

A SURVEY OF THE PHYSICAL EDUCATION PROGRAMS FOR GIRLS
IN THE AFFILIATED SCHOOLS
WITHIN A RADIUS OF SIXTY MILES OF DENTON TEXAS

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CHAPTER I

NATURE AND PURPOSE OF THE SURVEY

Introduction

As long as man has lived on this earth, he has lived by physical activity. Physical Education held a more important place among the Greeks than in any society since that time. The Chief amusements of the early Greeks were boxing matches, chariot races, and other games. According to Rice in his Brief History of Physical Education, our words, "gymnastic," "athletic," and "stadium," are of Greek origin as well as are the activities to which they refer.¹

In Sparta the moral and physical training had the same ideals. The physical training was so important to these people that the boy was put into training at the age of seven. The motto of Sparta was: "That city is well fortified which has a wall of men instead of brick."² At the age of twenty the boy was a trained soldier and ready to go to war.

The Athenian boy was taught gymnastics, grammar, and music. The greater part of his training, however, was physical. The state of Athens established and maintained

¹E. A. Rice, A Brief History of Physical Education, p. 14.

²Ibid., p. 22.

three great gymnasia to serve her men.

When the Roman customs were studied, it was found that physical training was considered necessary for every Roman. The father had the duty of training his son. The Roman aim of physical education was to produce strength, agility, endurance, hardiness, and skill in the use of sword, spear, shield, javelin, and in horsemanship. The Roman boys had boxing, swimming, and wrestling, running, and jumping matches.

In studying American History, it was found that the early American Colonists had no definite form of physical training because they had not brought any from Europe with them. Since the greater part of the population was rural and had to conquer the forest and live by agriculture, they had very little time for play or pleasure. They did, however, keep the play spirit and engage in the sports of Europe as much as possible. The Puritans did not play because it was against their religion.

The early American school gave no time for play, to say nothing of scientific bodily training. One school in the Colonies was an exception. This was the Dummer Grammar School at Byfield, Massachusetts which was managed by Samuel Moody who encouraged the boys in their sports.

Benjamin Franklin was one of the first Americans to support physical education in the academies. Since Franklin's time the recognition of the need of physical education in our schools has grown gradually. Educators of America are

becoming more conscious of the physical needs of American youth. In their courses of study our schools are including work that has correctly been named Physical Education. Thirty-nine of the states of the United States have felt the need so great that the instruction of physical education has become mandatory in their school systems.

Even though Texas educators have seen the need for Physical Education for many years, no state laws were passed concerning the requirements for Physical Education until 1926. These laws, however, were not enforced because of their wording.

In 1930 the Legislature and the State Board of Education passed the following law:

Instruction in Physical Education shall be established and made part of the course of instruction and training in the public elementary and secondary schools of the state by September 1, 1930.³

This law is gradually being enforced, but it is still not being enforced in many of the high schools of Texas. The following requirements for the preparation and training of teachers in high school were set up by the State Board of Education at its meeting in August, 1930.

1. For the school year 1932-33, Part-Time Teachers of physical and health education must have a minimum of six semester hours college credit in this field. Beginning with the school year 1934-35, the Part-Time Teacher must have twelve semester hours credit

³Public School Law of Texas, Section 349 (2663a) Physical Education Chapter 216 Acts 1929 41st. Legislature Regular Session, p. 466.

in physical and health education; and beginning with the school year 1935-36, Part-Time Teachers must have eighteen semester hours college credit. All Teachers of Physical Education must hold a Special Certificate in this subject by 1935-36.

In schools of such size and organization that each teacher must take charge of a group of pupils at the physical education period, such teachers would not be classed as Part-Time Teachers. In such cases, however, the teacher who is responsible for any part of the physical education program must have at least six semester hours credit in physical and health education.

Required activity on non-credit courses do not count in determining this qualification.

2. For the school year 1932-33, the Full-Time or Special Teacher of physical and health education must have a minimum of eighteen semester hours college credit in this field; for the school year 1934-35, the Full-Time or Special Teacher must have twenty-four semester hours college credit; and beginning with the school year 1935-36, the Full-Time or Special Teacher must have thirty semester hours college credit in physical and health education. (City Supervisors must meet the same standards each year as are required for the Full-Time Teacher.) Of this total, at least twelve semester hours should be in activity and the technique of teaching, six semester hours in the major sports, six semester hours in health education, and six semester hours in the principles and administration of physical and health education.

A person who coaches the major sports and teaches other physical education activities as a full-time load will be classed as a Full-Time Teacher of physical education. A person who has no other teaching duties than that of coaching the major sports will be classed as a Part-Time Teacher of physical education and must have the required number of semester hours training in physical and health education.

Athletic coaches are considered as teachers of physical education and must comply with the part-time or full-time requirements in regard to training. A person who coaches athletics and teaches in the academic field will be classed as a Part-Time Teacher of physical education, in which case he must meet the requirements for a Full-Time Teacher of physical education.

In all cases the boys must be taught by a man and the girls must be taught by a woman.

The requirements as to the number of semester hours training apply to both men and women.⁴

Problem

A Study of the Texas State law and teacher training requirement of the State Board of Education challenged the writer of this thesis to make a survey of the physical education program for girls in the affiliated high schools within a radius of sixty miles of Denton, Texas to determine:

1. The extent to which the schools are complying with the state law of Texas for Physical Education in the affiliated high schools.
2. The facilities for the program.
3. The training of the teachers.
4. Type of programs in Physical Education.
5. The teaching load of the Physical Education Teacher.

The study included three groups of schools, namely:

1. Schools with enrollment up to 500.
2. Schools with enrollment from 501-1000.
3. Schools with enrollment above 1000.

The study of equipment of both outdoor and indoor facilities include the following:

1. Time allotted to Physical Education per week.
2. Time allotted to major sports per week.

⁴State Department of Education Physical and Health Education Standards Required, Bulletin No. 322, pp. 20-21.

3. Time allotted to minor sports per week.
4. Health education.

The personnel study included:

1. Teacher training.
2. Teacher load.
3. Number of teachers in the department.
4. Time of instruction in Physical Education.
5. Teaching experience.
6. Outside activities.
7. Salary.
8. Professional affiliations.

Procedure

The requirements for the instruction of Physical Education as set up by the State Board of Education were used as standards in this survey.

The questionnaire method was employed because that seemed to be the only method applicable to this particular study. The bibliographical method of study was not used because there had not been anything written on this subject up to date.

A questionnaire, following the state requirements for Physical Education, was sent to the affiliated high schools within a radius of sixty miles of Denton, Texas. Denison, Texas and Bridgeport, Texas are the only high schools in the group that have affiliation in Physical Education. Azle, Texas has had affiliation in Physical Education, but lost

it recently. According to information received from this school, the loss of affiliation was no fault of the school, but the Deputy State Superintendent removed the affiliation because the school, in her opinion, was too small to keep it. This questionnaire was sent only to the directors of the girls physical education departments. Thus, the information in this survey was gathered. The results of these questionnaires were carefully assorted and tabulated so as to give the best reports.

This study divides itself into three sections:

Section 1. Schools with up to five hundred pupils enrolled in high school.

Section 2. Schools with five hundred to one thousand enrolled in high school.

Section 3. Schools with more than one thousand enrolled in high school.

Each of these sections was sub-divided into the following divisions:

1. Time allotment.
 - a. Physical Education.
 - b. Health Education.
2. Personnel.
 - a. Teacher training.
 - b. Teacher load.
 - c. Experience.
 - d. Salary.
 - e. Professional affiliation.

3. Equipment.
 - a. Indoor.
 - b. Outdoor.
4. Organization and Administration.
 - a. Grouping of pupils.
 - b. Types of activities.

Some of the information for this study was obtained from bulletins published by the State Board of Education and from the Texas State School Law.

CHAPTER II

A COMPARISON OF THE PHYSICAL EDUCATION PROGRAMS FOR GIRLS IN THE AFFILIATED HIGH SCHOOLS WITHIN SIXTY MILES OF DENTON, TEXAS

The information for this thesis was received from three groups of schools; first, those schools with an enrollment up to five hundred; second, schools with enrollment from five hundred one to one thousand; and third, schools with an enrollment of one thousand one and above. As a basis for comparison these groups shall be spoken of as Groups I, II, and III respectively throughout this thesis. There were thirty-seven schools in group I, one school in group II, and five schools in group III. Of the forty-three schools examined only two had affiliation in physical education. Two others were trying to get affiliation. A questionnaire was used as a means of getting the information and a basis for comparison.

The first interest of this thesis is the personnel of the physical education departments. In group I, 65.7 per cent of the instructors held at least a Bachelor's degree, while none of the instructors of group II hold degrees because Denton, Texas is the only school in that group and the physical education classes are taught by student teachers from Texas State College for Women; and 80 per cent of group III hold degrees of at least Bachelor's standing. In group I, 8.5 per cent hold Masters degrees. There are no Master's in

TABLE 1

THE DISTRIBUTION, IN PER CENT, OF THE PHYSICAL EDUCATION
TEACHERS FOR GIRLS IN THE AFFILIATED HIGH SCHOOLS
WITHIN SIXTY MILES OF DENTON, TEXAS

	GROUP I	GROUP II	GROUP III
Item	Enrollment 1-500	Enrollment 501-1000	Enrollment 1001-above
On Basis of Training			
Holding Degree	65.7	0.	80.
Masters	8.5	0.	4.5
Major in Physical Education	22.8	100.	100.
Minor in Physical Education	11.4	0.	0.
On Basis of Sex			
Number of Women in Physical Education Department per School	.68	8.	4.
On Basis of Other Subjects Taught			
Teach other subjects	48.5	0.	20.
Coach	74.5	0.	80.
Physical Education Taught by Classroom Teachers	40.	0.	0.
Home Economics Teachers	2.8	0.	0.
Coaches	5.6	0.	0.
Men Teachers	2.8	0.	0.
On Basis of Salary			
No Salary	2.8	100.	0.
\$800-\$1000	51.	0.	0.
\$1000-\$1500	14.3	0.	0.
\$1500-\$2500	2.8	0.	100.
On Basis of Experience			
Number of years in Elementary School	1.74	0.	.4
Number of years in Junior High School	2.28	0.	0.
Number of years in Senior High School	3.28	0.	7.8
Number of years in College or University	.05	0.	0.
Sponsor of School Organizations	62.	100.	80.
On Basis of Professional Affiliation			
Texas State Teachers Association	77.1	100.	100.

TABLE 1--Continued

	GROUP I	GROUP II	GROUP III
Item	Enrollment 1-500	Enrollment 501-1000	Enrollment 1001-above
Texas State Health, Physical Education, and Recreation Associ- ation	0.	100.	80.
National Education Association	2.8	100.	60.
Girls Coached by			
Women	42.8	100.	80.
Men	25.7	0.	0.
Both	31.5	0.	20.
On Basis of Coaching Experience			
Basketball	51.4	0.	20.
Volleyball	51.4	100.	60.
Baseball	51.4	100.	60.
Tennis	40.	100.	80.
Track	28.5	0.	40.

group II, but 40 per cent in group III. Table 1 also showed that group I had 22.8 per cent of its instructors majoring in physical education, while group II had 100 per cent, and group III had 100 per cent. When a minor in physical education was considered, the average of group I came up to 34.2 per cent, while groups II and III remained 100 per cent. Group III ranked first in holding degrees, group I was second, and group II was third. In physical education majors, however, groups II and III tied for first and second and group I came third.

In regard to the number of instructors in the physical education department group II was ahead with an average of eight teachers per school, group III was second with four,

and group I was last with .68. Instructors in group I taught more other subjects than any other group. This group had 48.5 per cent teaching other subjects as compared to 20 per cent in group III, and none in group II. Group III led in coaching duties with 80 per cent as compared to group I with 74.5 per cent and none in group II. Some of the physical education in group I was taught by other teachers: Classroom teachers 40 per cent, Home Economics 2.8 per cent, Coaches 5.6 per cent and men teachers 2.8 per cent, but in groups II and III the physical education was all taught by physical education teachers.

It was found that the greater part of the physical education instructors spend part of their time in teaching other subjects and in coaching athletics.

A wide range was found in the salaries of the physical education teachers. The largest salaries were found in group III, group I was second, and group II was last with no salaries at all. The salaries in group III were all within the range of 500 dollars to 2500 dollars per year. In group I the following results were found: 2.8 per cent no salary, 51 per cent 800 dollars to 1000 dollars per year, 14.3 per cent 1000 dollars to 1500 dollars per year, and 2.8 per cent 1500 dollars to 2500 dollars per year. One teacher in group I reported that she did not have a degree so she was teaching the physical education in her school for experience rather than salary. As explained, the teachers in group II were

student teachers, therefore, they get no salary.

There was a wider variety of experience in group I than in the other groups. These teachers showed experience in elementary school, junior high school, senior high school, and college or university. While the teachers in group II had no experience and group III showed only experience in elementary school and high school. The average number of year's experience per teacher were as follows; in group I; Elementary school 1.74 year, Junior high school 2.28 year, Senior high school 3.28 year, and College or University .05 year. In group III these results were found; Elementary school .4 year, and Senior high school 7.8 year. A large number of the teachers in group I taught other subjects besides physical education or they were classroom teachers and taught the physical education. This accounted for the wide range of experience in that group.

The table revealed that group II led, as sponsor of school organizations, with 100 per cent, group III was second with 80 per cent, and group I was last with 62 per cent.

Three organizations were considered in determining the professional affiliations. These organizations were, Texas State Teachers Association, Texas State Health, Physical Education, and Recreation Association and the National Education Association. Groups II and III tied for first and second places with 100 per cent in the Texas State Teachers Association while group I was a close third with 77.1 per cent.

Group II ranked first in Texas State Health, Physical Education, and Recreation Association with 100 per cent membership, group III was second with 80 per cent while group I did not compare in this organization. Group II also led in National Education Association with 100 per cent, group III was second with 60 per cent, while group I was third with 2.8 per cent.

Findings showed that a large number of the girls in the affiliated high schools within a radius of 60 miles of Denton, Texas were being coached by men. Group II ranked first with women coaches with 100 per cent, group III was next with 80 per cent, while group I only had 42.8 per cent. Group I ranked first with girls being coached entirely by men with 25.7 per cent. Groups II and III did not have any that were coached entirely by men. Group I ranked first when girls that were coached by both men and women were considered with 31.5 per cent as compared with group III 20 per cent and none in group II. When the total percentage was taken, women coaches ranked first with 100 per cent in group II, 80 per cent in group III, and 68.5 per cent in group I as compared to men groups I, III, and II respectively show 57.2 per cent, 20 per cent, and none. More men coached girls in group I than either of the others.

Table 1 revealed the following comparisons in coaching experience: Group I was first in basketball with 51.4 per cent, group III 20 per cent, and group II none. Volleyball results were groups II, III, and I with 100 per cent, 60 per cent, and 51.4 per cent respectively. Group II was first,

III second, and I third in baseball with 100 per cent, 60 per cent, and 51.4 per cent respectively. Group II, III, and I showed 100 per cent, 80 per cent, and 40 per cent respectively in Tennis. Group III showed 40 per cent in Track as compared to 28.5 per cent in group I and none in group II.

The next point of interest to be considered was the time allotted to physical and health education. Group II had the largest number of minutes per week per student with 180 minutes, group III was next with 174 minutes, group I was third with 169.2 minutes. All three groups had, on an average, more than enough minutes instructions in physical education per week to meet the state requirements. Health education was not taught as a separate subject in either group II or III and only 34.3 per cent of the schools in group I taught it as a separate subject. Health was taught in correlation with other subjects in all three groups. It was found that health was correlated with physical education in group II and III, group III was leading with 40 per cent, while group I only had 11.5 per cent. Science seemed to be the most important subject for health correlation. Groups II, III, and I showed 100 per cent, 60 per cent, and 14.3 per cent respectively. Group II led in correlation with Home Economics with 100 per cent as compared to 40 per cent in group III and 8.5 per cent in group I. Group III was first in correlation with music with 20 per cent while group I

TABLE 2

THE DISTRIBUTION, IN PER CENT, OF THE TEACHING PROCEDURE
IN PHYSICAL EDUCATION FOR GIRLS IN THE AFFILIATED
HIGH SCHOOLS WITHIN SIXTY MILES OF DENTON, TEXAS

	GROUP I	GROUP II	GROUP III
Item	Enrollment 1-500	Enrollment 501-1000	Enrollment 1001-above
On Basis of Time Allotted to Physical Education			
Length of Period (Minutes)	44.	60.	58.
Periods per Week	3.8	3.	3.
Minutes per Week	169.2	180.	174.
Total Hours per Semester	136.8	108.	104.4
Health Education Taught as Subject	34.3	0.	0.
On Basis of Health Examination			
No Examination	51.5	0.	40.
Annually	45.7	100.	60.
Bianually	2.8	0.	0.
Triannually	0.	0.	0.
Keep Health Records	28.5	100.	60.
On Basis of Health Correlation			
Physical Education	11.5	0.	40.
Science	14.3	100.	60.
Home Economics	8.5	100.	40.
Music	2.8	0.	20.
Sociology	2.8	0.	20.
Business Administration	2.8	0.	0.
On Basis of Correctives			
Examination	0.	100.	0.
No Provisions	80.	0.	0.
Corrective Exercises	8.5	0.	0.
Conference	2.8	0.	0.
Recommendations to Parents	2.8	0.	0.
Health Class	0.	0.	20.
Rest	0.	0.	20.
Individual Work	0.	0.	20.

had 2.8 per cent and group II none. Health was also correlated with Sociology which was led by group III with 20 per cent, group I, 2.8 per cent, and group II none. It was

found that Business Administration was also correlated with health in 2.8 per cent of group I, but not in groups II and III. Table 2 showed that schools in group I correlated health with six other subjects, group II two other subjects, and group III five other subjects.

This survey showed that 51.5 per cent of the schools in group I and 40 per cent in group III did not give any physical examination to their students. Examinations were given annually to 100 per cent of students in group II as compared to 60 per cent in group III and 45.7 per cent in group I. 2.8 per cent of group I gave theirs biannually. None were given triannually. Thus we found that 100 per cent of group II were given physical examinations either annually or biannually while only 60 per cent of group III and 48.5 per cent of group I were given examinations annually or biannually.

Health records were kept in 100 per cent of group II, 60 per cent of group III and 28.5 per cent of group I.

This survey showed that the corrective program as a whole was very weak since 80 per cent of the schools in group I, and 20 per cent in group III made no provisions whatsoever for such a program. Group II, however, showed 100 per cent provision for correctives by examination. Group I used the following methods for correction: Corrective exercises, conferences, and recommendation to the parents in 8.5 per cent, 2.8 per cent, and 2.8 per cent respectively.

Group II provided for corrective by examination in 100 per cent of the schools. The following methods were employed by group III: Health classes 20 per cent, rest 20 per cent, and individual work 20 per cent. Thus it was found that different corrective provisions were made by each group.

The next thing to be considered was the activities or the programs of physical education in these three groups of schools. This report was entirely on the per cent of schools that devoted some time to the different activities and not the amount of time spent on each activity. This survey revealed that the larger part of the physical education program was devoted to major sports followed by rhythm and minor sports.

When the rhythm part of the program was considered, group I fell very low, but groups II and III seemed to have a rather good program. Only 34.3 per cent of the schools in group I offered any rhythmical activities as compared to 100 per cent in both groups II and III. In considering the different activities the following results were found: In tap dancing groups II and III tied for first and second with 100 per cent each while group I was third with only 8.5 per cent. Group II, III, and I, showed 100 per cent, 60 per cent, and 2.8 per cent respectively. Folk dance showed a little better percentage, however, group II was leading in this activity with 100 per cent, group III second with 80 per cent, and group I last with 8.5 per cent. Modern

TABLE 3

THE DISTRIBUTION, IN PER CENT, OF THE ACTIVITIES
IN THE PHYSICAL EDUCATION PROGRAMS FOR GIRLS
IN THE AFFILIATED HIGH SCHOOLS
WITHIN SIXTY MILES OF DENTON, TEXAS

	GROUP I	GROUP II	GROUP III
Item	Enrollment 1-500	Enrollment 501-1000	Enrollment 1001-above
On Basis of Time Allotted to:			
Rhythm	34.3	100.	100.
Tap	8.5	100.	100.
Clog	2.8	100.	60.
Folk Dance	8.5	100.	80.
Modern Dance	2.8	100.	20.
Ballroom Dance	2.8	100.	20.
Singing Games	8.5	100.	20.
On Basis of Time Allotted to Major Sports			
Basketball	74.3	100.	40.
Baseball	68.5	100.	100.
Soccer	11.4	100.	0.
Golf	2.8	0.	0.
Volleyball	74.3	100.	100.
Tennis	51.4	100.	40.
Field Hockey	2.5	0.	0.
On Basis of Time Allotted to Minor Sports			
Archery	0.	0.	60.
Badminton	2.8	100.	60.
Handball	2.8	0.	0.
Speedball	5.7	100.	0.
Tenikoit	2.8	100.	60.
Miniature Golf	0.	0.	0.
Pinball	2.8	0.	20.
Ping-pong	2.8	0.	20.
Fieldball	8.5	100.	20.
On Basis of Interscholastic League			
Athletics	100.	100.	80.
Tennis	74.3	100.	60.
Track	22.8	0.	0.
Basketball	58.3	0.	0.
Volleyball	94.3	100.	40.
Baseball	82.8	100.	20.

dance was not so popular as some of the other forms of rhythm; group II was also first in this activity with a percentage of 100, group III was second with 20 per cent, and

group I last with 2.8 per cent. Ballroom dance showed the same results as Modern dance. Group II, III, and I showed 100 per cent, 20 per cent, and 8.5 per cent respectively in singing games.

The Major sports seemed to constitute the major part of the physical education program especially in group I or the smaller schools. Basketball seemed to be one of the most popular games except in the larger schools. The comparisons fell in the order II, I, III, with percentages of 100, 74.3, and 40 respectively. Baseball was also very good with groups II and III both reporting 100 per cent participation and group I 68.5 per cent. Group II showed 100 per cent in Soccer in comparison with group I, 11.4 per cent, and none in group III. Golf only appeared in group I with only 2.8 per cent there. Volleyball was very good with 100 per cent in both II and III and 74.3 per cent in group I. Tennis was led by group II with 100 per cent while I had 51.4 per cent, and III, 40 per cent. Field Hockey only appeared in group I with 2.8 per cent. From Table 3 it was found that Volleyball was the most popular game followed closely by baseball, basketball, and tennis in the order named. Soccer, golf, and field ball are used only by a small per cent of the schools. It was found that in many schools this group of activities was all of the physical education program. Many of those cases only offered basketball, baseball, volleyball, and possibly tennis from this group. This

type of program, however, was not considered a well rounded program, and did not meet the approval of physical educators.

The least amount of time in the physical education program according to this survey seemed to be devoted to the minor sports. Archery did not appear on the programs of group I and II, but 60 per cent of the schools in group III devoted time to this sport. Badminton was found in all three groups, but group II was first with 100 per cent followed by group III with 60 per cent, and group I with 2.8 per cent. Group I was the only one that offered handball and it just appeared in 2.8 per cent of these schools. Group II ranked first in speedball with 100 per cent, group I was next with 5.7 per cent, and group III was last with none. Tenikoit seemed to be very good in the groups ranging in II, III, I, order with 100 per cent, 60 per cent, and 2.8 per cent respectively. Pinball was found in 20 per cent of group III, 2.8 per cent of group I and none in group II. Ping-pong showed the same results as Pinball. Group II was ahead in fieldball with 100 per cent followed by group III with 20 per cent, and group I with 8.5 per cent.

It was found that much of the time was spent in interscholastic league athletics. 100 per cent of groups I and II and 80 per cent of group III had girls that enter interscholastic league athletics. Tennis seemed to be the most popular sport followed by volleyball, baseball, basketball, and track in the order named. From Table 3 the following

comparisons were made: Tennis group II, I, and III show 100 per cent, 74.3 per cent, and 60 per cent respectively. Track and basketball were found only in group I and III with 22.8 per cent and 52.3 per cent respectively. Volleyball was led by group II with 100 per cent, followed by group I with 94.3 per cent, and group III with 40 per cent. Baseball was also led by group II with 100 per cent, followed by group I with 82.8 per cent, and group III with 20 per cent.

The next study was devoted to equipment, facilities, and supplies to be used in the physical education programs in these different groups of schools. The indoor facilities were considered first. 100 per cent of groups II and III had gymnasiums while only 74.3 per cent of the schools in group I had gymnasiums. The average size of the gymnasiums were group II first with 75'x120', group I second with 64.8'x100.5', and group III was third with 57.6'x90.4'.

The locker system was used more than the basket or the hanger system. Group II had the best per cent of locker systems with 100 per cent followed by group III with 60 per cent and group I with 40 per cent. When the basket system was considered, group III ranked first with 60 per cent as compared to 14.3 per cent in group I and none in group II. Group I led in the hanger system with 2.8 per cent while neither of the other groups had this system.

There was a wide range in the dressing room facilities. 28.5 per cent of the schools in group I had no dressing rooms

TABLE 4

THE DISTRIBUTION, IN PER CENT, OF THE EQUIPMENT, FACILITIES,
AND SUPPLIES, OF THE PHYSICAL EDUCATION PROGRAMS FOR GIRLS
WITHIN SIXTY MILES OF DENTON, TEXAS

	GROUP I	GROUP II	GROUP III
Item	Enrollment 1-500	Enrollment 501-1000	Enrollment 1001-above
On Basis of Indoor Facilities			
Gymnasium	74.3	100.	100.
Size	68.4'/100.5'	75'/120'	57.6'/90.4'
Locker System	40.	100.	60.
Basket System	14.3	0.	60.
Hanger System	2.8	0.	0.
No Dressing Room	28.5	0.	0.
Size of Dressing Room	12.3'/25.6'	12'/110'	23.8'/46'
No Showers	40.	0.	0.
Number of Showers	4.	20.	9.8
On Basis of Courts			
Basketball	84.3	100.	100.
Tenikoit	0.	100.	40.
Horse-shoes	17.	100.	40.
Handball	2.8	0.	0.
Pinball	0.	0.	0.
Tennis	54.3	100.	40.
Swimming Pool	0.	0.	20.
Diving board	0.	0.	0.
Bowling Alley	0.	0.	0.
Ping-pong	8.5	100.	60.
Badminton	5.7	100.	60.
Volleyball	71.	100.	100.
On Basis of Outdoor Courts			
Baseball	88.5	100.	100.
Volleyball	74.3	100.	40.
Soccer	14.3	100.	0.
Speedball	11.4	100.	20.
Horse-shoe	28.6	100.	20.
Archery	0.	0.	80.
Fieldball	14.3	100.	0.
Captainball	2.8	100.	0.
Swimming Pool	0.	0.	0.
Basketball	68.5	0.	40.
Tennis	57.3	100.	60.
Field Hockey	0.	0.	0.
Tenikoit	2.8	100.	0.
Miniature Golf	0.	0.	0.
Badminton	5.7	0.	0.
Handball	0.	0.	0.
Schlag	0.	0.	40.

TABLE 4--Continued

	GROUP I	GROUP II	GROUP III
	Enrollment	Enrollment	Enrollment
Item	1-500	501-1000	1001-above
On Basis of Supplies			
Rings	5.7	0.	40.
Horse	8.6	0.	0.
Bats	80.	100.	80.
Mats	14.3	100.	40.
Bows	0.	0.	80.
Targets	0.	0.	80.
Dumb-bells	5.7	100.	20.
Baseballs	88.5	100.	100.
Basket-balls	94.3	100.	60.
Volley-balls	94.3	100.	100.
Hockey-balls	0.	0.	0.
Tennis Racquets	40.	100.	40.
Jump ropes	45.7	0.	60.
Golf-balls	0.	0.	20.
Tenikoits	5.7	100.	60.
Checkers	11.4	100.	20.
Dominoes	14.3	100.	20.
Ladders	5.7	0.	40.
Badminton Racquets	5.7	100.	60.
Tricky sticks	5.7	0.	0.
Hockey sticks	0.	0.	0.
Horizontal bars	5.7	0.	20.
Ping-pong sets	17.3	100.	80.
Floor shuffles	8.5	0.	40.
Arrows	0.	0.	80.
Horse-shoes	31.7	100.	0.
Golf-clubs	0.	0.	0.
Lotto	8.5	100.	0.
Wands	0.	100.	40.
Uniforms	8.5	100.	60.
Swim suits	0.	0.	0.
Dance floor space	8.5	100.	20.
Piano	25.7	100.	60.
Victrola	17.3	0.	0.
Tom-tom	0.	100.	0.
Musician furnished by School	51.4	0.	60.

at all. Group II had the largest average on dressing room space followed by group III and I whose average sizes were 12'x110', 23.8'x46', and 12.3'x25.6' respectively. All of

the schools in groups II and III had showers while 40 per cent of the schools in group I had no showers. Group II had the largest average number of showers per school. This average was 20 while group III had 9.8 and group I, 4.

The following results were found on the indoor courts. Group II and III both had 100 per cent basketball courts, and group I had 84.3 per cent. Group II ranked first in tenikoit courts with 100 per cent as compared to 40 per cent in group III and none in group I. The rank of horse-shoe courts was II, III, I with 100 per cent, 40 per cent, and 17 per cent respectively. Handball courts did not appear in group II or III, but 2.8 per cent of group I had handball courts. Pinball was not included in any of the groups. Group II ranked first in Ping-pong tables with 100 per cent as compared to 60 per cent in group III and 8.5 per cent in group I. Badminton courts showed this rank; II, III, I with 100 per cent, 60 per cent, and 5.7 per cent respectively. Volleyball, one of the most popular sports, was found in 100 per cent of the schools in group II and III, and in 71 per cent of group I. Swimming only made its appearance in one group which was group III with 20 per cent. No diving board was included in this case.

The following results have been tabulated on the outdoor courts. Baseball showed a very good percentage in all three groups. Group II and III both had 100 per cent followed closely by group I with 88.5 per cent. Group II led in

volleyball courts with 100 per cent, group I was next with 74.3 per cent, and group III was third with 40 per cent. Group II had 100 per cent soccer courts as compared to 14.3 per cent in group I and none in group III. The rank in speedball was group II, III, I, with 100 per cent, 20 per cent, and 11.4 per cent respectively. Group II was first in horse-shoe with 100 per cent while group I was second with 28.6 per cent and group III was third with 20 per cent. Archery ranges made their appearance only in group III with 80 per cent. Fieldball courts placed first in group II with 100 per cent, second in group I with 14.3 per cent, and none in group III. Captainball was first in group II with 100 per cent and second in group I with 2.8 per cent and none in group III. Group I placed first in basketball courts with 68.5 per cent, second in group III with 40 per cent, and none in group II. Tennis courts showed the following rank; II, III, I with these percentages, 100 per cent, 60 per cent, and 57.3 per cent respectively. Tenikoit courts placed first in group II with 100 per cent, second in group I with 2.8 per cent, and none in group III. Badminton courts only appeared in group I with 5.7 per cent. Schlag only appeared in group III with 40 per cent.

The next item to be considered was the supplies. It was found that group III ranked first with rings with 40 per cent, group I was second with 5.7 per cent, and group II had none. Group I was the only group that had any horses

and they were in only 8.6 per cent of this group. Group II ranked first, with 100 per cent, in possessing bats while groups I and III tied for second and third with 80 per cent each. Group II, III, I was the rank for mats with 100 per cent, 40 per cent, and 14.3 per cent respectively. Bows and targets only made their appearance in group III with 80 per cent each. Group II had 100 per cent dumb-bells as compared with 20 per cent of group III and 5.7 per cent in group I. Groups II and III tied for first and second in the possession of baseballs with 100 per cent each while group I had 88.5 per cent. The comparative order for basketballs is II, I, III with 100 per cent, 94.3 per cent, and 60 per cent respectively. According to Table 4 volley-balls were found in more schools than any other supplies. They were found in 100 per cent of groups II and III and in 94.3 per cent of group I. Group II led in tennis racquets with 100 per cent while I and III tied for second and third with 40 per cent each. Group III was first in jump ropes with 60 per cent while group I was second with 45.7 per cent and group II none. Golf-balls were found only in group III with 20 per cent. Tenikoits were found in 100 per cent of the schools in group II, 60 per cent of group III, and 5.7 per cent of group I. Group I led in the possession of checkers with 100 per cent as compared with 20 per cent in group III and II, .4 per cent in group I. Dominoes also were found more frequently in group II with 100 per cent while group

III had 20 per cent and group I had 14.3 per cent. Group III was first in ladders with 40 per cent, while group I was second with 5.7 per cent and group II had none. Badminton racquets were found in 100 per cent of group II, 60 per cent of group III, and 5.7 per cent of group I. Tricky sticks were only found in 5.7 per cent of group I. Group III ranked first with horizontal bars with 20 per cent, group I was second with 5.7 per cent, and group II had none. Ping-pong sets were most frequent in group II with 100 per cent while group III had 80 per cent and group I, 17.3 per cent. Group III led in floor shuffles with 40 per cent as compared with 8.5 per cent in group I and none in group II. Arrows appeared only in group III with 80 per cent. Horse-shoes were found in 100 per cent of group II, 31.7 per cent of group I, and none of group III. Lotto was found only in groups II and I with 100 per cent in the former and 8.5 per cent in the latter. Group II had 100 per cent wands while group III had 40 per cent and group I had none. It was found that the percentages that had uniforms ranked very low in groups I and III. Group II had 100 per cent, group III, 60 per cent, and group I, 8.5 per cent. Dance floor space also was very limited. Group II had 100 per cent, group III had 20 per cent, and group I had 8.5 per cent. Group II had 100 per cent pianos while group III had 60 per cent, and group I had 25.7 per cent. Victrolas were found only in group I with 11.3 per cent. Tom-toms were found

only in group II with 100 per cent. The musician was furnished by 60 per cent of the schools in group III, 51.4 per cent in group I and none in group II.

It was found that five different methods of organization were used for the physical education classes. Age was used only in group I with 2.8 per cent of these schools. Size was used also only in group I with 8.5 per cent. Grade seemed to be the most popular means of grouping the students for physical education classes. Groups II and III both reported 100 per cent by this means and group I reported 42.8 per cent. Skill was used in 22.8 per cent of group I. 28.6 per cent of the schools in group I and 20 per cent in group III used schedule convenience as a means of grouping their students for their physical education classes.

The last point of interest was the grading system employed by the different schools. 20 per cent of group III and 14.2 per cent of group I did not give any grades at all. Letters were used in 100 per cent of the schools in group II, 28.6 per cent of group I, and 20 per cent of group III. Figures were used in 60 per cent of group III and 2.8 per cent of group I. The curve system was used in 2.8 per cent of group I. Satisfactory and unsatisfactory were used in 2.8 per cent of group I. 5.7 per cent of the schools in group I, graded on attendance. 2.8 per cent of group I graded on participation.

TABLE 5

THE DISTRIBUTION, IN PER CENT, OF ORGANIZATION AND ADMINISTRATION
FOR GIRLS' PHYSICAL EDUCATION PROGRAMS
WITHIN SIXTY MILES OF DENTON, TEXAS

	GROUP I	GROUP II	GROUP III
	Enrollment	Enrollment	Enrollment
Item	1-500	501-1000	1001-above
On Basis of Class Organization			
Age	2.8	0.	0.
Size	8.5	0.	0.
Grade	42.8	100.	100.
Skill	22.8	0.	0.
Schedule convenience	28.6	0.	0.
On Basis of Affiliation in Physical Education			
Affiliation in Physical Education	2.8	0.	20.
On Basis of Grading System			
No grades	14.2	0.	20.
Letters	28.6	100.	20.
Figures	2.8	0.	60.
Curve	2.8	0.	0.
Unsatisfactory and Satisfactory	2.8	0.	0.
Attendance	5.7	0.	0.
Participation	2.8	0.	0.

CHAPTER III

COMPARISON OF THE PROCEDURES IN THE PHYSICAL EDUCATION PROGRAMS FOR GIRLS IN GROUPS I, II, AND III

The set-up by the State for Physical Education has been given in the previous chapters. A study was made of the programs in the schools in groups I, II, and III. A comparison of these programs was the basis for this study. It was discovered that the program in group II on the whole was more varied while groups I and III offered programs, but they lacked variety. This information was verified by definite comparisons. In the majority of the schools, more time was devoted to sports than any other type of activity.

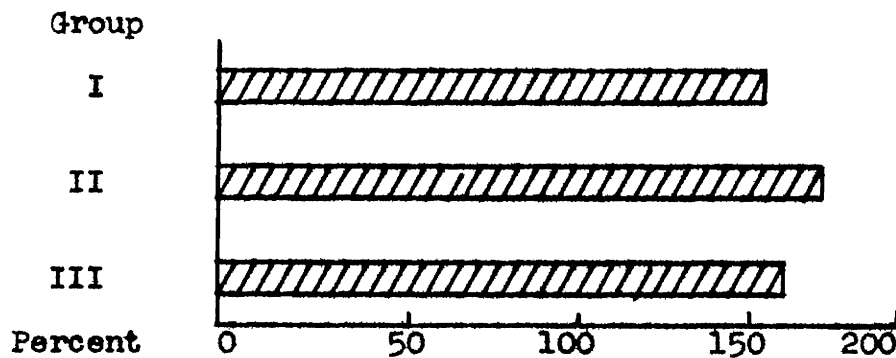


Fig. 1--Comparison of the Number of Minutes allotted to Physical Education per week for girls in the affiliated schools within sixty miles of Denton, Texas

The first comparison as to the amount of time per week devoted to physical education was shown in Figure 1, group I, 169.2 per cent; group II, 180 per cent; and group III,

174 per cent. This Figure reveals that all three groups devoted approximately the same amount of time to physical education. All three groups devoted more time to physical education than is required by the State.

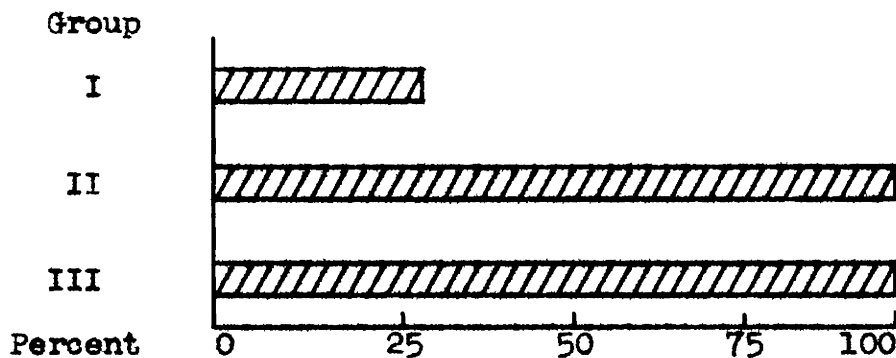


Fig. 2--Comparison of affiliated schools within sixty miles of Denton, Texas that offer rhythm work in their Physical Education programs for girls.

When the number of schools that offer rhythmic activities in their physical education program was considered, it was found that only group I had 34.3 per cent, while groups II and III each offered rhythm work in 100 per cent of their schools. Since group I ranked low in this type of activity, it is true that the majority of the schools in this section of the state are weak in rhythm training. By far, the majority of the schools were in this group.

The majority of the time devoted to physical education was used for major sports. Figure 3 showed that in some schools as many as five major sports were offered during the year. It was shown in Chapter II that major sports

were the only type of activity offered in the physical education programs in the greater part of the schools.

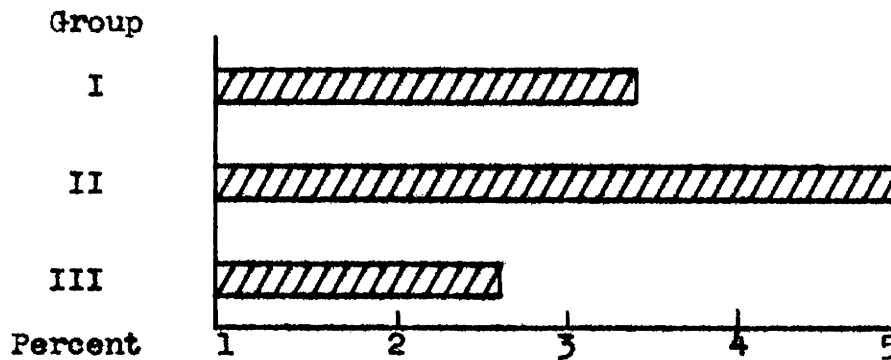


Fig. 3--Comparison of number of major sports offered in the Physical Education programs for girls in the affiliated schools within sixty miles of Denton, Texas.

Group II offered an average of five major sports per school per year, while group I offered 3.37 and group III offered 2.8 major sports per school per year. Some of these schools, however, offered only one or two sports which were usually basketball and baseball. These two activities made up the entire physical education program in many cases. Some of the schools offered three to five sports, but they were offered only in season.

A survey of the minor sports disclosed that the selection was limited. In many schools these activities were entirely omitted from the program. The comparison of groups I, II, and III as shown in Figure 4 revealed that on an average group II offered the largest number of minor sports. This group offered four sports per school, while group I offered 1.2 sports per school and group III offered 1.1

sports per school. As has already been stated, many schools did not teach any minor sports at all. This condition caused the average to be extremely low. In some schools as many as four minor sports were included in the program.

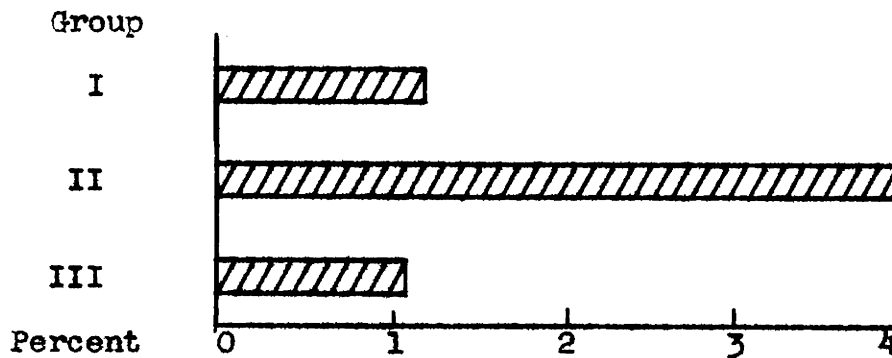


Fig. 4--Comparison of number of minor sports offered in the Physical Education program for girls in the affiliated schools within sixty miles of Denton, Texas.

The next comparison of interest was the health education program. Figure 5 showed that group III had the largest percentage of health education instruction, in conjunction with physical education, with 60 per cent as compared to 45.7 per cent in group I and none in group II. In some schools the health education was taught as a separate subject. Table 2 showed health education to be correlated with each of the following subjects:

Business Administration, Commercial law, Grades, Home Economics, Music, Physical Education, Science, and Social Science.

Some schools, however, made no provisions whatsoever for health instruction.

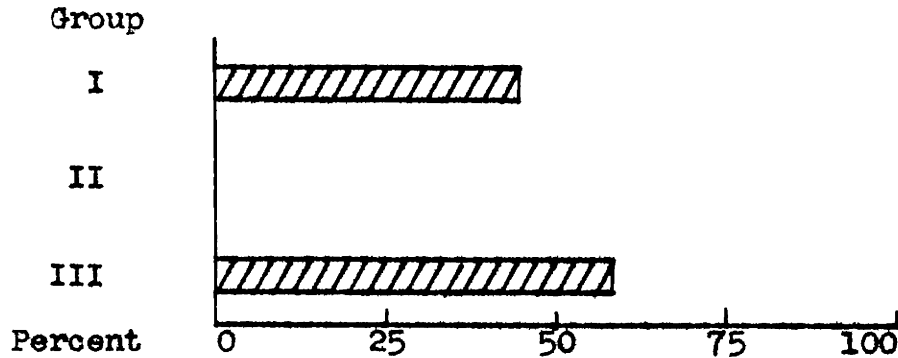


Fig. 5--Comparison of Health Education taught in conjunction with Physical Education for girls in affiliated schools within sixty miles of Denton, Texas.

Figure 6 showed that many of the high schools within sixty miles of Denton, Texas do not require medical examination. Group II led in this requirement with 100 per cent while group III only had 60 per cent and group I, 48.5 per cent.

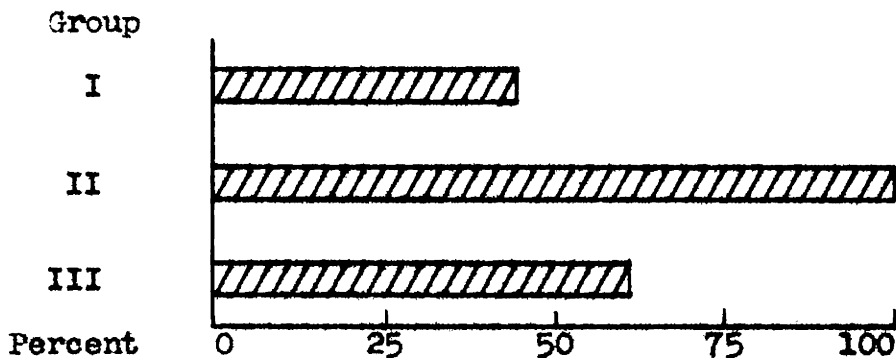


Fig. 6--Comparison of the number of schools that require Health Examinations for girls in the affiliated schools within sixty miles of Denton, Texas.

The next comparison of interest was the qualifications of the physical education faculty members. Figure 7 showed that none of the groups had 100 per cent of the teachers

that held degrees. Group III, however, had the largest percentage of degrees with 80 per cent while group I had 65.7 per cent and group II had none. Some schools, however, had teachers that hold masters degrees.

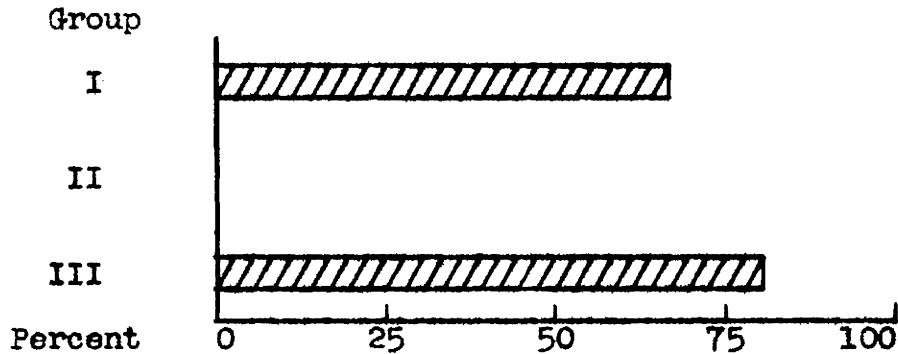


Fig. 7--Comparison of qualifications of the Physical Education teachers, per cent holding degrees.

Another point of interest was the salaries of the physical education teachers. Figure 8 showed that group III had the largest average salary with 2082.65 dollars per year as compared to 1049.50 dollars in group I and none in group II. The range of salaries were group I, 0-2070 dollars, group II, 0, and group III 1847.95 dollars to 2400. dollars per year. As before stated, the reason there was no salary in group II was that the Denton High School was the only school in this group and the physical education there was taught by student teachers from Texas State College for Women. One teacher in a school in group I received no salary because she was teaching for experience. She had had two years of college training and was back in this high school taking a

post graduate course and teaching the girls' physical education. It was found that the larger cities pay the best salaries.

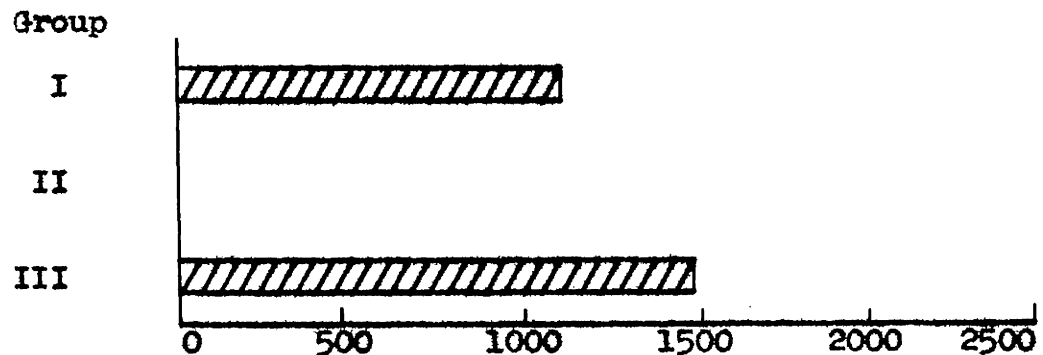


Fig. 8--Comparison of average salaries of Physical Education instructors in affiliated schools within sixty miles of Denton, Texas. ¹

Another interesting comparison was that of the number of the physical education teachers in the school systems. Figure 9 disclosed that group II had the largest average number with eight teachers per school while group III had four and group I had .68. Many of the schools in group I did not have a physical education teacher. It was found from Table I that in some schools the physical education was taught by the classroom teachers. In some cases the coaches taught the physical education classes. In one school, it was found that the girls' physical education was taught

¹Range by Groups

I	0-\$2070.
II	0
III	\$1847.95-\$2400.

by a man. Group II had a larger average number of teachers per school because, the physical education in that school was taught by student teachers.

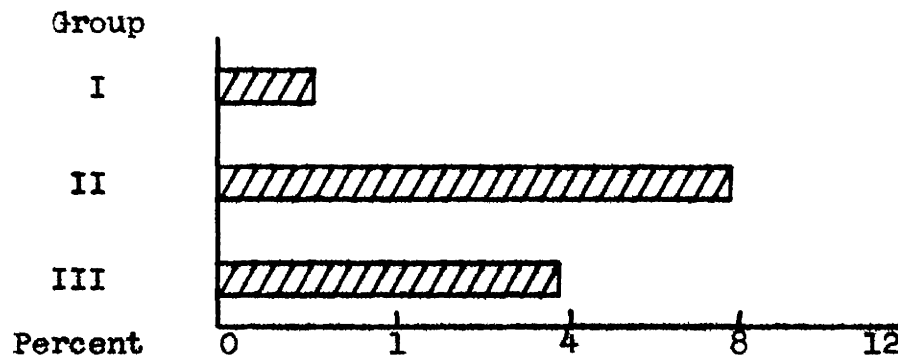


Fig. 9--Comparison of the number of teachers in the Physical Education departments in the affiliated schools within sixty miles of Denton, Texas.

Figure 10 showed that the teachers in group III had the largest average number of years of teaching experience. This group had an average of 8.2 years while group I had 7.35 years and group II had none. It was found that some of the teachers had as many as eighteen years of experience.

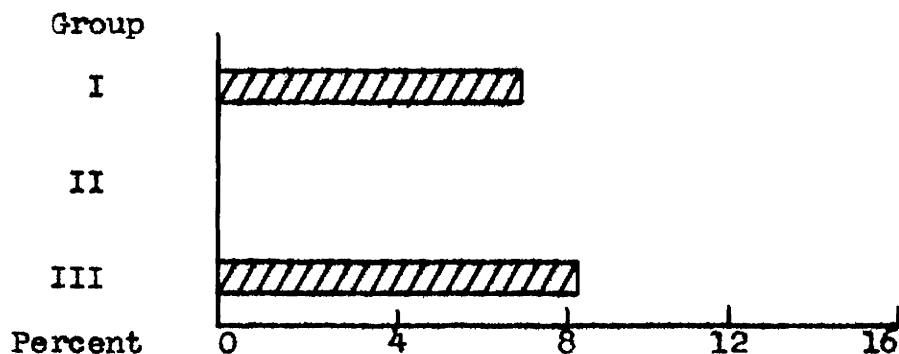


Fig. 10--Comparison of the teaching experience of the Physical Education teachers for girls in the affiliated schools within sixty miles of Denton, Texas.

This experience was in the elementary grades, junior high school, senior high school, and even college and university. The greater part of the teaching experience, however, was found to have been in the elementary and senior high school levels.

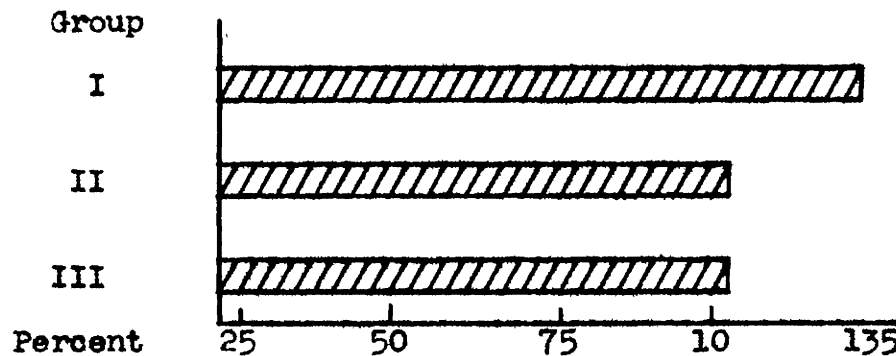


Fig. 11--Comparison of the Physical Education teachers who teach other subjects and coach girls athletics in the affiliated high schools within sixty miles of Denton, Texas.

The next comparison of interest was the teaching load of the physical education teachers. Figure 11 revealed that all of the teachers had other duties besides teaching physical education. In some cases the extra duty was coaching girls' athletics. In many cases the physical education teacher not only coached athletics, but she also taught other subjects. Many of the physical education teachers taught in the classrooms in the elementary grades. In some cases the teacher taught all of the subjects to one grade besides her physical education. It was found that the physical education teachers in different places taught the following subjects:

Art, Business Administration, English, History, Home Economics, Mathematics, Music, Spanish, Speech, and Typewriting.

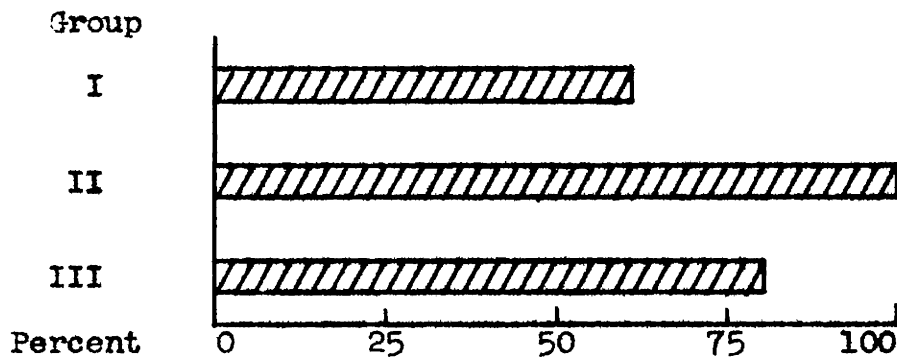


Fig. 12--Comparison of the outside activities of the Physical Education teachers for girls in the affiliated schools within sixty miles of Denton, Texas.

According to the information received from Figure 12, the physical education teachers had extra curricular activities to sponsor in addition to a heavy teaching load. This figure did not deal with the coaching duties, but it dealt with other activities such as Pep-squads, Girl Scouts, Literary Clubs, Girl Reserves, and Campfire Girls. It was found that group II had the largest percentage of duties of this type with 100 per cent while group III had 80 per cent and group I had 62 per cent. It was evident from the figures in this Chapter that the teacher load was exceedingly heavy.

The last comparison to be considered was the professional affiliation of the physical education teachers in the schools surveyed. The following organizations were considered in this comparison:

Texas State Teachers Association, Texas State Health,
Physical Education, and Recreation Association.

Figure 13 showed that group II and III each had 100 per cent membership in at least one of these organizations while group I had only 77.1 per cent membership.

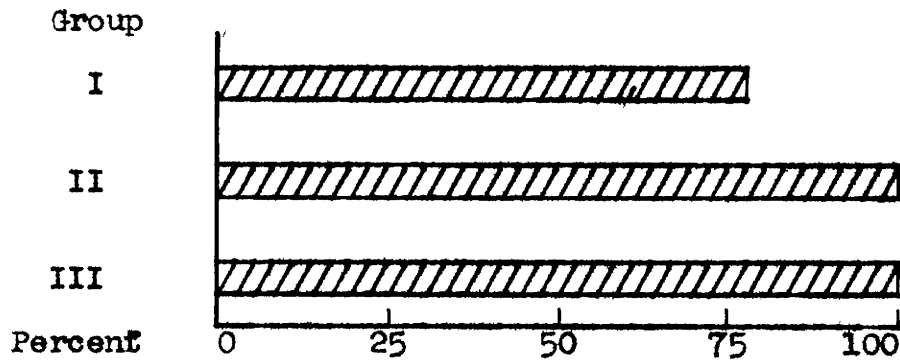


Fig. 13--Comparison of the professional affiliations of the Physical Education teachers in the affiliated schools within sixty miles of Denton, Texas.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

According to information recorded in the first four chapters the following conclusions were presented:

1. All of the affiliated schools devoted at least the minimum time to physical education to meet the state requirements.
2. The majority of the schools surveyed devoted more time to major sports than to any other type of physical activity.
3. In most of the schools, the minor sports were omitted from the program.
4. Health education was being adequately provided for in most cases. If it were not taught as a separate subject, it was taught, in most of the schools, in correlation with other subjects. One phase of the health education program that was being neglected in many of the schools was the medical examination. Records showed that only 51.2 per cent of the schools examined required any type of medical examination.
5. The training of the teachers in all of the groups was rather low. A large number of the teachers did not hold any kind of a degree. Only 65.8 per cent of the teachers in all of the schools examined hold degrees.

6. In all of the schools the teachers had a heavy load. All of the teachers had other duties besides their regular teaching duties. The teachers in group I had a heavier load than those in the other two groups, therefore, it was concluded that the teachers in the smaller high schools had more extra-curricular duties than in the larger high schools.
7. The teacher in the small school not only had more work to do, but she also had a smaller salary than the teacher in the larger school.
8. The larger school had better equipment and more facilities for the physical education program than did the smaller schools. In many cases the cause of the unbalanced program was lack of equipment.
9. The rhythm training was small in the majority of the schools in group I, but groups II, and III offered good programs in this activity.
10. It was found that the majority of the teachers were affiliated with at least one professional organization.

Since the writer of this thesis had studied the programs of the affiliated schools carefully and the standards for affiliation had been used to judge the physical education as in all other subjects in the curriculum, the following recommendations are made:

1. More schools secure affiliation in physical education.
2. The programs be reorganized so as to have a more

balanced program.

3. The percentage of degree teacher be raised.
4. The number of physical education majors and minors be increased.
5. Girls' athletics be coached by women and by all means those schools that had men teaching the girls physical education replace them with women.

APPENDIX I

QUESTIONNAIRE

To the Physical Education teacher or Superintendent:

I. Teacher's training and teaching load:

Degree _____ conferred by what institution _____

Date _____ Major _____ Minor _____ Number of

women teachers in the Physical Education department _____
List other subjects taught.

Who teaches physical education in case of no full time teacher?

Experience: number of years taught in grades _____

Junior High _____ Senior High _____

College or University _____

Sponsor of school organizations?

Pep Squad

Literary Club

Campfire

Girl Scout

Girl Reserve

Do girls participate in Interscholastic League?

Athletics

Basket ball

Tennis

Baseball

Track

Volley ball

Coaching experience?

Basket ball

Baseball

Track

Volley ball

Tennis

Are girls coached by men or women?

Salary (annual)?

Membership in professional organizations?

T.S.T.A.

T.S.H.P.E. & R.A.

N.E.A.

II. Program:

Size of class?

Grouping of class by age _____ size _____ grade _____ skill _____
schedule convenience.

Time allotted to Physical Education per week.

Time allotted to rhythm per week.

Tap

Modern Dance

Clog

Ball Room Dance

Folk Dance

Singing Games

Time allotted to major sports per week:

Basket ball

Volley ball

Baseball

Tennis

Soccer

Field Hockey

Golf

List others

QUESTIONNAIRE--Continued

Time allotted to minor sports per week:

Archery	Speed ball	Field ball
Badminton	Miniature Golf	List others
Hand ball	Pin ball	

Is health taught as a separate subject or in correlation?
If in correlation list subjects.

Do you give physical examinations annually _____
biannually _____ triannually _____?

Do you keep a permanent health record of your students?
Length of periods per day.

Do you make provisions for correctives? If so, how?

Do you have affiliation in physical education? _____
When received?

Are you trying to get affiliation?

What system of grading is employed?

III. Equipment:

Indoor: Gymnasium? Size? ft. / ft.

Locker system? _____ Basket system? _____ Size of
dressing room. ft. / ft. Number of showers. _____

Check the courts that you have:

Basket ball	Handball	Swimming pool	Pingpong
Tenikoit	Pin ball	Diving board	Badminton
Horseshoe	Tennis	Bowling alley	Volley ball

Apparatus:

Rings	Dumb bells	Jump ropes	Badminton rackets
Horse	Baseballs	Golf balls	Tricky sticks
Bats	Basket balls	Tenikoits	Hockey sticks
Mats	Volley balls	Checkers	Horizontal bars
Bows	Hockey balls	Dominoes	Pingpong sets
Targets	Tennis rackets	Ladders	Floor shuffles
Arrows	Horse shoes	Golf sticks	Lotto
		Wands	List others

Uniforms: Swim suits, dance floor space, piano,
victrola, tom tom.

Is musician furnished by school?

Outdoor courts? Baseball, Volley ball, Soccer, Speedball,
Horseshoe, Archery, Fieldball, Captainball, Swimming pool,
Basket ball, Tennis, Field Hockey, Tenikoit, Miniature
Golf, Badminton, Handball, Schlag.

APPENDIX II

GENERAL REQUIREMENTS FOR PHYSICAL EDUCATION
IN AFFILIATED HIGH SCHOOLS OF TEXAS

Statutory Requirements

Since the standards as set up by the Texas State Board of Education are the standards used for judging these schools and programs, it becomes necessary to include a copy of these standards.

The law provides:

That instruction in physical education shall be established and made part of the course of instruction and training in the public elementary and secondary schools of the state by September 1, 1930. The State Superintendent of Public Instruction shall prepare courses of instruction for the public schools of the state for the purpose of carrying out this act.¹

State Board of Education Requirements

The remainder of this appendix is taken verbatim from the Public School Law of Texas.

By the action of the accrediting agencies of the State Department of Education and the Committee on Classified and Accredited Schools, the following regulation has been authorized: "No high school shall be carried as a fully accredited institution unless each grade in the system from the primary through the senior high school is given a well organized physical education program."

¹Public School Law of Texas, Section 349 (2663a) Physical Education Chapter 216 Acts 1929 41st. Legislature Regular Session, p. 466.

Minimum Requirements for those Schools

Not seeking Physical Education Credit

- I. Time Allotment
 - A. Each high school student must receive 120 minutes per week of class instruction in physical education each year. At least 40 minutes shall be devoted to health instruction.
 - B. Each elementary school student must receive 150 minutes per week of class instruction in physical education each year.
- II. Training of Teachers
 - A. All beginning class-room teachers who direct or teach any part of the physical and health education program must have at least six semester hours of college credit in professional teacher training courses in that field, along with other requirements for their class-room duties.
 - B. All full time teachers of physical and health education must hold a special certificate in that field. Requirements as to number of hours and special certificates apply to both men and women.
 - C. It is required that, in high school, boys classes be taught by a man and girls classes by a woman. In case co-education activities are included in the program, either the man or the woman may teach the group though it is desirable that both be present.
 - D. Full time teachers must have twenty-four semester hours of college credit in physical and health education, distributed as follows:

Six hours - methods and materials of health education. Six hours - methods and materials of physical education. Six hours - coaching team sports (method). Six hours - elective: Principles of physical education, Administration of health and physical education, curriculum construction in health and physical education, corrective physical education, and others acceptable to the State Department of Education.

A person (man or woman) who coaches the team sports and also teaches other physical

education classes will be classed as a full time teacher and must hold a special certificate in physical education. No more than six semester hours of credit in the coaching of team sports will be allowed as a part of the above requirement.

- E. Part-time teachers - Two physical education classes per day constitute a sufficient teaching load to class the person as a part-time teacher of physical education. A teacher (man or woman) who has no other physical education duties other than that of coaching team sports or who teaches at least two classes per day in physical education must have twelve semester hours college credit in health and physical education of which not more than six semester hours may be in coaching team sports. In the small schools or schools with limited teaching force such that it might become necessary for each teacher to have charge of a group of pupils at the physical education period, such teachers would not be classed as part-time teachers. In any event, however, the teacher who teaches any part of the physical and health education program must have six semester hours credit in that field. Teachers in physical education who were in service in that field for three years prior to 1935 and who have been teaching in the field since 1935, may continue to do so even though they do not have six semester hours of credit. (This applies only to unaccredited schools).

The above requirements as to time allotment and teacher training apply to all schools of the state regardless of whether the schools seek to accredit the program of physical and health education.

Standards and Requirements

For Accrediting Physical and Health Education

Schools seeking to accredit programs of physical and health education must meet the minimum standards set forth under "General Basic Requirements" for all public schools and in addition shall meet the following:

- I. Restrictions peculiar to that department.
 - A. Length of class periods.--Health and physical education class periods must be of at least the same length as the regular academic periods.
 - B. Teaching load.--The same requirements as to number of classes per day and the pupil period per week shall apply to teachers of physical education as apply to other teachers in the school. No teacher is expected to have more than 750 pupil periods per week. Teachers of health and physical education who teach team sports or direct intramural activities outside of the regular schedule of the school day shall be credited with one regular class period for such outside coaching duties.
 - C. All schools seeking credit or desiring to continue as accredited schools in health and physical education, must keep on file for inspection an exhibit representing the work as taught in each year or grade of the school the same as is required in all other fields of instruction.
 - D. Test and measurement procedures designed to enable the teacher to determine the achievement of the student in physical education activities must be given each year. These procedures should provide for measurement of and achievement in the attitudes, informations, and skills. The result of the above shall be kept on file for inspection. Tests and measurement procedure designed to show acquisition of attitudes, information, and skills in healthful living shall be given each year and these results shall be kept on file for inspection.
 - E. All students are required to take part in the health education classes even

if they are excused from the physical education activities because of physical anomalies or participation in an athletic program. Every student should receive a complete health examination as prescribed under "Examinations and exemptions" below.

II. Exhibit materials to be kept on file should include;

- A. Complete information on professional college training and teaching experience of each person who teaches any part of the physical education program (including athletics) and any phase of the health instruction program.
- B. A copy of the course of study of the previous years for each grade and an outline of the course of study for the current year.
- C. Definite information in regard to the manner of providing towels, soap, and laundry facilities for the washing of gymnasium suits.
- D. An inventory of facilities, equipment, and supplies.

III. Equipment, Facilities, and Supplies.

- A. Each school should have a gymnasium or some suitable indoor space large enough to accommodate classes during inclement weather.
- B. Sufficient lockers and locker space should be provided for the safe-keeping of gymnasium suits, clothing, and towels. Sanitary and adequate dressing space should be provided for the largest class or group during the day.
 - 1. The generally accepted standard shower space is an amount sufficient to provide for one shower head for each 3 to 5 persons.
 - 2. The use of wire baskets or box lockers are acceptable and often preferred.
- C. It is recommended that playground space be provided, where possible, according to the generally accepted standards as follows:
 - Schools with an enrollment of from 0-100 students 5-7 acres.
 - Schools with an enrollment of from 101-300 students 6-10 acres.
 - Schools with enrollment of from 301-600 students 8-14 acres.

Schools with enrollment of from
601-1000 students 12-18 acres.

- D. A special room should be set aside for health instruction for both boys and girls.
- E. Offices should be provided for instructors where they may have conferences with students.
- F. A first aid room should be made available to students and teachers at all times.
- G. Toilet facilities sufficient to accommodate the largest class load should be adjacent to the locker room. Mirrors, waste disposal cans, etc., should be available and conveniently located.
- H. It is required that high school students wear gymnasium suits for the physical education period.
- I. Each school must provide supplies and equipment to meet the needs of the enrollment. This equipment should be furnished by the local school board on the same basis as library, laboratory, and other teaching supplies and equipment. Proper forms for recording health examination data, achievement scores, and other necessary data should also be provided.

IV. Examination and Exemptions.

- A. Each school should require a health examination, by a medical doctor, of all high school pupils at least twice during the four-year high school course.
- B. A medical examination record and a certificate of physical fitness should be on file for every person representing the school in an inter-school athletic contest for each sport. This is to be interpreted as meaning that before a student may represent his school as a contestant in any sport, the student must have a certificate of physical fitness and a record of the medical examination signed by the medical doctor making the examination.
- C. Pupils who are unable to take part in the regular physical education program on the basis of defects revealed by the medical examination, should be given special work as prescribed by the examining physician.
- D. Excuses from the restricted program should not be granted if the student is able to carry a normal academic load.

- E. It is urged that every school require a certificate or readmission, signed by a licensed physician or health officer, from every student absent from school because of illness for a period of four school days or more.
- V. Organization and Administration.
 - A. Pupils should be grouped as far as possible according to their physical abilities and needs as shown by medical examination and physical tests.
 - B. Regular class periods for health and physical education must be placed on the daily program of the school as well as on the daily schedule of the students. The practice of arranging the academic program first and then assigning students to physical education at their "off" periods is to be discouraged.
 - C. Instruction in physical education should be offered in at least five types of activities for the sake of variety, present enjoyment, physiological demands, and future usefulness.
 - D. Boys and girls who participate in the major sports must enroll in the regular physical education classes immediately upon the close of a season in any particular sport. Under no circumstances must a pupil be allowed to count major sports for his full program of physical education, except in the senior year following his completion of the other three years of the four-year physical education program.
 - E. Under no circumstances should a school permit the substitution of activities on Pep Squads, Bands, or similar organizations to count as the required physical education activity program.²

²Texas Public Schools Standards and Activities of the Division of Supervision, Vol. XIV, No. 386, (August 1938), pp. 66-72.

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