physical education program. Before an item was included in the questionnaire, the investigator determined, through reading, that two or more professional educators in the field of physical education had expressed a need for such procedures and activities. The questionnaire was divided into three major parts. Part I consisted of eight questions pertaining to the size of the school, number of physical education teachers, average teaching experience of the physical education teachers and their professional training in physical education, parent-teacher meetings, curriculum advisory committees and the type of evaluation form or forms used by the administrator to judge the progress being made in the instructional physical education program. Part II

³⁰ Sidney L. Pressey, Francis P. Robinson, and John E. Horrocks, Psychology in Education, p. 428.

contained questions pertaining to administrative practices, policies and criteria which the administrators used in evaluating their physical education programs and teachers. Part III consisted of twelve questions concerning present methods of organization in the instructional physical education programs, criteria used by the administrators for evaluating the instructional physical education staff and the activities offered annually in the individual schools. The questionnaire was limited to the instructional program and did not include the school's intramural program or varsity athletic program.

A response sheet was constructed to accompany the questionnaire in order that administrators wishing to keep the questionnaire were able to do so and also, so that the information obtained could be tallied and analyzed within a limited amount of time. The response sheet was one page in length and consisted of multiple-choice, yes or no answers and checking activities participated in by boys and girls or both. Each administrator was directed to check the proper answer as it applied to the school's instructional physical education program and return the answered response sheet in the enclosed self-addressed envelope.

A cover letter, written by the Chairman of the writer's thesis committee accompanied the questionnaire

and response sheet. Directions for completing the questionnaire were enclosed with the questionnaire, the response sheet and the cover letter. The cover letter and the letter of directions may be found in Appendix A. A copy of the questionnaire and response sheet may be found in Appendix B.

Selection of the Participants. The investigator selected on a random basis the names of public secondary schools to be used in this study from the Texas Education Agency, Bulletin Number 626. A double postal card was then prepared and sent to four hundred Texas high school administrators of the selected public secondary schools, asking each to state whether or not he would be willing to participate in the study.

Treatment of Data. A total of 180 administrators responded; 160 administrators stated that they were willing to participate in the study while 20 administrators stated that they would not participate. The remaining 220 administrators did not return the attached postal card. All of the materials for collecting the data were mailed to the 160 administrators, who had previously indicated they were willing to participate in the study, on January 2, 1963. The participating administrators were requested to return the questionnaire or the response sheet by January 15, 1963. Approximately 91.25 per cent

of the administrators returned the requested information within fifteen days after the questionnaire was mailed by the researcher. The requested information was not returned by 8.75 per cent of the administrators. A list of the individuals who contributed to this study is found in Appendix C.

As the response sheets were received from the administrators, the raw data were tabulated to facilitate handling. It was then compiled into tables, and percentages were calculated for each item to avoid any misinterpretation of findings. The data were analyzed and interpreted and on the basis of the findings, conclusions were drawn as to whether or not the administrators evaluated their physical education programs. The findings were summarized, conclusions were drawn and recommendations were made for further study.

Summary

Measurement and evaluation are considered important tools of modern education. In some aspects, physical education has stayed in step with the educational measurement movement as evidenced by the number of standardized measuring devices used to determine levels of skill, acquisition of knowledge and the application of skill and knowledge. However, scientific evaluation of the

instructional physical education program has lagged behind. The initial step of evaluation should be taken by the administrator. Many times secondary public school personnel lacks the time or equipment to develop and complete an evaluation of the total program. The fact remains that improvement comes only after surveying existing conditions and continually attempting to correct undesirable practices.

The introduction to this chapter was followed by the statement of the problem, the purposes of the study and the methods of investigation. The methods of investigation included the preliminary procedures, the procedures used in collecting data, the selecting of the measuring device, the construction of the questionnaire, the selection of the participants and the treatment of the data.

The second chapter will discuss the related literature.

CHAPTER II

RELATED LITERATURE

A careful and systematic investigation was made of existing available related studies to determine whether a survey of Texas public secondary school instructional physical education programs would duplicate some earlier study. Though many studies were investigated, none were found to be identical with the present study.

Reading related studies and literature also served the purpose of affording knowledge in terms of sources, procedures, standards and results of other surveys. Such information provided essential orientation for the definition of the problem in this study, for the selection of method and for the interpretation of findings.

There was no attempt to review all health and physical education literature dealing with surveys and descriptive studies. Most of these reported herein are general in nature; however, a few do pertain to particular phases of the instructional physical education program.

Curtis's¹ study in the rural schools of Michigan in 1940 found that the degree to which practices conformed

¹ Lera B. Curtis, "A Critical Evaluation of the Physical Education Program of the Rural Schools of Michigan," Research Quarterly, XI (1940), pp. 121-28.

to the basic criteria was very low. Of the seventy-eight single items included in the criteria, there was conformity above 90 per cent in only one of the recommended practices, that of inclusion of group games in the program. It was recommended that teachers in rural schools be given in-service training, that they be taught how to improvise and that they be given instruction with special emphasis on rural needs.

Curtis's study was one of the first to use a questionnaire for evaluation purposes on a state-wide basis in the field of health, physical education and recreation. This study was mainly concerned with the types of activities taught in regularly scheduled physical education classes of rural Michigan schools.

The present study is similar to Curtis's in that the method for collecting data was a questionnaire mailed to personnel in the public school. The questionnaires also contained a section dealing with physical activities participated in by boys and girls in a select number of Texas high schools. The two studies differ in that Curtis used physical education teachers as human resources and this study used administrators or the persons involved in planning and developing the school's curriculum.

Irvin and Reavis² studied practices pertaining to physical education, using a sample of seventy-seven secondary schools in twenty-one states. They found military training offered in only a few schools, and in none of these was it substituted for physical education. Outdoor facilities or play field area averaged approximately four and four-tenths acres, exclusive of interscholastic play fields, which were not generally available to the regular physical education activities. Physical education activities consisted predominantly of team games. Evidence in this study indicated stronger intramural programs in the smaller schools.

Irvin and Reavis' study compares favorably with the present study in that a questionnaire was used to gain information. The studies are different in that Irvin and Reavis conducted a follow-up interview. Their questionnaire also included detailed questions concerning physical education facilities, intramurals and interschool athletics while the present study included three general questions concerning intramurals and varsity athletics. Irvin and Reavis' dissertation involved seventy-seven secondary schools in twenty-one states, and the present study involved one hundred and forty-six secondary

² Leslie W. Irvin and William C. Reavis, "Practices Pertaining to Health and Physical Education in Secondary Schools," Research Quarterly, XI, No. 3 (1940), pp. 93-109

schools in one state, Texas.

With a background of years of experience in physical education, Minnegan³ developed criteria which could be used for evaluating the program for boys in senior high schools. He set up tentative criteria from the literature and through interviews with leaders in the field of physical education. He then attempted to validate and further refine the criteria by sending them to twenty-one jurors. The revisions were then transferred into a check list, copies of which were sent to principals and physical education directors in forty-eight states. After the data gathered was compared and studied in the light of evidence of good programs, the criteria underwent a third and final revision. The five large areas used as subdivisions were objectives, program, leadership, administration and evaluation. Especially helpful to this study were the check lists for gathering data.

This investigator's study and Minnegan's study are similar in that both researchers used criteria established by authorities in the field of physical education to construct an evaluative measuring device

³ Donald L. Minnegan, "Criteria of a Good Physical Education Program for Boys in the Senior High School," (Unpublished Ed. D. dissertation, George Washington University, 1947), 477 pp.

for collecting data. Minnegan's check list and the present writer's questionnaire included some of the same subject areas: objectives, program, leadership, administration and evaluation. The studies differ in that this study also included information pertaining to school size, teacher training and experience and criteria for evaluating teacher performance in the instructional physical education class. Minnegan's study differs also in that the study was limited to the physical education program for boys in the senior high school and the present study was concerned with the total instructional physical education program of the public secondary school. Minnegan included jurors and a pilot study in establishing the evaluative instrument for his study and the present investigator used only literature written by physical education authorities to construct the evaluative questionnaire used in this study.

Oermann⁴ conducted a survey of secondary school physical education programs for boys in Pennsylvania. In an attempt to secure data on several aspects of the program, a questionnaire was mailed to every state high school enrolling boys. The programs were then evaluated in the light of selected standards published by the Pennsylvania

⁴ K. C. H. Oermann, "The Relationship Between Selected Administrative Factors and the Conduct of Boys' Physical Education in the Public Secondary Schools of Pennsylvania," (Unpublished Ed. D. dissertation, University of Pittsburg, 1949), 235 pp.

State Department of Public Instruction. An 80 per cent return was received; however, relatively fewer responses were received from the smaller schools, of which there were many more in number. This fact tended to distort the results in favor of large schools, where it could be assumed that better programs existed as a rule. It was found that the most common scheduling practice was two periods per week and that the average class size was thirty-one. The data showed that 60 per cent required showers after activity classes. There was a lack of interest on the part of many teachers in objective measurement of pupil progress.

The present study was similar to Oermann's survey of secondary school physical education programs for boys in Pennsylvania in that the survey was state-wide in scope, and a questionnaire was used to collect the data. The two studies differ in that Oermann's participants were generally from larger schools and the majority of the participating schools for this study ranged in sizes of five hundred or less pupils. Oermann's study was concerned with just the boy's physical education program, and the present study included both sexes. Another area of difference was measurement and the present researcher found that a majority of teachers used a combination of subjective and objective grading of pupils in this study.

White⁵ conducted a survey in which he studied the boys' physical education programs in one hundred Iowa secondary schools. He used the Health and Physical Education Score Card Number II by LaPorte as an instrument for gathering his information. Although he found no significant difference in the programs in the various geographical areas, he did find that the larger schools and those located in the larger cities usually had better programs. He noted only one school which had developed its own course of study and he reported only twenty-three schools administering tests in determining final marks in physical education. He found definite need for the inclusion of more individual sports.

White's survey and the present study are similar in that each attempted to determine the present status of evaluating physical education programs in secondary schools or two different states, Iowa and Texas, by the use of a questionnaire. Each researcher found no significant differences in programs of various geographical areas of the two states studied. The two studies differ in that White used a standardized evaluation form, the LaPorte Score Card Number II and a self-constructed questionnaire

⁵Norman Eugene White, "A Critical Survey of the Boys' Physical Education Program in Selected Iowa Secondary Schools by Means of the LaPorte Score Card", (Unpublished dissertation, Indiana University, 1952), 114 pp.

was used for the present study. White used a standardized score card in which answers were rated from five for excellent to zero for none, and a self-constructed response sheet which the respondent could answer by checking the correct statement was used for this study.

DeWitt⁶ surveyed boys' physical education programs in the state of Tennessee. He selected 101 schools by the stratified random sampling technique to insure that the schools chosen would be a sample representative of all the schools in the state. He also used the LaPorte Score Card Number II. It was found that very few teachers utilized a specific course of study and that the program consisted mostly of team sports. There were very few individual and dual sports, very little evidence of gymnastics and no swimming. All schools were conducting classes in physical education, with the exception of one which had permission to suspend classes temporarily.

The studies are similar inasmuch as both were surveys and the data were obtained through the use of a questionnaire type measuring device.

DeWitt's study differs from the present study in that DeWitt used the standardized LaPorte Score Card

⁶R. Talmadge DeWitt, "An Analysis of the Status of the Health and Physical Education Programs for Boys in 101 Selected Tennessee High Schools", (Unpublished dissertation, Indiana University, 1951), 140 pp.

Number II and the present investigator constructed a questionnaire to gain necessary information for this study. DeWitt's study was designed to survey the boys' physical education programs in the state of Tennessee, and the present study proposed to report on the total instructional physical education program of a select number of schools in the state of Texas. Another difference in the two studies was the fact that men physical education teachers were used as human resources by DeWitt, and the present investigator used public school administrators as participants for this thesis.

Black⁷ Conducted a LaPorte Score Card evaluation of boys' programs in selected Illinois high schools. Just as in White's study⁸ and in DeWitt's survey⁹, Black's report consisted of a statistical treatment of the data to be included as a part of a national survey of physical education. He called attention to the very poor system of evaluation used in the schools. He also

⁷William Darrel Black, "A Critical Analysis of the Status of the Health and Physical Education Programs for Boys in Selected Illinois High Schools", (Unpublished dissertation, Indiana University, 1953), 123 pp.

⁸White, op. cit.

⁹DeWitt, op. cit.

pointed out the lack of use of a guide book for program organization and administration.

Physical education programs in the small high schools of Wisconsin were surveyed by Marx¹⁰ to determine their status. He sent questionnaires to 258 teachers in schools with fewer than 250 students, and he received a return of 65.5 per cent. Enrollment, administration, equipment and activities were studied. Fifty-nine per cent of the teachers did not have majors in physical education; they were required to teach a minimum of two subjects in addition to physical education in 23.3 per cent of the cases reported. Classes were large, including more than fifty pupils in 46.9 per cent of the cases. Showers were not available in 21.7 per cent of the schools and lockers were not provided in 46 per cent. Only 3.7 per cent of the teachers reporting possessed master's degrees.

Marx's study of small high schools in Wisconsin was similar to this study in the usage of a questionnaire, the areas included in the study, and the pupil population of schools. This researcher's study differs from Marx's

¹⁰Orin H. Marx, "A Survey of Physical Education Programs in the Small High Schools in Wisconsin", (Unpublished Master's thesis, State University of Iowa, 1953), 43 pp.

study in that four more pupil groups were included and more areas of the instructional physical education program were studied. Marx sent his questionnaire to teachers and the questionnaire for the present study was mailed to administrators of public schools.

Jackson¹¹ presented a simple but useful twenty-point evaluation instrument, which could be used by schools for self-examination of their physical education programs. It was organized into these categories: (1) Administration of the Curriculum, (2) The Program and (3) The Relationship of the Physical Education to the Community.

Jackson's twenty-point evaluation instrument for self-examination of the physical education program was not a study, but a published article. It was a helpful article to the investigator during the development of the questionnaire for this study. Jackson's twenty-point evaluation instrument was not used for this study because it was considered to be incomplete by the researcher.

¹¹C. O. Jackson, "Evaluate Your Physical Education Program", Scholastic Coach, XXIII, No. 3 (1953), p. 36.

Fritz¹² surveyed boys' programs in selected schools of Missouri. He cited the need for a state-provided course of study in health and physical education. Only 29 per cent of the schools were providing a comprehensive examination by a physician at least once at each school level. Only 27 per cent of the schools were found to be employing women teachers to teach girls' activities. He reported that at 35 per cent of the schools, varsity practice constituted the entire physical education offering for boys and that in another 34 per cent, varsity athletes were excused from regular physical education classes during seasons of competition. Fritz made the following statement:

Teachers offering unsystematic instruction, with only team sports as activities, and assigning marks only on the basis of subjective judgment have no grounds upon which to criticize administrators for providing poor facilities.

Fritz's study was similar to the present study inasmuch as a questionnaire was used to gather information and some of the subject items used on each of the questionnaires were similar. Also, both researchers

¹² Harry Garland Fritz, "An Evaluation of the Health and Physical Education Program in Selected White Secondary Schools of Missouri", (Unpublished dissertation, Indiana University, 1954), 262 pp.

reported their findings in percentages.

The studies differ in that Fritz used teachers and the present investigator used administrators as human resources for collecting data.

One of the most recently completed surveys was that done by Dodson¹³, evaluating physical education in the North Carolina high schools. He found that aquatics and correctives were low ranking items. Items listed as required by state regulation were high ranking, as would be expected. There were few cases of substitution being allowed for physical education. The programs were mainly limited to team games, with carry-over sports receiving too little attention. Many girls' classes were taught by men and a majority of girls' interscholastic teams were coached by men.

Dodson's study and the present study were alike in two aspects: (1) the total instructional physical education program was evaluated, and (2) neither study was limited to a particular size of schools. The studies differ in that Dodson used a standardized measuring device (LaPorte Score Card Number II) and this investigator used a self-constructed questionnaire.

¹³Taylor N. Dodson, "Evaluation of Physical Education in North Carolina High Schools", (Unpublished dissertation, University of North Carolina, 1958), 243 pp.

Summary

A careful review of related studies resulted in the summaries recorded in this chapter. Although others were read, only the most similar were discussed.

The method most commonly used in collecting data was the questionnaire, with an expected average response of approximately 70 per cent. The second most popular survey technique proved to be the visitation-interview, which has been employed in some recent status studies.

The Health and Physical Education Score Card Number II by LaPorte was the most commonly used single instrument for the collection of the data in the surveys of physical education programs. More than twenty state-wide programs have been evaluated as a part of a nation-wide cooperative survey begun in 1950 under the direction of Karl W. Bookwalter of Indiana University. Four of these studies were reviewed and referred to in this chapter.

There were several areas of strength which were most often reported among the findings. Without exception, the studies reviewed reported physical education programs being required in the states surveyed, and in almost all instances, this requirement was being carried out, although with varying degrees of completeness. The programs of interscholastic athletics scored very high

on most of the evaluations--quite often at the expense of the required program.

Deficiencies most frequently reported included inadequate attention to planning, lack of emphasis on measurement and evaluation and poorly developed or non-existent intramural programs. There was lack of variety in the activities offerings, which often included no individual and dual activities. The sports observed consisted of from two to four team games in the majority of schools.

One generalization which was found to be true in most cases reported was that accredited schools and schools found in the larger towns tended to have better physical education programs. On the whole, inter-scholastic athletic programs were administered much better than were the instructional physical education programs.

The third chapter includes an analysis, interpretation and treatment of the findings.

CHAPTER III

FINDINGS AND INTERPRETATIONS OF FACTORS EMPLOYED BY PUBLIC SCHOOL ADMINISTRATORS TO EVALUATE THE INSTRUCTIONAL PHYSICAL EDUCATION PROGRAM

A study was made to determine criteria used to evaluate the instructional physical education program by a select group of school administrators in Texas public secondary schools. The data were obtained through the use of a self-constructed questionnaire and response sheet. Participants were selected at random from the Texas Education Bulletin Number 626¹. Schools were divided into five population groups as follows: less than 200 pupils; 201 to 500 pupils; 501 to 1000 pupils; 1001 to 1500 pupils and 1501 or more pupils. A total of one hundred and forty-six schools responded through the use of a self-constructed questionnaire.

To clarify the analyzation and interpretation of the data, the total number of participating schools was classified into the appropriate population groups. Hereafter, those schools with less than 200 pupils will be referred to as Group A, those from 201 to 500 will

¹Public School Directory 1962-63, With a List of Accredited Schools, A Bulletin prepared by the Research Division (Austin, Texas: Texas Education Agency, 1963), pp. 2-154.

be referred to as Group B, those with 501 to 1000 pupils will be referred to as Group C, those with 1001 to 1500 pupils will be referred to as Group D and those with 1501 or more pupils will refer to Group E.

Findings

As shown in Table I, 42 schools or 29 per cent of those responding supplied data for the study in Group A. Group B consists of 55 schools or 38 per cent, Group C represents 24 schools or 16 per cent and Group E refers to 9 schools or 6 per cent.

TABLE I

SIZE, GROUP, NUMBER AND PERCENTAGE OF SECONDARY
SCHOOLS REPORTING DATA FOR THE STUDY

1. Size of the secondary school	Groups	Number Reporting	Percentage
a. Less than 200	A	42	29
b. 201 to 500	B	55	38
c. 501 to 1000	C	24	16
d. 1001 to 1500	D	16	11
e. 1501 or more	E	9	6
Total		146	100%

The questionnaire which was sent to the participating schools is divided into three sections and is designed to secure desired information with a minimum of effort on the part of the respondent. A sincere effort was made to ask questions which were general in nature, yet which supplied the investigator with data necessary to complete the present study.

Part I pertains to background information and consists of eight questions, each of which will be discussed individually. Question one is included to determine the size of the school for classification purposes while question two inquired about the number of teachers instructing in the physical education program.

TABLE II

NUMBER AND PERCENTAGE OF TEACHERS INSTRUCTING IN THE
PHYSICAL EDUCATION PROGRAM FOR GROUPS
A, B, C, D AND E

2. Number of teachers instructing in the physical education program	Percentage Groups				
	A	B	C	D	E
a. 1 to 3	27	27	6	4	1
b. 4 to 6	1.4	10	8	6	1
c. 7 to 9	-	.07	2	1	2
d. 10 to 12	-	-	-	-	.07
e. more	-	-	-	-	.07
f. not reporting	.07	-	-	-	-

As shown in Table II, Group A reported 27 per cent of the selected schools have from 1 to 3 teachers instructing in the physical education program, 1.4 per cent reported 4 to 6 teachers and .07 per cent did not respond to this question. Group B indicated that 27 per cent of the schools have from 1 to 3 teachers instructing in the physical education program, 10 per cent employs 4 to 6 teachers and .07 per cent have 7 to 9 teachers. Group C reported 6 per cent of the schools employ from 1 to 3 teachers, 8 per cent employ 4 to 6 teachers and 2 per cent employ 7 to 9 teachers. Group D has 4 per cent of the reporting schools in the 1 to 3 teachers classification, 6 per cent in the 4 to 6 teachers classification and 1 per cent in the 7 to 9 teachers classification. Group E reported 1 per cent with 1 to 3 teachers instructing in the physical education program, 1 per cent with 4 to 6, 2 per cent with 7 to 9, .07 per cent with 10 to 12 teachers and .07 per cent with more than 12 teachers in the physical education program. All of the reporting schools have at least one physical education teacher, with a large number of the schools employing from 4 to 6 teachers instructing in physical education.

The third question determined the average teaching experience in physical education of those presently instructing in the physical education program. As shown in Table III the largest number of teachers have taught

from 4 to 6 years while the second largest group fall in the 7 to 9 years of experience category.

TABLE III
PERCENTAGE OF AVERAGE TEACHING EXPERIENCE IN PHYSICAL
EDUCATION FOR GROUPS A, B, C, D AND E

3. What is the average experience in physical education	Percentage Groups				
	A	B	C	D	E
a. 1 to 3 years	10	3	.07	-	-
b. 4 to 6 years	12	19	5	5	-
c. 7 to 9 years	6	10	6	3	5
d. 10 to 25 years	.07	3	3	3	1
e. more	-	-	.07	-	-
f. not reporting	.07	1.4	-	-	-

Group A reported that 10 per cent of the teachers have taught from 1 to 3 years, 12 per cent from 4 to 6 years, 6 per cent from 7 to 9 years and .07 per cent from 10 to 25 years. One school in Group A failed to state the average teaching experience. The average physical education teaching experience percentages for Group B indicate that 3 per cent have taught for 1 to 3 years, 19 per cent have taught for 4 to 6 years, 10 per cent have taught for 7 to 9 years and 3 per cent have taught for 10 to 25 years. In Group B two schools failed to report this information.

Group C reported that .07 per cent of the teachers have taught for 1 to 3 years, 5 per cent for 4 to 6 years, 6 per cent for 7 to 9 years, 3 per cent for 10 to 25 years and .07 per cent have taught for 25 years or more average experience. In Group D, 5 per cent fall into the 4 to 6 years category, 3 per cent into the 7 to 9 years category and 3 per cent into the 10 to 25 years category. In Group E the average teaching experience included only two categories; 5 per cent of the teachers have taught from 7 to 9 years and 1 per cent from 10 to 25 years.

Question 4 asked for the approximate number of years of professional training in physical education for the present teaching staffs of the various school groups. In Group A, the schools indicated that 10 per cent of the teachers have 2 years or less of professional education in physical education, 14 per cent have 3 to 4 years and 5 per cent have a Master's degree or 5 years of education. Group B answered that .07 per cent have 2 years or less of professional education in physical education, 27 per cent have 3 to 4 years of professional training, 8 per cent have Master's degrees or 5 years of college and 2 per cent have more than 5 years of professional training. Group C indicated that 11 of the teachers have at least 3 years of professional education. Nine per cent have from 3 to 4 years, 6 per cent have a Master's degree or

5 years of college and .07 per cent have more than 5 years of professional training in physical education. Again, in Group D all of the teachers have at least 3 or more years of professional training in physical education, 6 per cent stated that they have from 3 to 4 years, 4 per cent have a Master's degree or 5 years of college and 1 per cent have more than 5 years of college. Group E reported that all the teachers have either 3 or 4 years of college training in the field of physical education, 3 per cent have from 3 to 4 years and 3 per cent have a Master's degree or 5 years of education. Based on the percentages in Table IV, it appears that the majority of schools have teachers who have professional training in physical education.

TABLE IV

PERCENTAGE OF YEARS OF PROFESSIONAL TRAINING
IN PHYSICAL EDUCATION FOR GROUPS
A, B, C, D AND E

4. How many years of professional training in physical education (average)	Percentage Groups				
	A	B	C	D	E
a. 2 years or less	10	.07	-	-	-
b. 3 to 4 years	14	27	9	6	3
c. Master's degree or 5 years	5	8	6	4	3
d. more than 5 years	-	2	.07	1	-

Table V pertains to the types of institutions attended by the physical educators. To clarify sub-areas c and e in Table V, the c, others, represents the types of schools not granting 4 year degrees in physical education while d, combination types of colleges, represents those secondary schools having physical education personnel who attended normal or teachers colleges and liberal arts institutions.

TABLE V

PERCENTAGE OF THE TYPES OF SCHOOLS ATTENDED BY THE
PHYSICAL EDUCATION STAFF FOR GROUPS
A, B, C, D AND E

5. What were the types of schools attended by the physical staff	Percentage Groups				
	A	B	C	D	E
a. normal or teachers college	16	14	4	5	.07
b. liberal arts college or university	10	17	9	4	2
c. others	.07	.07	-	.07	-
d. none	-	-	-	.07	-
e. combination types of colleges	2	6	3	-	2
f. not reporting	-	-	-	-	.07

Group A replied that 16 per cent of the teachers attended normal or teachers colleges, 10 per cent of the

teachers attended liberal arts colleges or universities, .07 per cent attended other types of schools and 2 per cent of the teachers, combination types of colleges. Group B replied that 14 per cent attended normal or teachers colleges, 17 per cent attended liberal arts colleges or universities. .07 per cent attended other types of schools and 6 per cent attended combination types of institutions. Group C reported that 4 per cent of the teachers attended normal or teachers colleges, 9 per cent attended liberal arts colleges or universities and 3 per cent attended combination types of colleges. Group D stated that 5 per cent of the teachers attended normal or teachers colleges, 4 per cent attended liberal arts colleges or universities and .07 per cent attended other types of schools. No schools reported teachers who attended combination types of colleges in Group D but they did report that .07 per cent have not attended an institution of higher learning. Group E replied that .07 per cent of the teachers attended normal or teachers colleges, 2 per cent attended liberal arts colleges or universities and 2 per cent attended combination types of colleges. One school did not reply in Group E. As found in the previous question, the majority of the physical education teachers in the responding schools have been educated or prepared in the field of

physical education. Not only have they had professional physical education training, but based on the percentages in Table V the greatest number of teachers were educated in normal or teachers colleges and liberal arts colleges or universities. The percentages shown indicate negligible numbers trained in other types of schools.

The sixth question asked for the approximate number of parents attending parent-teacher meetings for Groups A, B, C, D and E as shown in Table VI. The inclusion of question 6 was considered necessary, due to the belief that schools supported by interested parents would normally have better facilities, funds and other educational aids. The investigator realizes that question 6 was supposition rather than fact and therefore has no true validity.

TABLE VI

PERCENTAGE OF PARENTS ATTENDING PARENT-TEACHER MEETINGS
IN SCHOOLS FOR GROUPS A, B, C, D AND E

6. How many parents attend parent-teacher meetings of the school	Percentage Groups				
	A	B	C	D	E
a. most	1	-	.07	-	-
b. about half	1.4	.07	1	.07	.07
c. less than half	20	27	9	8	3
d. no parent-teacher meetings	6	10	4	2	2
e. not reporting	-	-	.07	-	-

The attendance at parent-teacher meetings was grouped into four sub-areas on the questionnaire. The sub-areas are: most of the parents, about half of the parents, less than half of the parents and no parent-teacher meetings. Group A disclosed that 1 per cent of the parents attend most of the time, 1.4 per cent attend about half of the time, 20 per cent less than half of the time and 6 per cent of the schools have no parent-teacher meetings. None of the parents attend parent-teacher meetings most of the time in Group B, only .07 per cent of the parents attend meetings about half of the time and 27 per cent of the parents attend less than half of the time. Ten per cent of the schools have no parent-teacher meetings. Group C disclosed that .07 per cent of the parents attend most of the time, 1 per cent attend about half of the time, 9 per cent of the parents attend less than half of the time and 4 per cent of the schools in Group C have no parent-teacher meetings. Seven-tenths per cent of the schools in Group C have parent-teacher meetings most of the time. In Group D the administrators stated that most of the parents never attend parent-teacher meetings, .07 per cent of the parents attend meetings about half of the time and 8 per cent of the parents attend less than half of the time. Two per cent of the schools in Group D reported having no parent-teacher organization in the schools. Group E also reported .07 per cent parent-teacher

meetings about half of the time, 3 per cent less than half of the time and 2 per cent had no parent-teacher meetings. As shown in Table VI, the majority of parents attend parent-teacher meetings less than half of the time. Twenty-four per cent of all the schools represented in this study do not have any type of parent-teacher meetings.

The percentage of schools with functioning curriculum advisory committees inclusive of physical education for groups A, B, C, D and E is 48 per cent and the percentage of schools in groups A, B, C, D and E not having a functioning committee is 52 per cent.

TABLE VII

PERCENTAGE OF SCHOOLS WITH FUNCTIONING CURRICULUM
ADVISORY COMMITTEES INCLUSIVE OF PHYSICAL
EDUCATION FOR GROUPS A, B, C, D AND E

7. Does the school have a functioning curriculum advisory committee inclusive of physical education	Percentage Groups				
	A	B	C	D	E
a. yes	10	15	10	10	3
b. no	19	23	6	1	3

This question was included in order to determine if the school has a curriculum committee that includes an evaluation of physical education when evaluating the course offerings. Group A reported 10 per cent have a functioning curriculum committee inclusive of physical education with

19 per cent stating that they do not. Group B also reported that a minority of schools have functioning curriculum committees inclusive of physical education as only 15 per cent reported positive responses while 23 per cent reported negative responses. Ten per cent of Group C declared yes and 6 per cent stated no to question seven, while Group D reported 10 per cent with a functioning curriculum committee inclusive of physical education and only 1 per cent reported that they did not have a functioning curriculum committee. Group E reported 3 per cent each of the yes and no responses in question seven. As shown by the percentages in Table VII which are based on the responses of the participating schools, the three largest population groups show a majority of schools having curriculum committees inclusive of physical education while the two smallest groups report a minority of schools having a curriculum committee inclusive of physical education.

The percentage of the types of evaluation forms used in the schools for Groups A, B, C, D and E is shown in Table VIII. The type of general evaluation form used by the five groups most frequently is a national or state approved form. A national or state approved evaluation form is used by Group A in 19 per cent of the cases, by

Group B in 20 per cent of the cases, by Group C in 10 per cent of the cases, by Group D in 6 per cent of the cases and by Group E in 3 per cent of the cases. The next most frequently used evaluation form is one locally devised. Five per cent of Group A uses the locally devised evaluation form as does 6 per cent of Group B, 3 per cent of Group C, 2 per cent of Group D and 3 per cent of Group E. Only Groups B and C reported using a combination of national, state approved and locally devised evaluation forms.

TABLE VIII

PERCENTAGE OF TYPES OF EVALUATION FORMS USED IN
SCHOOL'S PHYSICAL EDUCATION PROGRAM FOR
GROUPS A, B, C, D AND E

8. What is the general evaluation form used in the school's physical education program	Percentage Groups				
	A	B	C	D	E
a. national or state approved form	19	20	10	6	3
b. locally devised form	5	6	3	2	3
c. subjective	.07	3	.07	.07	-
d. none	3	5	1	2	-
e. combination of local, state approved and national forms	-	3	1	-	-
f. not reporting	.07	1.4	-	.07	-

The combination of evaluation forms is 3 per cent for Group B and 1 per cent for Group C. Groups A, C and D each reported .07 per cent use a subjective type of evaluation while Group B uses a subjective type of evaluation 3 per cent of the time. Eleven per cent of the total five groups reported that no evaluation form is used. This question was not answered by 2.8 per cent of the one hundred and forty-six schools included in the study.

Part II of the questionnaire consisted of twenty questions pertaining to aims, objectives, administrative policies and practices specifically pertinent to the instructional physical education program of each responding school. All questions in Part II of the questionnaire could be answered either yes or no. Table IX shows the percentages of yes and no responses in Groups A, B, C, D and E for questions one through four. Each question was considered individually as far as the yes responses and the no responses for the five reporting groups.

TABLE IX
PERCENTAGE OF RESPONSES DEALING WITH AIMS AND OBJECTIVES
FOR GROUPS A, B, C, D AND E

Questions	Percentage Groups									
	Yes					No				
	A	B	C	D	E	A	B	C	D	E
1. Does the school have a written philosophy and objectives to be accomplished in the instructional physical education program.	21	27	14	9	5	8	11	2	2	.07
2. Are all administrative policies pertaining to the physical education program written and made available to all school personnel	17	26	11	10	5	12	12	5	1	.07
3. Do you encourage the physical education personnel to attend professional meetings and subscribe to professional magazines	28	34	16	11	5	1	4	-	-	.07
4. Does the school attempt to provide a well-balanced program of physical education for all students	27	36	15	10	6	2	2	.07	.07	-

In response to the first question which deals with written philosophy and objectives for the instructional physical education program, the yes responses indicate that 76 per cent have some type of written philosophy and objectives. When each group was considered according to population size the positive answers fell in the following order: 21 per cent in Group A, 27 per cent in Group B, 14 per cent in Group C, 9 per cent in Group D and 5 per

cent in Group E. The negative responses for question one were in the minority, but each of the five reporting groups had some negative responses. Group A signified that 8 per cent of its schools do not have a written philosophy and objectives to be accomplished in the instructional physical education program. The remaining four groups disclosed 11 per cent in Group B, 2 per cent in Groups C and D and .07 per cent in Group E do not have a written philosophy and objectives to be accomplished in the instructional physical education program. The majority of the five participating groups therefore have a written philosophy and objectives to be accomplished in the instructional physical education program.

Question II in Table IX asked if administrative policies pertaining to the instructional physical education program are written and made available to all school personnel. Again, the majority of responses are yes for all five population groups with Group A reporting 17 per cent, Group B reporting 26 per cent, Group C reporting 11 per cent, Group D reporting 10 per cent and Group E reporting 5 per cent. The no responses for question two are 12 per cent for Groups A and B, 5 per cent for Group C, 1 per cent for Group D and .07 per cent for Group E.

The third question in Table IX was concerned with whether or not administrators in the various schools encourage the physical education personnel to attend pro-

professional meetings and subscribe to professional magazines. A total of 94 per cent of the responding administrators answered yes to question three in Part II of the questionnaire. The administrators in Group A declared 28 per cent yes and 1 per cent declared no. In Group B, 34 per cent answered yes and 4 per cent answered no. Groups C and D reported yes 16 per cent of the time and 11 per cent of the time respectively, with no negative responses. The largest group, E replied 5 per cent yes and .07 per cent no. The percentages stated above indicate that all but 5.7 per cent of the administrators encourage professional growth of the physical education staff.

In response to the question, "Does the school attempt to provide a well-balanced program of physical education for all students?", only 5.4 per cent of the participating schools replied no. Group E administrators specified yes in every case. Each of the other four population groups had either 2 per cent or .07 per cent declaring no. Group A reported 27 per cent of the yes responses and 2 per cent of the no responses, while Group B replied 36 per cent of the yes responses and 2 per cent of the no responses. The respondents in Group C stated that 15 per cent of the schools attempt to provide a well-balanced program of physical education for all students, and .07 per cent of the schools do not. Group D declared that 10 per cent of the group attempts to provide a well-balanced program of

physical education for all students while .07 per cent do not. According to the yes responses, over 90 per cent of the schools reporting are attempting to provide a well-balanced physical education program for all students.

Table X lists the yes and no percentages for questions five, six and seven in Part II of the questionnaire. These questions are pertinent to administrative policies concerned with yearly medical examinations and pupil exemptions from physical education.

TABLE X
PERCENTAGE OF RESPONSES DEALING WITH ADMINISTRATIVE
POLICIES FOR GROUPS A, B, C, D AND E

Questions	Percentage Groups									
	Yes					No				
	A	B	C	D	E	A	B	C	D	E
5. Are yearly medical examinations required for all pupils taking physical education	9	5	1	3	.07	20	33	15	8	5
6. Do you exempt students from physical education to participate in choral music or band	14	26	11	6	5	15	12	5	5	.07
7. Do you exempt pupils from physical education for reasons other than medical excuses	8	10	7	4	2	21	28	9	7	4

Question five asked if yearly medical examinations are required for all students taking physical education. Group A indicated that 9 per cent of the schools require medical examinations and 20 per cent do not require medical examinations. Only 5 per cent of the Group B schools require medical examinations while 33 per cent do not. The middle population group, C, requires medical examinations in 1 per cent of the schools but does not require them in the 15 per cent of the schools. Three per cent of the Group D schools require medical examinations and 8 per cent do not. The largest population group, E stated that .07 per cent or one of its schools require yearly medical examinations while 5 per cent of the schools do not require yearly medical examinations for pupils participating in the instructional physical education program. The responses to the fifth question in Table X showed that regardless of school size, yearly medical examinations are rarely required.

The responses to question 6 in Table X indicate that 62 per cent of the reporting administrators excuse students from physical education to participate in band or choral music. Group A, the schools with less than 200 pupils, was the only group that reported a slight majority not exempting pupils from physical education to participate in band or choral music. Administrators from the 146 reporting schools replied yes 14 per cent of

the time in Group A, 26 per cent reported yes in Group B, 11 per cent reported yes in Group C, 6 per cent reported yes in Group D and 5 per cent reported yes in Group E. The no responses indicate that 15 per cent of Group A, 12 per cent of Group B, 5 per cent of Groups C and D and .07 per cent of the Group E schools do not exempt students from physical education to participate in band or choral music.

The seventh question in Part II asked administrators if pupils were exempted from physical education for reasons other than medical excuses. The yes responses for question seven in alphabetical order are: Group A, 8 per cent; Group B, 10 per cent; Group C, 7 per cent; Group D, 4 per cent and Group E, 2 per cent. The no responses for question seven were higher in every group reporting. Twenty-one per cent in Group A, 28 per cent in Group B, 9 per cent in Group C, 7 per cent in Group D and 4 per cent in Group E do not exempt pupils from physical education for reasons other than medical reasons. As shown by the responses to questions six and seven, excuses for band and choral music are considered legitimate reasons for exemption of pupils from physical education by a majority of the administrators and reasons other than medical are considered as legitimate reasons by 31 per cent.

Four questions were included in Table XI which

dealt primarily with the scheduling of pupils taking physical education. Administrators were asked whether or not pupils within the school are scheduled for physical education classes according to size and age in question eight.

TABLE XI
PERCENTAGE OF RESPONSES DEALING WITH PUPIL SCHEDULING
PRACTICES FOR GROUPS A, B, C, D AND E

Questions	Percentage Groups									
	Yes					No				
	A	B	C	D	E	A	B	C	D	E
8. Are pupils within school scheduled for physical education class according to size and age	9	6	2	1	.07	20	32	14	10	5
9. Are pupils within the school scheduled for physical education class according to grade level	21	6	2	8	6	8	32	14	3	-
10. Are state accreditation standards followed in regard to number of pupils per class period	26	28	12	10	4	3	10	4	.07	2
11. Do the physical education periods of instruction equal other subjects in class length	27	37	16	11	6	2	.07	-	-	-

A greater proportion of the participating schools responded no to this question; only 18.7 per cent responded Yes. Group A replied 20 per cent no and 9 per cent yes; Group B reported 32 per cent no and 6 per cent implying yes; Group C, 14 per cent answered no and 2 per cent yes; Group D

reported 10 per cent no and 1 per cent yes with Group E indicating 5 per cent no and .07 per cent yes. The total percentage of the five groups not scheduling students for physical education classes according to size and age was 81 per cent. The size and age of pupils scheduled for physical education classes do not seem to be considered important by the majority of the reporting administrators.

Whereas, question eight asked if pupils were scheduled for physical education according to size and age, question nine asked whether or not pupils within the school are scheduled for physical education classes according to grade levels. A larger percentage of the pupils are scheduled by grade level than were scheduled according to size and age. Group A declared that 21 per cent of the pupils are scheduled according to grade level and 8 per cent declared they are not. Group B stated only 6 per cent of the yes responses and 32 per cent of the no responses. The C group had corresponding percentages for questions eight and nine with 2 per cent reporting yes and 14 per cent reporting no for each question. Group D reported with 8 per cent of the yes responses and 3 per cent of the no responses. Group E schools had all yes answers.

Whether the state accreditation standards are followed in regard to number of pupils per class period comprised the tenth question in Part II of the questionnaire.

A vast majority of the schools answered yes to this question, however, 19.7 per cent of the schools answered no. Group A declared 26 per cent do and 3 per cent do not follow state accreditation standards in regard to number of pupils per class period; Group B stating 28 per cent do and 10 per cent do not; Group C had 12 per cent that do and 4 per cent do not. Groups D and E reported a combined no response of 2.07 per cent. Group D had 10 per cent that responded yes and Group E replied 4 per cent yes. It was found that the state accreditation standards were followed in 80 per cent of all schools.

Question eleven asked if physical education periods of instruction equal other class periods in length of time. Almost all of the schools replied yes to question eleven. Twenty-seven per cent of Group A answered yes with 2 per cent answering no. In Group B, 37 per cent answered yes with .07 per cent answering no. The remaining three groups C, D and E had all yes responses to question eleven. Group C reported 16 per cent, Group D reported 11 per cent and Group E reported 6 per cent for question eleven. Texas public secondary schools participating in this study have physical education classes that equal other subjects in class length in all but 2.07 per cent of the cases.

Table XII includes four questions, numbers 12, 13, 14 and 15 from Part II of the questionnaire. The percent-

ages of yes and no responses dealing with administrative practices and procedures for Groups A, B, C, D and E are shown in this Table. Administrators were asked in question 12 if at least three years of physical education were required for all pupils in grades 7 through 12. Eighty-two per cent of the responding schools stated yes and 17.7 per cent replied no to this question. The yes and no percentages for the five population classifications included: Group A, 27 per cent yes and 2 per cent no; Group B, 28 per cent yes and 10 per cent no; Group C, 13 per cent yes and 3 per cent no; Group D, 9 per cent yes and 2 per cent no with Group E replying 5 per cent yes and .07 per cent no.

Question thirteen asked if the physical education staff is furnished curriculum guides. Group E schools replied with 6 per cent of the yes responses and had no negative responses for question thirteen. The remaining four groups have a combination of yes and no responses. Group A answered with 17 per cent of the yes responses and 12 per cent of the no responses. Group B answered with 23 per cent of the yes responses and 15 per cent of the no responses. Group C answered with 14 per cent of the yes responses and 2 per cent of the no responses. Group D answered with 10 per cent of the yes responses and 1 per cent of the no responses for question thirteen.

Group E was the only reporting group in which all of the schools furnished curriculum guides to the physical education personnel. However, a majority of the schools in Groups A, B, C and D supplied the physical education teachers with curriculum guides.

TABLE XII
PERCENTAGES OF RESPONSES DEALING WITH ADMINISTRATIVE
PROCEDURES AND PRACTICES FOR
GROUPS A, B, C, D AND E

Questions	Percentage Groups									
	Yes					No				
	A	B	C	D	E	A	B	C	D	E
12. Are at least 3 years of physical education required for all pupils in grades 7-12	27	28	13	9	5	2	10	3	2	.07
13. Do you furnish the physical education staff curriculum guides	17	23	14	10	6	12	15	2	1	-
14. Does the school have an adaptive physical education class for those pupils who have physical handicaps	4	.07	1	.07	2	25	37	15	10	4
15. Are the physical education activities in your school progressively organized from basic to advanced skills from junior high school through the twelfth grade	19	21	9	10	6	10	17	7	.07	-

The school administrators were asked if an adaptive physical education class is included in the physical education

program for the physically handicapped student in question fourteen, Part II of the questionnaire. The percentages of yes and no responses are as follows: 4 per cent yes and 25 per cent no for Group A, .07 per cent yes and 37 per cent no for Group B, 1 per cent yes and 15 per cent no for Group C, .07 per cent yes and 10 per cent no for Group D and 2 per cent yes with 4 per cent no for Group E. The percentages shown for question fourteen suggest that most schools lack an adaptive physical education class for the handicapped student.

Question fifteen in Part II of the questionnaire asked if the physical education activities are progressively organized from basic to advanced skills from junior high school through the twelfth grade. The total yes responses for the five groups were 65 per cent and the total no responses were 34.7 per cent. Group A disclosed 19 per cent of the yes responses and 10 per cent of the no responses. The administrators replied 21 per cent yes and 17 per cent no for all the schools in Group B. The percentage of yes and no responses were almost identical in Group C with 9 per cent reporting yes responses and 7 per cent reporting no responses for question fifteen. Group D also answered that the vast majority of the schools have progressively organized basic to advanced skills with 10 per cent of the yes responses and .07 per cent of the no responses. Group E reported 6 per cent of the yes responses and none of the no responses to question fifteen. It can be said that the majority of the

reporting schools maintained programs with physical education activities progressively organized from basic to advanced skills throughout the junior high and senior high school years.

The percentages of yes responses and no responses for question 16 through question 20 are shown in Table XIII. Table XIII deals primarily with physical education funds, facilities and program for Groups A, B, C, D and E. The sixteenth question asked whether or not the total physical education program within the school was financed entirely by school tax funds. An affirmative answer was recorded by a majority of all the reporting groups in question sixteen. However, all of the reporting schools had no responses with the exception of Group E which reported 6 per cent of the yes responses and zero per cent of the no responses. Twenty-one per cent answered yes and 8 per cent answered no in Group A. Group B replied with 32 per cent of the yes responses and 6 per cent of the no responses. Group C answered with 15 per cent of the yes responses and 1 per cent of the no responses for question sixteen. Group D had one school or .07 per cent reporting no responses and 10 per cent reporting yes responses for question sixteen. Only 15.7 per cent of the one hundred and forty-six schools responding to the questionnaire have to rely on monetary resources other than school tax funds to finance the physical education program.

TABLE XIII
PERCENTAGE OF RESPONSES DEALING WITH FUNDS,
FACILITIES AND PROGRAM FOR GROUPS
A, B, C, D AND E

Questions	Percentage Groups									
	Yes					No				
	A	B	C	D	E	A	B	C	D	E
16. Is the total physical education program within the school financed entirely by school tax funds	21	32	15	10	6	8	6	1	.07	-
17. Do girls share equally with the boys in use of the school's physical education facilities	27	36	15	11	6	2	2	.07	-	-
18. Does the physical education program have good equipment rather than handed-down equipment from the varsity athletic program	22	32	15	10	6	7	6	1	1	-
19. Does the school provide adequate protective equipment and other health safeguards for all participants in physical education classes	23	32	14	10	6	6	6	2	1	-
20. Does the school's physical education program include a variety of activities geared to the capacities of the students	23	32	14	11	6	6	6	2	-	-

"Do girls share equally with the boys in use of the school's physical education facilities?" was the seventeenth

question in Part II of the questionnaire. Group E reported 6 per cent of the yes responses and none of the no responses to question seventeen. Groups A, B and C had a combination of yes and no responses for question seventeen. Group A reported 27 per cent of the yes responses and 2 per cent of the no responses. Group B reported 36 per cent of the yes responses and 2 per cent of the no responses. Group C reported 15 per cent of the yes responses and .07 per cent of the no responses for question seventeen. Group D reported 11 per cent of the yes responses and .00 per cent of the no responses for question seventeen. Only 4.07 per cent of the reporting schools indicated that the girls do not share the use of physical education facilities equally with the boys.

The eighteenth question asked if the physical education program has equipment equal to that of the varsity athletic program. Again, Group E was the only group giving only yes responses, 6 per cent. Groups A, B, C and D reported affirmative answers the majority of the time for question eighteen. Group A replied 22 per cent of the yes responses and 7 per cent of the no responses for question eighteen. Group B had 32 per cent of the yes responses and 6 per cent of the no responses for question eighteen. Group C reported 15 per cent of the yes responses and 1 per cent of the no responses for question eighteen. Group D reported 10 per cent of the

yes responses and 1 per cent of the no responses for question eighteen. The majority of the schools in all five reporting groups have equipment for physical education classes equal to that used in the varsity athletic program.

"Does the school provide adequate protective equipment and other health safeguards for all participants in physical education classes?" was the nineteenth question in Part II of the questionnaire. The positive responses for Group A were 23 per cent and the negative responses were 6 per cent for question nineteen. Group B answered with 32 per cent of the yes responses and 6 per cent of the no responses for question nineteen. Total percentages for Group C schools included 14 per cent of the yes responses and 2 per cent of the no responses. Group D reported 10 per cent of the yes responses and 1 per cent of the no responses in question nineteen. Group E stated 6 per cent of the yes responses and none of the no responses. An affirmative response of 85 per cent was given for question nineteen.

The twentieth question in Part II of the questionnaire asked if the school's physical education program includes a variety of activities geared to the capacities of the students. The two largest school population groups, Groups D and E, gave only positive responses for question twenty. The yes response for Group D was 11 per cent

and the yes response for Group E was 6 per cent in this question. The remaining three groups, Groups A, B and C reported a combination of positive and negative answers. Group A replied with 23 per cent of the positive answers and 6 per cent of the negative answers for question twenty. Group B replied with 32 per cent of the positive answers and 6 per cent of the negative answers for question twenty. Group C recorded 14 per cent of the yes responses and 2 per cent of the no responses. The majority of the reporting administrators answered yes to question twenty. However, 14 per cent had no responses indicating that some physical education programs do not include a variety of activities geared to the capacities of the students.

Part III of the questionnaire dealt with present methods of organization in the instructional physical education program, criteria used by the administrators for evaluating the instructional physical education staff and the activities offered annually in the individual schools. The third part of the questionnaire contained twelve questions. Six of the questions in Part III included sub-areas which are discussed in separate tables. The remaining questions with the exception of number twelve could have been answered either yes or no. Question twelve was composed of the following sub-areas: individual sports, dance, aquatics, team sports, formal activities, self-testing activities and recreational

activities.

Question one in Part III of the questionnaire asked if physical education teachers are required to submit lesson plans for Groups A, B, C, D and E. As shown, in Table XIV the percentages included 18 per cent of the yes responses for Group A, 18 per cent of the yes responses for Group B, 9 per cent of the yes responses for Group C, 3 per cent of the yes responses for Group D and 2 per cent of the yes responses for Group E.

TABLE XIV
PERCENTAGE OF PHYSICAL EDUCATION TEACHERS REQUIRED
TO SUBMIT LESSON PLANS TO ADMINISTRATORS
FOR GROUPS A, B, C, D AND E

Question with sub-areas	Percentage Groups Yes Response				
	A	B	C	D	E
1. Do you require physical education teachers to submit lesson plans for your approval	18	18	9	3	2
a. weekly	10	8	3	.07	-
b. each six weeks	3	5	3	-	.07
c. once a semester	4	1	2	1	.07
d. once a year	.07	4	.07	.07	.07
e. not reporting	.07	-	-	-	-

The sub-areas for question one in Part III of the questionnaire are weekly, each six weeks, once a semester, once a year and not reporting. If the administrator

answered yes to this question, he was asked to indicate an answer for one of the above listed sub-areas. Administrators stating yes to question one in Part III of the questionnaire generally stated that lesson plans are submitted weekly for approval. Group A reported 10 per cent of its school's physical education teachers submit weekly lesson plans; one school did not report. Group B schools replied that 8 per cent of the physical education teachers submit weekly lesson plans. Only 3 per cent of the Group C schools were required to submit weekly lesson plans. In Group D, one school or .07 per cent of the physical education teachers were required to submit weekly lesson plans and Group E had no schools requiring that weekly lesson plans be turned in to the administrator. Four of the 5 reporting groups stated that lesson plans are submitted each six weeks. Group D administrators did not require physical education teachers to turn in lesson plans each six weeks. The yes responses for lesson plans submitted each six weeks were 3 per cent for Group A, 5 per cent for Group B, 3 per cent for Group C, and .07 per cent for Group E. One per cent of two groups, B and D, required that the physical education teachers turn in lesson plans once a semester. Group A reported that 4 per cent of its physical education teachers submit lesson plans once a semester. Two per cent of the Group C schools required lesson plans once a semester and .07 per cent of the Group

E schools required lesson plans to be submitted once a semester. A total of 6.8 per cent of the five groups required physical education teachers to submit lesson plans once a year. Groups A, C, D and E all had one school or .07 per cent requiring physical education teachers to submit lesson plans to administrators once a year. The schools in Group B responded that 4 per cent of its teachers submit lesson plans once a year. There does not seem to be any consistency according to school size as to whether or not teacher lesson plans are required to be submitted.

Table XV shows the percentage of physical education teachers not required to submit lesson plans to administrators for Groups A, B, C, D and E. The percentages of no responses were 11 per cent for Group A, 20 per cent for Group B, 7 per cent for Group C, 8 per cent for Group D and 4 per cent for Group E. The results indicate that Groups B, D and E do not require physical education teachers to submit lesson plans in the majority of cases and that the majority of schools in Groups A and C do require physical education teachers to submit lesson plans.

TABLE XV

PERCENTAGE OF PHYSICAL EDUCATION TEACHERS NOT
REQUIRED TO SUBMIT LESSON PLANS TO ADMINISTRATORS
FOR GROUPS A, B, C, D AND E

Question	Percentage Groups				
	No Response				
	A	B	C	D	E
1. Do you require physical education teachers to submit lesson plans for your approval	11	20	7	8	4

Question two asked if physical education teachers in the school use warm-up exercises at the beginning of each class period. Table XVI in Part III of the questionnaire shows the percentages of schools using warm-up exercises at the beginning of each class period for Groups A, B, C, D and E. As shown in Table XVI, the percentages of yes responses were: 28 in Group A, 35 in Group B, 16 in Group C, 10 in Group D and 6 in Group E. A total of 5 sub-areas stating time intervals were listed under question two. If the administrator answered yes to this question he was asked to indicate an answer for one of the sub-areas. The yes responses for three minutes of warm-up exercises included .07 per cent for Group A, none for Groups B and C, and 1 per cent for Groups D and E. The yes replies for five minutes of warm-up exercises

TABLE XVI
 PERCENTAGE OF SCHOOLS USING WARM-UP EXERCISES AT
 BEGINNING OF EACH CLASS PERIOD FOR GROUPS
 A, B, C, D AND E

Question with sub-areas	Percentage Groups				
	Yes Response				
	A	B	C	D	E
2. Do the physical education teachers in the school use warm-up exercises at the beginning of each class period	28	35	16	10	6
a. 3 minutes	.07	-	-	1	1
b. 5 minutes	12	19	8	4	3
c. 10 minutes	12	13	5	4	1
d. more	3	2	3	.07	-
e. not reporting	1	.07	-	-	.07

listed under question two were: Group A, 12 per cent; Group B, 19 per cent; Group C, 8 per cent; Group D, 4 per cent and Group E, 3 per cent. The yes responses for 10 minutes of warm-up exercises were as follows: 12 per cent for Group A; 13 per cent for Group B; 5 per cent for Group C; 4 per cent for Group D and 1 per cent for Group E. Groups A, B, C, and D reported that more warm-up exercises are used in some cases. Group A had 3 per cent answering that more warm-up exercises are used. An indication of having more than 10 minutes of exercises was made by 2 per

cent of the schools included in Group B. Group C schools were represented with 3 per cent answering that more than 10 minutes of warm-up exercises are used. Group D had .07 per cent answering that more than ten minutes of warm-up exercises were used at the beginning of each class period. No schools in Group E were reported as using more than ten minutes of warm-up exercises. Schools in three of the groups did not answer this question. One per cent of the Group A schools and .07 per cent of Groups B and E schools did not respond to this question.

Table XVII shows the percentages of schools not using warm-up exercises at the beginning of each class period for Groups A, B, C, D and E. Three of the five groups, A, C and E, indicated .00 per cent of the no responses. The percentage of no responses were 3 per cent for Group B and .07 per cent for Group D. Approximately 51 per cent of the 146 respondents utilized from five to ten minutes for warm-up exercises at the beginning of each class period.

TABLE XVII

PERCENTAGE OF SCHOOLS NOT USING WARM-UP EXERCISES AT THE
BEGINNING OF EACH CLASS PERIOD FOR GROUPS
A, B, C, D AND E

Question	Percentage Groups				
	No Response				
	A	B	C	D	E
2. Do the physical education teachers in the school use warm-up exercises at the beginning of each class period	-	3	-	.07	-

The percentage of schools requiring physical education instructors to be with the students during the entire class period for Groups A, B, C, D and E are shown in Table XVIII.

TABLE XVIII

PERCENTAGE OF SCHOOLS REQUIRING PHYSICAL EDUCATION INSTRUCTORS
TO REMAIN WITH THE STUDENTS DURING THE ENTIRE CLASS PERIOD
FOR GROUPS A, B, C, D AND E

Question	Percentage Groups									
	Yes Response					No Response				
	A	B	C	D	E	A	B	C	D	E
3. Are the physical education instructors required to remain with the students during the entire class period	29	36	16	11	6	-	2	-	-	-

As indicated in Table XVIII, question three in Part III of the questionnaire could be answered yes or no. Of the schools reporting, all had yes responses with the exception

of Group B. The total yes responses for the four remaining groups were 29 per cent for Group A, 36 per cent for Group B, 16 per cent for Group C, 11 per cent for Group D and 6 per cent for Group E. The no responses for Group B totaled 2 per cent for all schools. Based on the findings in Table XVIII, physical education instructors are expected to remain with students during the entire class period.

The percentage of schools allowing adequate time for showering and dressing at the end of each class period for Groups A, B, C, D and E are shown in Table XIX:

TABLE XIX
PERCENTAGE OF SCHOOLS ALLOWING TIME FOR SHOWERING AND DRESSING
AT THE END OF EACH CLASS PERIOD FOR
GROUPS A, B, C, D AND E

Question with sub-areas	Percentage Groups				
	Yes Response				
	A	B	C	D	E
4. Is adequate time allowed for showering and dressing at the end of each class period	27	34	16	10	5
a. 5 to 10 minutes	19	25	9	8	4
b. 11 to 15 minutes	6	8	6	2	1
c. combination	-	.07	1	-	-

The five groups stated yes to this question in the following manner: 27 per cent of Group A, 34 per cent of

Group B, 16 per cent of Group C, 10 per cent of Group D and 5 per cent of Group E. Those schools answering yes to question four were asked to check an approximate time interval of (a) 5 to 10 minutes, (b) 11 to 15 minutes, (c) a combination of time. The sub-area entitled combination meant 5 to 10 minutes for boys and 11 to 15 minutes for girls. Two groups reported a combination of time with Group B reporting .07 per cent and Group C, 1 per cent. The percentage of yes responses for the time interval of 5 to 10 minutes indicated that Group A had 19 per cent, Group B had 25 per cent, Group C had 9 per cent, Group D had 8 per cent, and Group E had 4 per cent. Percentages of yes responses for schools replying the time interval of eleven to fifteen minutes were: Groups A and C, 6 per cent; Group B, 8 per cent; Group D, 2 per cent; Group E, 1 per cent.

Table XX shows the percentage of schools not allowing time for showering and dressing at the end of each class period for Groups A, B, C, D and E.

TABLE XX

PERCENTAGE OF SCHOOLS NOT ALLOWING TIME FOR SHOWERING AND DRESSING AT END OF EACH CLASS PERIOD FOR GROUPS A, B, C, D AND E

Question	Percentage				
	Groups				
	No Response				
	A	B	C	D	E
4. Is adequate time allowed for showering and dressing at the end of each class period	2	4	-	1	1

Four groups reported that adequate time is not allowed for showering and dressing. Two per cent of Group A reported no responses. Four per cent of Group B disclosed no responses. One per cent of Group D signified no responses as did Group E. All the schools in Group C declared that adequate time is allowed for showering and dressing. Only 8 per cent of the responding groups do not provide adequate time for showering and dressing at the end of each class period.

The fifth question in Part III of the questionnaire asked if the physical education teachers used instructional practices such as demonstrations, tests, educational movies and diagrams. Table XXI shows the percentages of yes and no responses for question five.

TABLE XXI

PERCENTAGE OF PHYSICAL EDUCATION TEACHERS USING INSTRUCTIONAL PRACTICES SUCH AS DEMONSTRATIONS, TESTS, EDUCATIONAL MOVIES AND DIAGRAMS FOR GROUPS A, B, C, D AND E

Question	Percentage Groups									
	Yes Response					No Response				
	A	B	C	D	E	A	B	C	D	E
5. Do the physical education teachers in your school use instructional practices such as demonstrations, tests, educational movies and diagrams	25	36	16	10	6	4	2	-	.07	-

Three groups, A, B and D, had respondents stating that physical education teachers do not use demonstrations, tests, educational movies and diagrams as teaching aids. The following percentages are the no responses for the three groups: 4 per cent, Group A; 2 per cent, Group B; .07 per cent, Group D. The small schools tend to use fewer teaching aids than the larger schools, but the majority of all five groups use instructional practices as demonstrations, tests, educational movies and diagrams. Two school population groups, C and E, indicated 16 per cent and 6 per cent of the yes responses respectively. A majority of Groups A, B and D stated that the schools use teaching aids. Group A replied with 25 per cent of the yes responses. Group B reported 36 per cent of the yes responses, and Group D reported 10 per cent for the fifth question.

Table XXII shows the criteria used by administrators to evaluate the instructional physical education teachers for Groups A, B, C, D and E. The sixth question in Part III was concerned with criteria employed by administrators to evaluate the progress of physical education personnel.

There were seven sub-areas for this question: (a) teacher's knowledge of subject matter, (b) teacher's competence in performing skills, (c) teacher's attention to individual pupil needs, (d) teacher's use of good teaching methods, (e) teacher's class organization and management procedure,

TABLE XXII

PERCENTAGE OF CRITERION USED BY ADMINISTRATOR TO EVALUATE
THE INSTRUCTIONAL PHYSICAL EDUCATION TEACHERS
FOR GROUPS A, B, C, D AND E

6. Evaluation by administrators of progress of instructional physical education teachers	Percentage Groups									
	Yes					No				
	A	B	C	D	E	A	B	C	D	E
a. teacher's knowledge of subject matter	19	29	14	10	5	10	8	2	1	1
b. teacher's competence in performing skills	15	23	14	8	3	14	15	2	3	3
c. teacher's attention to individual pupil needs	18	28	14	9	5	11	10	2	2	.07
d. teacher's use of good teaching methods	18	29	15	10	5	11	8	.07	1	1
e. teacher's class organization and management procedures	17	29	15	9	5	12	8	.07	2	1
f. teacher's appearance and attitude toward pupils	18	29	15	9	5	11	8	.07	2	1
g. not reporting	-	.07	.07	-	-	-	-	-	-	-

(f) teacher's appearance and attitude toward pupils and
(g) school's not reporting. Administrators participating in this study were asked to answer yes or no for each sub-area.

The first criterion discussed was whether or not

the administrator evaluated the teacher's knowledge of subject matter. The five school groups responded as follows: 19 per cent yes and 10 per cent no for Group A, 29 per cent yes and 8 per cent no for Group B, 14 per cent yes and 2 per cent no for Group C, 10 per cent yes and 1 per cent no for Group D with 5 per cent yes and 1 per cent no for Group E. The administrators evaluated the teacher's competence in performing skills in answering b, the second criterion for evaluating teacher progress through observation. Group A schools responded that 15 per cent of the teachers are competent in performing skills and 14 per cent not. Group B schools signified 23 per cent are competent and 15 per cent are not in sub-area b. Group C schools replied that 14 per cent are competent and 2 per cent are not in sub-area b. The schools in Group D replied 8 per cent yes and 3 per cent no to sub-area b. The largest population size, Group E, was divided in that 3 per cent of schools believed that the teachers are competent in performing skills and 3 per cent believed that they are not.

Sub-area c referred to the administrator's evaluation through observation of the teacher's attention to individual pupil needs and resulted in the yes responses outnumbering the no responses. Eighteen per cent of the administrators believed that the teachers attention to individual needs was sufficient and 11 per

cent of them do not in Group A. Group B indicated 28 per cent of the yes responses and 10 per cent of the no responses to sub-area c. Group D stated 9 per cent yes and 2 per cent no for this part of question six. Group E schools had 5 per cent responding yes and .07 per cent responding no.

In criterion d administrators evaluated the teacher's use of good teaching methods. The percentages of yes and no responses are given for the five groups in alphabetical order: Group A had 18 per cent reporting yes and 11 per cent no, Group B had 29 per cent yes and .07 per cent no, Group C had 15 per cent yes and 2 per cent no, Group D had 10 per cent yes and 1 per cent no and Group E had 5 per cent yes and 1 per cent no.

The fifth sub-area e under question six in Part III of the questionnaire asked the administrator to evaluate the teacher's class organization and management procedures. Eighteen per cent of the administrators replied that teachers are efficient in class organization and management procedures and 11 per cent are not for Group A, 29 per cent are and 8 per cent are not in Group B, 15 per cent are and .07 per cent are not for Group C, 9 per cent are and 2 per cent are not for Group D and 5 per cent are and 1 per cent are not for Group E.

An evaluation of the teacher's appearance and attitude toward the pupils was asked as sub-area f under question six. Eighteen per cent of Group A answered that the teacher's appearance and attitude toward the pupils is sufficient and 11 per cent are not for this sub-area in question six. Twenty-nine per cent of Group B replied that they are and 8 per cent that they are not for sub-area f. Fifteen per cent of Group C reported that they are and .07 per cent that they are not for this sub-area. Nine per cent of the Group D schools answered that they are and 2 per cent that they are not and 5 per cent of the Group E schools answered that they are and 1 per cent that they are not to sub-area f in question six. Group B and C had one school each not reporting an answer to this question. Based on the percentages in Table XXII, a large portion of the participating administrators do evaluate the progress of physical education teachers. However, the investigator was surprised to see the percentage of administrators who did not evaluate the progress of instructional physical education teachers.

Table XXIII shows the percentage of schools having standardized criteria for grading pupils in physical education.

TABLE XXIII

PERCENTAGE OF SCHOOLS HAVING STANDARDIZED CRITERIA FOR GRADING PUPILS IN PHYSICAL EDUCATION FOR GROUPS A, B, C, D AND E

Question with sub-areas	Percentage Groups									
	Yes Response					No Response				
	A	B	C	D	E	A	B	C	D	E
7. Does your school have standardized criteria for grading pupils in physical education	16	19	9	7	3	13	19	7	4	3
a. If the answer is no, do the individual teachers grade the pupils according to own criteria	-	-	-	-	-	11	16	7	4	3
b. not reporting	-	-	-	-	-	2	3	-	-	-

All administrators were asked to state whether or not standardized criteria were utilized for grading pupils in physical education. Question seven in Part III of the questionnaire contained two sub-areas and could be answered yes or no. Only the administrators responding no to question seven checked the sub-areas. One hundred and forty-one administrators responded to question seven; five failed to report. The five population sizes have 54 per cent of the schools with standardized criteria for grading pupils. The remaining schools allowed the physical education teachers to establish grading procedures for students taking physical education classes.

Individual school groups gave the following per-

centage: Group A stated 16 per cent, Group B stated 19 per cent, Group C reported 9 per cent, Group D reported 7 per cent and Group E stated that 3 per cent of its schools have standardized criteria for grading pupils in physical education.

Those schools not having standardized grading procedures in each of the five groups represented declared that the physical education teacher was responsible for grading the pupils according to her own criteria 11 per cent of the time in Group A, 16 per cent of the time in Group B, 7 per cent in Group C, 4 per cent in Group D and 3 per cent of the time in Group E. Based on the percentage represented in Table XXIII, standardized criteria for grading is more prevalent than individual grading of pupils by the teachers.

The respondents were asked to check one or more of the criteria listed under question 8. Those answering participation in class, skill improvement tests and written examinations were instructed to check only sub-area d, which read all of these. Twelve per cent of the schools in Group A answered that pupils' grades were based on participation in class and skill improvement tests. Group A had 14 per cent of its schools reporting that physical education grades are based on participation in class, skill improvement tests and written examinations. Three per cent of the Group A schools

also included attitude and habits as factors in determining a pupil's grade in physical education. The second population size, Group B reported that 16 per cent of its schools used participation in class as a grading criterion, 12 per cent used skill improvement tests as a grading criterion, and 6 per cent used written examinations as a grading criterion. Twenty-three per cent of the Group B schools employed sub-areas a, b and c in establishing a student grade in physical education. Attitude and habits as well as sub-area d made up the criteria used for acquiring a school mark in Group E 6 per cent of the time. Group C disclosed that 12 per cent graded pupils on participation in class, skill improvement tests and written examinations. Two per cent of the Group C schools also included attitude and habits as one criterion as well as participation in class, skill improvement tests and written examinations. Participation in class and skill improvement tests each accounted for 5 per cent of the criteria used in grading pupils. Group C stated an additional 3 per cent used written examinations. One school, or .07 per cent of Group C reported four factors, sub-areas a, b, c and e, as the criteria used to determine a student's physical education grade. Participation in class, skill improvement tests and written examinations each accounted for 3 per cent of the criteria used in grading pupils enrolled in physical education

classes in Group D schools. Eight per cent of the schools in Group D determined pupils' physical education grades by use of the elements composing sub-area d. An additional area, that of attitude and habits was used by one school in Classification D. Sub-area d which includes participation in class, skill improvement tests and written examinations, was reported 5 per cent of the time in Group E. Two schools in Group E stated that grades are based on participation in class, attitudes and habits with .07 per cent based on skill improvement tests. Groups B, C and D had .07 per cent each not reporting the criteria used to determine a student's physical education grade. Group A was the one classification that did not have a majority of its schools indicating that pupils' physical education grades are based on participation in class, skill improvement tests and written examinations. Table XXIV illustrates that all five classifications had small percentages reporting attitudes and habits as a criterion utilized for grading pupils in physical education classes, but the majority of schools attempted to use objective items for establishing pupil marks.

"Is co-educational physical education included in the program?" was question nine in Part III of the questionnaire.

TABLE XXIV

PERCENTAGE FOR TYPES OF CRITERIA USED BY TEACHERS OF
PHYSICAL EDUCATION AS REPORTED BY SCHOOL
ADMINISTRATORS OF HOW STUDENT GRADES ARE
DETERMINED FOR GROUPS A, B, C, D AND E

8. What criteria are used to determine a stu- dent's grade	Percentage Groups				
	A	B	C	D	E
a. participation in class	12	16	5	3	1
b. skill improvement tests	12	12	5	3	.07
c. written examina- tions	0	6	3	3	-
d. all of these	14	23	12	8	5
e. attitude and habits	3	6	2	.07	1
f. not reporting	-	.07	.07	.07	-

Table XXV illustrates the percentage of schools with co-educational physical education and types of activities included in the program for Groups A, B, C, D and E. A vast majority of the administrators indicated a lack of co-educational education in the program. However, each of the five participating groups signified that co-educational physical education existed in varying degrees for Groups A, B, C, D and E. Group A disclosed that 10 per cent of the schools had co-educational physical education. Group B replied that 7 per cent of

TABLE XXV

PERCENTAGE OF SCHOOLS WITH CO-EDUCATIONAL PHYSICAL
EDUCATION AND TYPES OF ACTIVITIES INCLUDED IN THE
PROGRAM AS REPORTED BY THE ADMINISTRATORS
FOR GROUPS A, B, C, D AND E

Question with sub-areas	Percentage Groups Yes Response				
	A	B	C	D	E
9. Is co-educational physical education included in the program	10	7	5	3	1
a. volleyball	7	3	3	2	.07
b. tennis or bad- minton	5	3	3	2	-
c. social or folk dance	3	3	1	1	.07
d. archery	.07	-	-	.07	-
e. swimming	-	-	.07	-	-
f. basketball	7	1	.07	-	-
g. shuffleboard	-	1	-	-	-
h. not reporting	.07	-	.07	-	-

the schools had co-educational physical education. Group C answered 5 per cent and Group D gave evidence of 3 per cent of the schools having co-educational physical education. Group E responded with 1 per cent yes for question nine.

Administrators who answered yes were then asked to

list the activity or activities participated in by boys and girls in the co-educational physical education program. The activities included under question nine are: (a) volleyball, (b) tennis or badminton, (c) social or folk dance, (d) archery, (e) swimming, (f) basketball and (g) shuffleboard. The percentage of schools including volleyball as a co-educational activity are Group A with 7 per cent, Groups B and C with 3 per cent, Group D with 2 per cent and Group E with .07 per cent. Administrators responded that tennis or badminton were activities played in the co-educational program and the percentages by groups are as follows: A replied 5 per cent, B and C replied 6 per cent, D replied 2 per cent and E had no schools including these activities.

The percentage represented for social or folk dance are: 3 per cent in Groups A and B, 1 per cent in Groups C and D and .07 per cent in Group E. The schools in Groups A and D reported .07 per cent participating in archery and the schools in Groups B, C and E did not include archery in the co-educational physical education classes. The percentage for swimming is .07 per cent for Group C. The remaining four Groups A, B, D and E did not include swimming in the co-educational classes. Three school groups listed co-educational basketball and these were Group A with 7 per cent, Group B with 1 per cent and Group C reported .07 per

cent. Groups D and E did not include basketball in the co-educational physical education classes. Group B, with 1 per cent, was the only school classification which reported having shuffleboard. One school from Groups A and B did not answer this question. Co-educational physical education classes were not common in the majority of reporting schools.

The percentage of schools not including co-educational activities in the instructional physical education for Groups A, B, C, D and E are shown in Table XXVI.

TABLE XXVI

PERCENTAGE OF SCHOOLS NOT INCLUDING CO-EDUCATIONAL PHYSICAL EDUCATION IN THE INSTRUCTIONAL PHYSICAL EDUCATION PROGRAM GROUPS A, B, C, D AND E

Question	Percentage				
	Groups				
	No Response				
	A	B	C	D	E
9. Is co-educational physical education in the program?	19	31	11	8	5

The percentage of no responses for question nine, Part III of the questionnaire included 19 per cent for Group A, 31 per cent for Group B, 11 per cent for Group C, 8 per cent for Group D and 5 per cent for Group E. It appears that the majority of the schools participating in this study did not include co-educational activities

in their instructional physical education programs.

Table XXVII illustrates the percentage of schools providing big muscle activities in physical education programs as reported by administrators for Groups A, B, C, D and E.

TABLE XXVII

PERCENTAGE OF SCHOOLS PROVIDING BIG MUSCLE ACTIVITIES
IN PHYSICAL EDUCATION PROGRAMS AS REPORTED BY
ADMINISTRATORS FOR GROUPS A, B, C, D AND E

Question	Percentage Groups									
	Yes Response					No Response				
	A	B	C	D	E	A	B	C	D	E
10. Do the activities taught in physical education classes provide big muscle activity for the development of strength, endurance, flexibility, agility, organic efficiency and neuromuscular efficiency for each pupil.	25	29	13	10	6	3	8	2	1	-
a. not reporting	-	-	-	-	-	.07	.07	.07	-	-

The tenth question in Part III of the questionnaire read, "Do the activities taught in physical education classes provide big muscle activity for the development of strength, endurance, flexibility, agility, organic efficiency, and neuromuscular efficiency for each pupil?" Participating administrators could answer question ten by stating yes

or no. All of the schools in Group E responded yes to this question. The majority of schools in the remaining four groups also responded yes to this question. Twenty-five per cent of Group A reported yes responses while 3 per cent reported no responses to this question. Twenty-nine per cent of Group B answered with yes responses and 8 per cent with no responses. Thirteen per cent of Group C stated yes responses and 2 per cent no responses to this question. Ten per cent of Group D answered with yes responses and 1 per cent with no responses to question ten. Six per cent of Group E reported yes responses and none for the no responses to this question. Question ten was not answered by .07 per cent of the schools in Groups A, B and C. The five population groups combined stated 86 per cent of the physical education programs included activities that provided big muscle activity for the development of strength, endurance, flexibility, agility, organic efficiency and neuromuscular efficiency for each pupil.

Percentage of schools stressing basic human movements in physical education classes for Groups A, B, C, D and E are shown in Table XXVIII. Question eleven could be answered yes or no and it read: "Are basic human movements stressed and learned by each pupil?" A total of 91 per cent of all the participating schools stated that basic human movements such as walking, running, jumping,

lifting, climbing and throwing were included in the instructional physical education program. Twenty-five per cent of the administrators answered yes and 4 per cent no in Group A. Thirty-four per cent of Group B administrators reported yes and 3 per cent no. Fifteen per cent of the administrators answered yes and .07 per cent no in Group C. The two largest population sizes, Groups D and E recorded yes responses of 11 per cent and 6 per cent respectively, with neither group recording no responses. Group B had one school or .07

TABLE XXVIII

PERCENTAGE OF SCHOOLS STRESSING BASIC HUMAN MOVEMENTS IN
PHYSICAL EDUCATION PROGRAM AS REPORTED BY ADMINISTRATORS
FOR GROUPS A, B, C, D AND E

Question	Percentage Groups									
	Yes Response					No Response				
	A	B	C	D	E	A	B	C	D	E
11. Are basic human movements stressed and learned by each pupil (examples--walking, running, jumping, lifting, climbing, throwing)	25	34	15	11	6	4	3	.07	-	-
a. not reporting	-	-	-	-	-	-	.07	-	-	-

per cent not reporting question eleven. Based on the percentages found in Table XXVIII, the majority stress basic human movements such as walking, running, jumping, lifting,

Percentages for Groups A, B, C, D and E are stated for both boys and girls. Yes responses will be discussed for question 12 and no responses shall be given only if the reporting schools have no activities included on the questionnaire. No responses were not considered when reporting the findings for this question, as question twelve deals with specific activities and not with how well-balanced or varied any particular school's physical education program might be. The question of a balanced program and activities geared to the capacities of the students for all five groups were asked and the responses were reported previously in Parts II and III of the questionnaire. Individual sports were the first activities listed under question twelve. The sub-areas under individual sports consisted of: (a) archery, (b) badminton, (c) bowling, (d) golf, (e) lead-up games, (f) tennis, (g) track and field, (h) wrestling and (i) boxing. In most cases the content of the boys' and girls' progress were administered separately and with a great degree of variation. Therefore, it was necessary in listing the percentage for each group to designate whether the activity was included annually and to what degree for each sex, separately. Yes responses for archery were 2 per cent of the boys' programs and 5 per cent of the girls' programs in Group A, 3 per cent of the boys' programs and 11 per cent of the girls' programs in Groups B and

C, 1 per cent of the boys' programs and 6 per cent of the girls' programs in Group D and .07 per cent of the boys' programs and 2 per cent of the girls' programs in Group E. Yes responses for badminton were: Group A, 8 per cent of the boys' programs and 11 per cent of the girls' programs; Group B, 21 per cent of the boys' programs and 25 per cent of the girls' programs; Group C, 8 per cent of the boys' programs and 13 per cent of the girls' programs and Group E, 2 per cent of the boys' programs and 5 per cent of the girls' programs. Yes responses for bowling were: 1 per cent of the boys' programs and 2 per cent of the girls' programs in Group A, 6 per cent of the boys' programs and 5 per cent of the girls' programs in Group B, 2 per cent for both the boys' and girls' programs in Group C, 4 per cent of the boys' programs and 6 per cent of the girls' programs in Group D and .07 per cent for both the boys' and girls' programs in Group E. It is interesting to note that archery, bowling and badminton, relatively expensive types of individual sports, are offered annually in the programs by members of all school groups reporting.

Yes responses for golf were: 3 per cent of the boys' programs and .00 per cent of the girls' programs in Group A, 15 per cent of the boys' programs and 6 per cent of the girls' programs in Group B, 9 per cent of the boys' programs and 1 per cent of the girls' programs

in Group C, 10 per cent of the boys' programs and 4 per cent of the girls' programs in Group D, and 3 per cent for both boys' and girls' programs in Group E. Yes responses for lead-up games were: Group A, 15 per cent of the boys' programs and 14 per cent of the girls' programs; Group B, 28 per cent of the boys' programs and 27 per cent of the girls' programs; Group C, 12 per cent for both the boys' and girls' programs; Group D, 10 per cent of the boys' programs and 9 per cent of the girls' programs. Yes responses for tennis were: 18 and 19 per cent of the boys' and girls' programs respectively in Group A, 27 and 29 per cent of the boys' and girls' programs respectively in Group B, 14 and 19 per cent of the boys' and girls' programs respectively in Group C, 9 and 10 per cent of the boys' and girls' programs respectively in Group D, and 4 and 6 per cent of the boys' and girls' programs respectively in Group E. Yes responses for track and field were: 28 per cent of the boys' programs and 12 per cent of the girls' programs in Group A, 35 per cent of the boys' programs and 16 per cent of the girls' programs in Group B, 14 per cent of the boys' programs and 8 per cent of the girls' programs in Group C, 11 per cent of the boys' programs and 2 per cent of the girls' programs in Group D and 6 per cent of the boys' programs and 5 per cent of the girls' programs in Group E. Yes responses for wrestling indicated: 7 per

cent of the boys' programs in Groups A and C, 13 per cent of the boys' programs in Group B, 3 per cent of the boys' programs in Group D and .07 per cent of the boys' programs in Group E. Yes responses for boxing signified: .07 per cent of the boys' programs in Group A and 2 per cent in Group B. It was found that Group B had .07 per cent and Group E had 1 per cent or 2 schools reporting no individual sports in the instructional physical education program. It seemed unlikely to the investigator that boxing and wrestling would be included in the girls' program and this assumption was verified by the responses.

Dance was the second major area in Table XXIX. The sub-areas for dance were: (a) folk, (b) modern, (c) square, (d) social and (e) others. Yes responses for folk dance showed: 2 per cent of the boys' programs and 6 per cent of the girls' programs in Group A, 1 per cent of the boys' programs and 8 per cent of the girls' programs in Group B, 1 per cent of the boys' programs and 10 per cent of the girls' programs in Group C, .07 per cent of the boys' programs and 9 per cent of the girls' programs in Group D and .07 per cent of the boys' programs and 3 per cent of the girls' programs in Group E. Yes responses for modern dance indicated 1 per cent of boys' programs and 2 per cent of the girls' programs in Group A, .07 per cent of the boys' programs and 3 per cent of the girls' programs in Group B, .07 per cent of the boys' programs

and 3 per cent of the girls' programs in Group C, .00 per cent of the boys' programs and 6 per cent of the girls' programs in Group D and .00 per cent of the boys' programs and 3 per cent of the girls' programs in Group E. Yes responses for square dance were: 3 per cent of the boys' programs and 5 per cent of the girls' programs in Group A, 1 per cent of the boys' programs and 6 per cent of the girls' programs in Group B, .07 per cent of the boys' programs and 9 per cent of the girls' programs in Group D and .07 per cent of the boys' programs and 2 per cent of the girls' programs in Group E. Yes responses for social dance signified: 3 per cent for both the boys' and girls' programs in Group A, 2 per cent of the boys' programs and 6 per cent of the girls' programs in Group B, .07 per cent of the boys' programs and 3 per cent of the girls' programs in Group C, .07 per cent of the boys' programs and 3 per cent of the girls' programs in Group D and .00 per cent of the boys' programs and 1 per cent of the girls' programs in Group E. There were no other types of dance included in the instructional physical education program of the schools participating in this study.

Each of the five groups had schools which reported that no dance is included in the instructional physical education program. A number of the reporting schools had dance in the girls' program but none in the boys' program.

Group A reported 21 per cent or 31 schools having no dance. Group A also reported that 3 per cent or 4 schools have dance included in the girls' program but none is included in the boys' program. Group B reported 30 per cent or 44 schools have no dance in the instructional physical education program. Group B also reported that 6 per cent or 9 schools have dance included in the girls' program, however, no dance is offered in the boys' program. Group C reported 8 per cent or 12 schools have no dance offered in the physical education program. Group C also reported that 6 per cent or 10 schools have dance included in the girls' program but none is provided in the boys' program. In Group D, .07 per cent or 1 school has no dance in the instructional program. Group D also reported that 8 per cent or 12 schools do have dance included in the girls' program but fail to offer dance instruction in the boys' program. Group E reported 2 per cent of its schools have no dance in the instructional physical education program. Group E also reported that 3 per cent or 5 schools have dance included in the girls' program but offer none for the boys' program. As determined by the responses, social and modern dance are offered somewhat less frequently than are folk dance and square dance in the instructional program. It can be seen as shown in Table XXIX that all types of dance are offered to only 17 per cent of the boys in physical education

whereas 95 per cent of all groups (A, B, C, D and E) include the various types of dance in the girls' programs. Group D schools consistently offer more dance of all kinds in the instructional physical education program than do the other Groups.

The sub-areas under aquatics were: (a) swimming, (b) water games, (c) water safety, and (d) others. The yes responses indicating schools participating in swimming were as follows: 2 per cent of the boys' programs and 1 per cent of the girls' programs in Group A, 3 per cent for both the boys' and girls' programs in Group B, 3 per cent of the boys' programs and 4 per cent of the girls' programs in Group C, 2 per cent for both the boys' and girls' programs in Group D and .07 per cent for both the boys' and girls' programs in Group E. Yes responses for water safety signified that 1 per cent of the boys' programs and 1 per cent of the girls' programs in Group A, 3 per cent of the boys' and girls' programs in Groups B and D, 2 per cent of the boys' programs and 3 per cent of the girls' programs in Group C, and .00 per cent of the boys' programs and girls' programs in Group E. There were no aquatic activities listed under sub-area d, others.

Each of the five groups had schools which reported that no aquatics are included in the instructional physical education program, that is, Group A reported 27 per cent or 39 schools, Group B replied 34 per cent or 50 schools,

Group C answered 12 per cent or 18 schools, Group D reported 8 per cent or 12 schools and Group E indicated 5 per cent or 8 schools. More of the smaller classification groups (20 per cent) have aquatics offerings than do the larger classification groups (12 per cent).

The sub-areas under team sports were: (a) basketball, (b) field hockey, (c) lead-up activities, (d) soccer, (e) speedball, (f) touch football, (g) baseball, (h) volleyball and (i) softball. For basketball it was reported that 28 per cent of the boys' and 27 per cent of the girls' programs in Group A, 38 per cent of the boys' programs and 32 per cent of the girls' programs in Group B, 16 per cent for both the boys' and the girls' programs in Group C, 10 per cent of the boys' programs and 8 per cent of the girls' programs in Group D and 6 per cent for both the boys' and the girls' programs in Group E. Yes responses for field hockey were: Group A, 2 per cent of the boys' programs and .07 per cent of the girls' programs in Group B, 6 per cent of the boys' programs and 2 per cent of the girls' programs, Groups C and D, 3 per cent of the boys' programs and 4 per cent of the girls' programs and .00 per cent of the boys' programs and .07 per cent of the girls' programs in Group E. Yes responses for lead-up activities indicated 13 per cent of the boys' programs and 10 per cent of the girls' programs in Group A, 27 per cent of the boys' programs and

25 per cent of the girls' programs in Group B, 10 per cent of the boys' programs and 11 per cent of the girls' programs in Group C, 9 per cent of the boys' programs and 8 per cent of the girls' programs in Group D and 3 per cent for both the boys' and girls' programs in Group E. Yes responses for soccer were as follows: 10 per cent of the boys' programs and 3 per cent of the girls' programs in Group A, 24 per cent of the boys' programs and 15 per cent of the girls' programs in Group B, 10 per cent of the boys' programs and 6 per cent of the girls' programs in Group C, 4 per cent of the boys' programs and 3 per cent of the girls' programs in Group D and 3 per cent of the boys' programs and 2 per cent of the girls' programs in Group E.

Yes responses for speedball yielded: 6 per cent of the boys' programs and 4 per cent of the girls' programs in Group A, 13 per cent of the boys' programs and 10 per cent of the girls' programs in Group B, 5 per cent of the boys' programs and 6 per cent of the girls' programs in Group C, 6 per cent of the boys' programs and 3 per cent of the girls' programs in Group D and Group E had 3 per cent of the boys' programs and .00 per cent of the girls' programs.

The inclusion of touch football indicated the following yes responses: 21 per cent of the boys' programs and

.00 per cent of the girls' programs in Group A, 35 per cent of the boys' programs and 2 per cent of the girls' programs in Group B, 16 per cent of the boys' programs and .07 per cent of the girls' programs in Group C, 10 per cent of the boys' programs and .00 of the girls' programs in Group D and 5 per cent of the boys' programs and .00 per cent of the girls' programs in Group E. The investigator had not anticipated any yes responses for girls' programs in sub-area f, but some schools reported touch football as an activity offered annually for girls in the instructional physical education program.

Yes responses for baseball were as follows: 4 per cent of the boys' programs in Group A, .07 per cent of the boys' programs in Group B, 1 per cent of the boys' programs in Group C, .00 per cent of the boys' programs in Group D and .07 per cent of the boys' programs in Group E. For volleyball the following yes responses were: 5 per cent of the boys' programs and 6 per cent of the girls' programs in Group A, 4 per cent of the boys' programs and 7 per cent of the girls' programs in Group B, 2 per cent for the boys' and girls' programs in Groups C and E, and .07 per cent of the boys' programs and .00 per cent of the girls' programs in Group D. Yes responses for softball indicated: Group A, .00 per cent of the boys' programs and 3 per cent of the girls' programs; Group B, 7 per cent of the boys' and the girls' programs; Group C, 1 per cent of

the boys' programs and 3 per cent of the girls' programs, Group D, .07 per cent for both the boys' and girls' programs and Group E, .00 per cent of the boys' programs and .07 per cent of the girls' programs. The participating schools reported all had one or more team sports in the physical education curriculum. The most predominant team sport offering for both the boys' and girls' programs was basketball for all five groups. The next most prevalent team sport included in the boys' program was touch football and included in the girls' programs was lead-up activities. Soccer, for both boys and girls also seemed to have a recognized place in the programs of instructional physical education. On an average, there were more team sports offered in the boys' physical education programs annually than for the girls' physical education programs.

The sub-areas under formal activities included: (a) body mechanics, (b) calisthenics, (c) marching, (d) weights and (e) isometrics. Yes responses for body mechanics were: 15 per cent of the boys' programs and 13 per cent of the girls' programs in Group A, 28 per cent of the boys' programs and 26 per cent of the girls' programs in Group B, 12 per cent for both the boys' and girls' programs in Group C, 10 per cent of the boys' programs and 9 per cent of the girls' programs in Group D and 3 per cent of the boys' and the girls' programs in Group E. Yes responses for calisthenics indicated: 27 per cent of the boys'

programs and 26 per cent of the girls' programs in Group A, 36 per cent of the boys' programs and 32 per cent of the girls' programs in Group B, 14 per cent for both the boys' and the girls' programs in Group C, 10 per cent for both the boys' and the girls' programs in Group E. Yes responses for marching were as follows: 7 per cent for both the boys' and girls' programs in Group A, 6 per cent for both the boys' and girls' programs in Group B, 5 per cent of the boys' programs and 6 per cent of the girls' programs in Group C, 2 per cent of the boys' programs and 6 per cent of the girls' programs in Group D and .07 per cent of the boys' programs and 3 per cent of the girls' programs in Group E. Yes responses for weight lifting yielded: 2 per cent of the boys' programs and .07 per cent of the girls' programs in Group A, 1 per cent of the boys' programs in Groups B and C, .07 per cent of the boys' programs in Group D and .00 per cent of the boys' programs in Group E. Groups B, C, D and E reported no weightlifting in the girls' programs. Yes responses for isometric exercise were: .07 per cent of the boys' programs in Groups A and B and 1 per cent of the boys' programs in Group C. Groups D and E offered no isometric exercises for boys in the instructional physical education program. None of the five groups offer isometric exercise in the girls' instructional physical education program. One school or .07 per cent has no formal activities in the instructional physical education program.

For all the school groups, calisthenics seems to be the most commonly employed formalized activity for both the boys' and girls' programs. The results of this section of the study further indicates that more of the larger schools include body mechanics for both boys and girls in the instructional physical education program than do the smaller schools.

The sub-areas under self-testing activities were: (a) apparatus, (b) obstacle course, (c) rope climbing, (d) stunts, (e) trampoline, (f) tumbling, and (g) fitness tests. Yes responses for the use of apparatus were as follows: 7 per cent of the boys' programs and 4 percent of the girls' programs in Group A, 15 per cent of the boys' programs and 4 per cent of the girls' programs in Group B, 10 per cent of the boys' programs and 5 per cent of the girls' programs in Group C, 6 per cent of the boys' programs and .07 per cent of the girls' programs in Group D and 3 per cent of the boys' and girls' programs in Group E. Yes responses for the utilization of obstacle courses were: Group A, 7 per cent of the boys' programs and 3 per cent of the girls' programs; Group B, 10 per cent of the boys' programs and 1 per cent of the girls' programs; Group C, 6 per cent of the boys' programs and 1 per cent of the girls' programs; Group D, 2 per cent of the boys' programs and .00 per cent of the girls' programs and Group E, 3 per cent of the boys' programs and 1 per cent of the

girls' programs. Yes responses for rope climbing as a self-testing activity were: 13 per cent of the boys' programs and 4 per cent of the girls' programs in Group A, 20 per cent of the boys' programs and 4 per cent of the girls' programs in Group B, 13 per cent of the boys' programs and 1 per cent of the girls' programs in Group C, 8 per cent of the boys' programs and .07 per cent of the girls' programs in Group D and 5 per cent of the boys' programs and .00 per cent of the girls' programs in Group E. Yes responses for stunts yielded: 8 per cent for both the boys and girls in Group A, 12 per cent of the boys' programs and 8 per cent of the girls' programs in Group B, 10 per cent for both the boys' and girls' programs in Group C, 6 per cent for both the boys and girls in Group D and 2 per cent for both the boys' and girls' programs in Group E. Yes responses pertaining to trampoline activities were as follows: 4 per cent for the boys' programs and 4 per cent for the girls' programs in Group A, 11 per cent for the boys' programs and 10 per cent for the girls' programs in Group B, 3 per cent for both the boys' and girls' programs in Group C, and 2 per cent of the boys' programs and 1 per cent of the girls' programs in Groups D and E. Administrators responded yes to the inclusion of tumbling in the instructional physical education program as follows: 14 per cent of the boys' programs and 8 per cent of the girls' programs in Group A, 30 per cent of the boys' programs

and 24 per cent of the girls' programs in Group B, 12 per cent of the boys' programs and 11 per cent of the girls' programs in Group C, 10 per cent of the boys' programs and 9 per cent of the girls' programs in Group D and 4 per cent of the boys' programs and 2 per cent of the girls' programs in Group E. Yes responses for the utilization of fitness tests were: .07 per cent of the boys' and the girls' programs in Groups A and C and .00 per cent of the boys' and the girls' programs in Groups B, D and E.

Each of the five groups had schools which reported that no self-testing activities are included in the instructional physical education program. Group A reported that 7 per cent or 11 schools have no self-testing activities offered annually in the instructional physical education program. Group B replied that 3 per cent or 5 schools offer no self-testing activities. Group C responded with 2 per cent or 3 schools having no self-testing activities included in the girls' physical education program. Group D reported that .07 per cent or 1 school has no self-testing activities offered annually in the instructional physical education program and 1 per cent or 2 schools offer no self-testing activities in the girls' programs. Group E signified .07 per cent or 1 school have no self-testing activities. Group E also reported 1 school not having self-testing activities included in the

boys' program and 2 schools have no self-testing activities included in the girls' instructional physical education program. For the self-testing activities, administrators reported that tumbling is more widely offered in both the boys' and girls' programs. Rope climbing is included in the boys' programs and stunts are included in the girls' programs as the next choice of self-testing activities. It was interesting to this investigator to note that the Classification B schools have as much or more trampoline activities offered in the instructional physical education program than the other four Classifications combined.

The sub-areas for recreational activities were:

(a) card games, (b) checkers or chess, (c) croquet, (d) table tennis, (e) darts, (f) shuffleboard, (g) bombardment, (h) horseshoes and (i) dodgeball. The responses for the first sub-area, card games, were as follows: .07 per cent of the boys' programs and 1 per cent of the girls' programs in Group A, 1 per cent of the boys' programs and 2 per cent of the girls' programs in Group B, .00 per cent of the boys' and girls' programs in Groups C and D, and .00 per cent of the boys' programs and .07 per cent of the girls' programs in Group E. Yes responses for the inclusion of checkers or chess were: .07 per cent for both the boys' and girls' programs in Group A, 2 per cent of the boys' programs and 3 per cent of the girls' programs in Group B,

.07 per cent of the boys' programs and 1 per cent of the girls' programs in Group D and .00 per cent of the boys' and the girls' programs in Groups C and E. Administrators indicated that croquet was included to the following extent: 2 per cent of the boys' programs and 3 per cent of the girls' programs in Group A, .00 per cent of the boys' programs and .07 per cent of the girls' programs in Groups B and D, 1 per cent of the boys' programs and 2 per cent of the girls' programs in Group C, and .00 per cent of the boys' programs and 1 per cent of the girls' programs in Group E. For table tennis, the following yes responses were submitted: 12 per cent for both the boys' and the girls' programs in Group A, 19 per cent for both the boys' and girls' programs in Group B, 7 per cent of the boys' programs and 9 per cent of the girls' programs in Group C, 8 per cent of the boys' programs and 9 per cent of the girls' programs in Group D and 3 per cent of the boys' programs and 6 per cent of the girls' programs in Group E. Affirmative responses for the inclusion of darts were: 4 per cent of the boys' programs and 4 per cent of the girls' programs in Group A, 2 per cent of the boys' programs and 4 per cent of the girls' programs in Group B, 2 per cent of the boys' programs and 1 per cent of the girls' programs in Group C, 7 per cent of the boys' programs and 2 per cent of the girls' programs in Group D and .07 per cent of the boys' programs and 1 per cent of the girls' programs in Group E. The following

yes responses were submitted for shuffleboard: 5 per cent for both the boys' and girls' programs in Group A, 8 per cent of the boys' programs and 13 per cent of the girls' programs in Group B, 5 per cent of the boys' programs and 8 per cent of the girls' programs in Group C, 4 per cent of the boys' programs and 8 per cent of the girls' programs in Group D and 2 per cent of the boys' programs and 3 per cent of the girls' programs in Group E.

Utilization of the game, bombardment, yielded the following yes responses: .07 per cent of the boys' programs and .00 per cent of the girls' programs in Group A and .00 per cent for both the boys' and girls' programs in the remaining four groups. Yes responses pertaining to horseshoe activity were: .07 per cent of the boys' and girls' programs in Group A, .07 per cent of the boys' programs and 1 per cent of the girls' programs in Group B, .07 per cent of the boys' programs in Groups C and D and .00 per cent of the girls' programs in Groups C, D and E. Inclusion of the game, dodgeball yielded the following yes responses: .07 per cent of the boys' programs and .00 per cent of the girls' programs in Group A with .00 per cent for the boys' and girls' programs in the remaining four groups.

Each of the five groups had schools which reported that no recreational activities were included in the instructional physical education program. Group A reported

that 16 per cent or 23 schools have no recreational activities offered annually in the boys' and girls' instructional physical education program. Group B replied that 16 per cent or 23 schools offer no recreational activities. Group C indicated that 3 per cent or 5 schools offer no recreational activities. Group D was reported as having 1 per cent or 2 schools with no recreational activities. Group E reported that 2 per cent or 3 schools have no recreational activities in the boys' and girls' instructional physical education programs. Table tennis and shuffleboard are the most frequently offered recreational activities in the annual physical education instructional program for both boys and girls.

Interpretation of Findings

The questionnaire revealed the following information concerning the criteria used to evaluate the instructional physical education program of selected public secondary schools in Texas. These are listed below as findings from the present study:

1. The majority of schools employ teachers who have 3 years or more professional training in physical education.
2. The greatest number of teachers were educated in teachers colleges and liberal arts colleges or universities.

3. The majority of the parents attend parent-teachers meetings less than half of the time and twenty-four per cent of all schools represented in this study do not have any type of parent-teacher association.
4. Based on the responses of the participating schools, the three largest population groups show a majority of schools having a curriculum committee inclusive of physical education while the two smallest groups report a minority of schools having a curriculum committee inclusive of physical education.
5. The type of evaluation form used by administrators in the five reporting groups most frequently is a national or state approved form. The second most frequently used evaluation form is one locally devised by the administrator.
6. In response to the questions dealing with a written philosophy and objectives for the instructional physical education program, 76 per cent have some type of written philosophy and objectives.
7. Band and choral music are considered as legitimate excuses for exemptions of pupils from physical education by a majority of the

administrators.

8. It was found that a larger percentage of the pupils are scheduled by grade level than are scheduled according to size and age.
9. State accreditation standards in regard to number of pupils per class period are followed in 80 per cent of the reporting schools.
10. Texas public secondary schools participating in this study have physical education classes that equal other subjects in class length in all but 2.7 per cent of the cases.
11. Seventeen per cent of the schools do not require students to take as much as 3 years of physical education in grades 7 through 12.
12. A majority of the reporting schools supply the physical education teachers with curriculum guides.
13. Ninety-one per cent of the reporting schools lack an adaptive physical education class for handicapped students.
14. The majority of the reporting schools maintain programs with physical education activities progressively organized from basic to advanced skills throughout the junior high and senior high school years.

15. Fifteen and seven-tenths per cent of the schools required financial support other than school tax funds to finance the physical education program.
16. Six per cent of the schools reported that girls do not share the use of physical education facilities equally with the boys.
17. The majority of the schools in all five reporting groups have equipment for physical education classes equal to that used in the varsity athletics program.
18. Five to ten minutes of warm-up exercises at the beginning of each class period are utilized by 51 per cent of the reporting schools.
19. All but 2 per cent of the administrators in this study require physical education instructors to remain with students during the entire class period.
20. The five population groups reported that 54 per cent of the schools had established standardized procedures for grading pupils.
21. A lack of co-education physical education in the program is found to the extent of 74 per cent of all five reporting groups.
22. The five population groups combined stated that 86 per cent of the physical education programs

include activities that provide big muscle activity for the development of strength, endurance, flexibility, agility, organic efficiency and neuromuscular efficiency for each pupil.

23. A total of 91 per cent of all participating schools stated that basic human movements such as walking, running, jumping, lifting, climbing and throwing are included in the instructional physical education program.
24. Dance is offered annually in 95 per cent of the girls' physical education programs and only 17 per cent of the boys' physical education programs.
25. Yearly medical examinations are required by only 18.07 per cent of the five school groups.
26. Thirty-one per cent of the reporting administrators considered excuses other than medical as legitimate reasons for excusing students from physical education.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER STUDIES

Measurement and evaluation are considered important tools of modern education. In some aspects, physical education has stayed in step with the educational measurement movement as evidenced by the number of standardized measuring devices used to determine levels of skill, acquisition of knowledge and the application of skill and knowledge. However, scientific evaluation of the total physical education program appears to be lagging behind, since the investigator was able to find only one standardized evaluation form, the LaPorte Score Card Number II.

Believing that evaluation is vital to all levels of education and that physical education is an integral part of education, the present study was engaged in to determine the criteria used by public secondary school administrators as a means of evaluating the instructional physical education programs of a selected group of Texas high schools. Specifically, an attempt was made to accomplish the following purposes:

1. To determine the evaluative form used by selected public secondary school administrators.
2. To discover whether or not administrators make

recommendations for improving the instructional physical education.

3. To report present practices in the instructional physical education program of a selected group of Texas public secondary schools.

Summary of the Procedures

A careful and systematic investigation was made of available related studies to determine whether a survey of Texas public secondary school instructional physical education programs would duplicate some earlier study. Though many studies were investigated, none were found to be identical with the present study.

The questionnaire and response sheet were constructed by the writer after surveying professional books to determine principles, policies and procedures in physical education that were considered necessary for the operation of a well balanced instructional physical education program. Before an item was included in the questionnaire, the investigator determined through reading that two or more professional educators in the field of physical education had expressed the need for such procedures and activities. The questionnaire was divided into three major parts. Part I consisted of eight questions pertaining to the size of the school, number of physical education teachers and their professional training in physical education,

parent-teacher meetings, curriculum advisory committees and the type of evaluation form or forms used by the administrator to judge the progress being made in the instructional physical education program. Part II contained twenty questions pertaining to administrative practices, procedures, policies and criteria which the administrators used in evaluating the physical education programs and teachers. Part III consisted of twelve questions concerning medical examinations, adaptive physical education classes, co-educational physical education, exemptions and excuses from instructional physical education classes, the methods of grading in physical education and the activities included in the program for boys and girls in each school group. The questionnaire was limited to the instructional program and did not include the school's intramural program or varsity athletic program.

A response sheet was constructed to accompany the questionnaire in order that administrators wishing to keep the questionnaire were able to do so and also, so that information obtained could be tallied and analyzed within a limited amount of time. The response sheet was one page in length and consisted of multiple-choice, yes or no answers and checking activities participated in by boys and girls or both.

The data obtained from the self-constructed questionnaire and response sheet were analyzed and interpreted. Twenty-nine tables were compiled using percentages to show the status of each of the population groups relative to each of the major questions and sub-areas where indicated on the questionnaire. Each of the tables was preceded by a complete explanation of the findings and conclusions were drawn. A summary of the findings, conclusions and recommendations for further study are presented in this chapter.

Summary of the Findings

The findings of the present study were analyzed and interpreted in Chapter III. The findings are briefly summarized below:

1. The majority of schools employ teachers who have 3 years or more professional training in physical education.
2. The greatest number of teachers were educated in teachers colleges and liberal arts colleges or universities.
3. The majority of the parents attend parent-
teachers meetings less than half of the time and twenty-four per cent of all schools represented in this study do not have any type of parent-teacher meetings.

4. Based on the responses of the participating schools, the three largest population groups show a majority of schools having curriculum committees inclusive of physical education while the two smallest groups report a minority of schools having a curriculum committee inclusive of physical education.
5. The type of evaluation form used by administrators in the five reporting groups most frequently is a national or state approved form. The next most frequently used evaluation form is one locally devised by the administrator.
6. In response to the questions dealing with written philosophy and objectives for the instructional physical education, 76 per cent have some type of written philosophy and objectives.
7. Band and choral music are considered as legitimate excuses for exemptions of pupils from physical education by a majority of the administrators. Thirty-one per cent considered excuses other than medical as legitimate reasons for excusing students from physical education.
8. It was found that a larger percentage of the pupils are scheduled by grade level than are

scheduled according to size and age.

9. State accreditation standards in regard to number of pupils per class period are followed in 80 per cent of the reporting schools.
10. Texas public secondary schools participating in this study have physical education classes that equal other subjects in class length in all but 2.7 per cent of the cases.
11. A minority percentage of 17.7 of the schools do not require students to take physical education for at least three years in grades 7 through 12.
12. A majority of schools in Groups A, B, C, D and E supply the physical education teachers with curriculum guides.
13. Ninety-one per cent of the reporting schools lack an adaptive physical education class for handicapped students.
14. The majority of the reporting schools maintain programs with physical education activities progressively organized from basic to advanced skills throughout the junior and senior high school years.
15. Fifteen and seven-tenths per cent of the schools rely on monetary resources other than school tax funds to finance the physical education program.

16. Girls do not share the use of physical education facilities equally with the boys in six per cent of the reporting schools.
17. The majority of the schools in all five reporting groups have equipment for physical education classes equal to that used in the varsity athletics program.
18. Five to ten minutes of warm-up exercises at the beginning of each class period are utilized by 51 per cent of the reporting schools.
19. All but 2 per cent of the administrators in this study require physical education teachers to remain with students during the entire class period.
20. The five population groups reported that 54 per cent of the schools have established standardized procedures for grading pupils.
21. A lack of co-educational physical education in the program is found in 74 per cent of all five reporting groups.
22. The five population groups combined stated 86 per cent of the physical education programs include activities that provide big muscle activity for the development of strength, endurance, flexibility, agility, organic efficiency and neuromuscular efficiency for each pupil.

23. A total of 91 per cent of all participating schools stated that basic human movements such as walking, running, jumping, lifting, climbing and throwing are included in the instructional physical education program.
24. Dance is offered annually in 95 per cent of the girls' physical education programs and only 17 per cent of the boys' physical education programs.

Conclusions of the Study

The evidence presented in this study indicates the following conclusions:

1. The majority of the physical education teachers have been educated or prepared in the field of physical education.
2. The majority of parents attend parent-teacher meetings less than half of the time.
3. The three largest population groups show a majority of schools having curriculum committees inclusive of physical education while the two smallest groups report a minority of schools having curriculum committees inclusive of physical education.
4. The majority of the five participating groups have a written philosophy and objectives to be

accomplished in the instructional physical education program.

5. The majority of administrators encourage professional growth of the physical education staff.
6. The majority of schools regardless of size rarely require yearly medical examinations.
7. The administrators tend to exempt pupils from physical education for band, choral music and reasons other than medical excuses.
8. The size and age of pupils scheduled for physical education classes do not seem to be considered important by the majority of the reporting administrators.
9. A minority of the schools do not require students to take physical education for at least three years in grades 7 through 12.
10. The school size does not seem to be a determinant factor in whether or not teacher lesson plans are required to be submitted.
11. The small population size schools tend to have more co-educational activities than do the larger schools.
12. Secondary school administrators do evaluate the instructional physical education program.

13. The five participating groups appear to include a wide variety of physical education activities annually in the instructional physical education program for both boys and girls with the exception of dance and aquatics.
14. The adaptive physical education program is almost nonexistent in the public secondary schools.
15. The majority of the administrators use a national, state approved or locally devised evaluation form.
16. The information available from this study made it impossible to determine whether or not administrators make recommendations for improving the instructional physical education program.

Recommendations for Further Study

1. A study to determine why an apparent lack of adaptive physical education classes in the public secondary schools.
2. A study to determine the present practices and trends in the intramural programs of selected public secondary schools.
3. A study to determine the reasons administrators exempt students from physical education.
4. A study to be made by the Texas Education Agency to determine whether or not state regulations

are being followed in the public secondary school health and physical education courses.

5. A study to determine why there is an apparent lack of co-educational physical education classes in public secondary schools.

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November 30, 1962

Dear Sir:

As a candidate for the Master of Arts degree in the Department of Health and Physical Education for Women at Sam Houston State Teachers College, Huntsville, Texas, I am writing a thesis entitled "Criteria Used by Texas Secondary School Principals to Evaluate their Instructional Physical Education Programs." The data will be collected by questionnaire. Your cooperation will be greatly appreciated.

Sincerely,

Barbara Hopson

Will you be willing to participate in this study?

Yes

No

Signature

Address

CRITERIA USED BY TEXAS SECONDARY SCHOOL PRINCIPALS
TO EVALUATE THE INSTRUCTIONAL PHYSICAL
EDUCATION PROGRAM

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Dear Principal:

May I solicit your help in completing my study for a Master's degree?

The investigator hopes to discover procedures used by secondary school principals in evaluating the instructional physical education program of four-hundred selected schools in all Texas counties. The main purpose of the questionnaire is to find out the types of evaluation used by principals, plus the practices, policies, and trends of required physical education classes at the present time within the state of Texas.

Please answer each question exactly as it applies to your school situation. No results will be reported in terms of the principal or individual school and every effort will be made to keep information confidential.

The answers can be recorded on the enclosed response sheet so the entire questionnaire should take no more than twenty minutes to complete. If you wish you may keep the questionnaire but PLEASE RETURN THE RESPONSE SHEET BY JANUARY 15. A stamped self-addressed envelope has been enclosed for your convenience.

Sincerely,

Barbara J. Hopson
Master's Candidate
Sam Houston State Teachers College
Huntsville, Texas

Sam Houston State Teachers College

Huntsville, Texas

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HEALTH AND PHYSICAL EDUCATION FOR WOMEN

December 12, 1962

To Whom It May Concern:

The success of Barbara Hopson's research project is based upon your cooperation with her in answering the material sent you. If there is additional information that you deem necessary for a fully comprehensive picture, please include it with your sheet.

As chairman of Barbara's thesis committee, may I add my appreciation to hers for any assistance that you give her.

Sincerely,

Dorothy M. Tucker

QUESTIONNAIRE

Part I

Directions: Please answer every item as it applies to your present school and physical education personnel.

1. Size of the secondary school?
 - a. ☐ less than 200
 - b. ☐ 200 to 500
 - c. ☐ 501 to 1000
 - d. ☐ 1001 to 1500
 - e. ☐ 1501 or more
2. How many teachers are instructing in the physical education program?
 - a. ☐ 1 to 3
 - b. ☐ 4 to 6
 - c. ☐ 7 to 9
 - d. ☐ 10 to 12
 - e. ☐ more
3. What is the average teaching experience in physical education?
 - a. ☐ 1 to 3 years
 - b. ☐ 4 to 6
 - c. ☐ 7 to 9
 - d. ☐ 10 to 25
 - e. ☐ more
4. How many years of professional training in physical education (average)?
 - a. ☐ 2 years or less
 - b. ☐ 3 to 4 years
- c. ☐ Master's degree or 5 years
 - d. ☐ more than 5 years
5. What are the types of schools attended by the physical education staff?
 - a. ☐ normal or teacher's college
 - b. ☐ liberal arts college or university
 - c. ☐ others
 - d. ☐ none
6. How many parents attend parent-teacher meetings of the school?
 - a. ☐ most
 - b. ☐ about half
 - c. ☐ less than half
 - d. ☐ school has no parent-teacher meetings
7. Does the school have a functioning curriculum advisory committee inclusive of physical education?
 - a. ☐ yes
 - b. ☐ no

8. What is the general evaluation form you use in your school physical education program?
- a. ☐ national or state approved form
- b. ☐ locally devised form
- c. ☐ subjective
- d. ☐ none

PART II

Directions: The following questions are to be answered yes or no.

- | | |
|---|---|
| <p>1. Does the school have a written philosophy and objectives to be accomplished by your instructional physical education program?</p> <p><input type="checkbox"/> yes</p> <p><input type="checkbox"/> no</p> | <p>physical education?</p> <p><input type="checkbox"/> yes</p> <p><input type="checkbox"/> no</p> |
| <p>2. Are all administrative policies pertaining to the physical education program written and made available to all school personnel?</p> <p><input type="checkbox"/> yes</p> <p><input type="checkbox"/> no</p> | <p>6. Do you exempt students from physical education to participate in choral music or band?</p> <p><input type="checkbox"/> yes</p> <p><input type="checkbox"/> no</p> |
| <p>3. Do you encourage the physical education personnel to attend professional meetings and subscribe to professional magazines?</p> <p><input type="checkbox"/> yes</p> <p><input type="checkbox"/> no</p> | <p>7. Do you exempt pupils from physical education for reasons other than medical excuses?</p> <p><input type="checkbox"/> yes</p> <p><input type="checkbox"/> no</p> |
| <p>4. Does the school attempt to provide a well-balanced program of physical education for all students?</p> <p><input type="checkbox"/> yes</p> <p><input type="checkbox"/> no</p> | <p>8. Are pupils within the school scheduled for physical education classes according to size and age?</p> <p><input type="checkbox"/> yes</p> <p><input type="checkbox"/> no</p> |
| <p>5. Are yearly medical examinations required of all pupils taking</p> | <p>9. Are pupils within the school scheduled for physical education classes according to grade level?</p> <p><input type="checkbox"/> yes</p> <p><input type="checkbox"/> no</p> |

10. Are state accreditation standards followed in regard to number of pupils per class period?
- ☐ yes
- ☐ no
11. Do the physical education periods of instruction equal other subjects in class length?
- ☐ yes
- ☐ no
12. Are at least three years of physical education required for all your pupils in grades 7 - 12?
- ☐ yes
- ☐ no
13. Do you furnish the physical education staff curriculum guides?
- ☐ yes
- ☐ no
14. Does the school have an adaptive physical education class for those pupils who have physical handicaps?
- ☐ yes
- ☐ no
15. Are the physical education activities in your school progressively organized from basic to advanced skills from junior high school through the twelfth grade?
- ☐ yes
- ☐ no
16. Is the instructional physical education program within the school financed entirely by school tax funds?
- ☐ yes
- ☐ no
17. Do girls share equally with the boys in use of the school's physical education facilities?
- ☐ yes
- ☐ no
18. Does the physical education program have good equipment rather than handed-down equipment from the varsity athletic program?
- ☐ yes
- ☐ no
19. Does the school provide adequate protective equipment and other health safeguards for all participants in physical education classes?
- ☐ yes
- ☐ no
20. Does the school's physical education program include a variety of activities geared to the capacities of the students?
- ☐ yes
- ☐ no

PART III

Directions: Please answer every question as it applies to the present school instructional physical education program.

1. Do you require physical education teachers within the school to submit lesson plans for your approval?

☐ yes

☐ no

If the answer is yes, state time intervals:

a. ☐ weekly

b. ☐ each six weeks

c. ☐ once a semester

d. ☐ once a year

2. Do the physical education teachers in the school use warm-up exercises at the beginning of each class period?

☐ yes

☐ no

If the answer is yes, state approximate number of minutes:

a. ☐ 3 minutes

b. ☐ 5 minutes

c. ☐ 10 minutes

d. ☐ more

3. Are the physical education instructors required to remain with the students during the entire class period?

☐ yes

☐ no

4. Is adequate time allowed for showering and dressing at the end of each class period?

☐ yes

☐ no

If the answer is yes, state number of minutes:

a. ☐ 5 to 10 minutes

b. ☐ 11 to 15 minutes

5. Do the physical education teachers in your school use instructional practices such as demonstrations, tests, educational movies, and diagrams?

☐ yes

☐ no

6. When you evaluate the progress of your instructional physical education programs, do you observe the following items?

a. Teachers knowledge of subject matter:

☐ yes

☐ no

b. Teachers competence in performing skills:

☐ yes

☐ no

- c. Teachers attention to individual pupil needs:
- ☐ yes
- ☐ no
- d. Teachers use of good teaching methods:
- ☐ yes
- ☐ no
- e. Teachers class organization and management procedures:
- ☐ yes
- ☐ no
- f. Teachers appearance and attitude toward pupils:
- ☐ yes
- ☐ no
7. Does your school have standardized criteria for grading pupils in physical education?
- ☐ yes
- ☐ no
- If the answer is no, do the individual teachers grade the pupils according to their own criteria?
- a. ☐ yes
- b. ☐ no
8. What criteria are used to determine a student's grade?
- a. ☐ participation in class
- b. ☐ skill improvement stest
- c. ☐ written examinations
- d. ☐ all of these
- e. ☐ others
9. Is co-educational physical education included in the program?
- ☐ yes
- ☐ no
- If the answer is yes, what activities are used?
- a. ☐ archery
- b. ☐ social or folk dance
- c. ☐ swimming
- d. ☐ tennis or badminton
- e. ☐ volleyball
- f. ☐ others
10. Do the activities taught in physical education classes provide big muscle activity for the development of strength, endurance, flexibility, agility, organic efficiency, and neuromuscular efficiency for each pupil?
- ☐ yes
- ☐ no
11. Are basic human movements stressed and learned by each pupil (examples - walking, running, jumping, lifting, climbing, throwing, catching)?
- ☐ yes
- ☐ no

12. In the school instructional physical education program, which of the following activities are included annually?

Individual sports:

- a. archery

☐ boys ☐ girls

- b. badminton

☐ boys ☐ girls

- c. bowling

☐ boys ☐ girls

- d. golf

☐ boys ☐ girls

- e. lead-up games

☐ boys ☐ girls

- f. tennis

☐ boys ☐ girls

- g. track and field

☐ boys ☐ girls

- h. wrestling

☐ boys

- i. others

boys

girls

Dance:

- a. Folk

☐ boys ☐ girls

- b. Modern

☐ boys ☐ girls

- c. Square

☐ boys ☐ girls

- d. Social

☐ boys ☐ girls

- e. Others

boys

girls

Aquatics:

- a. swimming

☐ boys ☐ girls

- b. water games

☐ boys ☐ girls

- c. water safety

☐ boys ☐ girls

- d. others

boys

girls

Self-testing activities:

- a. Apparatus

☐ boys ☐ girls

- b. Obstacle course

☐ boys ☐ girls

c. Rope climbing

☐ boys ☐ girls

d. Stunts

☐ boys ☐ girls

e. Trampoline

☐ boys ☐ girls

f. Tumbling

☐ boys ☐ girls

g. others

boys

girls

Recreational activities:

a. Card games

☐ boys ☐ girls

b. Checkers or chess

☐ boys ☐ girls

c. Croquet

☐ boys ☐ girls

d. Table Tennis

☐ boys ☐ girls

e. Darts

☐ boys ☐ girls

f. Shuffleboard

☐ boys ☐ girls

g. others

boys

girls

Directions: In the following spaces indicate your answer by checking the proper block.

PART I

- | | |
|------------------------|---|
| 1. (a) (b) (c) (d) (e) | 3. (yes) (no) |
| 2. (a) (b) (c) (d) (e) | 4. (yes) (no)
(a) (b) |
| 3. (a) (b) (c) (d) (e) | 5. (yes) (no) |
| 4. (a) (b) (c) (d) | 6. yes: (a) (b) (c) (d) (e) (f)
no : (a) (b) (c) (d) (e) (f) |
| 5. (a) (b) (c) (d) | 7. (yes) (no)
(a) (b) |
| 6. (a) (b) (c) (d) | 8. (a) (b) (c) (d) (e) |
| 7. (a) (b) | 9. (yes) (no)
(a) (b) (c) (d) (e) |
| 8. (a) (b) (c) (d) | |

PART II

- | | |
|----------------|------------------------|
| 1. (yes) (no) | 10. (yes) (no) |
| 2. (yes) (no) | 11. (yes) (no) |
| 3. (yes) (no) | 12. Individual Sports: |
| 4. (yes) (no) | a. (boys) (girls) |
| 5. (yes) (no) | b. (boys) (girls) |
| 6. (yes) (no) | c. (boys) (girls) |
| 7. (yes) (no) | d. (boys) (girls) |
| 8. (yes) (no) | e. (boys) (girls) |
| 9. (yes) (no) | f. (boys) (girls) |
| 10. (yes) (no) | g. (boys) (girls) |
| 11. (yes) (no) | h. (boys) (girls) |
| 12. (yes) (no) | |
| 13. (yes) (no) | |
| 14. (yes) (no) | |
| 15. (yes) (no) | |
| 16. (yes) (no) | |
| 17. (yes) (no) | |
| 18. (yes) (no) | |
| 19. (yes) (no) | |
| 20. (yes) (no) | |

PART III

- | | |
|----------------------------------|--------------------------------|
| 1. (yes) (no)
(a) (b) (c) (d) | i. Boys: _____
Girls: _____ |
| 2. (yes) (no)
(a) (b) (c) (d) | Dance: |
| | a. (boys) (girls) |
| | b. (boys) (girls) |

c. (boys) (girls)

d. (boys) (girls)

e. Boys: _____
Girls: _____

Aquatics:

a. (boys) (girls)

b. (boys) (girls)

c. (boys) (girls)

d. Boys: _____
Girls: _____

Team Sports:

a. (boys) (girls)

b. (boys) (girls)

c. (boys) (girls)

d. (boys) (girls)

e. (boys) (girls)

f. (boys)

g. Boys: _____
Girls: _____

Formal Activities:

a. (boys) (girls)

b. (boys) (girls)

c. (boys) (girls)

d. Boys: _____
Girls: _____

Self-Testing:

a. (boys) (girls)

b. (boys) (girls)

c. (boys) (girls)

d. (boys) (girls)

e. (boys) (girls)

f. (boys) (girls)

g. Boys: _____
Girls: _____

Recreational Activities:

a. (boys) (girls)

b. (boys) (girls)

c. (boys) (girls)

d. (boys) (girls)

e. (boys) (girls)

f. (boys) (girls)

g. Boys: _____
Girls: _____

PRINCIPALS AND SCHOOLS

<u>COUNTY</u>	<u>TOWN OR CITY</u>	<u>SCHOOL</u>	<u>PRINCIPAL</u>
Archer	Archer City Box 925	Archer City High	James High
Anderson	Cayuga	Cayuga High	E. G. Scarborough, Jr.
Andrews	Andrews	Andrews High	J. Lee Smith
Armstrong	Claude	Claude High	Alton L. Goodin
Bailey	Muleshoe	Muleshoe High	H. W. Callan
Baylor	Seymour	Seymour High	A. O. Beall
Bee	Bartlett	Bartlett High	C. R. Lindsay
Bee	Killeen	Killeen High	John E. Little
Bexar	San Antonio Rt. 6, Box 283	East Central High	Pat L. Holmes
Bexar	San Antonio 9 6900 Broadway	Alamo Heights High	W. E. Hart
Bexar	San Antonio	Breckenridge High	E. Oscar Hakala
Bexar	San Antonio 102 Genevieve St.	Harlandale High	Dr. J. B. Bowden
Bosque	Walnut Springs Box 752	Walnut High	Charles Wyly
Bowie	Simms	Simms High	Johnny Alford
Brazoria	Alvin	Alvin High	Dr. George D. Thompson
Brazoria	Angleton	Angleton High	W. E. Sullivan
Brazos	Bryan	Stephen F. Austin	H. W. Cook
Briscoe	Silverton Box 335	Silverton High	O. C. Rampley
Brooks	Falfurrias 600 S. Center St.	Falfurrias High	Marion E. Forston
Burleson	Sommerville Box 96	Emmit J. Scott	E. B. Washington

<u>COUNTY</u>	<u>TOWN OR CITY</u>	<u>SCHOOL</u>	<u>PRINCIPAL</u>
Guadalupe	Seguin Route 1	Navarro High	Jimmie W. Scott
Hale	Petersburg	Petersburg High	B. M. Lyde
Hardin	Silsbee	Silsbee High	Weeks Crawford
Harris	Cypress Rt. 2, Box 8-B	Cypress-Fairbanks High	L. L. Moore
Harris	Galena Park	Galena Park High	John W. Hoke
Harris	Tomball Box 877	Tomball High	Louis Knox
Harris	Houston	Reagan High	Alfred P. Dowling
Hartley	Channing Drawer A	Channing High	Robert R. Mickey
Haskell	Haskell 600 N. Ave. H	Haskell High	W. P. McCollum
Hayes	San Marcos	San Marcos High	Yancy P. Yarbrough
Henderson	Athens	Athens High	G. E. Fluker
Hidalgo	Edinburg	Edinburg High	Homer J. Morris
Hill	Hillsboro	Hillsboro High	L. H. Neal
Hill	Ropesville	Ropes High	R. K. Sams
Hood	Granbury Box 338	Granbury High	Weldon Newton
Houston	Crockett	Crockett High	Gailen Stewart
Houston	Grapeland Box 248	Grapeland High	Roy C. Cooley
Hunt	Greenville	Greenville High	J. H. Flewharty
Hutchinson	Borger Box 551	Borger High	Ernest I. Kelly
Jackson	Edna	Edna High	Norman E. Rath
Jeff Davis	Ft. Davis	Ft. Davis High	H. L. Ramsey

<u>COUNTY</u>	<u>TOWN OR CITY</u>	<u>SCHOOL</u>	<u>PRINCIPAL</u>
Jefferson	Nederland, Box 968	Nederland High	Joe Fiedler
Jefferson	Beaumont 4500 Highland Ave.	South Park High	Dr. J. Ross Jones
Jones	Anson	Anson High	Jerry Hamrick
Burnet	Burnet	Burnet High	Jack H. Temple
Cameron	Los Fresnos	Los Fresnos High	Morrison E. Asman
Cherokee	Jacksonville	Jacksonville High	E. G. Osborn
Childress	Childress	Childress High	H. G. Terrell
Childress	Childress	J. J. Rhoades High	E. L. Bolden
Carson	Panhandle Box 68	Panhandle High	Carlos E. Carter
Cochran	Morton 500 W. Buchanan	Morton High	Ray Lanier
Coke	Bronte 315	Bronte High	Joe B. Simpson
Coleman	Coleman Box 900	Coleman High	E. W. Scott
Collingsworth	Wellington	Wellington High	E. W. Clement
Colorado	Columbus	Columbus High	John Saul
Colorado	Eagle Lake Box 97	Eagle Lake High	V. A. Scott
Coryell	Gatesville 705 S. 14th St.	Gatesville High	S. L. Pruitt
Cottle	Paducha Box 387	Paducha High	H. W. Cross
Crane	Crane Box 696	Bethune High	B. T. Graves
Dallas	Dalhart Box 590	Dalhart High	Crandall J. Young

<u>COUNTY</u>	<u>TOWN OR CITY</u>	<u>SCHOOL</u>	<u>PRINCIPAL</u>
Dallas	Carrollton 1600 Josey	Carrollton High	Dale B. Davis
Dallas	Dallas 4 3120 Haskell Ave.	North Dallas High	J. T. Whittlesey
Comanche	Comanche	Comanche High	Troy Norris
Upton	Rankin Box 66	Rankin High	Bill Hood
Uvalde	Sabinal	Sabinal High	Charles R. McFarland
Walker	Huntsville	Huntsville High	L. K. Westmoreland
Waller	Waller Box 534	Waller High	Frank Robert
Ward	Grandfalls Box 177	Grandfalls- Royalty	W. N. Gaddy
Washington	Burton	Burton High	Melvin F. Zeingenbein
Webb	Laredo	Martin High	R. P. St. John
Wichita	Wichita Falls	Wichita Falls High	O. T. Freeman
Wichita	Burkburnett Box 308	Burkburnett High	Roy L. Silkwood
Williamson	Granger Box 275	Granger High	H. E. Morton
Wilson	Floresville Box 756	Floresville High	Robert J. Stevens
Winkler	Kermit Drawer S	Kermit High	Julian Dawson
Wood	Hawkins Box 518	Hawkins High	James R. Wilson
McMullen	Tilden	McMullen High	Berry L. Bridges

<u>COUNTY</u>	<u>TOWN OR CITY</u>	<u>SCHOOL</u>	<u>PRINCIPAL</u>
Midland	Midland	Midland High	Edmond R. Slagle
Mitchell	Colorado City	Colorado High	Sam A. Christy
Moore	Dumas	Dumas High	S. P. Vick
Nacogdoches	Nacogdoches	Nacogdoches High	Sam Slaydon
San Patricio	Gregory	Gregory-Portland	J. J. Sebesta, Jr.
San Saba	Mathis	Mathis High	Charles O. Miller J. D. Burchard
Shackleford	Albany Box 188	Albany High	Wm. R. Anderson
Shelby	Center Box 643	Center High	Chester McLeroy
Smith	Tyler	Robert E. Lee High, Loop 323	Ed Irons
Sterling	Sterling City	Sterling City High	Earl B. Seago
Stonewall	Old Glory	Old Glory High	Thomas E. Pritchard
Tarrant	Everman Box 830	Everman High	B. D. Rutherford
Tarrant	Grapevine	Grapevine High 405 Austin St.	Lance L. Graham
Tarrant	Hurst	Bell High 1100 Rander Dr.	Howard O. Dunn
Taylor	Abilene 2800 N. 6th	Abilene High	Escoc L. Webb
Terrell	Sanderson	Sanderson High	Andrew J. Riess
Titus	Mt. Pleasant Box 364	Mt. Pleasant High	Thurman Stroman
Tom Green	San Angelo 4100 Bowie	Lake View High	Lloyd V. Matson
Travis	Del Valle	Del Valle High	Cecil O. Spray

<u>COUNTY</u>	<u>TOWN OR CITY</u>	<u>SCHOOL</u>	<u>PRINCIPAL</u>
Travis	Austin	Travis High	W. A. Sloan
Travis	Austin	McCollum High	N. H. Wittner
Trinity	Groveton	Centerville High	J. L. Gibson
Kendall (100)	Boerne Box 418	Boerne High	F. E. Stephens
Kerr	Kerrville	Tivy High	L. E. Blanton, Jr.
Lamb	Earth Box 403	Spring Lake High	John H. Lawrence
Lavaca	Hallettsville	Hallettsville High	Allen L. Albrecht
Lee	Giddings	Giddings High	Robert S. Hudson
Newton	Newton	Newton High	R. E. Hawthorne
Nolan	Roscoe Box 416	Roscoe High	Orville B. Paty
Nueces	Calallen Box 218	Callallen High	Howard F. Swanson
Oldham	Vega Box 219	Vega High	Charles A. McNeill
Orange	Bridge City	Bridge City High	Eldon K. Shipp
Pecos	Ft. Stockton Box 1628	Ft. Stockton High	Ken. C. McAllister
Presidio	Marfa Box 832	Marfa High	Jimmy C. Bickley
Randall	Canyon D awer 899	Canyon High	James E. Miller
Reagan	Big Lake	Reagan County High	Robert Magruder
Refugio	Woodsboro	Woodsboro High	E. A. Meyer
Runnels	Winters	Winters High	Robert F. Christian
Rusk	Joinerville	Gaston High	B. J. Hill

<u>COUNTY</u>	<u>TOWN OR CITY</u>	<u>SCHOOL</u>	<u>PRINCIPAL</u>
Rusk	Tatum	Tatum High	Alton M. Taylor
Llano	Llano	Llano High	James R. Chapman
Lubbock	Slaton	Slaton High	M. W. Kerr
Mason	Mason	Mason High	G. W. Walker
Matagorda	Bay City 1708 Baylor Ave.	Bay City High	R. H. Renfro
Maverick	Eagle Pass	Eagle Pass High	C. A. Landrum
McCulloch	Brady	Brady High	C. A. Ethridge
Comanche	De Leon Box 197	De Leon High	W. C. Smith
Denton	Denton	Denton High	John Guyer
Denton	Justin	North West High	W. R. Hatfield
DeWitt	Cuero Box 590	Cuero High	Tom Pate, Jr.
Ector	Odessa Box 3912	Permian High	C. Gail Smith
El Paso	El Paso 1600 N. Virginia	El Paso High	H. C. Morehead
Falls	Marlin 1003 Bennett St.	Booker T. Washington	Harry J. Hines
Fisher	Rotan	Rotan High	Neil Wright
Ft. Bend	Needville	Needville High	John L. Harrison
Freestone	Fairfield	Fairfield High	W. C. Oakes
Frio	Dilley Box 77	Dilley High	Robert R. Childers, Jr.
Gaines	Seminole Box 877	Seminole High	V. N. Keyes
Galveston	La Marque	La Marque High	Claud E. Hall

<u>COUNTY</u>	<u>TOWN OR CITY</u>	<u>SCHOOL</u>	<u>PRINCIPAL</u>
Calveston	Texas City 1800 9th Ave. N.	Texas City High	L. B. Landers
Gonzales	Gonzales Box 121	Gonzales High	Fred A. Hanel, Jr.
Gonzales	Nixon	Nixon High	James E. Talley, Jr.
Gray	Pampa	Pampa High	H. Cameron Marsh
Gray	Pampa 1038 S. Gray St.	Corner High	J. C. Randall
Grayson	Sherman 1311 S. Crockett	Sherman High	Walter H. Carpenter
Gregg	Longview	Longview High	T. G. Field
Gregg	Judson Box 33	Judson High	W. O. Caraway
Calhoun	Port LaVaca	Calhoun High	Edward W. Fitts
Collin	Farmersville	Farmersville High	James K. Highsmith

Vita was removed during scanning