A SURVEY OF THE HEALTH AND PHYSICAL EDUCATION PROGRAMS
FOR BOYS IN THE INDEPENDENT AFFILIATED HIGH
SCHOOLS WITHIN A RADIUS OF 150
MILES OF JUNCTION, TEXAS

APPROVED:

[Signatures]

Burleigh A. Harris
Major Professor

G. A. Odum
Minor Professor

Director of the Department of Physical Education

C. A. Sharp
Chairman of the Graduate Council
A SURVEY OF THE HEALTH AND PHYSICAL EDUCATION PROGRAMS
FOR BOYS IN THE INDEPENDENT AFFILIATED HIGH
SCHOOLS WITHIN A RADIUS OF 150
MILES OF JUNCTION, TEXAS

THESIS

Presented to the Graduate Council of the North
Texas State Teachers College in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

Joe L. Holbert, B. S.

Denton, Texas

August, 1940

88323
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIST OF TABLES</td>
<td>iv</td>
</tr>
<tr>
<td>Chapter</td>
<td></td>
</tr>
<tr>
<td>I.   INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>II.  GENERAL BASIC REQUIREMENTS FOR ALL PUBLIC SCHOOLS</td>
<td>4</td>
</tr>
<tr>
<td>III. COMPARISONS OF FINDINGS WITH STATE REQUIREMENTS</td>
<td>12</td>
</tr>
<tr>
<td>IV.  CONCLUSIONS AND RECOMMENDATIONS</td>
<td>58</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>61</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>65</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>1. The Number of Physical Education Teachers in the Independent Affiliated High Schools within a Radius of 150 Miles of Junction, Texas, Who Hold Each Type of Degree, Who Majored in Physical Education and Who Minored in Physical Education and Who Received the Degree from Each Institution</td>
<td>13</td>
</tr>
<tr>
<td>2. The Physical Education Teachers in Each Group, Distributed on the Basis of the Number of Years of Experience They Have Had</td>
<td>17</td>
</tr>
<tr>
<td>3. The Physical Education Teachers in Each Group, Distributed on the Basis of the Number of Hours Spent Each Day in Coaching and the Number of Hours Spent Each Day in Teaching</td>
<td>19</td>
</tr>
<tr>
<td>4. The Number of Schools in Each Group, That Have 1, 2, 3, and 4 Men Teaching Physical Education, the Number of Women, in Each Group, Who Are Teaching Physical Education for Boys, the Number of Coaches in Each Group, and the Number of Physical Education Teachers, in Each Group, Who Teach Physical Education and Another Subject</td>
<td>21</td>
</tr>
<tr>
<td>5. The Number of Physical Education Teachers, in Each Group, Who Teach Each Subject Other than Physical Education</td>
<td>23</td>
</tr>
<tr>
<td>6. The Number of Physical Education Teachers, in Each Group, Who Sponsor Each Type of School Organization</td>
<td>24</td>
</tr>
</tbody>
</table>
7. The Number of Physical Education Teachers, in Each Group, Who Subscribe to Each Professional Magazine ........................... 25

8. The Number of Teachers, in Each Group, Whose Salary Falls within Certain Ranges ....................... 27

9. The Number of Teachers, in Each Group, Who Belong to Each of the Two Professional Associations .......... 27

10. The Number of Schools, in Each Group, That Do and Do not Have a Gymnasium and the Number of Schools in Each Group That Have Each Type of Gymnasium Facility ......................... 29

11. The Number of Schools, in Each Group, That Have Each Type of Indoor Court .............................. 30

12. The Number of Schools, in Each Group, That Have Each Type of Outdoor Court .......................... 31

13. The Number of Schools in Each Group That Use Each Type of Equipment in Their Physical Education Program ..................... 33

14. The Number of Schools, in Each Group, That Have Each Type of Health Equipment ........................... 35

15. The Schools in Each Group Distributed on the Basis of the Amount of Time Allotted to Physical Education and also the Amount of Time Allotted to Health Education ......................... 36

16. The Schools, in Each Group, Distributed on the Basis of the Number of Hours per Day Allotted to Each Major and Minor Sports During the Season for That Sport .................... 40
17. The Number of Schools, in Each Group, That Will Permit Students to Substitute Each Activity in Lieu of Physical Education .................................................. 42

18. The Number of Schools, in Each Group, That Have Each Type of Class Organisation .................................................. 43

19. The Number of Schools, in Each Group, That Use Each Method of Grading .................................................. 44

20. The Number of Schools, in Each Group, That Have Rhythmic Programs and the Number That Use Each Type of Musical Instrument in Connection with the Program, also Each Type of Corrective Program .................................................. 45

21. The Number of Schools, in Each Group, That Have Each Type of Health Service .................................................. 47

22. The Number of Schools, in Each Group, That Have Certain Types of Formal Gymnastics and the Number of Schools, in Each Group, That Have Certain Types of Informal Gymnastics in Their School Programs .................................................. 48

23. The Number of Schools, in Each Group, That Charge a Physical Education Fee, That Furnish Gymnasium Suits, and That Furnish Towels .................................................. 49

24. The Number of Schools, in Each Group, That Correlate Health Education with Each Subject .................................................. 50

25. The Number of Schools, in Each Group, That Have State Affiliation in Physical Education, the Number That Have Had Affiliation One Year and the Number of Schools That Have Had Affiliation Two Years or Longer .................................................. 52
CHAPTER I

INTRODUCTION

Purpose of the Study

The purpose of this study was to determine the status of the physical education programs for boys in the independent affiliated high schools within a radius of 150 miles of Junction, Texas, as compared with the standards set up by the State Department of Health and Physical Education and Safety for secondary schools, in order to find means of improving the health and physical education programs of that area.

Source of Information

Information used in this study was obtained from answers to questionnaires sent to three groups of independent affiliated high schools within a radius of 150 miles of Junction, Texas. A total of 101 questionnaires was sent to that many high schools, and replies were received from seventy-one high schools. Further information for this study was gathered by interviewing teachers, by reading similar studies and state bulletins.

Procedure

The requirements for affiliation as established by
the State Department of Education and the Legislature of Texas and the State Course of Study were selected as standards with which to compare the health and physical education programs of the affiliated high schools within a radius of 150 miles of Junction, Texas.

The questionnaire method was used in this study because it seemed the best way to obtain information on these particular problems. The biographical method was minimized because, up to the present date, little available material relating to the procedures with which this study deals has been published. However, the writer made numerous personal interviews regarding the programs studied with directors of physical education.

The questionnaires were sent to the directors of physical education of the affiliated high schools within a radius of 150 miles of Junction, Texas. Therefore, the sources from which the material in this survey was secured were from people employed in the field of physical education and who had direct knowledge of the data which they supplied. The reports made by these individuals were statements of procedures which were in effect in the high schools where they were employed. Such statements were accepted as unbiased facts from which conclusions could be drawn. These reports were assorted and tabulated in order to insure the reliability and the exactness of the
comparisons made.

In this study, comparisons of procedures were divided into three sections: those dealing with personnel, those dealing with facilities, and those dealing with programs.
CHAPTER II

GENERAL BASIC REQUIREMENTS FOR ALL PUBLIC SCHOOLS

Legal provision is made: 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.

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."

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 forty 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. Recess periods and free play periods shall not be considered as a part of the 150 minutes.

A minimum of fifteen minutes per day, or its equivalent shall be devoted to special health instruction.

II. Training of Teachers

A. All beginning classroom 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 classroom 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 schools, boys' classes be taught by a man and girls' classes by a woman. In case of 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 (methods); 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.

2. 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 in 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 of 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 college 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 Basis Requirements" for all public schools and in addition shall meet the following:

I. Restrictions peculiar to this 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 periods 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 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 students in physical education activities must be given each year. These procedures should provide for measurement of and achievement in the attitudes, information and skills. The results 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 room 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 school day.

1. The generally accepted standard shower space is an amount sufficient to provide for one shower head for each three to five 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 standard as follows:

Schools with an enrollment below and including 100 students, 5-7 acres;

Schools with an enrollment of from 101-300 students, 6-10 acres;

Schools with an enrollment of from 301-600 students, 3-14 acres;

Schools with an enrollment of from 601-1000 students, 12-15 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 can, etc., should be available and conveniently located.

H. It is required that high school students wear gymnasium suits for the physical education periods.

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. Examinations 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.

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.

G. 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.

VI. The Elementary School

Schools seeking to accredit their high school programs must also have satisfactory programs in the elementary grade schools. The following standards will be recognized as the minimum for such schools:

A. Time allotment as given in basic and minimum requirements above.

B. Teacher training as given in basic and minimum requirements.

C. Health examination given at least every two years.

D. Health instruction as outlined in basic and minimum requirements.

E. Adequate play space with special attention to standards suggested under requirements for high schools.

\[1\]

Texas Public School Standards and Activities of the Division of Supervision, Bulletin No. 397, 1938-1939.
CHAPTER III

COMPARISONS OF FINDINGS WITH STATE REQUIREMENTS

The high schools to be studied were divided into three groups. Group I included those high schools which had from 1-200 students enrolled; Group II included those high schools which had from 201-500 students; and Group III included those high schools which had over 500 students enrolled.

The section within a radius of 150 miles of Junction, Texas, was chosen for two reasons: first, because the writer had been employed there as football coach; and second, because of the expressed desire of the school in Junction to install a program of physical education for boys in the near future.

Table 1 shows the number of physical education teachers in the independent affiliated high schools studied. It further shows the type of degree held by each teacher, the school from which each degree was secured, and each teacher's major and minor subject.

There were eleven teachers who received their degrees from state institutions, twelve from denominational colleges, and four from endowed institutions.
### Table 1

The number of physical education teachers in the independent affiliated high schools within a radius of 150 miles of Junction, Texas, who hold each type of degree, who majored in physical education and who minored in physical education and who received the degree from each institution.

<table>
<thead>
<tr>
<th>Group</th>
<th>No. Teachers Holding Each Degree</th>
<th>No. Teachers Majoring and Minoring in Physical Ed.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>L.A.</td>
<td>B.A.</td>
</tr>
<tr>
<td>Group I</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Group II</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Group III</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Institutions Conferring Degrees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>State Schools</strong></td>
<td><strong>Denominational Schools</strong></td>
<td><strong>Endowed Schools</strong></td>
</tr>
<tr>
<td>Texas University</td>
<td>Abilene Christian College</td>
<td>George Washington University</td>
</tr>
<tr>
<td>College of Arts and Industries</td>
<td>Hardin Simmons University</td>
<td>Rice Institute</td>
</tr>
<tr>
<td>Southwest State Teachers College</td>
<td>University of San Antonio</td>
<td>American School of Physical Education</td>
</tr>
<tr>
<td>West Texas State Teachers College</td>
<td>Daniel Baker College</td>
<td></td>
</tr>
<tr>
<td>North Texas State Teachers College</td>
<td>St. Mary's College</td>
<td></td>
</tr>
<tr>
<td>East Texas State Teachers College</td>
<td>Howard Payne College</td>
<td></td>
</tr>
<tr>
<td>Sul Ross</td>
<td>Abilene Christian College</td>
<td></td>
</tr>
</tbody>
</table>

| 2 1 1 1 | 1 2 1 4 2 1 | 1 |
| 1 2 2 1 1 | 1 | 1 |
| 1 1 1 1 1 | 1 1 | 1 |
All these degrees, with three exceptions, were received from schools in Texas. These three were from George Washington University, Washington, D. C.; American College of Physical Education, Chicago, Illinois; and the University of Chicago in Chicago.

In Group I, twenty-four teachers held degrees; in Group II, seventeen teachers held degrees; and in Group III, nine teachers held degrees.

Only one teacher in Group I received a degree from an endowed institution and that was Rice Institute at Houston.

Of the state schools attended by the teachers in Group I there were two teachers who received degrees from the University of Texas, Austin; two from Southwest Texas State Teachers College, San Marcos, Texas; one from West Texas State Teachers College, Canyon, Texas; five from North Texas State Teachers College, Denton, Texas; one from East Texas State Teachers College, Commerce, Texas.

The number of teachers receiving degrees from denominational schools were as follows: one teacher from Abilene Christian College, Abilene, Texas; two from Hardin-Simmons, Abilene, Texas; one from the University of San Antonio, San Antonio, Texas; four from Daniel Baker, Brownwood, Texas; two from St. Mary's College, San Antonio, Texas; one from Howard Payne, Brownwood, Texas; and one from Southwestern University, Georgetown, Texas.
In this same group there were two M.A., nine B.A. and thirteen B.S. degrees held. Of the teachers in this group, seven majored in physical education and six minored in that subject.

In Group II, there were six teachers who received B.A. degrees; and eleven who received B.S. degrees. There were eight who majored and two who minored in physical education.

The distribution of degrees was as follows: three from the University of Texas, Austin, Texas; one from the College of Arts and Industries, Kingsville, Texas; two from South-West State Teachers College, San Marcos, Texas; two from North Texas State Teachers College, Denton, Texas; and two from Sul Ross State Teachers College in Alpine, Texas.

In regards to the denominational schools, the distribution of degrees was as follows: one from St. Mary's College, San Antonio, Texas; two from Howard Payne, Brownwood, Texas; two from McMurry College, Abilene, Texas; one from Texas Wesleyan College, Fort Worth, Texas; and one from George Washington University, Washington, D. C.

George Washington University was the only out of state endowed school from which a teacher received a degree.

In Group III, there were two M.A., five B.A., and two B.S. degrees held by teachers. Six teachers majored in physical education and none minored in that subject.
There were four teachers in Group III who had received degrees from a state school which was the University of Texas at Austin, Texas.

There were three teachers in Group III who received their degrees respectively from each of the following denominational schools: Hardin-Simmons University, Abilene, Texas; Howard Payne, Brownwood, Texas; and Baylor University at Waco, Texas.

Two teachers in Group III received degrees from endowed schools: one from the American School of Physical Education and one from the University of Chicago, both in Chicago.

Table 2 shows the years of experience of the teachers in the high schools studied.

**TABLE 2**

THE PHYSICAL EDUCATION TEACHERS IN EACH GROUP, DISTRIBUTED ON THE BASIS OF THE NUMBER OF YEARS OF EXPERIENCE THEY HAVE HAD

<table>
<thead>
<tr>
<th>Group</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
<td>7</td>
<td>2</td>
<td>6</td>
<td>3</td>
<td>7</td>
<td>7</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group II</td>
<td>4</td>
<td>9</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group III</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
In Group I, seven teachers had one year's experience; two teachers had two years' experience; six teachers had three years' experience; three teachers had four years' experience; five teachers had five years' experience; seven teachers had six years' experience; three teachers had seven years' experience; two teachers had eight years' experience; three teachers had nine years' experience; three teachers had ten years' experience; one teacher had eleven years' experience; one teacher had twelve years' experience; two teachers had thirteen years' experience; and one teacher had fifteen years' experience. The years of experience ranged from one to fifteen years.

In Group II, the range of experience was from one to sixteen years and was distributed as follows: four teachers had one year's experience; nine teachers had two years' experience; four teachers had three years' experience; five teachers had four years' experience; two teachers had five years' experience; four teachers had six years' experience; one teacher had eight years' experience; one had ten years' experience; two teachers had twelve years' experience; and three teachers had sixteen years' experience.

In Group III, the range of experience was from five to seventeen years, and was distributed as follows: three teachers had five years' experience; one teacher had six years' experience; two teachers had seven years' experience; two teachers had eight years' experience; two
teachers had eleven years' experience; two teachers had
twelve years' experience; and one had seventeen years' ex-
perience. This was the only group in which teachers had
more than one year's experience.

Table 3 shows the number of hours that physical educa-
tion teachers spent daily in coaching and in teaching other
subjects.

**TABLE 3**

**THE PHYSICAL EDUCATION TEACHERS, IN EACH GROUP,**
**DISTRIBUTED ON THE BASIS OF THE NUMBER OF**
**HOURS SPENT EACH DAY COACHING AND THE**
**NUMBER OF HOURS SPENT EACH DAY**
**IN TEACHING**

<table>
<thead>
<tr>
<th></th>
<th>Hours Devoted to Coaching per Day</th>
<th>Hours Devoted to Teaching Other Subjects per Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>1  2  3  4  5  6</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td>Group I</td>
<td>1  2  9  6  1  1</td>
<td>1  1  7  2  3  9</td>
</tr>
<tr>
<td>Group II</td>
<td>2  2  1  5</td>
<td>7  5  1  3  4  2</td>
</tr>
<tr>
<td>Group III</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

In **Group I** there were ten physical education
teachers who spent one hour each day coaching; twenty-nine
who gave two hours daily to coaching; six gave three hours daily to coaching; one teacher spent four hours daily coaching; and another teacher spent six hours coaching.

In Group II, twenty-two physical education teachers devoted one hour a day to coaching and fifteen gave two hours a day to coaching.

In Group III, four physical education teachers spent one hour daily in coaching; and eight spent two hours daily in coaching.

In Group I, one physical education teacher spent one hour a day to teach other subjects; one teacher spent two hours daily; seven teachers spent three hours daily; twenty-three teachers spent four hours daily; nine teachers spent five hours daily; and four teachers spent six hours daily.

In Group II, there were seven physical education teachers who taught other subjects two hours a day; five taught three hours daily; eighteen taught four hours daily; four taught five hours daily; and two taught six hours daily.

In Group III, two physical education teachers taught other subjects two hours daily and one taught three hours daily; three taught four hours daily; two taught five hours daily; and three taught six hours daily.

Table 4 shows the number of schools in each group that have from one to four teachers employed to teach physical education for boys, and the total number of teachers who coach and who are teaching another subject.
TABLE 4

THE NUMBER OF SCHOOLS, IN EACH GROUP, THAT HAVE 1, 2, 3 AND 4 MEN TEACHING PHYSICAL EDUCATION, THE NUMBER OF WOMEN, IN EACH GROUP, WHO ARE TEACHING PHYSICAL EDUCATION FOR BOYS, THE NUMBER OF COACHES, IN EACH GROUP, AND THE NUMBER OF PHYSICAL EDUCATION TEACHERS, IN EACH GROUP, WHO TEACH PHYSICAL EDUCATION AND ANOTHER SUBJECT

<table>
<thead>
<tr>
<th>Group</th>
<th>Men in Physical Education Department</th>
<th>Women in Physical Education Department</th>
<th>Coach</th>
<th>Teach Another Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Group I</td>
<td>10</td>
<td>11</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Group II</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>2</td>
</tr>
</tbody>
</table>

In Group I, there are ten schools that have one man teaching physical education; eleven schools have two men; four schools have three men; two schools that have four men. There are five women in Group I who teach physical education for boys. Of the fifty-two teachers employed in the physical education departments of the schools studied, forty-nine coach and forty-five teach another subject besides
physical education.

In Group II, there are eight schools that have one man teaching physical education; six schools have two men; seven schools have three men. Of the forty-one teachers employed in the physical education departments, thirty-six of these coach and thirty-five of them teach another subject.

In Group III, there are three schools that employ one man to teach physical education; two schools employ two men; two schools employ three men. There are no women in this group teaching physical education for boys. Of the thirteen men in the Physical education department, twelve coach and eleven coach as well as teach another subject.

Table 5 shows the number of physical education teachers in each group, and the specific subject each one teaches in addition to physical education.

In Group I, there are fifteen teachers who teach mathematics; five, natural science; eighteen, social science; five, business education; two, industrial arts; four, English; two, speech and one, agriculture.

In Group II, nine teachers teach mathematics; two, Spanish; two, natural science; nine, social science; two, business education; two, industrial arts; two, English; two, biology; one, economics.
TABLE 5

NUMBER OF PHYSICAL EDUCATION TEACHERS, IN EACH GROUP, WHO TEACH EACH SUBJECT OTHER THAN PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>Group</th>
<th>Mathematics</th>
<th>Spanish</th>
<th>Natural Science</th>
<th>Social Science</th>
<th>Physics</th>
<th>Chemistry</th>
<th>Business Administration</th>
<th>Physiology</th>
<th>Industrial Arts</th>
<th>English</th>
<th>Biology</th>
<th>Economics</th>
<th>Speech</th>
<th>Agriculture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
<td>15</td>
<td>5</td>
<td>18</td>
<td></td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group II</td>
<td>9</td>
<td>2</td>
<td>2</td>
<td>9</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group III</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In Group III, one teacher teaches mathematics; one, natural science; one, social science; one, physics; two, chemistry; one, business administration; one, physiology.

The number of physical education teachers in each group who sponsor various school organizations is shown in Table 6.

In Group I, there are eight physical education teachers who sponsor a class; one who sponsors a club; one who has charge of debate; one, a newspaper; one, dramatics.
TABLE 6

NUMBER OF PHYSICAL EDUCATION TEACHERS, IN EACH GROUP, WHO SPONSOR EACH TYPE OF SCHOOL ORGANIZATION

<table>
<thead>
<tr>
<th></th>
<th>Glee Club</th>
<th>Class</th>
<th>Lettermen Club</th>
<th>Recreation Club</th>
<th>Ping Pong</th>
<th>Tumbling Club</th>
<th>Clubs</th>
<th>Debate</th>
<th>Plays</th>
<th>Newspaper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Group II</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group III</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In Group II, there is one physical education teacher who sponsors glee club; two teachers are class sponsors; two teachers sponsor lettermen's clubs; two teachers sponsor clubs in general.

In Group III, one physical education teacher sponsors a recreational club; one, a Ping pong club; one, a tumbling club; one, clubs in general.
In the three groups studied, there are ten organizations. There are more teachers who sponsor class organizations than any other organization in the schools studied. The physical education teachers, as a rule, are very popular with the students, as shown by the fact that more are chosen for class sponsors than for sponsors of other clubs.

The physical education teachers in the three groups of schools studied subscribe to twelve different professional magazines and periodicals, as shown in Table 7.

**TABLE 7**

<table>
<thead>
<tr>
<th></th>
<th>Athletic Journal</th>
<th>Scholastic Coach</th>
<th>Health and Physical Education Journal</th>
<th>Texas Outlook</th>
<th>Phi Delta Kappan</th>
<th>Recreational Journal</th>
<th>Instructor</th>
<th>School Review</th>
<th>A &amp; M Review</th>
<th>First Aid</th>
<th>Chaser</th>
<th>Life</th>
<th>Fygelia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Group II</td>
<td>4</td>
<td>4</td>
<td>12</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group III</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In Group I, four physical education teachers subscribed to the *Athletic Journal*; nineteen, to the *Texas Outlook*; one, to *First Aid*; one, *The Chaser*; one, to *Life*; two, to *Lyreia*.

In Group II, four teachers of physical education subscribed to the *Athletic Journal*; four, to *Scholastic Coach*; twelve, to *Texas Outlook*; one, to *Phi Delta Kappa*; one, to *The Instructor*; and one, to the *School Review*.

In Group III, three physical education teachers subscribed to the *Athletic Journal*; one, to the *Scholastic Coach*; two, to *Health and Physical Education Journal*; three, to the *Texas Outlook*; one, to *Phi Delta Kappa*; one, to *Recreational Magazine*.

Table 8 shows the number of teachers each year whose salary falls within certain ranges.

In Group I, thirty-two teachers received from $800 to $1199; ten, from $1200 to $1999. No report was received from twenty-five teachers.

In Group II, fifteen teachers received from $800 to $1199; seven, from $1200 to $1999. No report was obtained from nineteen teachers.
TABLE 8
THE NUMBER OF TEACHERS, IN EACH GROUP, WHOSE SALARY FALLS WITHIN CERTAIN RANGES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
<td>32</td>
<td>10</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Group II</td>
<td>15</td>
<td>7</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Group III</td>
<td></td>
<td>12</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

In Group III, no teachers received from $800. to $1199.\(^1\) twelve from $1200. to $1999.\(^1\); and four from $2000. to $3000.\(^2\)

Table 9 shows the number of teachers in each group belonging to professional associations.

TABLE 9
THE NUMBER OF TEACHERS, IN EACH GROUP, WHO BELONG TO EACH OF THE TWO PROFESSIONAL ASSOCIATIONS

<table>
<thead>
<tr>
<th></th>
<th>Texas State Teachers Association</th>
<th>Texas State Health and P.E. Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td>Group II</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Group III</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
In Group I, there were nineteen teachers who belonged to the Texas State Teachers Association; one, to the Texas State Health and Physical Education Association. There were thirty-eight teachers who were not members of any professional associations.

In Group II, twelve teachers belonged to the Texas State Teachers Association; one, belonged to the Texas State Health and Physical Education Association; thirteen, were not members of any professional associations.

The second division in this study deals with facilities used to carry on the physical education program in the three groups of schools studied.

Table 10 shows the number of schools in each group that do and do not have gymnasiums, as well as the number of schools that have each type of gymnasium facilities.

In Group I, twenty-eight schools have gymnasiums; fourteen, do not have gymnasiums; eighteen, have locker rooms; four, have basket system; fifteen, have locker system; twenty-five, have dressing rooms; twenty-five, have showers.

In Group II, thirteen schools have gymnasiums; nine, do not have gymnasiums; eleven, have locker rooms; two, have basket system; five, have locker system; twelve, have dressing rooms; thirteen, have showers.
TABLE 10
THE NUMBER OF SCHOOLS, IN EACH GROUP, THAT DO AND DO NOT HAVE A GYMNASIUM AND THE NUMBER OF SCHOOLS IN EACH GROUP THAT HAVE EACH TYPE OF GYMNASIUM FACILITY

<table>
<thead>
<tr>
<th></th>
<th>Number Having Gymnasium</th>
<th>Number Not Having Gymnasium</th>
<th>Locker Room</th>
<th>Basket System</th>
<th>Locker System</th>
<th>Dressing Rooms</th>
<th>Showers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
<td>28</td>
<td>14</td>
<td>13</td>
<td>4</td>
<td>15</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Group II</td>
<td>13</td>
<td>9</td>
<td>11</td>
<td>2</td>
<td>5</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Group III</td>
<td>6</td>
<td>1</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

In Group III, six schools have gymnasiums; one does not; six, have locker rooms; three, have basket system; three, have the locker system; five, have dressing rooms; six, have showers.

Table 11 shows the number of schools in each group that have each type of indoor court.
TABLE 11
THE NUMBER OF SCHOOLS IN EACH GROUP THAT HAVE EACH TYPE OF INDOOR COURT

<table>
<thead>
<tr>
<th></th>
<th>Basketball</th>
<th>Badminton</th>
<th>Handball</th>
<th>Teniquoit</th>
<th>Volley Ball</th>
<th>Tennis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
<td>28</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>28</td>
<td>17</td>
</tr>
<tr>
<td>Group II</td>
<td>13</td>
<td>2</td>
<td>2</td>
<td></td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>Group III</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

In Group I, twenty-eight schools have basketball courts; two have badminton; three have handball; two have teniquoit; seventeen have tennis; twenty-eight have volley ball.

In Group II, thirteen schools have basketball courts; two have badminton; two have handball; seven have tennis; thirteen have bolley ball.

In Group III, six schools have basketball courts; six have badminton; two have handball; four have teniquoit; five have tennis; four have bolley ball.

Table 12 shows the number of schools in each group that have outdoor courts.

In Group I, twenty-seven schools have basketball courts; thirty-two have volley ball; thirty, have tennis;
thirty-three have football; forty have playground ball; twenty-eight have track; ten have soccer; one has field ball; one has archery; one has captain ball; one has teniquoit; ten have horse shoes; four have badminton; two have handball; one has field hockey.

<table>
<thead>
<tr>
<th>Group</th>
<th>Basketball</th>
<th>Volleyball</th>
<th>Tennis</th>
<th>Football</th>
<th>Playground ball</th>
<th>Track</th>
<th>Soccer</th>
<th>Field Hockey</th>
<th>Golf</th>
<th>Miniature Golf</th>
<th>Archery</th>
<th>Captain Ball</th>
<th>Teniquoit</th>
<th>Horse Shoes</th>
<th>Badminton</th>
<th>Hand Ball</th>
<th>Field Ball</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
<td>27</td>
<td>32</td>
<td>30</td>
<td>33</td>
<td>40</td>
<td>28</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>110</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group II</td>
<td>15</td>
<td>17</td>
<td>16</td>
<td>21</td>
<td>20</td>
<td>14</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>16</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group III</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In Group II, fifteen schools have basketball courts; fifteen have volley ball; sixteen have tennis; twenty-one have football; twenty have playground ball; fourteen have track; nine have soccer; one has field hockey; one has miniature golf; one has archery; one has teniquoit; six have horse shoes; two have badminton; two have handball.
In Group III, three schools have basketball courts; four have volleyball; six have tennis; six have football; six have playground ball; four have track; three have soccer; one has field hockey; one has golf; two have archery; one has field ball; three have teniquoit; three have badminton; two have handball.

Table 13 shows the number of schools in each group that use each type of equipment and the other shows the immovable equipment in the schools studied.

In the section dealing with movable equipment, in Group I, there were two schools that have arrows; thirty-eight have basketballs; thirty-six have baseballs; thirty-six have bats; one has bows; three have croquet sets; twenty-five have discus; five have dumbbells; one has floor shuffle; thirty-seven have footballs; five have horse shoes; seven have horizontal bars; one has a horse; one has Indian clubs; nine have mats; eight have ping pong tables; six have tennis racquets; twenty-eight have shot put; seven have soccer balls; seventeen have tennis balls; thirty have volley balls. No schools in Group I have immovable equipment.

In Group II, one school has arrows; fifteen have basketballs; thirteen have baseballs; thirteen have bats; one has bows; two have croquet sets; seventeen have discus; one has dumbbells; two have floor shuffle; twenty-one have
footballs; one has golf clubs; one has golf balls; four have horse shoes; one has horizontal bars; one has a horse; one has Indian clubs; four have mets; four have ping pong tables; five have ping pong sets; sixteen have shot put; six have soccer balls; nine have tennis balls; three have tennis racquets; fifteen have volley balls. In the movable equipment there were two schools that had ladders and one had rings.

**TABLE 13**

**THE NUMBER OF SCHOOLS, IN EACH GROUP, THAT USE EACH TYPE OF EQUIPMENT IN THEIR PHYSICAL EDUCATION PROGRAM**

<table>
<thead>
<tr>
<th>Lovable Equipment</th>
<th>Arrows</th>
<th>Basketballs</th>
<th>Baseballs</th>
<th>Bowls</th>
<th>Croquet sets</th>
<th>Discs</th>
<th>Dumbbells</th>
<th>Floor shuffle</th>
<th>Footballs</th>
<th>Golf balls</th>
<th>Golf clubs</th>
<th>Hockey sticks</th>
<th>Horse shoes</th>
<th>Horse bars</th>
<th>Indian clubs</th>
<th>Jump ropes</th>
<th>Moeing Fangs</th>
<th>Ping Pong Tables</th>
<th>Punchers</th>
<th>Targets</th>
<th>Shot Put</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
<td>2</td>
<td>336</td>
<td>136</td>
<td>25</td>
<td>5</td>
<td>1</td>
<td>37</td>
<td>5</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>9</td>
<td>8</td>
<td>6</td>
<td>26</td>
<td>16</td>
<td></td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Group II</td>
<td>1</td>
<td>151</td>
<td>123</td>
<td>171</td>
<td>2</td>
<td>29</td>
<td>11</td>
<td>4</td>
<td>1</td>
<td>11</td>
<td>11</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>16</td>
<td>1</td>
<td></td>
<td>12</td>
<td>5</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Group III</td>
<td>1</td>
<td>76</td>
<td>22</td>
<td>64</td>
<td>6</td>
<td>2</td>
<td>2113</td>
<td>1</td>
<td>2</td>
<td>14</td>
<td>44</td>
<td>4</td>
<td>12</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td></td>
<td>9</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Novable Equipment</td>
<td>Immovable Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-------------------</td>
<td>---------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Soccer Balls</td>
<td>Tennis Balls</td>
<td>Tennis Racquets</td>
<td>Tennis Quoits</td>
<td>Volley Balls</td>
<td>Ladders</td>
<td>Rings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group I</td>
<td>7</td>
<td>17</td>
<td>6</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group II</td>
<td>6</td>
<td>9</td>
<td>3</td>
<td>15</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group III</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In Group III, one school has arrows; seven have basketballs; six have baseballs; six have bats; two have bows; two have croquet sets; four have discus; six have footballs; one has golf balls; two have golf clubs; two have hockey balls; one has hockey sticks; three have horse shoes; one has a horse; two have Indian clubs; one has jump ropes; six have mats; four have ping pong tables; four have ping pong sets; one has quivers; two have targets; five have shot put; five have soccer balls; four have tennis balls; four have tennis racquets; six have volley balls. In the immovable equipment, one school had a ladder.
In Table 14, the number of schools in each group that have health equipment is shown.

**TABLE 14**

THE NUMBER OF SCHOOLS, IN EACH GROUP, THAT HAVE EACH TYPE OF HEALTH EQUIPMENT

<table>
<thead>
<tr>
<th>Group</th>
<th>Textbooks</th>
<th>Charts</th>
<th>Skeleton</th>
<th>Stadiometer</th>
<th>Dynometer</th>
<th>Scales</th>
<th>Spirometer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
<td>24</td>
<td>19</td>
<td>2</td>
<td></td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Group II</td>
<td>8</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td></td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Group III</td>
<td>3</td>
<td>3</td>
<td></td>
<td>1</td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

In Group I, twenty-one schools have textbooks; nineteen have charts; two have skeletons; twenty have scales.

In Group II, eight schools have textbooks; five have charts; four have skeletons; one has a stadiometer; eleven have scales.

In Group III, three schools have textbooks; three have charts; one has a dynometer; five have scales; one has a spirometer.
Table 15 shows the time given in the schools of each group to physical education and to health education.

**TABLE 15**

**The schools in each group, distributed on the basis of the amount of time allotted to physical education and also the amount of time allotted to health education**

<table>
<thead>
<tr>
<th>Group</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Length of Period</td>
</tr>
<tr>
<td></td>
<td>Minutes</td>
</tr>
<tr>
<td>45</td>
<td>50</td>
</tr>
<tr>
<td>Group I</td>
<td>20</td>
</tr>
<tr>
<td>Group II</td>
<td>6</td>
</tr>
<tr>
<td>Group III</td>
<td>1</td>
</tr>
</tbody>
</table>

In Group I, there are twenty schools that have forty-five minute periods for instruction in physical education; two schools have fifty minute periods; three schools have fifty-five minute periods; and seven schools have sixty minute periods. Six schools have two periods a week for physical education; five schools have three periods a week; twenty-one schools have four periods a week.
In Group I, there are twenty schools that have forty
minute periods for instruction in physical education; two
schools have fifty minute periods; three schools have fifty-
five minute periods; and seven schools have sixty minute
periods.

**TABLE 15—Continued**

<table>
<thead>
<tr>
<th>Group</th>
<th>Length of Period</th>
<th>Periods per Week</th>
<th>Total Hours Met in School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>45 50 55 60</td>
<td>1 2 3</td>
<td>36 72 80</td>
</tr>
<tr>
<td>Group I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group III</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Six schools have two periods a week for physical
education; five schools have three periods a week; twenty-
one schools have four periods a week.

In Group I, there are twenty schools that have forty-
five minute periods for instruction in physical education; two
schools have fifty minute periods; three schools have fifty-five minute periods; seven schools have sixty minute
periods. Six schools have two periods a week for physical
education; five schools have three periods a week; twenty-one schools have four periods a week. Eight schools devote seventy-two hours a year to physical education; nine schools, 108 hours; eleven schools, 144 hours; four schools, 180 hours. In health education, three schools have forty-five minute periods; thirteen schools have sixty minute periods. Ten schools have one period each week set aside for health education; three schools have two periods a week; three schools have three periods a week. Thirteen schools set aside thirty-six hours a year for health education; eight schools set aside eighty hours each year.

In Group II, six schools have forty-five minute periods for instruction in physical education; four schools have fifty minute periods; one school has fifty-five minute periods; and seven schools have sixty minute periods. Five schools devote two periods a week to instruction in physical education; four schools, three periods; four schools, four periods; five schools, five periods. Seven schools set aside seventy-two hours a year for physical education; four, have 108 hours; five, have 144 hours; one, has 180 hours. Eight schools have sixty minute periods for health education. Eight schools have one period set aside for health education; eight have thirty-six hours set aside for health education during the school year.

In Group III, one school has forty-five minute periods
for instruction in Physical education; one has fifty minutes; one has fifty-five minutes; four have sixty minutes. One school gives three periods per week to Physical education; two, give four periods per week; four, give five periods per week. One school sets aside seventy-two hours per year for physical education; one school, 108 hours; two, 144 hours; three, 180 hours. Three schools have sixty minute periods for health education; two have one period a week; one has two periods a week. Two schools set aside thirty-six hours per year for health education; one has seventy-two hours.

Table 16 shows the hours allotted daily to major and to minor sports in season in the high schools studied.

In the major sports, Group I has twelve schools that set aside one hour a day for basketball, in season; twenty schools devote two hours to basketball; six schools, one hour to football; twenty-one schools, two hours to football; one school, three hours to football; twenty-four schools, one hour to volleyball; four schools, two hours to volleyball.

In the minor sports in Group I, six schools set aside one hour a day to horse shoes; three schools, one hour to soccer; three schools, one hour to ping pong; one school, one hour to badminton.
TABLE 16
THE SCHOOLS, IN EACH GROUP, DISTRIBUTED ON THE
BASIS OF THE NUMBER OF HOURS PER DAY
ALLOTTED TO EACH MAJOR AND MINOR
SPORTS DURING THE SEASON FOR
THAT SPORT

<table>
<thead>
<tr>
<th>Group</th>
<th>Basketball</th>
<th>Football</th>
<th>Tennis</th>
<th>Playground Ball</th>
<th>Volley Ball</th>
<th>Golf</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
<td>12</td>
<td>20</td>
<td>6</td>
<td>21</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>12</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>Group II</td>
<td>6</td>
<td>12</td>
<td>15</td>
<td>11</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>15</td>
<td>11</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Group III</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

In the major sports, in Group II, there are six schools that set aside one hour a day to basketball; twelve schools, one hour to basketball; two schools, one hour to football; fifteen schools, two hours to football; eleven schools, one hour for tennis; six schools, two hours for tennis; eleven schools, one hour for playground ball; six schools, two hours for playground ball; twelve schools, one hour for volleyball; two schools, two hours for volleyball.

In the minor sports in Group II, one school set aside one hour each day for archery; five schools have one hour for horse shoes; two schools have one hour for soccer.
<table>
<thead>
<tr>
<th>Group</th>
<th>Handball</th>
<th>Archery</th>
<th>Horse Shoes</th>
<th>Soccer</th>
<th>Teniquoit</th>
<th>Ping Pong</th>
<th>Clock Golf</th>
<th>Badminton</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>12</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Group II</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Group III</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

One school had one hour for ping pong; one school had one hour for clock golf; one school had one hour for badminton.

In the minor sports in Group III, one school set aside one hour each day for handball; one school, two hours for archery; one school, one hour for horse shoes; one school, one hour for soccer; one school, one hour for teniquoit; two schools, one hour for ping pong; one school, one hour for badminton.

In the schools studied, it was found that permission was granted to substitute other subjects for Physical Education. This is shown in Table 17.
TABLE 17
THE NUMBER OF SCHOOLS IN EACH GROUP THAT WILL PERMIT STUDENTS TO SUBSTITUTE EACH ACTIVITY IN LIEU OF PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>Group</th>
<th>R.O.T.C.</th>
<th>Band</th>
<th>Pep Squad</th>
<th>Glee Club</th>
<th>Orchestra</th>
<th>Athletics</th>
<th>Curtain Crew</th>
<th>Literary Events</th>
<th>Working</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
<td></td>
<td>10</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group II</td>
<td></td>
<td>12</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Group III</td>
<td></td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In Group I, ten schools permit the substitution of band for physical education; one, pep squad; one, athletics.

In Group II, twelve schools permit the substitution of band for physical education; three, pep squad; two, glee club; one, athletics; one, literary events; one, working.

In Group III, two schools permit the substitution of R.O.T.C. for physical education; five, band; two, glee club; one, orchestra; one, athletics; one, curtain crew.
There are more substitutions made for and than for any other activity. This is to be expected for an adolescent is naturally attracted to the showmanship, the excitement, the thrill and glamour that go with a uniformed band that plays in concerts, programs of various sorts, and at all athletic events.

The third division of this thesis deals with the physical education programs used in the schools studied in this survey.

Table 18 deals with the type of class organizations in the schools studied.

**TABLE 18**

*The number of schools, in each group, that have each type of class organization*

<table>
<thead>
<tr>
<th>Group</th>
<th>Grade</th>
<th>Homogeneous</th>
<th>Heterogeneous</th>
<th>Consecutive Schedule</th>
<th>Age</th>
<th>Skill and Ability</th>
<th>Alphabet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>15</td>
<td>10</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>Group II</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>9</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Group III</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

In the schools in Group I, eight classes were organized by grades: six were homogeneous; four hetero-
geneous; fifteen according to convenience of schedule; ten by age; eighteen by skill and ability; one alphabetically.

Among the schools studied in Group II, there was one that was organized by grades; one was homogeneous; four were heterogeneous; nine were according to the convenience of schedules; two were by age; two were by skills and abilities; one was by alphabetical arrangement.

Methods of grading in the schools of the three groups studied are shown in Table 19.

**TABLE 19**

*THE NUMBER OF SCHOOLS, IN EACH GROUP, THAT USE EACH METHOD OF GRADING*

<table>
<thead>
<tr>
<th>Group</th>
<th>Methods of Grading Numbers</th>
<th>Letters</th>
<th>Satisfactory or Unsatisfactory</th>
<th>Not Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
<td>6</td>
<td>4</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>Group II</td>
<td>3</td>
<td>4</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Group III</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

In Group I, six schools indicated grades by numbers; four by letters; eighteen by "satisfactory" or "unsatisfactory"; fourteen schools did not report.
In Group II, three schools indicated grades by numbers; four by letters; thirteen by "satisfactory" and "unsatisfactory"; three did not report.

In Group III, one school indicated grades by numbers; four by letters; one by "satisfactory" and "unsatisfactory"; one school did not report.

The number of schools, in each group, that have rhythmic and corrective programs and methods for carrying out such programs is shown in Table 20.

**TABLE 20**

The number of schools, in each group, that have rhythmic programs and the number that use each type of musical instrument in connection with the program, also each type of corrective program.

<table>
<thead>
<tr>
<th>Group</th>
<th>Rhythmic Program</th>
<th>Corrective Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rhythm Program</td>
<td>Piano</td>
</tr>
<tr>
<td>Group I</td>
<td>23</td>
<td>18</td>
</tr>
<tr>
<td>Group II</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Group III</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
In Group I, twenty-three schools had rhythmic programs; eighteen used pianos; eighteen, victrolas; ten, radio; two, tom-toms; musicians were furnished in five schools. Seven schools had corrective programs; five, had beds and cots; seven had table games.

In Group II, twelve schools had rhythmic programs; nine used pianos; seven, victrolas; three, the radio; three, tom-toms. Musicians were furnished in six schools. Six schools had corrective programs; two had beds and cots; two, croquet; one, miniature golf; one, archery; six, table games.

In Group III, three schools had rhythmic programs; three, pianos; two, victrolas; two, radios; one, tom-tom. Musicians were furnished by one school. Three schools had corrective programs; one had beds or cots; two, croquet; two, archery; one, table games.

Table 21 shows the number of schools that have each type of health service.

In Group I, sixteen schools gave medical examinations; eight schools had the school nurse assisting; seven schools had the physical education instructor assisting; fourteen schools gave annual medical examinations; two schools gave medical examinations quadrennially; fourteen schools kept records of the examinations; five schools used state health blanks; eleven used original forms.
TABLE 21
THE NUMBER OF SCHOOLS, IN EACH GROUP, THAT HAVE EACH TYPE OF HEALTH SERVICE

<table>
<thead>
<tr>
<th>Group</th>
<th>Schools giving medical examinations</th>
<th>School Physician</th>
<th>School Nurse Assisting</th>
<th>Physical Education Instructor Assisting</th>
<th>Examination Given Once in Two Years</th>
<th>Examination Given Once in Three Years</th>
<th>Examination Given Once in Four Years</th>
<th>Records Kept</th>
<th>Use State Health Blanks</th>
<th>Use Original Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
<td>16</td>
<td>8</td>
<td>10</td>
<td>7</td>
<td>14</td>
<td>2</td>
<td>14</td>
<td>5</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Group II</td>
<td>12</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Group III</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

In Group II, twelve schools gave medical examinations; two had the school physician give the examinations; four had the school nurse assisting; five had the physical education instructor assisting; four gave annual medical examinations; two gave examinations biennially; six gave examinations quadrennially; six kept records of the examinations; one used the state health blanks; eleven used original forms.

In Group III, six schools gave medical examinations;
five used the school physician in the examinations; three used the school nurse to assist; three used the physical education instructor; two gave the examinations annually; two, triennially; two, quadrennially; four kept records; six used original forms.

Table 22 shows the number of schools that have formal and informal gymnastics.

**TABLE 22**

THE NUMBER OF SCHOOLS, IN EACH GROUP, THAT HAVE CERTAIN TYPES OF FORMAL GYMNASICS AND THE NUMBER OF SCHOOLS, IN EACH GROUP, THAT HAVE CERTAIN TYPES OF INFORMAL GYMNASICS IN THEIR SCHOOL PROGRAMS

<table>
<thead>
<tr>
<th>Group</th>
<th>Formal Gymnastics</th>
<th>Informal Gymnastics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Marching</td>
<td>Swedish</td>
</tr>
<tr>
<td>Group I</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Group II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Group III</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In Group I, four schools had marching; one school had Swedish; five had tumbling; four had apparatus work; five
had combative stunts; two had self-testing activities.

In Group II, three schools had marching; four had tumbling; five had apparatus work; two had combative stunts; three had self-testing activities.

In Group III, one school had Danish gymnastics; four had tumbling; two had apparatus work; four had combative stunts; one had self-testing activities.

Table 23 shows the number of schools that charge a Physical Education fee and furnish gymnasium suits and towels.

---

**TABLE 23**

THE NUMBER OF SCHOOLS, IN EACH GROUP, THAT CHARGE A PHYSICAL EDUCATION FEE, THAT FURNISH GYMNASIUM SUITS, AND THAT FURNISH TOWELS

<table>
<thead>
<tr>
<th>Group</th>
<th>Schools charging Physical Education Fee</th>
<th>Schools furnishing Gymnasium Suits</th>
<th>Schools furnishing towels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
<td>2</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Group II</td>
<td>1</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Group III</td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

Group I had two schools that charged a physical education fee; five furnished gymnasium suits; four furnished towels.
Group II had one school that charged a fee; and five schools furnished towels.

Group III had one school that charged a fee; and two schools furnished towels.

Table 24 shows the number of schools in each group that correlates health education with each subject.

**TABLE 24**

THE NUMBER OF SCHOOLS, IN EACH GROUP, THAT CORRELATE HEALTH EDUCATION WITH EACH SUBJECT

<table>
<thead>
<tr>
<th>Group</th>
<th>Biology</th>
<th>Physiology</th>
<th>Home Economics</th>
<th>Civics</th>
<th>Geography</th>
<th>Chemistry</th>
<th>General Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
<td>10</td>
<td>4</td>
<td>13</td>
<td>9</td>
<td>5</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Group II</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Group III</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>
In Group I, ten schools correlate health education with biology; four, with physiology; thirteen, with home economics; nine, with civics; five, with geography; four, with chemistry; fourteen, with general science.

In Group II, one school correlates health education with biology; two with physiology; one, with civics; one, with geography; two, with general science.

In Group III, three schools correlate health education with biology; two, with physiology; three, with home economics; one, with civics; two, with general science.

Table 25 shows the number of schools in each group having state affiliation in physical education and the number of years each has had affiliation.

In Group I, eight schools had state affiliation in physical education; four, had state affiliation in physical education for one year; four, had it for more than two years.

In Group II, four schools had state affiliation in physical education. All four of the schools have had this affiliation one year.

In Group III, one school had state affiliation in physical education. One school has had state affiliation for more than three years.
TABLE 25

THE NUMBER OF SCHOOLS, IN EACH GROUP, THAT HAVE STATE AFFILIATION IN PHYSICAL EDUCATION, THE NUMBER THAT HAVE HAD AFFILIATION ONE YEAR AND THE NUMBER OF SCHOOLS THAT HAVE HAD AFFILIATION TWO YEARS OR LONGER

<table>
<thead>
<tr>
<th>Group</th>
<th>Schools Having State Affiliation in Physical Education</th>
<th>Schools Having State Affiliation in Physical Education One Year</th>
<th>Schools Having State Affiliation in Physical Education More Than Two Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Group II</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Group III</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

In measuring the physical education procedures of the groups studied by the proposed requirements as set up by the State Department of Education, the following conditions were found to exist:

1. The state requires that each high school student receive 120 minutes per week of class instruction in physical education each year. At least forty minutes shall be devoted to health instruction.

In Group I, there were thirty-one schools of the forty-two studied that devoted at least 120 minutes per week to class instruction in physical education each year. Thirteen schools of the forty-two studied
devoted at least forty minutes to health instruction each week.

In Group II, eighteen of the twenty-two schools studied devoted at least 120 minutes per week to class instruction in physical education each year. Of the twenty-two schools studied seven devoted at least forty minutes to health instruction each week.

In Group III, the seven schools studied devoted at least 120 minutes per week to class instruction in physical education. Four of the seven schools studied devoted at least forty minutes per week to health instruction.

2. The state requires that 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.

In Group I, thirteen teachers met the state requirements.
In Group II, ten teachers met the state requirements. In Group III, six teachers met the state requirements.

3. The state requires that, in high schools, 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. In Group I, women were employed in three schools to teach physical education for boys, which is contrary to the state re-
requirements. In Group II, one school employed women to teach physical education for boys. In Group III, no women were employed to teach physical education for boys.

4. The state requires that all full-time teachers must have twenty-four semester hours of college credit in physical education and health education. In Group I, seven teachers met this requirement. In Group II, eight teachers met this requirement, and in Group III, six teachers met this requirement.

5. The state requires that all students be 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.

In Group I, twelve schools allowed students to substitute other activities for physical education but none of the schools required the students to meet health education classes. In Group II, twenty schools allowed students to substitute other activities for physical education, but none of the schools required the students to meet health education classes. In Group III, all seven of the schools allowed students to substitute other activities for physical education but none of the schools required the students to meet health education classes.

6. The state requires that each school should have
a gymnasium or some suitable indoor space large enough to accommodate classes during inclement weather. In Group I, twenty-eight schools met this requirement. In Group II, thirteen schools met this requirement. In Group III, six schools met this requirement.

7. The state requires that sufficient lockers and locker room space shall 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 school day. In Group I, eighteen schools met this requirement. In Group II, eleven schools met this requirement. In Group III, six schools met this requirement.

8. The generally accepted standard shower space is an amount sufficient to provide for one shower head for each three to five persons. In Group I, twenty-five schools met this requirement. In Group II, thirteen schools met this requirement. In Group III, six schools met this requirement.

9. The use of wire baskets or box lockers are acceptable and often preferred. In Group I, nineteen schools met this requirement. In Group II, seven schools met this requirement. In Group III, six schools met this requirement.

10. The state requires that 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. In the schools of the three groups studied, equipment was furnished to meet the major sports program and equipment for the physical education program was neglected for the major sports program.

11. The state requires that 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. In Group I, fourteen schools met this requirement. In Group II, six schools met this requirement. In Group III, two schools met this requirement.

12. The state requires that 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. In Group I,
fourteen schools met this requirement. In Group II, six schools met this requirement. In Group III, four schools met this requirement.

13. The state requires that 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. In Group I, thirty-two schools met this requirement. In Group II, eighteen schools met this requirement. In Group III, all seven schools met this requirement.
CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

From the information obtained from the foregoing survey the following conclusions have been made.

1. Fifty-six of the seventy-one schools studied met the requirements of devoting at least 120 minutes per week to class instruction in physical education each year. Of the seventy-one schools studied, only twenty-four devoted at least forty minutes per week to class instruction in health education each year.

2. That only twenty-nine of the 113 teachers studied held a special certificate in health and physical education.

3. That four schools of the seventy-one studied have women to teach health and physical education for boys. This is contrary to the requirements of the State Board of Education.

4. That only twenty-one of the 113 teachers studied had twenty-four semester hours of college credit in health and physical education.

5. That thirty-nine of the seventy-one schools studied allowed students to substitute other activities for health education. This is contrary to the requirements of the
State Board of Education.

6. That forty-seven of the seventy-one schools studied had a gymnasium to accommodate students in inclement weather.

7. That only thirty-five of the seventy-one schools studied had sufficient lockers and locker room space for the safe-keeping of gymnasium suits, clothing, and towels.

8. That forty-four of the seventy-one schools studied had sufficient shower space to provide one shower head for each three to five persons.

9. That only thirty-two of the seventy-one schools studied had wire baskets or box lockers to accommodate the physical education students.

10. That in the seventy-one schools studied, equipment was furnished to meet the needs of major sport programs while the physical education program was neglected.

11. That only twenty-two of the seventy-one schools studied required a health examination by a medical doctor, of all high school pupils at least twice during the high school course.

12. That only twenty-four of the seventy-one schools studied met the state requirement for the examination of boys who participate in inter-school activities.

13. That fifty-six of the seventy-one schools studied met the requirement as to the place of physical
education in the daily program of the school.

In view of the conclusions made from the survey of the foregoing study, the following recommendations are made.

1. Schools should provide necessary equipment to carry on a well-balanced program of health and physical education.

2. Medical examinations should be required of all students participating in physical activity whether it be required health and physical education or inter-school activities.

3. Schools should inaugurate health programs which would adequately provide for the needs of the handicapped child.

4. Schools should not permit students to substitute such activities as band, glee club, R.O.T.C., working, and pep squad for physical education.

5. More schools should work toward affiliation in health and physical education in order to meet the minimum requirements as set up by the State Board of Education.
APPENDIX

Questionnaire

To the Physical Education Instructor:

Please fill in each blank with either yes or no, unless another answer is indicated.

I. EQUIPMENT

Indoor:

Gymnasium ______; size ______ ft.; locker room ______; basket system ______; locker system ______; space per student ______ ft.; dressing rooms (number) ______; showers (number) ______.

Courts (fill in number of each): basket ball ______; tennis ______; ping pong (number of sets) ______; horse shoe ______; tennis ______; badminton ______; handball ______; pin ball ______.

Apparatus: rings ______; horses ______; ladders ______; horizontal bars ______; basketballs ______; handballs ______; Indian clubs ______; dumbbells ______; mats ______; tennis balls ______; footballs ______; baseballs ______; bats ______; soccer balls ______; bows ______; arrows ______; quivers ______; croquet sets ______; ping pong sets ______; ping pong tables ______; golf clubs ______; hockey sticks ______; hockey balls ______; teniquoits ______; floor shuffles ______; horse shoes ______; discus ______; shot ______; football uniforms ______; towels ______.

Dancing: floor space ______ ft.; piano ______; victrola ______; radio ______; ton-ton ______; musician furnished by school ______.

Corrective Programs: cots or bed ______; ping pong ______; miniature golf ______; croquet ______; archery ______; table games ______.

Health: textbooks ______; charts and teaching material ______; skeleton ______; stadiometer ______; dynameter ______; spirometer ______; scales ______.
Outdoor:

Courts (fill in with number of each):
- Basketball
- Volleyball
- Playground ball
- Football
- Soccer
- Field hockey
- Tennis
- Golf
- Miniature golf
- Clock golf
- Archer
- Captain ball
- Field ball
- Track
- Teniquoit
- Horse shoe
- Badminton
- Handball

II. PROGRAM

Physical Education:

Do you have a Physical Education fee? __________; Do you furnish gymnasium suits? __________; Do you furnish towels? __________.

Time allotted to Physical Education per week __________ hours.

Number hours allotted to major sports:
- Basketball __________
- Volleyball __________
- Tennis __________
- Playground ball __________
- Soccer __________
- Field ball __________
- Football __________
- Golf __________
- Clock golf __________
- Handball __________
- Horse shoe __________

Number hours allotted to minor sports:
- Archery __________
- Field ball __________
- Badminton __________
- Teniquoit __________
- Ping pong __________
- Miniature golf __________
- Clock golf __________
- Handball __________
- Horse shoe __________

Number hours allotted to gymnastics:
- Formal:
  - Marching __________
  - Swedish __________
  - Danish __________
  - Apparatus work __________
- Informal:
  - Self-testing activities __________
  - Tumbling __________
  - Apparatus work __________
  - Combative stunts __________

Can students substitute band? __________
Can students substitute R.O.T.C.? __________
List any other substitutes for Physical Education __________

Class organizations: as to grade classification __________
- Homogeneous __________
- Heterogeneous __________
- Convenience of schedule __________
Organization with classes as to size __________
- Age __________
- Skill __________
- Ability __________
- Alphabet __________
Classes: length of period __________
- Meet __________ days per week
- Total number of hours met in school year __________

Health Education:
Medical examinations: given by school doctors_____; school nurse assisting_____; Physical Education director assisting_____; examinations given each year_____; once in four years_____; record kept_____; use state adopted health examination blank_____; use own blank_____.

Health Education taught as subject_____; number of periods per week_____; correlated with other subjects, such as (underscore): biology, physiology, home economics, civics, geography, chemistry, general science.

Who teaches Physical Education in case of no full-time teacher?__________________________

Time of teacher devoted to class work_____ hours per day.

Time of teacher devoted to coaching_____ hours per day.

State affiliation_____; one year_____; two years_____; When was affiliation received? ________________________________

If not affiliated, why not?__________________________________________

Percentage of students participating______. Graded by (underscore) numbers, letters, pass or fail, satisfactory or unsatisfactory, or _________________________________.

Corrective program_______; time allotted per week_____.

III. TEACHER'S TRAINING AND AFFILIATIONS

Degree_____; from what institution______________________;

when_____; major_________________; minor_____________________.

Number of women instructors in the Physical Education department to teach boys_____. Number of men instructors in the Physical Education department_____. Teach another subject_____; if so, what:___________________________.

Salary (annual)__________________. Experience (number of years)_____; grades_____; junior high school_____; senior high school_____; college or university_______.

Sponsor school organization_____; if so, what:___________________________.

Professional affiliations:

Texas State Health and Physical Education Association_____.

Texas State Teachers Association_____. What professional
magazines do you take?

Signed
Position
School
BIBLIOGRAPHY

Public Documents


Unpublished Material