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## A Survey of the Physical Education Program for Girls in High Schools in First and Second Class School Districts in the State of Washington

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A SURVEY OF THE PHYSICAL EDUCATION PROGRAM FOR GIRLS  
IN HIGH SCHOOLS IN FIRST AND SECOND CLASS SCHOOL  
DISTRICTS IN THE STATE OF WASHINGTON

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A Thesis  
Presented to  
the Graduate Faculty  
Central Washington College of Education

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

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by  
Ruby Gomer Norman  
December 1959

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APPROVED FOR THE GRADUATE FACULTY

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## CHAPTER I

### THE PROBLEM AND METHOD OF RESEARCH

A prime essential of all youth is activity. Young adolescents have many skills and aptitudes and because of this natural development, participation in vigorous activities is frequent. Opportunities for vigorous activity are especially important during the growing years. Aside from heredity a major influence that can develop vitality is exercise, and vigorous use of the large muscles in youth is one source of strength of vital organs. The process of physical education involves the use of physical activities for the development of skills, interests, attitudes, and desirable modes of behavior.

Throughout history physical education as a curricular area has moved forward not in an even, rapid pace, but irregularly with various areas of the program leading others. These areas have advanced to meet immediate needs in the different phases of the program, such as physical education facilities, the curriculum, administration, public relations, or intramurals. Advancement occurs after facts have been established showing strengths and weaknesses of existing programs.

## I. THE PROBLEM

Statement of the problem. One purpose of this investigation is to determine the present status of the girls' physical education programs in high schools in first and second class school districts in the State of Washington. The status of the following will be sought:

1. The time allocated to the physical education programs and how it is scheduled.
2. The activities taught and the frequency of their appearance in the physical education program.
3. The average length of time of each of the units of study.
4. The number of schools in this state with an active intramural program and how it is administered.
5. The feelings and opinions of the teachers regarding the facilities with which they work, and the limitations these facilities place upon their total program.
6. The professional training of the teachers of girls' physical education.
7. The number of schools in this state having a co-educational physical education program.

A second purpose of the study is to evaluate each of the seven factors on which the status was determined of the physical education programs for girls in high schools

in first and second class school districts in the State of Washington. The evaluation will be made of the factors listed.

Importance of the study. The importance of physical education is a matter of increasing concern for schools throughout the State of Washington. In this state it seems that the quality of education is rising to meet the needs. More and better facilities must be provided, and opportunities for individuals to participate should be expanded. More and better training for instructors is available, and in many instances this training is not being sought.

High school physical education programs for girls vary among the communities of the state, and it seems that some of these are often neglected shamefully. Programs of physical education should include a variety of physical activities and a thorough medical examination and follow-up. The physical education program should occupy a position in the school curriculum comparable to other courses and activities. However, the writer's experiences and observations have shown this is often not the case.

Limitations of the study. The study was limited to first and second class school districts in the State of Washington. The participants in the determining of status in this study were the girls' physical education teachers.



Another limiting factor was that not all divisions of the physical education programs could be covered by the medium used in this study.

Recognition of further limitations of the study are important in the analysis of the data. The sizes of the schools varied considerably. All schools participating in the survey did not respond in all divisions of the physical education program being surveyed. A thorough personal study of each school was not possible because of the time limitations and the number of schools being studied; the questionnaire was used to gather the data. The questionnaire is not free from interpretation errors, and in a few instances the questionnaire was not completed by the respondent.

## II. ORGANIZATION OF THE MATERIAL

The data presented in this study are organized in the following categories: (1) general information, such as administrative, scheduling, medical examinations; (2) professional status of preparation of teachers; (3) limitations of facilities on total program; (4) intramural program; and (5) the curriculum.

The initial research tool in this project was a questionnaire to determine the present status of physical education for girls. Along with the questionnaire a review

of the available literature on the subject was made. Opinions of authorities were obtained by correspondence to provide information by which the data could be interpreted and evaluated and put into practical use.

### III. DEFINITION OF TERMS

**First class school district:** a school district having a population in excess of 10,000, as shown by any regular or special census or by evidence acceptable to the county superintendent, shall be a school district of the first class (3:82).

**Second class school district:** any other school district (a) containing an incorporated city or an area of one square mile with a population of at least 300 or (b) maintaining a fully accredited high school shall be the second class (3:82).

**Extramural sports:** . . . extramural competition involves a group or team from another school, club, or organization (5:2).

**Sports day:** competition on a certain specified day between teams of several schools all playing as separate school units. A sport day is an informal type of extramural competition, an occasional event in which two or more schools, or clubs come together. Often more than one sport is represented in the program, each school or club bringing several groups of players. School A's group will compete with groups from schools B, C, and D.

**Play day:** competition on a certain specified day between teams composed of members of several separate school units. A playday is an informal type of competition--in this, players of the participating schools or clubs may be divided among color teams (5:2).

**Block of time:** a specified period of time, such as a nine week period, that is set aside for instruction and participation in physical education activities.

**Yearly program:** scheduling each child in physical education for one hour of physical education each day for the entire school year.

**Alternating day program:** the physical education program is scheduled for three hours per week and another class, such as health education, is scheduled for the remaining two hours per week.

**Intramural sports:** those physical education activities not scheduled as regular classes, which are conducted between or among groups from within the limits of a particular school.

**Physical education program:** all phases of the total physical education program such as the administrative policies, medical examinations, intramural programs, activity program, teacher preparation and others.

## CHAPTER II

### REVIEW OF LITERATURE

#### I. ADMINISTRATION

The success of a program of physical education in schools depends a great deal upon the quality of its administration. Programs are so diversified, involve so many different kinds of activities, and present such a variety of problems that administration becomes more important in the area of physical education than in many other areas in the school curriculum.

Both Collins and Cassidy recognize certain needs which each administrator of a school or school system should consider as falling within the area of his responsibility to physical education. He should consider

. . . the nature of the daily service which the physical education teacher is called upon to carry on, and to limit the class load and pupil load accordingly. This load should be such that it will permit the teacher to plan in advance, to give personal leadership in class activities, to know his pupils as persons, to give occasional individualized instruction, to supervise the smaller groups taking a modified program, to supervise locker room and shower room procedures, to give first aid treatment to injuries, to inspect and care for equipment and supplies over a wide area, to hold conferences with pupils, to participate in the coordinated health and guidance programs and to prepare necessary records and reports (7:80).

They further stated that the administrator must do his best to arrange for adequate and appropriate space and equipment and while making the master schedule for the entire school, that time and arrangements for physical education are given more than due attention.

Credit given and student evaluation in physical education are also matters of general administrative policy. Collins and Cassidy say:

. . . It is suggested to high school administrators that graduation credit for physical education be given to each student who participates regularly at school in physical education activity appropriate to his needs; that no distinctive grade be given; . . . When the school is ready to move into a newer concept of evaluation, physical education will move with others towards eliminating formal grading. It is thought by some that physical education should take the initiative in disposing of arbitrary, numerical grades or marks (7:81-82).

Williams and Brownell, agreeing with Collins and Cassidy, further stated that marking systems cannot be expected to overcome deficiencies and weakness in school organization and instruction, and that each subject should be judged in terms of its contributions to the needs of society and credit should be awarded in accordance (25:216).

An important problem of the administration is that of time allotment for the physical education program. Time allotment, primarily an administrative responsibility, is

of great importance because no program of activities can operate successfully unless a balance of time is set up so that optimum benefits may be had.

Actual time allotted required physical education differs widely among the various states. The minimum weekly requirements for the different states based on a careful survey for the 1947-1948 school year is shown in Table I (23:87).

Collins and Cassidy, Voltmer and Esslinger and the American Association for Health, Physical Education and Recreation state that under the present secondary school organization the best practice is to assign each child one hour of physical education each day. They further state that few schools ever realize this ideal (7:81; 23:106).

If the one hour a day program is not and can not be put into effect, many leaders in the field feel that the block program would be desirable (23:106).

Health and welfare of the child is another important facet of the administration. The medical examination is the first and most important measure to be considered in the proper health supervision of each student. The National Committee on School Health Policies states:

During their school years children should have a minimum of four periodic medical examinations-- one at the time of entrance to school, one in the intermediate grades, one at the beginning of adolescence, and one before leaving school or an examination of any student participating in vigorous

TABLE I  
 REQUIRED TIME ALLOTMENT PER WEEK  
 PHYSICAL EDUCATION

	Grade School	Junior High School	High School
Alabama	0	0	0
Arizona	1-2-100 3-6-225 7-8-120	0	0
Arkansas	88	120	120
California	100	1 period daily	1 period daily
Colorado	0	0	0
Connecticut	0	0	0
Deleware	150	120	120
District of Columbia	125*	110*	120*
Florida	0	0	0
Georgia	120*	120*	120*
Idaho	0	Variable	40-60
Illinois	200	200	200
Indiana	300	360	360
Iowa	50*	50*	50*
Kansas	Variable	Variable	Variable
Kentucky	0	0	0
Louisiana	120*	120*	120*
Maine	0	0	180
Maryland	180	180	180
Massachusetts	100	100	Variable
Michigan	0	0	0
Minnesota	150	100-120	100-120
Mississippi	0	0	0
Missouri	150	150	100
Montana	0	0	0
Nebraska	0	0	0
Nevada	No reply		
New Hampshire	0	0	0
New Jersey	150*	150*	150*
New Mexico	150*	300*	300*
New York	120	300	300
North Carolina	150	150	150
North Dakota	80	80	80
Ohio	150	120	120
Oklahoma	0	0	300
Oregon	Based on standards rather than time		
Pennsylvania	0	2 periods	2 periods
Rhode Island	0	0	0

TABLE I (continued)

South Carolina	0	0	0
South Dakota	0	0	0
Tennessee	135*	135*	135*
Texas	120	120	120
Utah	100	125	150
Vermont	200	200	200
Virginia	0	0	0
Washington	100	90	90
West Virginia	0	120	120
Wisconsin	0	0	0
Wyoming	0	0	0

\*Includes Health



activities or before participating on athletic teams (16:17).

These examinations should be used to check suspected deviations from normal health, and because of this the examination should be of a good quality.

. . . Numerous examinations are merely cursory inspections of the heart. A five minute examination in which the pupil does not even strip cannot be considered satisfactory. If the examination is to be thorough enough to eliminate all possibility of injury, special attentions should be devoted to the age, weight, nutrition, bones, feet, eyes, nose, throat, heart, abdomen, glands, lungs, and general health of each individual. This should include a urinalysis and blood pressure test (23:197).

Records of these examinations should be kept and referred to when necessary.

Students with health deficiencies should be placed in groups for adapted activities. Obertteuffer says, there will usually be from two to fifteen per cent of secondary school students who may benefit from an adapted program. All other students should be assigned to regular physical education classes (18:399).

As in other areas of the academic field, careful consideration should and must be made in scheduling staff assignments and loads. Sound administration requires thorough consideration of the amount of work assigned to each staff member.

Voltmer and Esslinger state that the high school load should not exceed thirty-five hours per week. Thirty

hours is better from the viewpoint of efficient teaching (23:125).

Williams and Brownell expressed the belief that teachers of physical education maintain a heavier load of instructional activity than academic teachers.

. . . When the number of hours devoted to so called extracurricular activities are included, doubtless the teacher load in physical education is excessive. If proper educational results are obtained, the teaching load of the physical education instructor should approximate that of the academic teacher (25:234).

Physical education teachers have experienced overloaded classes, heavy schedules, and heterogeneous groups. According to Obertteuffer, in some places physical education has been a dumping ground for all students who were not otherwise occupied at any particular hour. It is naively assumed that any number could be exercised at the same time; physical education existed for exercise purposes only . . . (18:398). Williams and Brownell say

. . . the average class in physical education is entirely too large to insure the best educational results. Why the number of students assigned to physical education classes often exceeds the enrollment in academic classes is difficult to explain (25:212).

Lee, Voltmer and Esslinger agree that the proper class size will vary according to such factors as space, equipment available, the type of activity, and others, but feel that generally a class from thirty to forty pupils is not too large to provide an excellent teaching situation.

Under favorable conditions a good teacher can produce acceptable results with classes ranging in size from fifty to sixty pupils (13:284; 23:125).

Variations in the ability of teachers affect the recommended size of classes. Williams and Brownell maintain some teachers approach their heights of instructional efficiency with large groups but fail to obtain the necessary stimulation if the class is small. Other teachers inspire the confidence and interest of students in small groups but become less effective and even confused when assigned to large classes (25:213-214).

Sound administrative policies and procedures relating to physical education are very important factors in the operation and execution of a successful physical education program for girls in the secondary schools.

## II. FACILITIES

Out-of-door facilities. The modern physical education program, with its emphasis on big muscle and free activities, requires considerable indoor and out-of-door area. Long range planning to the physical education facilities is important and can often be a determining factor in the success or failure of the program. Irwin states that

There are general standards for facilities in physical education, but authorities still fail to agree on many phases. The lack of agreement among

authorities relative to standards in certain phases of physical education facilities can perhaps be attributed to the relatively recent change in emphasis on the type of activity in the physical education program (11:286).

Irwin went on to say that although there is a lack of agreement in certain phases, there is a general agreement regarding the need for such facilities as play areas, soft-ball fields, tennis courts, gymnasiums, handball and badminton courts, swimming pools, and locker and shower rooms (11:286).

Irwin expressed the belief that an out-of-door program, wherever possible, is to be preferred to an indoor program, and the amount of out-of-door space needed for physical education activities will depend upon the number of students enrolled in the high school.

. . . Recommendations for play space for secondary schools have ranged from ten to twenty acres. There seems to be a rather general agreement that the minimum amount for the modern program should be at least ten acres; and where it is possible, to have twenty acres so as to allow for the expansion of the program as the time passes (11:287).

Williams and Brownell state that high school standards recommend a minimum of ten acres plus one acre for each two hundred students in regular attendance (25:307).

Scott and Westkaemper maintain that separate areas for instruction in out-of-door activities should be provided for both boys and girls. This procedure will insure the availability of the facilities for both groups at all

times. This practice also expedites scheduling and maintenance of the areas (20:366).

In most senior high schools, the field also serves the interscholastic athletic program. Therefore, the out-of-door activity area should be planned with maximum dimensions.

Participants in the National Facilities Conference and Scott and Westkaemper recommend that the field play area be laid out to provide for maximum participation in games requiring large spaces. Fields, backstops, and goals for the various games should be laid out to permit overlapping use of the area during different seasons (19:26; 20:237).

To meet the needs of a good physical education program a wide variety of facilities is necessary. The variety of interests, local emphasis, different age groups and other factors will dictate these needs.

Indoor facilities. Indoor play areas usually take the form of a gymnasium or a playroom.

Williams and Brownell say that in secondary schools with an enrollment of eight hundred pupils or more, a separate gymnasium is needed for boys and girls. Since no class enrollment, even of the same sex, should exceed sixty to seventy-five pupils, several gymnasiums usually serve the purpose better than just one play area (25:254).

Scott and Westkaemper state that a minimum of 125 square feet per pupil should be allowed for high schools. However, the size of the unit should be based upon teaching station requirements (20:78).

The term 'teaching station' is used to mean any one room or space where one person can teach one class or group of pupils . . . in physical education a gymnasium would constitute a teaching station, or a large gymnasium might be divided in some manner to provide two or more teaching stations (19:53).

In addition to providing adequate space for the instructional program, the gymnasium in a senior high school should be large enough to house a regulation basketball court, accommodate spectators for interscholastic contests, and provide for a diversity of games and sports (20:80).

Scott and Westkaemper and the National Facilities Conference were in agreement on the following recommendations for dimensions of gymnasium floor space and play areas (20:79; 19:58).

Sport	Play Area in Feet	Total Area in Feet	Safety Space in Feet
Badminton	20 x 40	32 x 60	6s 8e
Basketball	48 x 84	60 x 100	6s 8e
Shuffleboard	6 x 52	10 x 52	2s
Tennis	36 x 78	56 x 120	10s 21e
Volleyball	30 x 60	48 x 72	6s 6e

Safety space at the side of an area is indicated by a number followed by an "s" for side. An "e" is used to indicate end safety space.

Indoor facilities also include areas such as swimming pool, rhythms rooms, game rooms, and areas for adaptive physical education. Other indoor facilities include service facilities, which are shower, dressing, and towelng room, and staff offices.

Central dressing rooms to provide storage of gymnasium clothing for all pupils and lockers or baskets for the peak load period of physical education classes, plus ten per cent for variations in class size, scheduling and intramurals, are necessary on the secondary school level. These dressing rooms should be directly accessible to the shower room (19:64).

Factors which influence shape and size of dressing rooms are spaces required for benches, lockers, storage, toilets, showers, circulation of students and towelng room. Dressing rooms should be located to serve functionally indoor and out-of-door teaching stations (19:64).

All persons should have an opportunity to take a shower following participating in physical education classes. The shower room should be directly accessible to the towelng room and dressing room which it serves (19:68).

Showers for boys should be group or gang type, but for girls, approximately ninety per cent of the showers should be group type, and ten per cent should be individual showers with related dressing cubicles. The size of the

shower room will depend upon the type of showers and the number and spacing of the shower heads (19:69).

The towel room should have about the same total floor area as the shower room and should be immediately accessible to both shower and dressing room through an entrance to each (19:69).

If individual staff offices are provided, they should be approximately 120 square feet in size. When group offices are planned, 80 square feet should be added for each additional staff member. Offices should be accessible as possible to existing teaching stations. They should be equipped with furnishings normally found in school offices. In large schools where there are several staff members, it may be advisable to plan multiple offices and a separate office for the department head (19:70).

In planning facilities for a secondary school Nixon and Cozen recommend the following policies (17:85).

1. Provide facilities specifically appropriate to the types of activities needed by the particular group or individual.
2. Provide facilities as attractive as possible.
3. Provide adequate facilities for all.

The situation existing with facilities in the State of Washington is the same as it was some thirteen years ago when George D. Strayer made a complete study of the educational system in this state. In his report Strayer stated



that Washington schools do not have the facilities suited to the accomplishment of the important objectives of physical education (21:179). He further stated many of the schools have a gymnasium which is suitable; others fail to meet either teaching station requirements or good standards in locker and shower rooms (21:180).

In this same report Strayer stated that out-of-door play areas are extremely important, yet in many of the schools of the state the playgrounds are of insufficient size and poorly surfaced (21:180).

Strayer further stated that all too often schools are built as a show place and at the expense of using valuable area which could be used as a play area (21:180).

### III. TEACHER PREPARATION

Every college graduate in the field of physical education should have a broad general education. Steps should be taken to balance one-sided technical training with wider knowledge gained through both preparation and experience. The usual four-year college program provides a sound basis upon which the teacher may build her general competence. Williams expressed the belief that:

A thorough understanding of specific preparation contents, skill and procedure in physical education should be part of the professional equipment of the teacher. This competence should be constantly increased through the exercise of selection--discarding the obsolete technique in favor of the better, newer

one, the experience has left and accrued profit 24:229-230).

The emphasis of teacher education in general and in physical education in particular must be upon helping the young women to develop into sensitive and mature persons and not merely into highly skilled performers.

Johnson, Johnson, and Humphrey have divided teacher preparation courses into three classifications:

1. Technical know-how courses are a necessity because they deal with learning sports, skills, rules, tactics, teaching method, methods of organizing, administering and supervising activity programs. These courses are the so called tools of the trade and every physical educator needs a sound background in such matters.

2. Basic understanding courses provide the good teacher the best methods to make her teaching more meaningful and through these courses introductions, biological science, anatomy, physiology and kinesiology it is made possible.

3. General background courses provide the young woman with the training to aid her in giving the vision, understanding, know-how, and leadership that are so desperately needed by the human race today (12:147).

The Jackson's Mill Conference on Undergraduate Professional Preparation in Health Education, Physical Education and Recreation set forth personal qualifications that were thought to be essential to leadership in the profession. They included:

Faith in the worth of teaching and leadership.

Personal concern for the welfare of all people.

Respect for personality.

Understanding children, youth, and adults and appreciating their worth as citizens.

Social understanding and behavior.

Community-minded.

Interest in and aptitude for teaching and leading.

Above average mental ability and common sense.

Above average health status.

Voice of good quality and power, intelligently used.

Effective use of language.

A sense of humor.

Energy and enthusiasm sufficient to the requirements of effective leadership (6:280).

The Jackson's Mill Conference set up certain experiences, understandings, competencies, skills, attitudes, and knowledges that a student should possess at the time she graduates from any teacher training institution.

In the fall of 1948 and again in 1950 conferences on graduate study were held at Pere Marquette, Illinois, to discuss problems of graduate study.

. . . . The purposes of graduate study in physical education are twofold; first, it offers a means of promoting research, and second, it provides additional professional preparation for physical educators . . . they discussed items relative to the fundamental and specialized knowledge which should be gained by the student at the graduate level. This knowledge should include additional information concerning the relation of physical education to

growth and development, social development, health, and artistic expression (6:281).

Teacher education in physical education is continuing to develop. This expanding teacher education program includes a growing concern as to the type of preparation that is needed for training potential teaching personnel.

The law passed in 1949 changed the certification laws in the State of Washington. The general certificate program became effective. This certificate was designed to bring about an understanding of human growth and development as well as the acquisition of knowledge and skills which teachers need to work effectively with the various age groups.

In addition to the requirements for the Degree of Education the following requirements for the teaching certificate must be met.

1. Age of eighteen years at the date of granting certificate.
2. Good moral character and personal and physical fitness for teaching.
3. Citizenship in the United States of the holder of an alien permit.
4. Signature of affidavit and oath of allegiance (2:2).

At its meeting on April 3-4, 1959, the Washington State Board of Education reviewed recommendations for improvement of State standards for teacher education and certification. Those recommended changes affecting the physical education field might include:

. . . Teacher education institutions should specify the subjects and grades that graduates are adequately prepared to teach. Express requirements in terms of the understandings and skills teachers need rather than in terms of specific hours and courses. Specific requirements to be determined by the colleges . . .

Insure that all teachers complete programs which include general or liberal education and general professional studies . . . specific subject matter and professional studies appropriate to the school grades or subject field they plan to teach.

Provide that requirements cover a five-year period of study.

Continue the use of only one teaching certificate valid for grades K-12, and delete the word 'general' from the certificate title.

#### IV. INTRAMURAL AND EXTRAMURAL ACTIVITIES

Intramural sports and extramural activities for girls are fast assuming a significant role in education. Qualified physical educators have recognized and fought for desirable standards and practices in women's athletics.

Desirable practices in athletics for girls as recommended by the Division of Girls' and Women's Sports of the American Association of Health, Physical Education and Recreation include:

1. Athletic activities for girls and women should be taught, coached and officiated by qualified women.

2. Each girl who is physically able to do so should be given a chance to participate in a variety of activities both team and individual, and an opportunity to be a member of a team in those sports for which teams are organized.

3. Recognition should be given to every opportunity to secure acceptable results in all situations in which competition is carried on.

4. The results of competitions should be judged in terms of benefits to the participants rather than by the winning of championships or the athletic or commercial advantage to schools or organizations (14:237).

Widespread differences of opinion exist relative to athletic competition for girls. There are those who favor an interscholastic program for girls, and those who contend that competition for girls should be restricted to intramural sports.

In a national survey of trends and opinions concerning competitive sports for girls, conducted by C. C. Cowell, the statistics in Table II were found concerning districts having at least occasional representative team competition for girls (8:4).

The survey results were compiled according to the districts of the American Association for Health, Physical Education, and Recreation (8:2).

From the same national survey came the following findings on percentage of schools having intercity school competition for girls, in order of their popularity (8:2).

District

Southern . . . . .	43%
Northwest . . . . .	39%
Southwest . . . . .	12%
Midwest . . . . .	8%
Central . . . . .	5%
Eastern . . . . .	5%

TABLE II  
 THE DEGREE TO WHICH VARIOUS SCHOOL DISTRICTS IN THE UNITED STATES  
 HAVE AT LEAST OCCASIONAL REPRESENTATIVE  
 TEAM COMPETITION FOR GIRLS

Sport	District					
	Eastern	Central	Midwest	Southern	Southwest	Northwest
Field Hockey	21.0%	2.7%	4.0%	0.0%	3.5%	0.0%
Basketball	39.7	8.3	2.0	41.6	3.5	3.1
Volleyball	10.2	5.5	6.1	14.5	14.3	3.1
Softball	19.2	5.5	4.0	8.3	3.5	6.2
Tennis	12.8	4.1	6.1	24.5	42.8	40.4
Golf	2.5	0.0	0.0	3.1	7.5	12.5
Swimming	2.5	2.7	2.0	5.2	7.1	6.2

This national survey ranked the following sports, including both pre-arranged leagues and other forms of competition for girls, in order of their popularity (8:2).

- |                 |              |
|-----------------|--------------|
| 1. Basketball   | 6. Swimming  |
| 2. Tennis       | 7. Golf      |
| 3. Volleyball   | 8. Badminton |
| 4. Softball     | 9. Skiing    |
| 5. Field Hockey |              |

Although the problem of extramural competition for girls is controversial, there is general agreement on the importance of a strong intramural program for girls at the high school level.

There is every reason to expect an interesting and well organized intramural program at the high school level for girls when one finds a good physical education program. Cowell and Hazelton expressed the belief that:

. . . The extent and success of the elective intramural program will depend upon the size of the school, its location, facilities available, cooperation of the school administration, interest and abilities of the physical education teacher, and the competing attractions of home and community (9:333).

Activities in the intramural program usually parallel those taught in the physical education classes. Such practices aid in the achievement of the physical education objective, worthy use of leisure time.

According to Cowell and Hazelton the following activities are suggested for the intramural program for girls at the high school level:



Fall Archery, Tennis, Soccer, Speedball, Horseshoes, Fieldball, Deck Tennis, Outdoor Volleyball, and Field Hockey.

Winter Volleyball, Tumbling, Deck Tennis, Basketball, Ice Skating, Roller Skating, Swimming, and Bowling.

Spring Softball, Tennis, Playday, Horseshoes, Swimming, Archery, Deck Tennis, Paddle Tennis, Outdoor Volleyball, Golf, and Track and Field (9:335).

Cowell and Hazelton went on to recommend the following as co-educational activities:

. . . Volleyball, table tennis, badminton, swimming, horseshoes, softball, captain ball, square dance, box hockey, bowling, golf, skating and bike hikes (9:335).

In many schools there is a Girls Athletic Association sponsored by the department of physical education or the physical education teacher. The purpose of this group should not be primarily to administer the intramural program although that may be one of its functions, but to provide more opportunity for student leadership, responsibility, and for the fulfillment of the students' purposes as the students see them. On this subject Means states:

. . . The growth of the Girls Athletic Association has brought about more and more student leadership. It is the duty and function of the department to see that proper and energetic leadership provides adequate participation in organized form in each club activity (14:241).

Means went on to say that school superintendents are coming more and more to realize the advantage of the

formation of a distinct department of intramural sports (14:35). It would be preferable to select a person especially trained and prepared for this directorship, but this is not often the case.

Means aptly expressed the qualifications for a director of intramurals when he stated:

. . . He should be a detailist; he should be energetic, resourceful, and a good organizer; he should be well liked by both the students and the staff (14:36).

The administrative duties and prerogatives of the director should be clearly defined. Mutual planning and cooperation should be arranged and understood as the program is established.

The time allotment is a factor in the administrative planning of a well rounded, well organized intramural program. The purpose of intramural is to permit frequent participation by a large number of students and adequate time allotment must be arranged.

One of the greatest problems in planning and allocating time for intramural activities is caused by lack of desire on the part of the director to plan and budget the total school year positively so that intramurals can function along with the interscholastic sports (14:78).

No one time period alone can be set aside for intramurals and have a successful program result. In fact, Means says:

While the problem is never easy of solution, time can always be found for intramurals by careful study and survey of available facilities, the demands made upon them, and the possibilities for staff help (14:79).

Intramural programs are being used over the state to designate a particular type of physical education, and its popularity is on the upswing throughout not only the state but the nation.

In a report by Beeman and Humphrey it was pointed out that:

At the present time intramural programs are becoming more firmly entrenched each year in the schools of America. In the recent years there has been a wide range of expression in intramural programs at the secondary school level. In the senior high there has been much intramural interest in the conventional team sports. Individual sports are gaining increased interest as a result of the success of community recreation programs and the provisions for wider participation in such activities as tennis, bowling, golf and archery (4:2-3).

## V. CURRICULUM

During the past few years the curriculum in the public school has been subject to rapid and sometimes even radical changes. Two reasons for these changes are that concepts of the aims and responsibilities of public education have changed and concepts concerning the nature of both the child and the learning process have changed.

In the senior high school the formulation of a physical education curriculum depends upon the previous

training of the pupils and upon such governing factors as time, space, and facilities.

The physical education curriculum consists of all the situations that are consciously selected and organized for the purpose of developing the personality of pupils by providing opportunities for new insights, sense of values, skills or abilities. One of its functions is the desirable growth and development of appropriate physical, social and emotional standards (11:21).

Colwell and Hazelton expressed the following as fundamental characteristics which might well be major concerns of a physical education curriculum.

1. A good program is one which is conceived as an integral part of the total educational efforts of a school.
2. A good physical education program is one that is well balanced in that it provides experiences that will stimulate growth and development of appropriate social and psychological outcomes as well as physical attributes and neuromuscular skill.
3. A good physical education program is one which contributes to the realization of democratic ideals in the daily life of pupils.
4. A good physical education program is based on the interests, needs, purposes, and capacities of the people it serves.
5. A good physical education program provides experiences which are related to basic areas of living and compatible with the maturity level of the pupils.

6. A good physical education program is an integral part of the community it serves.

7. A good physical education program is one which through adequate facilities, time-allotment, equipment, and leadership, encourages and provides a wide range of desirable pupil activities.

8. A good physical education program is one that cooperates closely with the general health and guidance programs of the school.

9. A good physical education program is one that fosters and encourages the professional growth and welfare of the teacher involved (13:51-56).

Irwin states "girls of high school age are vitally interested in sports together with their natural interest in dancing (11:154)."

Sufficient emphasis should be placed on the development of skill and ability of the high school girl which enable her to enjoy participation, particularly in recreational sports, which are the activities having the greatest carry-over value for later life.

Irwin states there should be some freedom of choice of activities in the process of developing sufficient skill in students to assure a carry-over interest (11:155). By the time the girl arrives at the high school level, she should have acquired considerable skill in the seasonal sports of a more highly organized nature. Irwin went on to say

. . . during the first two years in the high school the team sports of higher organization should be continued to be stressed with increasing opportunities for students to select the activities in

which they wish to participate. In the eleventh and twelfth grades there should be ample opportunity for pupils to select and elect the recreational sports in which they may wish to continue participation beyond their school days (11:155).

Voltmer and Esslinger on the other hand maintain that high school girls, in addition to their natural interest in dancing, desire and need participation in athletics (23:102, 103).

The program of activities for senior high school girls is dominated by highly organized competitive team and individual sports. That is what the senior high school student wants and needs. Rhythmic and water activities are also particularly valuable for girls.

Voltmer and Esslinger went on to state that the purely formal program for high school girls is unpopular and out of date. With the exception of a few activities, the girls are interested in the same sports as boys. This they felt was indeed fortunate, for the girls need sports participation, particularly team activities, to develop those qualities, such as co-operation, loyalty, and leadership which girls have had little opportunity to practice in the past (23:103). Lee maintains

. . . a safe general rule to follow in selecting the games that shall make up a program is to ascertain which sports are of the greatest interest to the majority and, of those, select the ones that fit best into the budget allowance and, of this last group, select the ones that can be learned the most readily and will be used the most by the pupils when on their own (13:101).

The sports selected should be those that are habit-forming in terms of recreation, and they should be selected with the student's natural preference in mind.

Lee reported the following standards for selecting activities as set up and adapted from a national committee report on "Objectives and Policies."

1. Select activities of a wide variety that are interesting.
2. Select only those not likely to cause physical or social injury.
3. Select big muscle activities which pupils will be apt to use in later life.
4. Select those activities that have inherent in them elements that make them educationally valuable.
5. Select activities which stimulate vital organs.
6. Select activities that can be used in an extensive intramural program including minor activities as dancing, sports club, hiking, etc. (13:100).

With the aforementioned objectives and policies well instilled, the following have been suggested as possible optimum programs. Irwin, Butcher, Cowell and Hazelton state that

The program of activities in the high school should include a core and an elective program for girls. The program includes such activities as basketball, formal activities, field hockey, advanced rhythms, volleyball, tumbling, track and field, swimming, softball, soccer, archery, badminton, golf, camping, corrective activities, and self tests and achievement tests (11:158; 6:253; 9:54).

Voltmer and Esslinger proposed the breakdown of activities shown in Table III to be found in a good program for girls at the high school level (23:104-105).

Irwin recommended the breakdown of approximate percentage allotment of time for activities in the senior high school for girls shown in Table IV.

The program should be planned in advance to see that these types of activities are included: adapted activities, games, sports, athletics, aquatics, dance, self-testing, fundamental skills and some type of out-of-door activities of the camp (11:243-248).

Coeducational instruction or activity is another phase of the physical activity program which needs to be considered in curriculum planning.

Prior to about 1930 there was a traditional feeling among professional workers that boys and girls should be separated for purposes of physical education shortly after ten years of age (17:104).

Further study, particularly in relation to the needs and interests of boys and girls, brought forth a philosophy which in effect resolved into the following statement:

Since boys and girls must play and work together, not only in adolescence, but throughout life, it is quite natural and logical that the opportunity for such training should be given them in recreational activities during the adolescent period (17:104).

The drive for more and more coeducation in physical education reached a climax approximately at the beginning



TABLE III  
 SENIOR HIGH CURRICULUM FOR GIRLS

Activity	10th Grade	11th Grade	12th Grade
Rhythmic Activities	30%	30%	30%
Team Sports	30	30	30
Individual Sports	30	30	30
Gymnastics	10	10	0
Home Activities	0	0	10
Games and Relays	10	0	0

TABLE IV

APPROXIMATE PER CENT ALLOTMENT OF TIME FOR ACTIVITIES  
IN THE SENIOR HIGH SCHOOL PROGRAM FOR GIRLS

	10th	11th	12th
Aquatics	10%	10%	10%
Formal Activities	5	5	5
Games and Relays	5	5	5
Higher Organized Sports	20	20	15
Recreational Sports	15	15	20
Rhythms and Dancing	25	30	30
Tumbling	10	5	5
Winter Sports	10	10	10

of World War II. During and immediately after World War II less emphasis was placed on coeducational activities. However, by 1951 articles urging greater participation in coeducational activities began to appear and physical educators began emphasizing this phase of the program (11:156).

Nixon and Cozen set forth the following principles relating to the organization and conduct of coeducational activities (17:105-6).

1. The program of coeducational activities should be only one phase of the entire program.
2. Participation in coeducational activities should be voluntary, not compulsory.
3. The opportunity for coeducational activity should be provided at a variety of times, so all who wish may be accommodated.
4. Activities must be attached to the selection of activities that can be readily organized and played in out of school hours.
5. Costumes must be appropriate to the activity.
6. Sex distribution according to growth and development is highly desirable.
7. An equal numerical distribution according to sex is highly desirable.
8. The teaching of coeducational activities is a cooperative undertaking.
9. The assistance of student leaders will prove helpful in organization.

Irwin states that the activities provided in a coeducational class should consist of social dancing and recreational sports suitable for girls (11:157).

One of the ultimate goals of the physical education program is to assist the high school girl to become proficient in a variety of skills, interests and attitudes, appreciation, understanding and knowledge so that she will be either an active participant or an intelligent spectator.

## CHAPTER III

### SOURCES OF DATA AND PROCEDURE

Data to determine the status of the physical education program for girls was collected by the medium of questionnaire. Questionnaires were mailed to each physical education teacher or department head in the 110 high schools in first and second class school districts in the State of Washington. A list of schools from which the data was received is included in the appendix. Each questionnaire was accompanied by a stamped, self-addressed envelope and at the end of a two week period of time a follow-up was sent to the schools not yet having responded.

The questionnaire consisted of five sections related to factors important in the analysis of a total program. The five sections were as follows: section one, administrative policies; section two, professional preparation of the teachers and their present teaching assignments; section three, opinions of the teachers regarding the facilities with which they work and the limitations they place on their total program; section four, intramural and extramural programs, their administration and the activities involved; and section five, activities taught and the average length of time of each unit. The returns were

analyzed in relationship to geographic areas to ascertain if the sampling was truly representative of the entire State of Washington.

Each of the thirty items on the questionnaire was tabulated separately. The item responses were converted to percentages on the basis of the total number of responses to each item. The percentages of practices in first class school districts were compared with the returns from second class school districts, in an attempt to reflect common practices or lack of commonality in the present physical education programs for high school girls.

Criteria for the evaluation of physical education programs were developed from recommendations contained in the publications of recognized leaders in the field of physical education or related fields. The recommendations for programs in the States of Washington, Idaho, Oregon and Montana were also considered in the development of the criteria. These were obtained by correspondence with the Director, State Department of Education, Division of Physical Education, in each of the four states.

Recommendations for an optimum physical education program for girls at the high school level were obtained by a personal letter (see appendix) sent to each physical education department chairman in the teacher training institutions in the State of Washington. Using these three

major groups as sources, criteria were established by which to evaluate the data secured by the questionnaire.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

The data are presented in tabular and graphic forms. The analysis of practices is based on the percentage of high schools in first and second class school districts responding to the item. A return of sixty-five per cent was considered to be a sufficient sample for the purpose of this study.

Data presented include:

1. The time allocated to the physical education program and how it is scheduled.
2. The activities taught and their popularity ranking.
3. The average time length of each of the units of study.
4. The number of high schools in first and second class districts in Washington with an active intramural program and how it is administered.
5. The feelings and opinions of the teachers regarding the facilities with which they work and the limitations these facilities place on their total program.
6. The professional training of the teachers handling the girls physical education program.



7. The number of high schools in first and second class school districts in Washington having a coeducational physical education program.

The distribution of questionnaires and returns is presented in Table V. Questionnaires were sent to the physical education teacher or department head in the 110 high schools in first and second class school districts in the State of Washington. Ninety of these were returned representing 81.8 per cent return from the total population survey.

Fifty-four questionnaires were sent to high schools in first class school districts. Forty-seven of these, or 87 per cent, were returned. Fifty-six questionnaires were mailed to high schools in second class school districts. Forty-three, or 76.8 per cent, were returned.

In groups of this size the return was considered adequate to be representative of practices in each district classification.

The seven schools in the first class districts not responding were Central Kitsap, Kent, Moses Lake, Fort Vancouver, Ballard, Woodrow Wilson, and West High of Bremerton.

The thirteen schools in the second class districts not responding were Bothell, Camas, Evergreen, Mead, Mount Baker, Mount Vernon, Naches Valley, North Kitsap, Ridgefield,

TABLE V

## NUMBER OF SCHOOL DISTRICTS RESPONDING TO THE QUESTIONNAIRE

	First Class Districts	Second Class Districts	Total
Number of Questionnaires Sent	54	56	110
Number Returned	47	43	90
Percentage Returned	87.0	76.8	81.8

Shelton, Snoqualmie Valley, South Central and White River at Eatonville.

The scheduling methods in high schools in first and second class school districts were computed on the basis of the number of questionnaires returned. The number of schools responding was transposed into a per cent so that results from the two types of school districts could be compared. In first class school districts a similar number (26.6 per cent) of the schools schedule their physical education program with health as schedule their program in a block of time. In second class districts the number (26.2 per cent) was again similar for the number of schools scheduling their physical education program with health as schedule their program in a block of time. In both cases the overall percentage was 26.4 per cent of the high schools scheduling their program in either a block of time or with health education.

Forty-six and six-tenths per cent of the first class school districts schedule their physical education program on a yearly basis, while 47.6 per cent of the second class high schools have a yearly program. Forty-seven and one-tenth per cent of all the high schools in first and second class districts have a yearly physical education program.

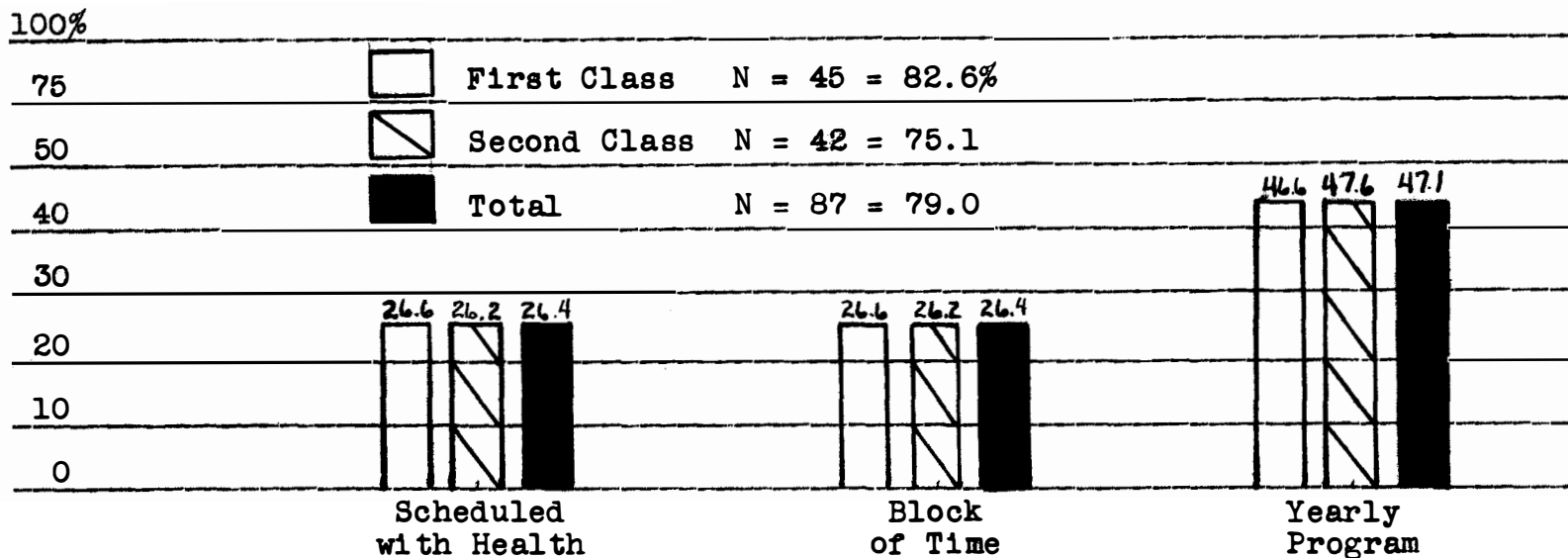


FIGURE 1

SCHEDULING PRACTICES OF GIRLS' PHYSICAL EDUCATION PROGRAMS  
 IN HIGH SCHOOLS OF FIRST AND SECOND CLASS SCHOOL  
 DISTRICTS IN THE STATE OF WASHINGTON

Figure 1 reveals that in the State of Washington high schools in first and second class school districts use similar scheduling methods.

Of the 26.6 per cent of the schools in first class school districts which schedule their physical education in blocks of time, Table VI shows that 2.2 per cent of these high schools schedule their physical education in blocks of time of two, four and five week duration. Four and four-tenths per cent have a six week block of time while 16.6 per cent schedule their programs in blocks of time for nine weeks.

As shown in Table VI, second class school districts schedule 4.4 per cent of their blocks of time in either two, four or six week periods of time. Eleven and nine-tenths per cent are scheduled in blocks of time of nine weeks.

The tabulation revealed that in the overall picture of both the first and second class school districts that 3.5 per cent of the schools schedule their blocks of time in two or four week durations. One and one-tenth per cent are scheduled for five week periods of time, while 4.5 per cent are scheduled in six week blocks of time and 13.8 per cent were scheduled in nine week blocks of time.

Whereas schools in first and second class school districts use similar scheduling methods it appears that schools in first class school districts tend to schedule

TABLE VI  
 DURATION OF BLOCK OF TIME IN GIRLS' PHYSICAL EDUCATION  
 PROGRAMS IN HIGH SCHOOLS OF FIRST AND SECOND CLASS  
 SCHOOL DISTRICTS IN THE STATE OF WASHINGTON

	First Class Districts		Second Class Districts		Total
Number Sent	56		54		110
Number Replying	12		11		23
Percentage Replying	26.6		26.2		26.4
Length of Time	Two Week	Four Week	Five Week	Six Week	Nine Week
First Class	2.2	2.2	2.2	4.4	16.6
Second Class	4.7	4.7		4.7	11.9
Total	3.5	3.5	1.1	4.5	13.8

physical education in longer blocks of time than do schools in second class districts.

The summary of required and elective physical education classes shows that all schools in first and second class school districts require physical education of all students. Figure 2 also shows that 52 per cent of the high schools in first class districts have an elective physical education program while 48.8 per cent of the second class school districts offer an elective program. A total of 51.1 per cent of all first and second class school districts offer elective physical education. This would indicate that practices are similar in first and second class school districts.

Figure 2 also revealed that 42.6 per cent of all high schools in first class school districts give credit towards graduation for elective physical education. Forty-six and five-tenths per cent of second class high schools give credit towards graduation. This gives an overall total of 44.4 per cent of all the high schools in first and second class school districts giving credit towards graduation.

The summary of required years of physical education as shown in Figure 3 reveals in first class school districts 55.3 per cent of the schools require only one year of physical education, while 17 per cent of the schools required two years. Twenty-five and five-tenths per cent of the schools required three years and only 2.1 per cent of

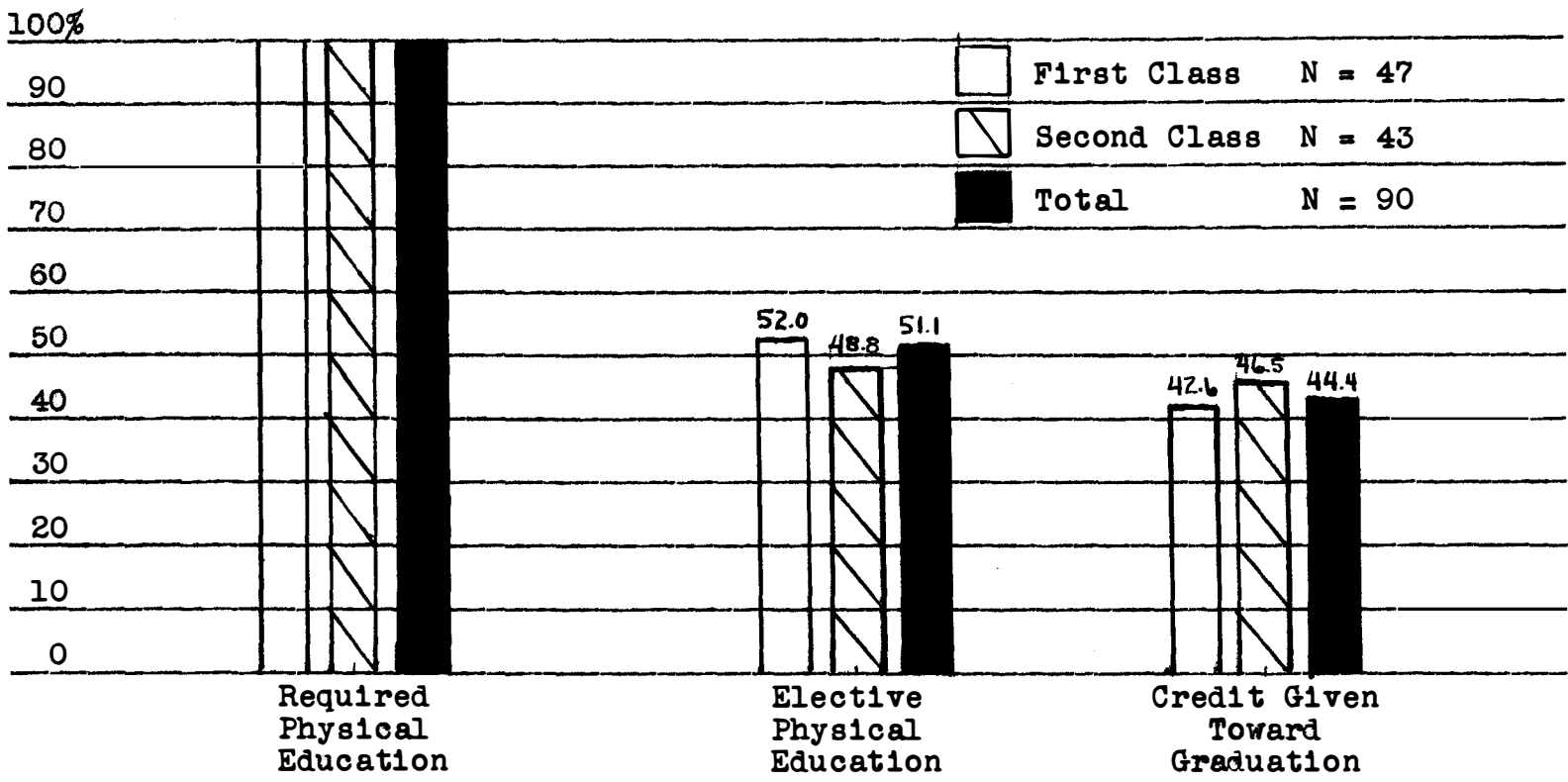


FIGURE 2

REQUIRED AND ELECTIVE GIRLS' PHYSICAL EDUCATION PROGRAMS  
 AND CREDIT PRACTICES IN HIGH SCHOOLS OF FIRST AND  
 SECOND CLASS SCHOOL DISTRICTS IN THE  
 STATE OF WASHINGTON



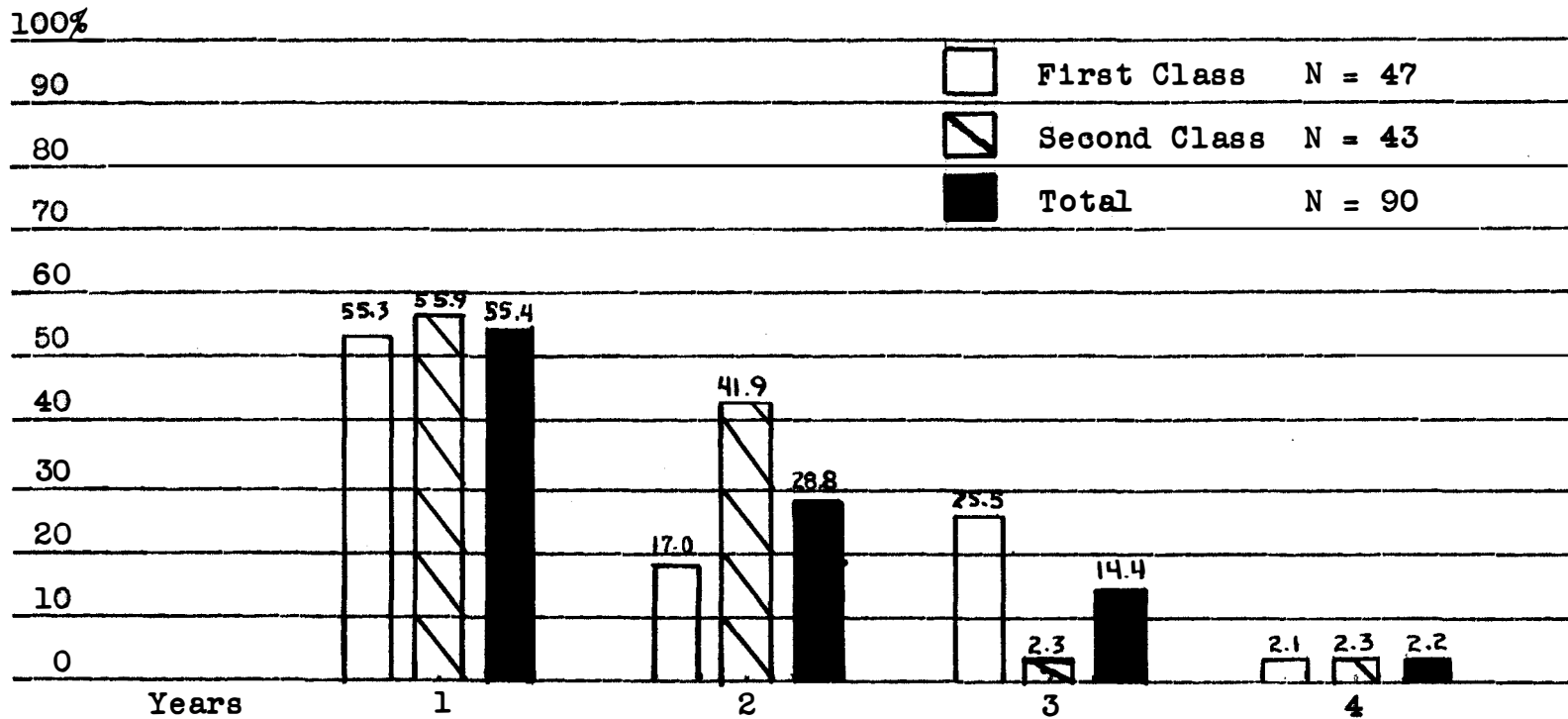


FIGURE 3

YEARS OF REQUIRED PHYSICAL EDUCATION FOR GIRLS IN HIGH SCHOOLS  
OF FIRST AND SECOND CLASS DISTRICTS IN THE  
STATE OF WASHINGTON

the first class school districts required four years of physical education.

Figure 3 shows that 55.9 per cent of the second class high schools require one year of physical education, while 41.9 per cent of the second class high schools require two years. Two and three-tenths per cent of the second class high schools required three and four years of physical education.

As shown in Figure 3, 55.4 per cent of all the high schools in first and second class school districts require one year of physical education and 28.8 per cent require two years of physical education. Fourteen and four-tenths per cent require three years and 2.2 per cent require four years of physical education.

The physical education requirement in the State of Washington shows a marked difference. The difference in the second year requirement could be accounted for by the number of four year high schools in the second class districts counting the ninth grade physical education requirement as part of their high school.

The summary of required hours of physical education classes per week shows that 13.8 per cent of first class district high schools and 6.9 per cent of the second class high schools require two hours of physical education per week. This gives an overall average of 11.1 per cent of

both first and second class high schools requiring two hours of physical education per week.

Figure 4 also shows that 17 per cent of the first class districts and 25.5 per cent of the second class districts, or an average of 17.7 per cent, require three hours of physical education per week.

Figure 4 reveals 70 per cent of the first class districts and 67.4 per cent of the second class districts require five hours of physical education per week. This gives an average for both districts of 69.8 per cent requiring physical education five hours per week.

The majority of the schools offer a daily program although more first class district high schools offer a daily program than those of the second class.

Figure 5 shows that only 2.1 per cent of all first class district high schools offer one hour of elective physical education per week. No second class district high school offers one hour of physical education per week. Eight and five-tenths per cent of first class high schools offer two hours of elective physical education per week. No second class high school offers two hours of physical education per week. Six and three-tenths per cent of first class district high schools and 4.2 per cent of the second class districts or an average of 5.5 per cent of the schools in both districts offer three hours of elective physical education per week.

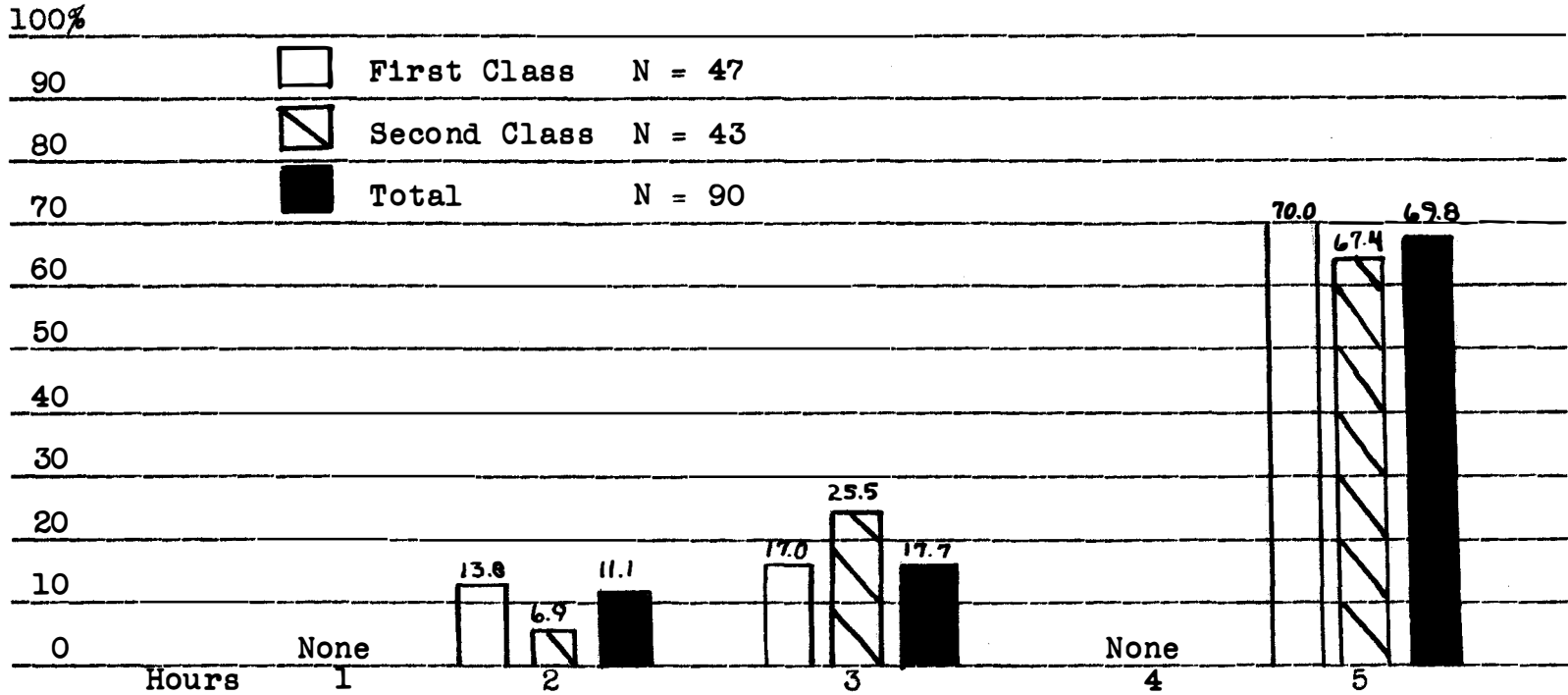


FIGURE 4

REQUIRED HOURS OF PHYSICAL EDUCATION PER WEEK FOR GIRLS  
 IN HIGH SCHOOLS OF FIRST AND SECOND CLASS SCHOOL  
 DISTRICTS IN THE STATE OF WASHINGTON

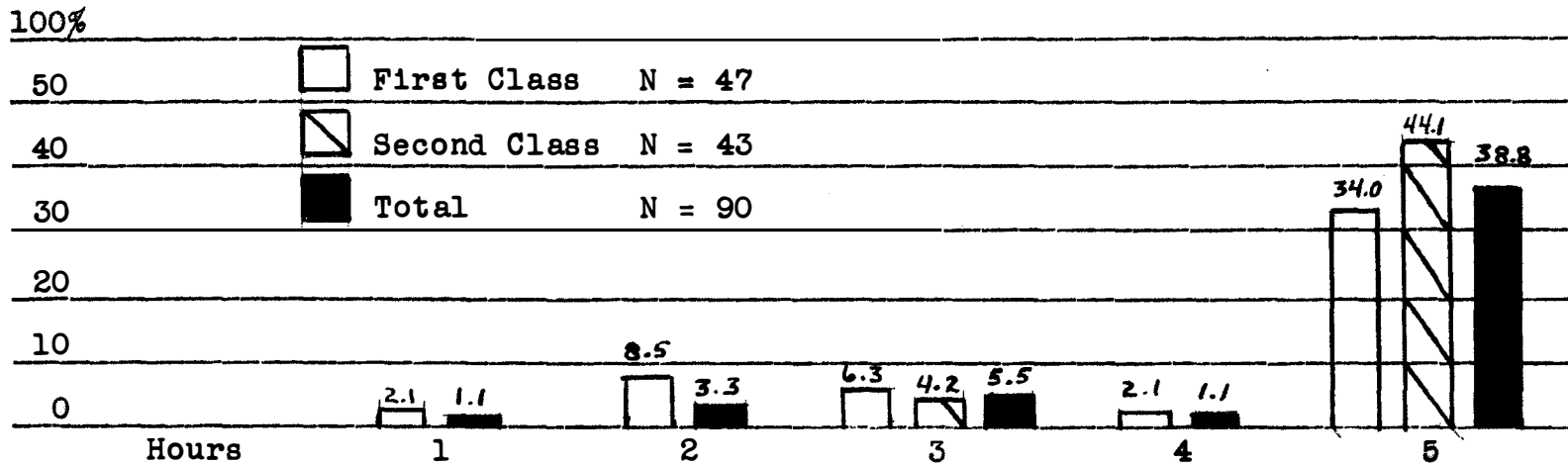


FIGURE 5

ELECTIVE HOURS OF PHYSICAL EDUCATION PER WEEK FOR GIRLS  
 IN HIGH SCHOOLS OF FIRST AND SECOND CLASS SCHOOL  
 DISTRICTS IN THE STATE OF WASHINGTON

Figure 5 also reveals that only 2.1 per cent of the high schools in first class districts and no second class district high schools offer four hours of elective physical education per week. Thirty-four per cent of first class district high schools and 44.1 per cent of the second class district high schools offer elective physical education five hours per week. This gives an overall average of 38.8 per cent of all the high schools in first and second class school districts offering five hours of elective physical education per week.

Whereas there is very little difference in the proportionate number of schools in first and second class districts offering elective physical education (Figure 2) the amount and distribution of time varies between the two districts. Second class districts tend to offer greater amounts of time more consistently; first class districts vary more in their time allocations to the elective program.

Table VII shows that 29.7 per cent of the first class district high schools in the State of Washington require medical examinations for students participating in physical education. Table VII also shows that 17 per cent of all the first class districts requiring the medical examinations require the student to take these examinations at school and 12.7 per cent require the students to have these examinations by their family physician.

TABLE VII

MEDICAL EXAMINATIONS PRACTICES IN HIGH SCHOOLS  
 OF FIRST AND SECOND CLASS SCHOOL DISTRICTS  
 IN THE STATE OF WASHINGTON

District	Number Sent	Number Return	Percentage Returns	Required	Given at School	Given at Family M. D.
First	54	47	87.0%	29.7%	17.0%	12.7%
Second	56	43	76.8	4.2	4.2	
Total	110	90	81.8	17.7	11.1	6.6

It is also shown in Table VII that 4.2 per cent of the second class school district high schools require a medical examination of those students participating in physical education. These examinations are given at school.

Table VII shows that 17.7 per cent of all the high schools in first and second class school districts require a medical examination of students participating in physical education. Eleven and one-tenth per cent of these give the medical examination at school and 6.6 per cent require the examination to be given by the family physician.

More first class districts require a medical examination than second class districts; however both districts are quite delinquent in this phase of the physical education program.

Fourteen and eight-tenths per cent of the respondents in first class school districts felt the present state requirement for physical education was adequate, while 85.1 per cent felt the state requirement was not adequate.

In second class school districts 34.8 per cent of the respondents felt the present state requirement for physical education was adequate while 65.1 per cent felt it was inadequate.

Table VIII shows that 24.4 per cent of all the teachers in first and second class school districts felt the present state requirement for physical education was



TABLE VIII

OPINIONS OF PHYSICAL EDUCATION TEACHERS IN HIGH SCHOOLS  
 OF FIRST AND SECOND CLASS SCHOOL DISTRICTS IN  
 THE STATE OF WASHINGTON REGARDING THE  
 ADEQUACY OF THE PRESENT STATE LAW

District	Number Sent	Number Return	Percentage Returns	Adequate	Not Adequate
First	54	47	87.0%	14.8%	85.1%
Second	56	43	76.8	34.8	65.1
Total	110	90	81.8	24.4	75.5

adequate, while 75.5 per cent felt the present requirement was inadequate.

It appears that more teachers in first class districts are dissatisfied with our present state requirement than are those of the second class. This opinion could tie in with the amount of training of the teachers.

Table IX shows that in first class school districts the smallest enrollment was fifteen students, while the largest enrollment was 128 girls. The overall average of class sizes in first class school districts was 41.2 students per class.

Table IX also shows that in second class school districts the smallest class was ten students, while fifty-eight was the largest class enrollment. The average size of classes in second class school districts was 29.9 students per class.

As shown in Table IX the smallest enrollment in both first and second class school districts was ten students, while the largest enrollment was 128 students. The average size of classes in both first and second class districts was 35.2 students per physical education class.

Class size in first class districts varies more than those of the second class districts. The average size of first class district physical education classes exceeds

TABLE IX

AVERAGE SIZE OF GIRLS' PHYSICAL EDUCATION CLASSES IN  
HIGH SCHOOLS OF FIRST AND SECOND CLASS SCHOOL  
DISTRICTS IN THE STATE OF WASHINGTON

District	Number Sent	Number Return	Percentage Returns	Smallest Class	Largest Class	Average Class
First	54	47	87.0%	15	128	41.2
Second	56	43	76.8	10	58	29.9
Total	110	90	81.8	10	128	35.2

that of the academic class, while in second class districts the class size is nearer that of the academic class.

Figure 6 shows that 50 per cent of the high schools in first class districts have one woman staff member, while 93.4 per cent of the second class districts have one physical education teacher. Seventy-one and one-tenth per cent of all the high schools in both first and second class school districts have one woman physical education teacher.

Figure 6 also shows that 31.9 per cent of first class districts have two staff members while only 6.5 per cent of the second class districts have two women staff members. Twenty per cent of both first and second class school districts have two women staff members.

Figure 6 also revealed that 8.7 per cent of first class high schools have three women staff members, while 4.2 per cent of them have four physical education teachers. Two and one-tenth per cent have either five or six women staff members.

Table X shows that 62.8 per cent of the respondents in first class school districts felt their present number of women staff members was adequate for their situation, while 85.7 per cent of the second class school district respondents felt their number of women staff members was adequate for their situation.

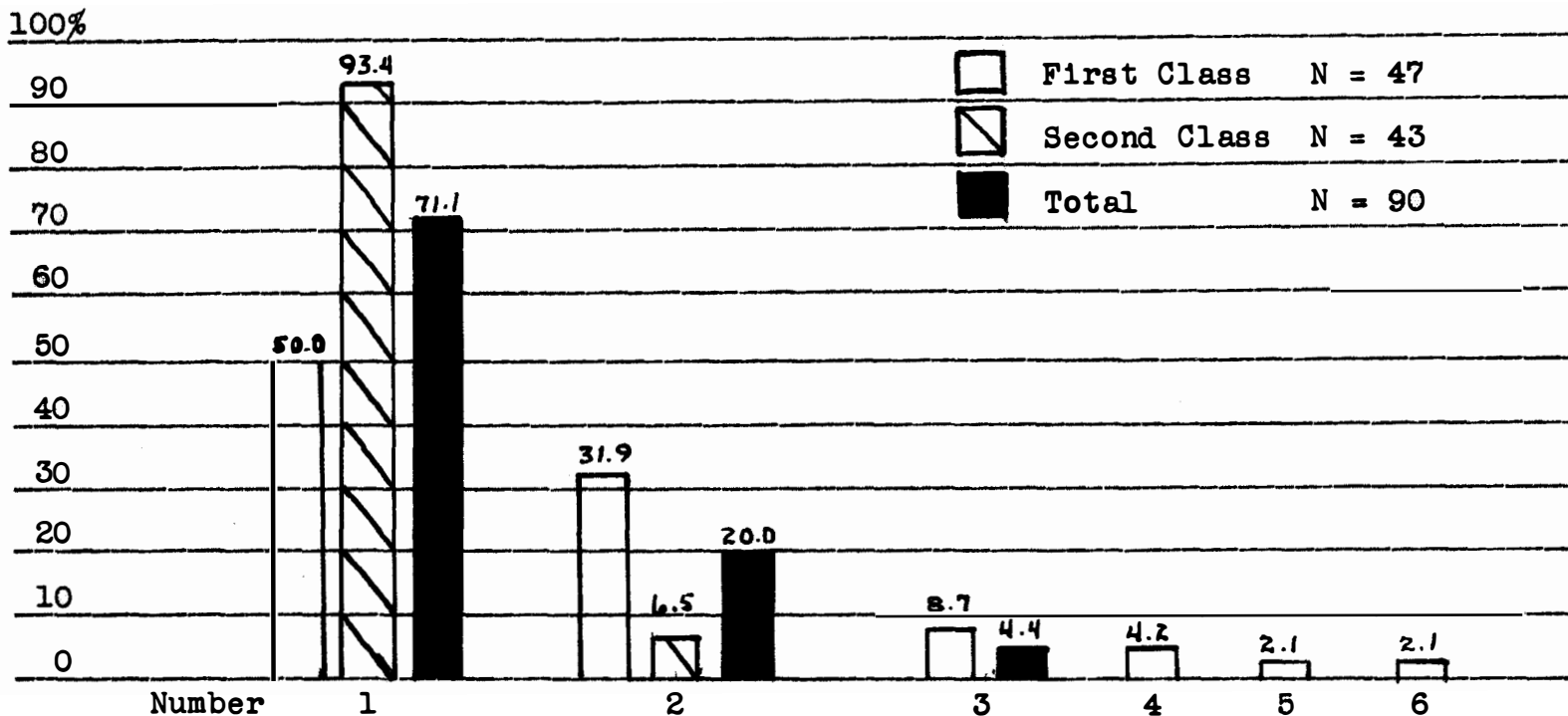


FIGURE 6

NUMBER OF WOMEN STAFF MEMBERS IN HIGH SCHOOLS  
 OF FIRST AND SECOND CLASS SCHOOL DISTRICTS  
 IN THE STATE OF WASHINGTON

TABLE X

OPINIONS OF GIRLS' PHYSICAL EDUCATION TEACHERS IN HIGH SCHOOLS  
OF FIRST AND SECOND CLASS SCHOOL DISTRICTS IN THE  
STATE OF WASHINGTON REGARDING THE ADEQUACY  
OF NUMBER OF WOMEN STAFF MEMBERS

District	Number Sent	Number Returns	Percentage Returns	Adequate Number Yes
First	54	43	79.6%	62.8%
Second	56	42	73.9	85.7
Total	110	85	77.2	75.0

Table X also shows that 75 per cent of all the respondents in both first and second class school districts felt their present number of women staff members was adequate.

This might indicate that second class school districts are better staffed, but it may be an indication of inadequate assigning procedures.

Table XI shows that in first class districts all staff members have a Bachelor's Degree and 20.4 per cent of first class district women physical education teachers hold a Master's Degree. Thirty-eight and five-tenths per cent hold Standard General Certificates. Twenty-two and eight-tenths per cent are working towards their Master's Degree.

Table XI also revealed that 85 per cent of the teachers in first class school districts have majors in physical education; 9.6 per cent have a minor in physical education; 4.8 per cent have less than a minor in physical education. Sixty-two and six-tenths per cent teach only physical education classes.

Table XI revealed that all women physical education teachers in second class school districts hold a Bachelor's Degree and 2.1 per cent hold a Master's Degree. Thirty-two and six-tenths per cent have a Standard General Certificate or are working towards their Master's Degree.

TABLE XI

PROFESSIONAL PREPARATION OF WOMEN PHYSICAL EDUCATION  
TEACHERS OF FIRST AND SECOND CLASS SCHOOL  
DISTRICTS IN THE STATE OF WASHINGTON

	First Class	Second Class	Total
Number Sent	54	56	110
Number Returned	47	43	90
Percentage Returned	87.0%	76.8%	81.8%
Bachelor's Degree	100 %	100 %	100 %
Master's Degree	20.4	2.1	14.2
Holds Standard General	35.8	32.6	37.3
Working Toward Master's	22.8	32.6	26.1
Major in Physical Education	85.0	71.7	80.1
Minor in Physical Education	9.6	4.3	6.3
Less Than A Minor in P. E.	4.8	21.7	13.5
Teaches Only Physical Education	62.6	56.5	58.5



Table XI shows that 71.7 per cent of the women physical education teachers have a major in physical education, and 21.7 per cent have less than a minor in physical education. Fifty-six and five-tenths per cent teach only physical education classes.

As revealed in Table XI all women physical education teachers in first and second class districts hold a Bachelor's Degree and 14.2 per cent hold a Master's Degree. Thirty-seven and three-tenths per cent hold Standard General Certificates and 26.1 per cent are working towards their Master's Degrees.

It is also shown in Table XI that 80.1 per cent of all women staff members have a major in physical education, while 6.3 per cent have a minor in physical education. Thirteen and five-tenths per cent of all the women physical education teachers have less than a minor in physical education and 58.5 per cent teach only physical education classes.

Women physical education teachers in first class districts have completed more advanced work than those in the second class districts, and more of the teachers are majors in physical education than those of the second class school districts. In general teachers in first class school districts are better prepared than those of the second class school districts.

Table XII shows that 65.9 per cent of the physical education teachers in first class school districts feel their out-of-door facilities place limitations on their programs, while 59.5 per cent of the teachers feel their indoor facilities limit their programs.

As shown in Table XII, 44.1 per cent of the women physical education teachers in second class school districts feel their out-of-door facilities limited their programs, while 51.1 per cent of the teachers feel their indoor facilities limit their programs.

Table XII shows that 55.5 per cent of all the women physical education teachers in both first and second class school districts feel both their indoor and out-of-door facilities limit their total programs.

Table XII shows that the second class school districts have better facilities than the first class districts; however it might indicate a more limited program in the second class districts than in the first class school districts.

Table XIII shows that 53.1 per cent of the women physical education teachers in first class school districts feel their shower room facilities are adequate for their situations.

Table XIII reveals that 69.7 per cent of the women physical education teachers in second class school

TABLE XII

OPINIONS OF WOMEN PHYSICAL EDUCATION TEACHERS IN HIGH SCHOOLS OF FIRST  
AND SECOND CLASS SCHOOL DISTRICTS IN THE STATE OF WASHINGTON  
REGARDING THE LIMITATIONS WHICH FACILITIES  
PLACE ON THEIR PROGRAMS

	First Class	Second Class	Total
Number Sent	54	56	110
Number Returned	47	43	90
Percentage Returned	87.0%	76.8%	81.8%
Out-of-Door Facilities Limit Program	65.9	44.1	55.5
Indoor Facilities Limit Program	59.5	51.1	55.5

TABLE XIII

OPINIONS OF WOMEN PHYSICAL EDUCATION TEACHERS IN HIGH SCHOOLS OF FIRST  
AND SECOND CLASS SCHOOL DISTRICTS IN THE STATE OF WASHINGTON  
REGARDING THE ADEQUACY OF THEIR SHOWER ROOM FACILITIES

	First Class	Second Class	Total
Number Sent	54	56	110
Number Returned	47	43	90
Percentage Returned	87.0%	76.8%	81.8%
Teachers Feel Their Shower Room Facilities are Adequate	53.1	69.7	61.1

districts feel their shower rooms are adequate for their situations.

Table XIII also shows that 61.1 per cent of all the women physical education teachers in both first and second class school districts feel their shower room facilities are adequate for their situations.

Figure 7 shows the number of teaching stations and the adequacy of this number that are used by the women physical education teachers in first and second class school districts in the State of Washington.

Figure 7 reveals that 21.9 per cent of the first class school districts have one teaching station, while 41.6 per cent of the second class high schools have one station. A total of both districts shows that 31.1 per cent of both the first and second class districts have one teaching station.

Figure 7 also shows 41.4 per cent of first class district high schools have two teaching stations, while 27.7 per cent of the second class district high schools have two stations. A total of 35 per cent of both the first and second class district high schools have two teaching stations for the girls' physical education program.

Figure 7 further reveals that 17.2 per cent of the first class districts have three teaching stations, while

13 per cent of the second class school districts have three teaching stations for girls' physical education. A total of 15.3 per cent of both the first and second class school districts use three teaching stations for girls' physical education.

Figure 7 shows that 7.3 per cent of the high schools in first class districts have four teaching stations for the girls' physical education program, while 13 per cent of the second class districts have four teaching stations for girls' physical education.

It is shown in Figure 7 that 7.3 per cent of the first class high schools have five teaching stations, while 2.7 per cent of the second class districts have five teaching stations. This gives a total of 5.1 per cent of all the high schools in first and second class districts having five teaching stations.

Figure 7 shows that 4.9 per cent of the first class district high schools have seven teaching stations for the girls' physical education program.

It is also shown in Figure 7 that 53.6 per cent of the women physical education teachers in first class districts feel the number of teaching stations they have is adequate for their situations. Sixty-nine and four-tenths per cent of the second class district teachers feel their number of teaching stations is adequate for their situations.

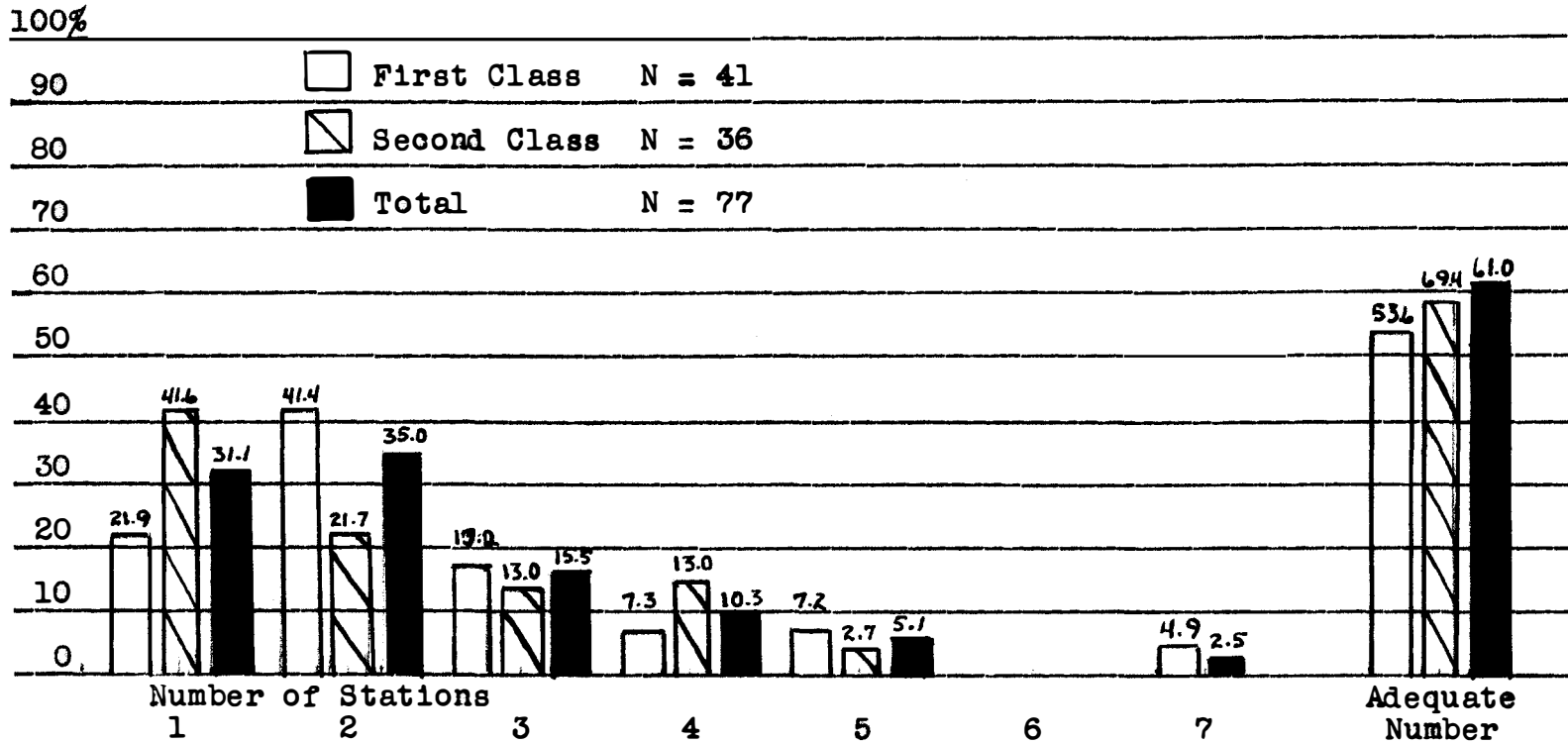


FIGURE 7

THE ADEQUACY AND NUMBER OF TEACHING STATIONS USED BY THE  
 WOMEN PHYSICAL EDUCATION TEACHERS IN HIGH SCHOOLS  
 OF FIRST AND SECOND CLASS SCHOOL DISTRICTS  
 IN THE STATE OF WASHINGTON

The total of both first and second class school districts was 61 per cent of all the women physical education teachers feeling the number of teaching stations they have is adequate for their situations.

There is considerable difference between the number of women staff members (Figure 6) and the number of teaching stations used by the first and second class districts, and the feelings of the teachers regarding the adequacy of this number. This adequacy of number once again could reflect inadequate assigning procedures.

Table XIV shows that 89.3 per cent of the first class district high schools have an intramural program. Twenty-five and five-tenths per cent of these schools have a co-recreational program.

Table XIV also shows that 79 per cent of the second class district high schools have an intramural program for girls. Twenty and nine-tenths per cent of these have a co-recreational program.

It is shown in Table XIV that 84.4 per cent of all the high schools in both first and second class school districts have an intramural program. Twenty-three and three-tenths per cent of these have a co-recreational program.

First class district high schools offer a better intramural program than the high schools in second class school districts.



TABLE XIV

HIGH SCHOOLS OF FIRST AND SECOND CLASS SCHOOL DISTRICTS  
IN THE STATE OF WASHINGTON HAVING INTRAMURAL  
AND CO-RECREATIONAL PROGRAMS

	First Class	Second Class	Total
Number Sent	54	56	110
Number Returned	47	43	90
Percentage Returned	87.0%	76.8%	81.8%
Have an Intramural Program	89.3	79.0	84.4
Have a Co-Recreational Program	25.5	20.9	23.3

Table XV shows that 74.4 per cent of the first class district high schools have an intramural program administered by their girls' athletic association, and 36.1 per cent limit their intramural program to girls' athletic association members.

Table XV reveals that 65.1 per cent of the second class district high schools have an intramural program administered by their girls' athletic association and 39 per cent of these high schools limit their intramural program to their girls' athletic association members.

It is shown in Table XV that 70 per cent of all the high schools in first and second class school districts have an intramural program administered by their girls' athletic association and 37.7 per cent of these limit their program to their girls' athletic association members.

More high schools in first class districts administer their intramural programs through their girls' athletic association, but in proportion more second class high schools limit their membership to girls' athletic association members.

Table XVI shows that 2.1 per cent of the intramural programs for girls in first class school districts are handled by a classroom teacher and 87.2 per cent are handled by the women physical education teachers.

TABLE XV

GIRLS' ATHLETIC ASSOCIATION PARTICIPATION AND ADMINISTRATION  
OF INTRAMURAL PROGRAMS IN HIGH SCHOOLS OF FIRST AND SECOND  
CLASS SCHOOL DISTRICTS IN THE STATE OF WASHINGTON

	First Class	Second Class	Total
Number Sent	54	56	110
Number Returned	47	43	90
Percentage Returned	87.0%	76.8%	81.8%
Does G. A. A. Administer Your Intramural Program	Yes 74.4	Yes 65.1	Yes 70.0
Is Your Intramural Program Limited To G. A. A. Members	36.1	39.0	37.7

TABLE XVI

SUPERVISION OF INTRAMURAL PROGRAMS FOR GIRLS IN HIGH SCHOOLS  
OF FIRST AND SECOND CLASS SCHOOL DISTRICTS  
IN THE STATE OF WASHINGTON

	First Class	Second Class	Total
Number Sent	54	56	110
Number Returned	47	43	90
Percentage Returned	87.0%	76.8%	81.8%
Classroom Teacher	2.1	9.9	4.4
Student	0	0	0
Physical Education Teacher	87.2	69.7	80.0
Adult from the Community	0	0	0

Table XVI reveals that 9.9 per cent of the girls' intramural programs in second class school districts are supervised by a classroom teacher and 69.7 per cent are supervised by the physical education teacher.

It is shown in Table XVI that 4.4 per cent of the intramural programs for both first and second class school districts are handled by a classroom teacher and 80 per cent of the programs are handled by the women physical education teachers.

In proportion to the number of intramural programs in first and second class school districts, more of the first class district programs are supervised by trained personnel in the person of the girls' physical education teacher.

Figure 8 shows that 25.5 per cent of the first class school district intramural programs are in effect two hours per week, while 32.5 per cent of the second class school district programs average two hours per week. Thirty per cent of all the high schools in both first and second class school districts average two hours per week.

It is also shown in Figure 8 that 14.8 per cent of the first class school district high schools have a three hour per week intramural program, while 13.9 per cent of the second class high schools have a three hour per week intramural program. Fourteen and four-tenths per cent of all the high schools in both first and second class school

districts have an intramural program in effect on the average of three hours per week.

Figure 8 reveals 21.2 per cent of the first class district high schools average four hours per week their intramural program is in effect, and 16.2 per cent of the second class school district high schools average four hours per week. Eighteen and eight-tenths per cent of all the high schools in both first and second class districts average four hours per week.

Figure 8 shows that 8.5 per cent of the first class school district high schools have an intramural program in effect five hours per week, compared with 9.3 per cent of the second class high schools and 9 per cent of both first and second class school districts.

It is revealed in Figure 8 that 8.5 per cent of the first class school district high schools average six hours per week for their intramural program for girls. Two and one-tenth per cent of the second class school districts and 5.5 per cent of both first and second class school districts average six hours per week for their intramural programs.

It is shown in Figure 8 that 2.1 per cent of both first and second class school districts average seven hours per week giving an overall average of 1.1 per cent for both districts.

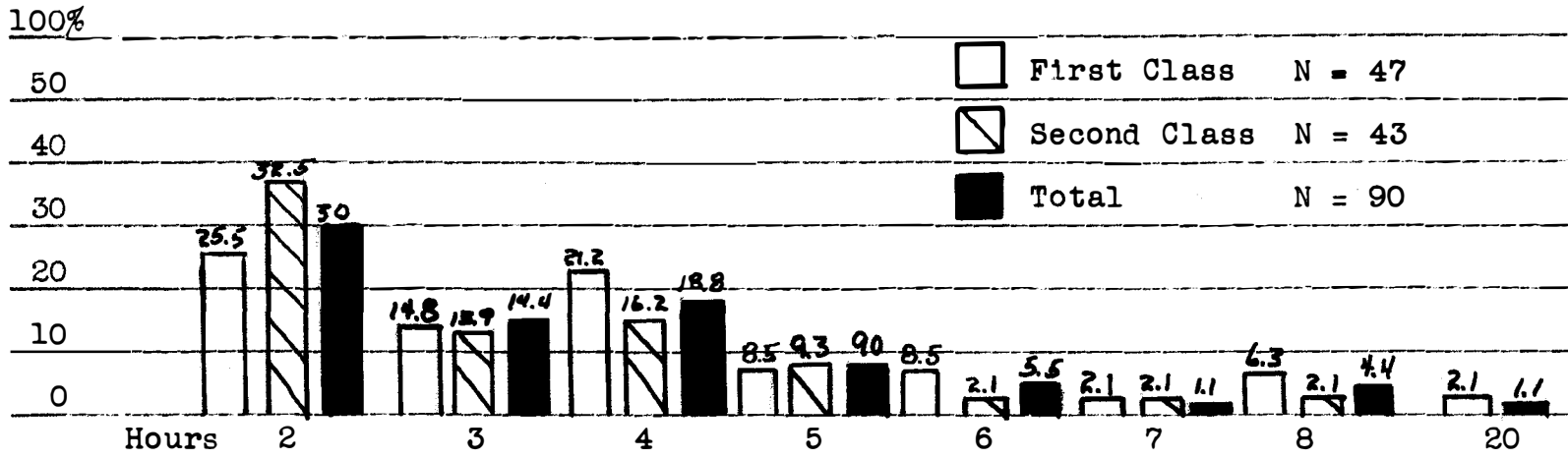


FIGURE 8

AVERAGE NUMBER OF HOURS PER WEEK IN THE GIRLS' INTRAMURAL PROGRAM IN HIGH SCHOOLS OF FIRST AND SECOND CLASS SCHOOL DISTRICTS IN THE STATE OF WASHINGTON

Revealed in Figure 8 was 6.3 per cent of the first class school district high schools average eight hours per week for their girls' intramural program. Two and one-tenth per cent of the second class high schools and 4.4 per cent of both first and second class school districts average eight hours per week for their girls' intramural program.

As revealed in Figure 8 only 2.1 per cent of the first class school district high schools average twenty hours per week for their intramural program for girls.

The summary of the total intramural program for girls in first and second class school districts shows that the first class school districts apparently have more programs and more time for their intramural programs.

Table XVII shows the activities and the percentage of schools offering these activities in their intramural programs for girls. The activities are listed in rank order of the frequency based on the returns from first class districts. The most frequent activities were basketball, volleyball, softball, badminton, tennis and bowling. The least frequent activities in first class districts were dance, trampoline, volley tennis, apparatus, marching, hiking and horseshoes.

Table XVII shows the activities and percentages of schools in second class school districts offering these activities in their intramural programs for girls. The



TABLE XVII

INTRAMURAL PROGRAM ACTIVITIES FOR GIRLS IN HIGH SCHOOLS  
OF FIRST AND SECOND CLASS SCHOOL DISTRICTS  
IN THE STATE OF WASHINGTON

	First Class	Second Class	Total
Number Sent	54	56	110
Number Returned	47	43	90
Percentage Returned	87.0%	76.8%	81.8%
Basketball	89.3%	69.7%	81.1%
Volleyball	89.3	69.7	81.1
Softball	89.3	69.7	81.1
Badminton	89.3	67.4	78.8
Tennis	74.4	48.8	60.0
Bowling	70.2	34.8	53.3
Ping Pong	36.1	13.9	25.5
Swimming	31.9	13.9	23.3
Speedball	19.1	18.6	18.8
Tumbling	17.0	16.2	16.4
Golf	17.0	9.2	13.3
Speed-a-Way	17.0	34.6	25.5
Shuffleboard	10.6		5.5
Soccer	8.5	4.6	6.6
Hockey	8.5		4.4
Archery	6.3	20.9	16.4
Trampoline	4.2	2.3	3.3
Volley Tennis	4.2		2.2
Apparatus	4.2		2.2
Marching	4.2		2.2
Dance	4.2		2.2
Hiking	4.2		2.2
Horseshoes	2.1		1.1

activities are listed in rank order based on their popularity in first class school districts. The most popular activities were basketball, volleyball, softball and badminton. The least popular activities were golf, soccer and trampoline.

Shown in Table XVII are the activities and the percentages of schools in both first and second class school districts offering these activities in their intramural programs for girls. The activities are listed in rank order of frequency in first class school districts. The most frequent activities were basketball, volleyball, softball and badminton. The least frequent were volley tennis, apparatus, dance, marching, hiking and horseshoes.

Once again the first class school districts offer more activities more frequently.

Table XVIII shows the activities and the percentages of schools offering these activities as varsity sports for girls. The activities are listed in rank order of their popularity based on the returns from first class school districts.

Table XVIII shows that 57.4 per cent of the first class high schools have varsity tennis and 17 per cent have varsity badminton for girls. Fourteen and eight-tenths per cent of the first class district high schools have either varsity basketball or volleyball for the girls,

TABLE XVIII

VARSITY SPORT ACTIVITIES FOR GIRLS IN HIGH SCHOOLS  
OF FIRST AND SECOND CLASS SCHOOL DISTRICTS  
IN THE STATE OF WASHINGTON

	First Class	Second Class	Total
Number Sent	54	56	110
Number Returned	47	43	90
Percentage Returned	87.0%	76.8%	81.8%
Tennis	57.4%	30.2%	45.5%
Badminton	17.0		8.8
Basketball	14.8	4.2	10.0
Volleyball	14.8	2.1	8.8
Softball	12.7	4.2	8.8
Golf	8.5		4.4
Bowling	2.1		1.1

while 12.7 per cent have varsity softball. Eight and five-tenths per cent provide varsity golf and 2.1 per cent varsity bowling for high school girls.

As shown in Table XVIII, 30.2 per cent of the second class high schools participate in varsity tennis and 4.2 per cent participate in either basketball or softball. Two and one-tenth per cent participate in varsity volleyball.

Table XVIII reveals that 45.5 per cent of all the high schools in both first and second class school districts have a varsity tennis program for girls. Ten per cent of the schools have a varsity basketball program, while 8.8 per cent have either softball, volleyball or badminton. Four and four-tenths per cent have varsity golf and 1.1 per cent varsity bowling for the girls in their high schools.

First class school districts offer opportunities for more participation and a broader scope of activities.

Table XIX shows the playday activities ranked in order of their frequency based on returns from first class school districts. Activities most frequent were volleyball, basketball and softball. Least frequent activities were swimming, field hockey, speed-a-way, speedball, archery and track.

As shown in Table XIX, 65.1 per cent of the second class high schools participated in volleyball playdays and 53.4 per cent participated in basketball playdays.

TABLE XIX

PLAYDAY ACTIVITIES FOR GIRLS IN HIGH SCHOOLS OF  
FIRST AND SECOND CLASS SCHOOL DISTRICTS  
IN THE STATE OF WASHINGTON

	First Class	Second Class	Total
Number Sent	54	56	110
Number Returned	47	43	90
Percentage Returned	87.0%	76.8%	81.8%
Volleyball	74.4%	65.1%	70.0%
Basketball	72.2	53.4	63.3
Softball	55.5	69.7	62.2
Badminton	23.4	16.2	20.0
Bowling	10.6		5.5
Tennis	10.6	2.1	6.6
Ping Pong	10.6		5.5
Swimming	6.3		3.3
Field Hockey	6.3		3.3
Speed-a-Way	6.3		3.3
Speedball	6.3		3.3
Archery	6.3		3.3
Track	2.1		1.1

Sixty-nine and seven-tenths per cent of the second class high schools provided opportunities for softball playdays and 16.2 per cent in badminton playdays. Two and one-tenth per cent participated in tennis playdays.

Table XIX reveals the playday activities ranked in order of their frequency in first class school districts. The following activities were found most frequently in both the first and second class school districts: volleyball, basketball, and softball. Playday activities least frequent were: swimming, field hockey, speed-a-way, speedball, archery and track.

With the exception of softball, again more first class school districts than second class school districts participated in playday activities and again have a broader scope.

Table XX shows the activities and their percentage of participation in sportsday activities. The activities in Table XX are listed in rank order of their popularity in first class school districts. In first class school districts the most popular sportsday activities were basketball, volleyball and badminton. Least popular were speed-a-way, archery, track and ping pong.

It is shown in Table XX that 30.2 per cent of the second class school districts participated in basketball sportsdays and 32.5 per cent in volleyball and softball.

TABLE XX  
SPORTSDAY ACTIVITIES FOR GIRLS IN HIGH SCHOOLS OF  
FIRST AND SECOND CLASS SCHOOL DISTRICTS  
IN THE STATE OF WASHINGTON

	First Class	Second Class	Total
Number Sent	54	56	110
Number Returned	47	43	90
Percentage Returned	87.0%	76.8%	81.8%
Basketball	40.4%	30.2%	35.5%
Volleyball	38.2	32.5	35.5
Badminton	34.0	6.9	21.1
Softball	31.9	32.5	32.2
Tennis	23.8	4.2	14.4
Speedball	10.6		6.6
Speed-a-way	6.3		3.3
Archery	6.3		3.3
Track	2.1		1.1
Ping Pong	1.1		1.1

Six and nine-tenths per cent had badminton sportsdays and 4.2 per cent had tennis sportsdays.

It is revealed in Table XX that 35.5 per cent of the high schools participated in basketball or volleyball sportsdays and 32.2 per cent in softball. Twenty-one and one-tenth per cent provided an opportunity for participation in badminton and 14.4 per cent in tennis. Six and six-tenths per cent had a speedball sportsday and 3.3 per cent had either speed-a-way or archery sportsdays. One and one-tenth per cent participated in either track or ping pong sportsdays activities.

Whereas first class school districts had better intramural and extramural programs this does not relate to the adequacy of their personnel or facilities, but relates more to the preparation of their teachers.

Table XXI shows an alphabetical listing of activities offered in the girls' physical education program and the percentages of schools offering these activities. In first class districts the most frequent activities were camping, fencing, modified football, hiking, shuffleboard and marching.

Table XXI also shows the activities and percentages of schools offering these activities in second class school districts. The most frequent activities in the second class school districts were badminton, basketball, tumbling and



TABLE XXI

ACTIVITIES OFFERED IN THE GIRLS' PHYSICAL EDUCATION PROGRAM IN  
HIGH SCHOOLS OF FIRST AND SECOND CLASS SCHOOL  
DISTRICTS IN THE STATE OF WASHINGTON

	First Class	Second Class	Total
Number Sent	54	56	110
Number Returned	47	43	90
Percentage Returned	87.0%	76.8%	81.8%
Archery	46.8%	65.1%	55.5%
Badminton	85.1	93.0	88.8
Basketball	97.8	93.0	95.5
Body Mechanics	23.4	18.6	21.1
Bowling	38.7	20.9	31.1
Camping	4.2	2.1	3.3
Fencing	4.2	2.1	3.3
Field Hockey	31.9	16.2	24.4
Folk Dance	65.9	41.8	54.4
Football (Modified)	2.1	6.6	4.0
Games of Low Organization	57.4	58.1	57.7
Golf	34.0	20.9	27.7
Hiking	4.2	16.2	10.0
Horseshoes	19.1	25.5	22.2
Marching	8.5		4.2
Modern Dance	38.2	16.2	27.7
Restrictive Activities	12.7	11.6	12.2
Shuffleboard	4.2		2.1
Soccer	36.1	60.4	47.7
Social Dance	63.8	46.5	55.5
Softball	91.4	79.0	85.5
Speed-a-Way	25.5	44.1	34.4
Speedball	36.1	41.8	38.8

TABLE XXI (continued)

Swimming	38.2	23.2	31.1
Tennis	74.4	62.7	70.0
Track	25.5	41.8	33.3
Trampoline	48.9	25.5	37.7
Tumbling	72.3	81.3	76.6
Volley Tennis	10.6		5.3
Volleyball	89.3	90.6	90.0

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volleyball. The least popular were camping, fencing and modified football.

Table XXI shows the total activities and the percentages of all the high schools in first and second class school districts. The most frequent activities were badminton, basketball, softball and volleyball. The least frequent were camping, fencing, football, marching and shuffleboard.

First class school districts offer bowling, field hockey, folk dance, social dance, and swimming to a greater extent, whereas the most popular activities were similar, and once again a wider range of activities is indicated in the first class school districts.

Table XXII shows the alphabetical listing of activities offered in co-educational physical education classes of high schools in first and second class school districts.

Table XXII shows that in first class school districts the following activities were most frequent: social dance, folk dance and volleyball. The least frequent activities were golf, horseshoes and tumbling.

Also shown in Table XXII are the co-educational activities and the percentages of schools offering these activities in second class districts. Most frequent were social dance and folk dance. Least frequent activities were archery, badminton and horseshoes.

TABLE XXII

CO-EDUCATIONAL CLASSES OFFERED IN PHYSICAL EDUCATION PROGRAMS IN  
HIGH SCHOOLS OF FIRST AND SECOND CLASS SCHOOL  
DISTRICTS IN THE STATE OF WASHINGTON

	First Class	Second Class	Total
Number Sent	54	56	110
Number Returned	47	43	90
Percentage Returned	87.0%	76.8%	81.8%
Archery	8.2%	2.3%	5.5%
Badminton	17.0	2.3	10.0
Bowling	6.3		3.3
Folk Dance	23.4	18.1	21.9
Golf	4.2		2.2
Horseshoes	2.2	2.3	2.2
Social Dance	42.5	27.8	35.5
Softball	8.2		5.5
Swimming	10.6	6.9	8.8
Tennis	10.6		5.5
Tumbling	4.2		2.2
Volleyball	23.4	13.9	17.6

Revealed in Table XXII are the co-educational activities taught in both first and second class school districts and the percentages of schools offering these activities. Most frequent were social dance, folk dance and volleyball. Least frequent were golf, horseshoes and tumbling.

Again the first class school district provides more opportunities and a broader scope than school districts of the second class.

Table XXIII shows an alphabetical listing of activities and the average number of days per unit these activities are taught in the girls' physical education programs in first and second class school districts.

Table XXIII shows that in first class school districts the longest units of study were body mechanics, speed-a-way, basketball and volleyball. The shortest units of study were camping, fencing, hiking and horseshoes.

Also shown in Table XXIII are the activities and the average number of days per unit of study in second class school districts. The longest units of study were basketball, softball and volleyball. The shortest units were hiking, horseshoes, golf, hiking and camping.

Both the first and second class school district activities and the average number of days per unit of study are shown in Table XXIII. The longest units of study were

TABLE XXIII

AVERAGE LENGTH OF TIME OF EACH UNIT OF STUDY IN GIRLS' PHYSICAL  
EDUCATION PROGRAMS IN HIGH SCHOOLS OF FIRST AND SECOND  
CLASS SCHOOL DISTRICTS IN THE STATE OF WASHINGTON

	First Class	Second Class	Total
Number Sent	54	56	110
Number Returned	47	43	90
Percentage Returned	87.0%	76.8%	81.8%
	Average Number of Days Per Unit		
Archery	16	12	14
Badminton	17	13	15
Basketball	21	17	19
Body Mechanics	20	9	11
Bowling	12	11	11
Camping	5	5	5
Fencing	5	5	5
Field Hockey	10	12	11
Folk Dance	11	11	11
Games of Low Organization	10	10	10
Golf	16	5	10
Hiking	3	3	3
Horseshoes	5	4	4
Modern Dance	11	12	11
Soccer	11	11	11
Social Dance	11	10	10
Softball	15	17	16
Speed-a-Way	21	9	15
Speedball	15	14	14

TABLE XXIII (continued)

Swimming	13	9	10
Tennis	15	10	12
Track	12	6	9
Trampoline	10	10	10
Tumbling	16	10	13
Volleyball	18	15	16

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basketball, softball, and volleyball. The shortest units were hiking, horseshoes, camping and fencing.

The units of study for the major proportion of the activities in first class school districts are longer in duration than the units of study in second class school districts.

Figure 9 is the summary of the various activity divisions and the percentage of instructional time each of the divisions occupies in the total activity program of the physical education curriculum for girls in first and second class school districts.

Figure 9 shows that 35 per cent of the total program is devoted to team sports and 22 per cent to individual sports. Ten per cent of the program is dual sports, while rhythms occupy 11 per cent. Recreational sports are 8 per cent of the total program and gymnastics are 14 per cent.

It is shown in Figure 9 that second class school districts have a total of 39 per cent of their total physical education program devoted to team sports and 16 per cent to individual sports. Rhythms and gymnastics are 13 per cent of the total program and recreational sports are 9 per cent of the program.

Figure 9 shows that in both the first and second class school districts 37 per cent of the total program is team sports and 19 per cent individual sports. Dual sports



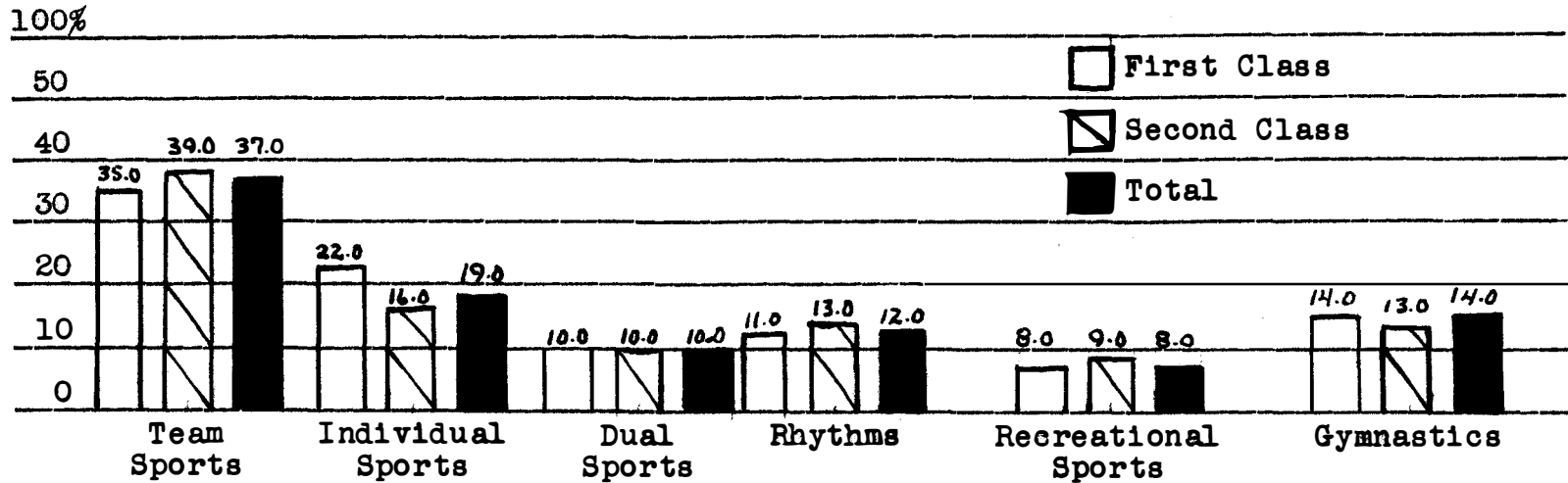


FIGURE 9

COMPARISON BETWEEN GIRLS' PHYSICAL EDUCATION PROGRAMS  
 BY CLASSIFICATION OF ACTIVITIES IN HIGH SCHOOLS  
 OF FIRST AND SECOND CLASS SCHOOL DISTRICTS  
 IN THE STATE OF WASHINGTON

are 10 per cent and rhythms 12 per cent. Recreational sports are 9 per cent while gymnastics are 14 per cent of the total program.

#### PRESENTATION OF CRITERIA

A criterion for evaluating the total physical education program for girls in first and second class school districts in the State of Washington, as reflected by the data obtained through the medium of the questionnaire, has been established. The programs are evaluated according to the following standards set forth by recognized leaders in the field or related fields, present leaders in the area of teacher training, and the writer's experience in the field of physical education.

The evaluation will be made only on those items reflecting facts and not on the items reflecting opinions expressed by the physical education teachers presently handling the girls' physical education program. Their opinions and feelings are discussed in Chapter V.

The criteria for evaluating the programs are:

Administrative criteria. 1. In scheduling physical education classes it is recommended that each child be assigned to one hour of physical education each day for the entire school year (23:106; 7:81).

2. If it is not feasible to assign a student to one hour of physical education each day, the block of time should be used (23:106).

3. Students enrolled in a physical education class should receive credit of the same value as any other class in the school curriculum (7:81-82; 25:216).

4. Each child in school should be given a medical examination before being assigned to a physical education class (16:17; 23:197; 18:399).

5. The average size of the physical education class should not exceed that of the academic class (16:234; 20:398; 23:212; 13:284; 25:213).

Teacher preparation. All teachers in physical education must have at least a Bachelor's Degree and should complete the work required for the Standard General Certificate.

Facilities. 1. Out-of-door facilities should be laid out to provide for maximum participation in games requiring large spaces (19:26; 20:237).

2. High schools with an enrollment of eight hundred pupils or more should have a separate gymnasium for boys and girls (25:254).

Intramural and extramural. 1. Girls' intramural and extramural activities should be conducted according to

the standards set up by the Division of Girls' and Women's Sports of the American Association of Health, Physical Education and Recreation (14:237).

2. Activities in the intramural program usually parallel those taught in the physical education classes (13:335).

3. The intramural program should include co-educational activities (13:335).

4. The Girls' Athletic Association should not administer the intramural program (11:241).

5. Extramural activities have their place in the total program for girls (8:2; 13:333).

6. The intramural program should be under the direction of a trained intramural director (14:36).

7. The time allotment of the intramural program should allow for frequent participation by a large number of students (14:78).

Curriculum. There should be some freedom of choice of activities at the high school level to assure a carry-over interest (11:155; 13:51-56).

2. Girls at the high school level, in addition to their natural interest in dancing, desire and need participation in athletics (23:103).

3. The physical education programs at the high school level should include co-educational activities (17:104; 11:156).

4. The physical education activity program for girls should include the following types of activities and their time allotments:<sup>1</sup>

Individual and Dual Sports . . . . .	20% - 30%
Team Sports . . . . .	10 - 15
Conditioning Type Activities . . . . .	12 - 20
Basic Motor Skills . . . . .	10 - 15
Rhythmic Activities . . . . .	20 - 30
Aquatics . . . . .	0 - 13
Winter Sports . . . . .	0 - 10
Leadership Training and/or Camping Education Activities . . . . .	10 - 20

#### EVALUATION OF PROGRAMS

One purpose of this investigation was to evaluate the present status of the girls' physical education programs in high schools in first and second class school districts in the State of Washington. Evaluation by the established criteria will help in interpreting status.

Administrative criteria. Figure 1, page 47, shows the total picture of the scheduling practices of the first

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<sup>1</sup>Personal Letters: See Appendix

and second class school districts in the State of Washington. The figure reveals that an equal number of first and second class high schools schedule their programs in either a block of time, of which the nine week block is the most popular, or schedule physical education with health education. Less than one-half (47.1 per cent) of the high schools offer a yearly program for their girls in physical education.

Figure 2, page 51, shows that all the high schools in first and second class school districts require at least one year of physical education. Figure 2 also reveals that a little more than half (51.1 per cent) of the schools offer an elective class in physical education, but only 44.4 per cent of these allow a credit towards graduation.

Figure 3, page 52, sums up the required hours of physical education per each student per week. It shows that approximately 70 (69.8) per cent of the schools require five hours of physical education per week of their students. The remaining 30 per cent is shown as 11.1 per cent requiring two hours of physical education per week and 17.7 per cent requiring three hours per week.

In Washington general practice does not reflect an ideal program in terms of the criteria.

Table VII, page 58, shows that less than one-fifth (17.7 per cent) of the first and second class high schools

in this state require a medical examination of those students participating in physical education.

The lack of a medical examination is also reflected in the lack of a restrictive physical education program for handicapped or medical students in our public schools. A little more than 10 (12.2) per cent offer a restrictive program for those students with a handicap or medical excuse.

In Washington State the medical examination is almost extinct and is definitely not in keeping with the terms of the criteria.

Table XIX, page 62, shows that in first class school districts the class size ranged from fifteen to 128 students per class. The average size of classes in first class districts was 41.2 students per class.

In second class school districts the range was from ten to fifty-eight students per class with the average pupil load being that of 29.9 students per class.

The overall picture for both districts shows that ten students is the smallest class and 128 is the largest class and the average size class for both first and second class districts is 35.2 students per class.

In terms of average class size Washington State seems to be in keeping with the recommendations.

Teacher preparation. Table XI, page 67, shows the professional preparations of the teachers in both first and second class school districts in Washington. The table shows that all women staff members in physical education hold a Bachelor's Degree in Education, but only 14 per cent of these hold any advanced degrees. The table further reveals that a little over one-third (37.3 per cent) of the teachers hold a Standard General Certificate and one-fourth of the teachers are working towards their Master's Degrees.

Table XI also reveals that 80 per cent of the women teaching physical education in the State of Washington have a major in physical education. Six and three-tenths per cent have a minor and 13.5 per cent are teaching physical education with less than a minor in the field.

In terms of teacher preparation Washington State does not meet the recommendations set forth in the criteria. More work on the graduate level in physical education is needed and only trained personnel should be responsible for the girls' physical education program.

Intramural and extramural. Washington State is in keeping with the rapidly reappearing intramural and extramural programs. A little over four-fifths (84.4 per cent) of the high schools in first and second class school districts have an active intramural program for girls. Table



XIX, page 76, also shows that only 23.3 per cent of these schools have a co-recreational program.

Table XV, page 78, shows that 70 per cent of all the high schools are administering their intramural programs through their Girls' Athletic Association and 37.7 per cent of these programs are limited to the Girls' Athletic Association members.

Table XVI, page 79, shows that supervision for the intramural programs was done namely by the physical education teachers. In 4 per cent of the high schools in first and second class districts a classroom teacher was in charge of the intramural program. In no instance was a noncertified person in charge of the program.

The number of hours per week the intramural program was in effect varied from two hours to twenty hours per week. Figure 7, page 74, shows that the majority of the schools offer from two to four hours per week for their intramural programs.

The activities of the intramural programs should parallel those of the physical education program. This is quite true of the intramural programs in effect today in first and second class school districts. The four most frequent activities are basketball, volleyball, softball and badminton. Table XVII, page 84, shows the activities

offered and the percentage of schools participating in these activities.

Paralleling intramural activities are the extramural sports, and again in Washington these are becoming more and more popular. This was found to be true when it was learned that 70 per cent of the high schools in first and second class districts participate in some type of extramural activity.

Table XVIII, page 86, shows that tennis was by far the most popular varsity sport for girls with nearly half (45.5 per cent) of the first and second class districts participating. Basketball was second with golf in third place in popularity ranking.

In a national survey by C. C. Cowell it was shown that the Northwest District was second in the nation for percentage of schools having intercity school competition in arranged leagues for girls in one or more sports. This survey also showed that the northwest led the field in schools having competition in golf and was second in the nation for schools having competition for girls in tennis.

Playdays are by far the most popular extramural activity for girls and as shown in Table XIX, page 88, volleyball, basketball, softball and badminton are the most frequent activities.

Sportsdays are not as common as playdays but this type of competition for girls is very apparent in Washington. Table XX, page 90, shows that basketball, softball, volleyball and badminton are again the most frequent activities.

Intramural and extramural programs in the State of Washington are in keeping with most of the criteria established. However, the area of co-recreational activities appears to be weak and many schools allow their Girls' Athletic Association to administer this program.

Curriculum. Authorities in the field fail to agree on a set pattern for a girls' physical education program but are in agreement when they state the programs should be both required and elective and should include activities from the following areas: individual sports, dual sports, team sports, aquatics, rhythmic activities and recreational sports.

The physical education curriculum should depend upon the previous training of the pupils and such governing factors as time, space and facilities.

Table XXI, pages 92 and 93, shows the activities and the percentage of schools offering these activities in their physical education program. The table shows that a similar number of schools in both first and second class school districts offer the same activities in their physical education

programs. The conventional team sports of basketball, volleyball and softball again rank highest in activities taught. In the field of individual and dual sports, archery, tumbling and tennis rank high while social dancing and folk dancing rank high in the dance division. Recreational sports are seemingly low in their popularity ranking with less than one third of the high schools in first and second class districts placing much emphasis on such activities as bowling, camping, hiking, swimming and others.

Co-educational activities are not as popular in the State of Washington as one might expect on the high school level. Social dancing was the activity that is used by more than one-third (35.5 per cent) of the high schools in first and second class school districts. Folk dancing ranked second with 21 per cent of the schools offering this as a co-educational activity. Volleyball was the only team sport and only 17.6 per cent of the schools placed any emphasis on this team sport.

Very few schools provided opportunities for co-educational participation in recreational activities such as bowling, swimming, golf, archery, etc.

Table XXIII, pages 97 and 98, shows the breakdown of the various activities and the average time of each unit of study. The table shows the units of study ranged from

nineteen days for a basketball unit to three days for a hiking unit.

In the complete breakdown of the various areas of study, Figure 8, page 82, it was revealed that the program as it exists for girls is not in keeping with the recommendations and standards set up by the various leaders in the field and present leaders in the field of teacher education. It would be safe to state that the present physical education for girls in high schools in first and second class school districts needs to be re-evaluated and changed to balance with the recommendations of our leaders in the field of physical education.

## CHAPTER V

### DISCUSSION AND SUMMARY

In this chapter the writer will sum up the total physical education program as it exists today for girls in first and second class school districts in the State of Washington. The feelings and opinions of the writer and the individuals responding to the questionnaire will be presented herein.

In summing up the scheduling practices for the first and second class school districts it is important to note that less than half (47.1 per cent) of our schools offer a yearly program, and a little more than one-fourth (28.8 per cent) of our schools require more than one year of physical education for girls at the high school level.

The administrative responsibility of the medical examination is sadly neglected in both first and second class districts in the State of Washington. In first class districts only 29.7 per cent require an examination, while only 4.2 per cent of the second class districts require an examination.

In one instance the respondent stated that medical examinations were required only if the girls were participating in extramural activities and this was considered by their school to be a medical examination for participation

in physical education. However, not all girls were participating in extramural activities.

Is the law of 1919 regarding physical education in the State of Washington still adequate? Seventy-five per cent of the women physical education teachers in first and second class school districts feel that our present state law is most inadequate. The teachers expressed the belief that our present state law was like a "rubber band"; it could be stretched, bent, extended or shortened and made to fit any situation at any time. The teachers also felt the law could be read and interpreted to read any way one could see fit. Other teachers expressed the belief that the state law should specify the number of years that physical education should be required and they felt that more than one year of physical education activity is needed for our present teen-age group.

In still other cases the respondents stated that at the present time we do not have a state law regarding physical education. These replies could lead the writer to believe the opinion could tie in with the amount of training the respondents have had in the field of physical education.

Going hand in hand with the average size of the girls' physical education classes is the number of women staff members in each school. In first class districts

half of the schools employ only one full time staff member while approximately one-third (31.9 per cent) have two staff members. Very few of the schools have more than two women staff members except the larger school districts such as Seattle, Tacoma and Spokane. However, in these schools many of the women staff members teach classes other than physical education.

In second class school districts it was found that 90 per cent of the schools were employing only one staff member for the girls' physical education program, and in no second class school district were there more than two women staff members.

The total picture for the first and second class school districts shows that approximately three-fourths (71.1 per cent) of the schools have only one woman staff member. The remaining one-fourth was found to have from two to six women instructors.

Opinions of the teachers regarding the adequacy of the number of women staff members show that 75 per cent of all the teachers felt their present number was adequate. Some of the respondents stated the number was adequate, but far from ideal. Still others replied their present facilities would not warrant another staff member.

Teaching physical education with less than a minor could be eliminated in the State of Washington if the



State Department of Education would follow the certification requirements set up by the other states in our regional division. The States of Idaho, Oregon, California and Montana all require a teacher to have completed at least a fifteen-hour minor in the field of physical education to be certified to teach in this field. In Washington to teach physical education all that is needed is a teaching certificate which may be obtained by completing the work prescribed by the various colleges, being eighteen years of age, having good moral character with personal and physical fitness for teaching, and being a citizen of the United States.

With the emphasis on big muscle and free activity the modern physical education program requires considerable indoor and out-of-door play facilities.

The survey shows that over two-thirds (65.9 per cent) of all the teachers in first class districts feel their out-of-door facilities limit their program and over half of these same teachers feel their indoor facilities also limit their total program.

In second class school districts less than one-half (44.1 per cent) of the teachers felt their out-of-door facilities limited their programs and 51.1 per cent of these teachers also felt their indoor facilities placed limitations on their total program.

This might lead the reader to believe the facilities are much better in the second class school districts than in the first class school districts; however, the writer would like to interject the possibility that the facilities were not better in second class districts, but that the program in the second class districts is more limited than that of the first class districts.

Opinions of the teachers regarding the adequacy of their shower room facilities show that over half (53.1 per cent) of the first class school district teachers feel their facilities are adequate. Once again many of the teachers replied their facility was adequate but far from ideal and that with any projected student growth the facility would not remain adequate.

The above statistics could well mean that in the past thirteen years little, if anything, has been done to improve the facilities that are available in the schools in the State of Washington. The Strayer Report (21:179-180) showed that in 1946 the facilities were not at the standard they should have been.

Figure 6, page 64, shows that approximately one-third (31.1 per cent) of the schools in first and second class districts have one teaching station used by the girls. The remainder of the schools is divided between three and five teaching stations. Over half (61 per cent)

of these teachers felt that the number of teaching stations used by their department was adequate.

Figure 5, page 56, and Table XVI, page 84, show the number of women staff members and the class size of the first and second class school districts, and it would appear that with the proper number of teaching stations and staff members the sizes of the classes could be made smaller and within the keeping of recommendations of leaders in the field. The first class school districts have much larger classes than do the second class school districts and in many cases they have the same number of teaching stations.

In some cases the respondent felt the words "teaching station" were not clear in their meaning and in still another case the respondent replied with the answer she had four cadet teachers a year. This might indicate some of the teachers in the field are not too familiar with the terminology of their professional field.

In summing up the findings related to intramural and extramural sports, it is well to note that first class school districts offer a greater and wider variety of activities than do the second class school districts. In both districts the percentage of schools providing opportunities for co-recreational activities is seemingly low, with less than one-fourth of the schools in both districts offering co-recreational opportunities in intramural-extramural sports.

The summary of the activity program taught in the physical education classes will once again show that the first class school districts are providing a greater range of activities than that of the second class school districts.

The general overall picture of the girls' physical education program as it exists today in the State of Washington shows that in most cases the first class school districts are providing a greater and wider variety of experiences with better trained teachers.

## CHAPTER VI

### CONCLUSIONS AND RECOMMENDATIONS

#### Conclusions

1. Scheduling practices in first and second class school districts are quite similar. Less than half of the high schools in first and second class school districts meet the recommendations set up by our leaders in the field of physical education.

2. It appears that medical examinations are not being used as a guide to assign students to either regular or restrictive physical education programs.

3. The State of Washington is the only state in this regional division not having state requirements for certification in the field of physical education.

4. The first class school districts have better planned, more rounded instructional, intramural, extramural programs with better trained teachers handling the programs.

#### Recommendations

1. The present state law regarding physical education needs to be studied with a possibility of a revision.

2. A study similar to this should be conducted at the junior high school level to see how well the junior and senior high school physical education programs parallel.

3. A similar study should be conducted in physical education for girls at the high school level in third class school districts in the State of Washington to see how similar or dissimilar their programs are compared to those in first and second class school districts.

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**APPENDIXES**

**APPENDIX A. Present State Law**

**APPENDIX B. School Districts Participating**

**APPENDIX C. Personal Letters**

PRESENT STATE LAW REGARDING  
PHYSICAL EDUCATION

High Schools

All high schools may and all higher institutions of learning shall emphasize the work of physical education. At least ninety minutes each week shall be devoted to this work. Here, as in the elementary schools, pupils may be excused on account of physical disability or religious belief. Participation in directed athletics or military science and tactics also serves as the basis for an excuse. High schools pupils may also be excused upon written request of parents or guardians.

Law of 1919  
Section 5  
Page 205

FIRST CLASS SCHOOL DISTRICTS PARTICIPATING

Aberdeen	Puyallup
Auburn	Renton
Battle Ground	Richland
Bellevue	Shoreline
Bellingham	South Kitsap
Bremerton (East High)	Sunnyside
Centralia	Seattle
Clover Park	Garfield
Edmonds	Cleveland
Ellensburg	Roosevelt
Highline	Queen Anne
Hoquiam	Lincoln
Kelso	Franklin
Kennewick	Sealth
Lake Washington	Spokane
Longview	John Rogers
Mercer Island	Lewis and Clark
Olympia	North Central
Pasco	Shadle Park
Port Angeles	West Valley
Pullman	Central Valley
	Tacoma
	Lincoln
	Stadium
	Woodrow Wilson
	Vancouver
	Fort Vancouver
	Hudson Bay
	Walla Walla
	Wenatchee

SECOND CLASS SCHOOL DISTRICTS PARTICIPATING

Anacortes	Lake Stevens
Arlington	Marysville
Bainbridge	Medical Lake
Bethel	Monroe
Burlington-Edison	North Thurston
Cashmere	Oak Harbor
Castle Rock	Omak
Chehalis	Port Townsend
Chelan	Prosser
Clarkston	Quincy
Colville	Sedro Wooley
Dupont	Selah
Eastmont	Sequim
Enumclaw	Snohomish
Ephrata	Sumner
Ferndale	Toppenish
Fife	Twin City
Franklin-Pierce	Vashon Island
Grandview	Wapato
Granger	Washougal
Highland (Yakima)	West Valley (Yakima)
Issaquah	

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Dear Physical Educator:

At the present time, more than ever before, the importance of physical education is a matter of increasing concern for schools throughout the State of Washington.

There is presently a study being conducted to determine the status of the girls' physical education program for high schools in first and second class school districts in this state.

It would be very much appreciated if you would fill out the attached questionnaire, and return it in the enclosed self-addressed envelope by November 14, 1959.

Thank you for your early reply.

Sincerely,

Mary O. Bowman, Chairman  
Department of Physical Education for Women  
Central Washington College of Education

Ruby G. Norman  
Girls' Counselor  
Chief Moses Junior High School  
Moses Lake, Washington

Enclosure

SURVEY OF THE PHYSICAL EDUCATION PROGRAM FOR GIRLS IN SECONDARY SCHOOLS  
IN FIRST AND SECOND CLASS DISTRICTS OF THE STATE OF WASHINGTON

Questionnaire to determine status of present physical education program for girls in secondary schools in first and second class districts in the State of Washington.

1. Name of school \_\_\_\_\_
2. What is the total enrollment of girls in your high school? \_\_\_\_\_
3. What is the total enrollment of girls in your high school taking physical education? \_\_\_\_\_

I. GENERAL INFORMATION

1. Is health taught as a separate subject? Yes \_\_\_ No \_\_\_
2. Is health scheduled with physical education? Yes \_\_\_ No \_\_\_
3. If yes, how many hours per week is devoted to health? \_\_\_\_\_  
How many hours per week is devoted to physical education? \_\_\_\_\_
4. Is physical education taught in a block of time? Yes \_\_\_ No \_\_\_  
How much time per semester? \_\_\_\_\_
5. How many years of required physical education? \_\_\_\_\_
6. How many required physical education classes per week? \_\_\_\_\_
7. May students elect physical education classes? Yes \_\_\_ No \_\_\_
8. How many hours per week may they elect? \_\_\_\_\_
9. If class is an elective, is credit given towards graduation? \_\_\_\_\_
10. Is a medical examination required by girls participating in physical education? Yes \_\_\_ No \_\_\_
11. If an examination is given, is it given at school? Yes \_\_\_ No \_\_\_  
at a clinic Yes \_\_\_ No \_\_\_  
by the family physician Yes \_\_\_ No \_\_\_
12. Do girls participate in any of the following and in which sports?

Activity	Varsity Sports	Playdays	Sportsday
Basketball			
Softball			
tennis			
Soccer			
Volleyball			
Others			



SURVEY OF THE PHYSICAL EDUCATION PROGRAM FOR GIRLS IN SECONDARY SCHOOLS  
IN FIRST AND SECOND CLASS DISTRICTS OF THE STATE OF WASHINGTON

Questionnaire to determine status of present physical education program for girls in secondary schools in first and second class districts in the State of Washington.

1. Name of school \_\_\_\_\_
2. What is the total enrollment of girls in your high school? \_\_\_\_\_
3. What is the total enrollment of girls in your high school taking physical education? \_\_\_\_\_

I. GENERAL INFORMATION

1. Is health taught as a separate subject? Yes \_\_\_ No \_\_\_
2. Is health scheduled with physical education? Yes \_\_\_ No \_\_\_
3. If yes, how many hours per week is devoted to health? \_\_\_\_\_  
How many hours per week is devoted to physical education? \_\_\_\_\_
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How much time per semester? \_\_\_\_\_
5. How many years of required physical education? \_\_\_\_\_
6. How many required physical education classes per week? \_\_\_\_\_
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11. If an examination is given, is it given at school? Yes \_\_\_ No \_\_\_  
at a clinic Yes \_\_\_ No \_\_\_  
by the family physician Yes \_\_\_ No \_\_\_
12. Do girls participate in any of the following and in which sports?

Activity	Varsity Sports	Playdays	Sportsday
Basketball			
Softball			
tennis			
Soccer			
Volleyball			
Others			

13. Do you feel our present state requirements for physical education are adequate? Yes \_\_\_ No \_\_\_  
 Why? \_\_\_\_\_

14. What is the average size of your physical education class? \_\_\_\_\_  
 Smallest \_\_\_\_\_  
 Largest \_\_\_\_\_

### II Professional Preparation

1. Number of women staff members in your physical education program. \_\_\_\_\_
2. Do you feel this number is adequate for your situation? Yes \_\_\_ No \_\_\_
3. Check the qualification of each instructor in your school.

Instructor	1	2	3	4
Bachelor's Degree				
Master's Degree				
Doctor's Degree				
Major in Physical Education				
Minor in Physical Education				
Less than a minor in physical education				
Working towards a master's degree				
Holds a Standard General Certificate				
Teaches only physical education classes				
Teaches other classes				
a				
b				
c.				

### III. Facilities

1. Do you feel your out-of-door facilities limit your program? Yes \_\_\_ no \_\_\_
2. Do you feel your indoor facilities limit your activity program? Yes \_\_\_ No \_\_\_
3. Do you feel your shower room facilities are adequate? Yes \_\_\_ No \_\_\_
4. Number of teaching stations used by girls in your school. \_\_\_\_\_
5. Is this number adequate for the program? Yes \_\_\_ No \_\_\_

#### IV. Intramural Program

1. We do \_\_\_ do not \_\_\_ have an intramural program?
2. We do \_\_\_ do not \_\_\_ have a co-recreational program?
3. Average number of hours per week throughout the year the intramural program is in effect? \_\_\_\_\_
4. The person in charge is: \_\_\_\_\_ classroom teacher  
   \_\_\_\_\_ student  
   \_\_\_\_\_ physical education teacher  
   \_\_\_\_\_ adult from the community
5. Does your Girls' Athletic Association administer your intramural program? Yes \_\_\_ No \_\_\_
6. Is your intramural program limited to G.A.A.? Yes \_\_\_ No \_\_\_
7. Check the activities offered in your intramural or G.A.A. program:

Soccer	Basketball	Golf
Speedball	Softball	Swimming
Speed-a-way	Bowling	Badminton
Volleyball	Tennis	Others

#### V. Activity Program

1. Check activities offered in your physical education program and the number of days spent on each unit each year.

	Check	Co-ed Classes	Number of days per year per activity		
			1st yr.	2nd yr.	3rd.
Archery					
Badminton					
Basketball					
Bowling					
Camping					
Fencing					
Field Hockey					
Folk Dance					
Golf					
Hiking					
Horseshocs					
Modern Dance					
Restrictive activities for Handicapped Pupils					
Soccer					
Speedball					
Speed-a-way					
Softball					
Social Dance					
Swimming					
Track					
Tennis					
Tumbling					
Trampoline					
Volleyball					
Games of low organization					
Others					

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Dr. Helen G. Smith, Chairman  
Department of Physical Education for Women  
State College of Washington  
Pullman, Washington

Dear Dr. Smith:

As part of my Master's Program at Central Washington College of Education I have just completed a survey of the status of the physical education program for girls in high schools in first and second class districts in the State of Washington. The survey covered the following areas:

Scheduling  
Intramurals  
Facilities  
Teacher Preparation  
Activity Program

I am interested in obtaining information from the heads of women's physical education departments in teacher education colleges in our state to ascertain their recommendations for the physical education activity program at the high school level. I would like to receive from you a recommendation of activities which should be included in an optimum program for girls and the proportion of time you would recommend be allocated for these activities.

The information will aid me in developing a criteria to evaluate physical education programs as they exist in Washington. I hope that you do not find this request too time consuming, for information from you and your institution is important in the continuation of my study. Your cooperation would be deeply appreciated.

Sincerely,

Ruby G. Norman  
Girls' Counselor  
Chief Moses Junior High School  
Moses Lake, Washington

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Mr. Darwin Seeley, Director  
Division of Physical Education  
State Department of Education  
Olympia, Washington

Dear Mr. Seeley

As part of my Master's Program at Central Washington College of Education, I have just completed a survey of the status of the physical education program for girls in high schools in first and second class districts in the State of Washington.

I am interested in obtaining information from you or your department to ascertain your recommendations for the physical education activity program at the high school level. I would like to receive from you or your department a recommendation of activities which should be included in an optimum program for girls and the proportion of time you would recommend be allocated for these activities.

The information will aid me in developing a criteria to evaluate physical education programs as they exist in Washington. I hope that you do not find this request too time consuming, for information from you and your department is important in the continuation of my study. Your cooperation would be deeply appreciated.

Sincerely

Ruby G. Norman  
Girls' Counselor  
Chief Moses Junior High School  
Moses Lake, Washington

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April 20, 1959

Miss Ruby G. Norman  
Girls' Counselor  
Chief Moses Junior High  
Moses Lake, Washington

Dear Miss Norman:

I was interested to learn of your Physical Education survey. I would like to suggest the following areas I feel should be included in an optimum program: individual sports, dual sports, team sports, recreational sports, swimming, rhythms and folk games.

At present I do not have the data for the time allotments for these courses in a secondary program, so am unable to include this for your study.

Sincerely,

Norma Lee Cook, Head  
Women's Physical Education

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April 13, 1959

Miss Ruby G. Norman  
Girls' Counselor  
Chief Moses Junior High School  
Moses Lake, Washington

Dear Miss Norman:

In reply to your letter of April 8 requesting information concerning recommended activities for physical education at the high school level, I am enclosing a copy of the recommended activity schedule from the forthcoming secondary level physical education guide.

As you will note, this program is based upon a five-day-per-week schedule and would certainly have to be adjusted to fit any shorter period. However, your letter requested activities for an optimum program, so this should fit your request. It must be recognized also that any program may be limited by available facilities.

I hope this information is what you needed and that you will feel free to write for any additional information that you may need. I should be happy to be of any assistance possible in the completion of your Master's study.

Sincerely,

Darwin Seeley  
Supervisor of Health, Physical  
Education and Recreation

DS:gcd

Enclosure

SUGGESTED SIX YEAR PROGRAM FOR GIRLS

Grades 7 - 12

7	8	9	10	11 & 12
*Soccer and/or speed-a-way	**Soccer and/or speed-a-way	**Speedball	*Speedball and/or hockey	Hockey
**Beg. volley- ball	**Int. volley- ball	*Adv. volley- ball	Volleyball	Volleyball
Beg. basket- ball	*Int. basket- ball	**Adv. basket- ball	**Basketball	Basketball
**Beg. softball	*Int. softball	*Adv. softball	Softball	Softball
**Elem. appara- tus, stunts, & tumbling	**Int. appara- tus, stunts, & tumbling	*Adv. apparatus and tumbling	Apparatus and tumbling	
**Fundamental skills			**Fundamental skills	
**Body condi- tioning	**Body condi- tioning	**Body condi- tioning	**Body condi- tioning	Body conditioning
Beg. track & field	Int. track & field	Adv. track & field		



7	8	9	10	11 & 12
**Elem. co-ed folk & square dancing	**Int. co-ed folk & square dancing	Adv. co-ed square dancing		
Tap dancing				
		**Beg. co-ed social dancing	*Adv. co-ed social dancing	Co-ed social dancing
		*Beg. modern dance	**Int. modern dance	Adv. modern dance
				Dance production <sup>1</sup>
**Beg. swimming	**Int. swimming and diving	**Adv. swimming and diving	**Swimming and diving	Water ballet <sup>1</sup> Canoeing <sup>1</sup> Life saving <sup>1</sup>

These aquatic activities are extremely desirable. If it is at all possible to develop them through community resources, it should be done.

Recreational games (Introductory unit)				Recreational games Leadership training Camping skills <sup>1</sup>
Table tennis				
Shuffleboard				
Horseshoes				
Paddle tennis				
Handball				

7	8	9	10	11 & 12
		*Tennis *Badminton *Golf *Archery	**Tennis **Badminton **Golf **Archery	Bowling <sup>2</sup> Fencing <sup>1</sup> Tennis Badminton Golf Archery
		Winter sports	Winter sports <sup>2</sup>	

\*Activity should be introduced.  
 \*\*Emphasis should be placed.

<sup>1</sup>References only for these activities (no instructional units).

<sup>2</sup>Individual sports may be started earlier, depending on the situation.

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July 9, 1959

Miss Ruby G. Norman  
Box 563  
Central Washington College of Education  
Ellensburg, Washington

Dear Miss Norman:

In reply to your letter of July 1, I am sorry to report that we do not have any State Department Standards for certifying and qualifying teachers of physical education. Teachers of physical education are certified on exactly the same basis as teachers of all other subjects. This pattern is established by the General Certificate which was established by the State Board of Education and which is administered by the various colleges of education throughout the State.

I am not entirely satisfied that the General Certificate meets our needs in the physical education field, but I am convinced that our present graduates are somewhat better prepared than the teachers in any other fields within the school program.

I am sure you will be able to obtain a copy of the certification standards from your college library.

Sincerely,

Darwin Seeley  
Supervisor of Health, Physical  
Education and Recreation

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March 30, 1959

Miss Ruby G. Norman  
Moses Lake Schools  
1016 Ivy Avenue  
Moses Lake, Washington

Dear Miss Norman:

Your letter of March 17 addressed to Dr. Katharine Fox has been referred to me for reply.

In order to secure a recommendation of activities which should be included in optimum program for girls in the junior and senior high schools in the State of Washington, may I suggest that you write directly to Mr. Darwin Seeley, Department of Public Instruction, Olympia, Washington.

Last year a committee representing the women of the schools of the State of Washington developed some proposals regarding program coverage to be part of a state guide. This, I feel, would be a valuable point at which you might start. In regard to the proportion of time to be recommended for allocation for these various activities, I would say that any information would be purely a matter of opinion. Enclosed please find a proposed chart for allocation of time which I have prepared for use by a group of students. Beyond this I do not feel I can take additional time at this point to provide information to you.

I hope this much information will be helpful to you.

Sincerely yours,

Encl

Ruth M. Wilson  
Executive Officer

RMW/hh

	Percentage of Time	
	<u>Jr. High School</u>	<u>Sr. High School</u>
Individual and Dual Sports	10% - 20%	20% - 30%
Team Sports (Including leadups, relays, etc.)	20% - 30%	10% - 15%
Conditioning Type Activities (Apparatus, rope work, stunts and tumbling, body conditioning exercises)	15% - 20%	12% - 20%
Basic Motor Skills (Stand, walk, ascend and descend stairs, sit and arise, run, start and stop, jump and land, throw and catch, strike, push and pull, stoop, lift and carry, and fall). This unit could include applica- tion of the principles of running, jumping, etc. to track and field events.	10% - 15%	10% - 15%
Rhythm Activities (Folk, square, modern, social and tap dance)	20% - 30%	15% - 25%
Aquatics (Canoeing, rowing, sailing and swimming)	0% - 13%	0% - 13%
Winter Sports (Ice skating, skiing, snowshoeing and toboganning)	0% - 10%	0% - 10%
Leadership Training and/or Camping Education Activities		10% - 20%

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March 20, 1959

Miss Ruby G. Norman  
Girls Counselor  
Chief Moses Junior High School  
Moses Lake, Washington

Dear Miss Norman:

I am happy to assist you by giving my opinion in regard to activities recommended for a high school girls physical education program for use in your thesis. This is in spite of the fact that I think your question is a difficult one.

You ask for a recommendation of activities which should be included in an optimum program for girls and the proportion of time allocated to these activities. In my opinion there are a multitude of activities which might be recommended, but consideration must be given to time available, the facilities and the supplies available, the size of the class, and the previous experience of the students.

If a swimming pool is available, this should most certainly be included because of the contribution which it makes to the individual's safety, organic vigor, and recreational values. A minimum of time would be one semester, if possible two semesters.

All high school students should have some experience in rhythmical activities. This could be folk dance, square dance, modern dance, or social dance. If it is possible to have co-educational classes, I believe my first choice would be a combination of social dancing and folk dancing. Modern dance could be for both boys and girls. It has the added value that it may be very vigorous and provides an opportunity for creative work. A minimum of one semester of dance would be my recommendation.

Many physical educators believe that high schools girls are beginning to be less interested in team sports and are more interested in individual or dual sports. Personally,

Miss Ruby G. Norman

Page 2

March 20, 1959

I believe, they should have some experience in both. Depending to some extent on the climate, I would have at least one team sport every year. If the facilities were available and the classes small enough, I would have one individual and dual sport each year. In my opinion, it does not make any vital difference whether one chooses hockey, soccer, speedball, basketball, or volleyball. The important point is that they have experience in working as a team. The same would hold true in choosing individual and dual sports. I would be influenced by the climate and the availability of tennis courts for use outside of school hours in making my choice.

If this is not the type of answer you wish, I shall be glad to have you write again. I am assuming that you do not wish to have activities rated specifically as most desirable, but that the classification of activity would be of more importance to you.

Sincerely,

Helen G. Smith, Chairman  
Department of Physical Education  
for Women

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July 21, 1959

Miss Ruby G. Norman  
Box 563, C.W.C.E.  
Ellensburg, Washington

Dear Miss Norman:

Inasmuch as we have no state supervisor of health and physical education I am taking it upon myself to answer your letter.

Montana requirements for the qualification and certification of physical education teachers is the same as for any other subject field. One must teach in his or her major or minor field or fields. A major is considered to be 45 quarter hours and a minor 30 quarter hours. Therefore, the requirement calls for a minimum of 30 quarter hours of credit for teaching on a secondary level in any one particular field.

Your second question referring to recommendations of an activity program for girls in an optimum physical education program at the secondary level is one I prefer to refer to someone more qualified than I. May I suggest that you write to:

Miss Jean McCracken  
Girls' Physical Education Director  
Helena High School  
Helena, Montana

A Health and Physical Education Curriculum Committee is working on a State Course of Study for grades 1-12 at the present time. Their work should be developed within the next year.



Miss Ruby G. Norman

Page 2

July 21, 1959

I hope that my remarks will be of some use to you and am certain that Miss McCracken will be able to aid you further in regard to Health and Physical Education.

Sincerely

MAYNARD A. OLSON  
High School Supervisor

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July 22, 1959

Miss Ruby G. Norman  
Box 563, CWCE  
Ellensburg, Washington

Dear Miss Norman:

Please excuse the long delay in replying to your letter of July 9, 1959, regarding your proposed masters degree study. I have just returned from a week's vacation and your letter has just come to my attention.

Please find enclosed the state requirements for teaching health and physical education in Oregon secondary schools. You will note that 18 quarter hours are required for physical education and 18 quarter hours for health education.

It is somewhat difficult to outline an optimum activity program for girls at the secondary school level in a letter. If you had indicated in questionnaire form the activities that are generally included in a secondary school physical education program and had a rating scale of maybe three choices, including such items as highly desirable, desirable, not recommended, this task would have been considerably more valid because I am sure that in attempting to analyze a recommended activity program as might be explained in a number of letters, you will encounter considerable difficulty in arriving at a reliable criteria by which to judge programs.

In brief, a well-balanced physical education program should provide for the symmetrical development of all parts of the body and corresponding phases of physical fitness. Care should be taken not to overemphasize any one or two activities to the exclusion of all others. The program should be built around team and individual sports, tumbling and apparatus, and rhythms. Conditioning exercises, strength combatives, pass and fail tests, games and relays should be used as supplementary activities to round out the main program.

Miss Ruby G. Norman

- 2 -

July 22, 1959

Sports alone or rhythms alone are not sufficient to bring about total body development. The teacher, through the use of materials she has at hand, as well as her own background, should be familiar with the place and purpose of each sport and activity in terms of its contribution to the optimum physical development. The teacher should select supplementary activities which will develop that part of the body which is not sufficiently developed by the game, sport, or rhythmic activity engaged in at any given time. For example, the game of soccer improves leg strength, balance, agility, and endurance. Soccer should be supplemented by exercises, strength combatives, relays, or pass or fall tests which will contribute to the development of arm and shoulder strength, abdominal strength, and flexibility.

Throughout all activities the teacher should be alert for every opportunity to teach functionally efficient body mechanics and correct performance of all basic skills. Finally, the activity should be selected according to the facilities, supplies, and equipment available; the needs, abilities, and the natural interest of students including opportunities for intramural and extramural sports activities. Also, the capabilities of the teacher are primary factors. In our Oregon Physical Education Handbook for Secondary Schools we list 30 some activities that are recommended to be included in the high school program. No one teacher can be expected to use all the activities and is not expected to do so.

Thank you for your interest in our program.

Sincerely yours,

REX PUTNAM  
Supt. Public Instruction

By - GEORGE J. SIRNIO  
Director of Health and  
Physical Education

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Encl.

State Dept. of Education  
REX PUTNAM, Superintendent  
Salem, Oregon

## HEALTH AND PHYSICAL EDUCATION

Health Education--18 quarter hours selected from at least four of the following areas:

- Safety and First Aid
- Personal Hygiene
- Community Health Problems
- Nutrition
- School Health Services (including guidance and counseling)
- School Health Education

Physical Education--18 quarter hours

9 quarter hours of professional physical education courses, including work in each of the following:

- Principles and Programs
- Methods and Evaluation
- Organization and Administration

9 quarter hours of professional courses selected from at least four of the following activity areas:

- Team Sports
- Individual and Dual Sports
- Gymnastics and Tumbling
- Rhythms
- Aquatics
- Fundamentals of Body Movement

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July 15, 1959

Miss Ruby G. Norman  
Box 563, CWCE  
Ellensburg, Washington

Dear Miss Norman:

Your letter of July 9, 1959 has been referred to me for attention.

Certification requirements for secondary education are listed in the enclosed bulletin, "Certification of Teachers and Administrators" on pages 14 and 15. A study of these pages should supply you with the information you requested regarding Physical Education certification in Idaho.

I have also forwarded to you an Idaho Study Guide for Physical Education, grades 7 through 12. This Study Guide contains our recommendation for Physical Education for the secondary level. You may use this Guide and return it to us. Or if you wish to keep it, please remit \$1.00.

If we can be of further assistance in this matter please let us know.

Sincerely,

Malcom Allred  
Supervisor, Textbook and  
Instructional Program

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