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A Survey to Determine the Basis for Junior High School Girls' Physical Education Report Card Grades

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A SURVEY TO DETERMINE THE BASIS FOR JUNIOR HIGH
SCHOOL GIRLS' PHYSICAL EDUCATION
REPORT CARD GRADES

A Thesis

Presented to
the Graduate Faculty
Central Washington College of Education

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

by

Mary Elizabeth Newman

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CHAPTER I

INTRODUCTION

There is very little agreement among teachers as to the relative emphasis to be placed on each instructional phase of the physical education program, and even less agreement on the exact part of the total grade contributed by each phase.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to examine the grading practices of junior high school girls' physical education teachers and to question selected ninth grade students and their parents concerning the grade or mark on the report card; and (2) to develop a system of report card marking for girls' physical education which can be recommended on the basis of these findings.

Need for the study. A great amount of research has been conducted in the testing and measuring of specific skills and physical development, but very little has been done toward setting up a standard scale for translating the student's physical education participation and attitudes into a report card grade. Many teachers feel the need of a guide upon which to base the report to parents, and parents who move from one area to another especially want a uniform

standard. In a recent personal letter to this investigator, Darwin Seeley, Supervisor of Health, Physical Education and Recreation for the State of Washington, said, "I am extremely interested in this field, as there are constant criticisms directed at the grading program in physical education" (39:1). He further stated that he has had to defend the actions of the school without knowing the exact basis upon which the grades were awarded (39:1). In present day junior high schools the girls' physical education grade may represent the rating of no less than ten and sometimes as many as twenty-five separate skills, activities, and attitudes.

II. DEFINITIONS OF TERMS USED

Grade or Mark. For the purpose of this study the terms "grade" or "grading," interchangeably used with the terms "mark" or "marking," refer to the letter or number placed on a report card to parents. The letters commonly used in relation to the subject grade referred to in this study are: "A" to designate "outstanding," "B" to designate "better than average," "C" to represent "average," "D" as "barely passing," and "F" as "failing." In the two letter system "S" represents "satisfactory," and "U" represents "unsatisfactory." Occasionally, an additional letter such as "E" may be used with the two letter system to indicate

"outstanding achievement."

Fundamentals. This term includes only those skills, attitudes, and activities which the majority of physical education teachers feel are basic to the girls' physical education program.

Measurement. This refers to the use of objective techniques to determine the degree to which a trait, ability, or characteristic exists in an individual.

Evaluation. This term refers to the subjective appraisal of the various components of the program for the achievement of individual traits, abilities, and characteristics.

Junior high school. This term refers to the unit in public school systems which contains seventh, eighth, and ninth grades only, and in which there is a departmentalization of the subject matter areas.

III. LIMITATIONS

This study was principally concerned with the basis for determining the report card grade for girls' physical education in the junior high schools of the State of Washington. All departmental heads of girls' physical education in Washington's junior high schools were included in the

survey. For comparison, all ninth grade girls and their parents in the medium sized city of Yakima, Washington, (population 43,000) were also surveyed. No attempt was made to determine whether or not the Yakima sample was representative of the entire state.

IV. ORGANIZATION OF THE STUDY

This study has been arranged in a logical sequence, starting with a comprehensive survey of the history and recent status of the problem as revealed in the related literature. The ideas, beliefs, and findings of many authors are discussed in Chapter II. They have been condensed and divided into two sections, the first on general grading practices and the second on grading practices in the field of girls' physical education.

Chapter III presents a detailed plan of procedure, beginning with the development and distribution of the questionnaires and continuing through the sources and treatment of the data.

The data are presented in Chapter IV by means of tables and appropriate explanations.

Finally, the summary is presented in Chapter V, conclusions are drawn, and recommendations are made.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Modern literature in the general field of education abounds with reports of research projects which show the need for differentiating the curriculum in order to provide for individual requirements. Because of the great population shift of the last twenty years from city to suburban areas and from the Eastern and Central sections of the United States toward the West Coast area, there is an equally important need to formulate consistent policies underlying grading and reporting practices throughout the country.

Collections of statistical records of performance, measurements of skills and activities, and even the evaluation of the whole physical education process can be rated in an objective manner. The translation of these data into a single report card grade, however, being an individual responsibility of each teacher, very often involves a degree of subjectivity.

This study was concerned with school marks in subject matter and character traits in Health and Physical Education for girls at the junior high school level--seventh, eighth, and ninth grades. Although the "individual needs" theory of education has achieved wide acceptance, practice has lagged

behind theory. According to some recent beliefs, the individual student's progress should not be rated or reported on a comparative basis; rather, each student, with the use of many evaluative techniques and the expert guidance of her teacher who shares with her the information gathered, would progress at her own rate and be evaluated on the basis of individual improvement. Emphasis would be placed upon helping each student take responsibility for her own learning progress. In practice, however, the report card, and marking symbols such as A, B, C, and D to indicate comparatively the progress in skills and activities, and other symbols to indicate character trait standing remain in general use. The majority of the junior high schools surveyed for this study used report cards of this latter type.

There is a dearth of current research material relative to the actual basis for determining the report card grade for girls' physical education, especially at the junior high school level. In the field of education in general, however, marking has been thoroughly investigated. Part I of this chapter will be a review of literature relative to marking in general. Part II will deal with marking in the specific field of girls' physical education.

I. MARKING IN THE GENERAL FIELD OF EDUCATION

Fred C. Ayer, in his article entitled "School Marks," published in 1933, asserted that in his opinion some of the best studies in this field were those made immediately following the first World War (1:201). In a survey conducted in 1932 for the United States Office of Education, Roy O. Billett made the following statement, undoubtedly still true in systems where report cards and letter grades are used:

School marks have been the symbols of success and failure to generations of pupils who have struggled with the problems and tasks of the classroom, and to their parents who, indifferent at times to most phases of education, seldom have neglected the report card. As long as school marks are issued, pupils, parents, and the world in general will regard them seriously (4:424).

Billett also found that marks originated as purported measures of scholastic achievement, but that evidence had accumulated in studies at that time to establish definitely that a mark in any given subject is often a composite of many factors, the least of which may be achievement in the subject matter of the course. He reports a decided tendency in many schools to offer an increased variety of marks and ratings, one for each of the objectives being stressed by the school. These are given in the hope that if separate marks are awarded for such factors as application, citizen-

ship, cooperation, health, and various civic and social traits, the subject matter might come to be less influenced by them, and thus, marks might represent more faithfully what they purport to represent, namely, achievement in subject matter (4:427).

In 1925 Charles W. Odell found nearly 100 different marking systems in use in 281 schools in the State of Illinois (25:346). In 1938 Arch O. Heck, in a follow-up study on a nation-wide basis, surveyed 93 schools in 47 states. He found that marking systems may be divided into two general categories: the percentage or absolute system and the relative system. Fifty-nine of the 93 schools, or 63 per cent, employed the absolute system of marking. The remaining 34 schools distributed marks according to relative standards, and 20 schools, or 27 per cent of the total number investigated, even suggested to their teachers the use of the normal curve in the distribution of marks. Heck found evidence, however, that teachers were not slavishly following the use of the normal curve; he felt that this was at least reassuring. He concludes:

The data of this study are too limited to permit the formation of sweeping conclusions. It is evident, however, that relatively little uniformity exists in the standards by means of which the progress of the pupil is measured (14:142).

In a 1926 study dealing with "Pupil Reaction to School Reports," William A. Barton Jr. attempted to determine what the pupils want marked on their reports. Those items which received the approval of not less than 50 per cent of the pupils were preparation, attention, rank, scholarship, and conduct. These are ranked according to preference. Barton believed that the most significant revelation of the responses was the fact that less than 50 per cent of the pupils would like to have reliability, self-control, and leadership marked (2:44). Recent educational theorists would undoubtedly feel that the opinions expressed by pupils in Barton's study reflect a poor understanding of personal responsibility in relation to learning outcomes. However, in school systems where report card grades are still the measure of accomplishment, a 1955 study by Ramme shows that pupil reaction still follows along similar lines (29:16).

In Arch O. Heck's 1938 report, the following statement was noted:

Past practice (and even much current practice) has provided poorly defined marks owing to at least three things. Teachers differ greatly in the factors to which they assign weight in determining the mark. Even if these factors were agreed upon, the means used to measure them are so subjective and unreliable that ratings will vary. Finally, interpretation of the same measurement by individual teachers differs so greatly that one teacher may decide that none should receive an "A", whereas another may decide that 50 per cent deserve that

rating. Educational literature during the past three decades presents hundreds of researches pointing to such conditions (14:145).

Even though the statement just cited was written twenty-two years ago, present day studies indicate that it is still generally true. In 1958, after a thorough investigation of grading and reporting systems, Darl L. Taylor concluded that "there is no generally acceptable system of appraisal and reporting even though considerable success has been made in numerous schools toward improving their practices" (33:26). That teachers are still concerned and confused about report card grading is evidenced by Henry J. Otto who stated in 1951 that

The closely associated activities of marking (giving grades), reporting to parents, and determining promotion or non-promotion are probably the most disagreeable, disheartening, frustrating, and confusing duties of a teacher (27:128).

In a 1949 report, Lemuel R. Johnston groups most marking systems into three generally recognized procedures:

1. marks given in relation to national or local norms of achievement as measured by standardized tests
2. marks given in relation to ranking within a class group, usually based on a normal distribution
3. marks or ratings awarded for growth or progress in relation to individual capacity (16:305)

Johnston believes that any one of these grading systems can be effective and valuable if students and parents are informed about its relative meaning, but that the grade is

still confusing and more or less meaningless when the student transfers to a school using a different system (16:307).

L. A. Williams (38:231) attempts to simplify one step in the grading process by suggesting that school marks should record achievement toward the realization of goals and nothing more. Students and teachers need to understand that the real importance of marks is not an end in themselves but merely as an indication of performance. Ramme (29:12) considers such a theory impractical when he states that, unfortunately, teachers from different schools have never been able to agree on the many goals, nor is it likely that they ever will.

Where time and small classes permit, there is one excellent approach to the grading problem (described in 1948 after fifteen years of experimentation by Amanda Hebel):

We consider the evaluation of achievement the joint responsibility of children and teachers. Children who share with their teachers in setting goals and making plans for day-by-day experiences should also share in checking progress. As groups, they ask, "What have we accomplished?" "How well have we done it?" Individual children ask, "What things do I do as well as I can?" "In what ways will I try to make improvement?" (13:263).

Kent W. Bookwalter succinctly suggests that a good grading system may be judged from three viewpoints; namely, that of the teacher, that of the student, and that of the scientifically-minded investigator. To the teacher it is objective, economical, flexible, and usable; to the pupil it

is definite, reasonable, stimulating, and satisfactory; and to the scientifically-minded investigator it is valid, adequate, and just (5:16).

II. MARKING IN THE FIELD OF GIRLS' PHYSICAL EDUCATION

In the present day junior and senior high schools, Ramme suggests that the responsibility for physical development of the students rests with the physical education department, while the balance of the curriculum is chiefly concerned with mental development. Both, he believes, are of equal importance (29:5).

The trend, according to Vannier and Fait, is to grade in physical education upon the objectives of that field (34:374). Physical education grades, say Knapp and Hagman, should be concerned with three primary objectives: (1) development of the neuro-muscular system, (2) development of wholesome attitudes toward physical activity, and (3) development of standards of conduct. When the physical education program is based on these premises, the individual student's progress should be noted frequently in order to maintain the improvement process (18:354).

There have been very few research studies made in the field of grading girls' physical education in the past twenty-five years. In the 1930's some investigations were made in

relation to the need for more objective means of determining achievement in the fundamentals of the program. Attention was centered primarily in the field of tests and measurements, more specifically, in the measurement of motor skills. In 1932 Agnes Wayman, Professor of Physical Education at Barnard College, Columbia University, wrote: "It is in the motor field that we have probably done our most work, as this field lends itself more easily to objective tests and hence is easier to work with" (36:93).

At that time, educators were concerned with the development of objective achievement tests to measure pupil progress. Those, it was hoped, would help to eliminate the inaccuracies inherent in purely subjective evaluation.

Frank L. Oktavec stated in his 1931 study that

All testing is used for the single purpose of revealing correct differences among pupils or groups of pupils. The purpose of all achievement grading is to show these correct differences by assigning to these achievements quantitative and comparable values (26:93).

He defines grading as "the assigning of such scores to individual achievements which will show the exact relationship (in terms of correct differences) between those achievements and some reference point" (26:94). This can only be done, he says, by showing the exact relationship between either a student's performance and the performance of his peers, by a

student's performance to a former performance of his own, or by a combination of these two types of relationships. The principal concern should be with achievement as it relates to performance skill. The grade, therefore, would be a performance score translated to the report card (26:95).

A 1939 study made at the University of Southern California by Margaret Irene Becker was more pertinent to the present study in that it attempted to discover what items teachers took into consideration in determining the report card grade in girls' physical education classes. Becker discovered that the items considered at that time, ranked according to frequency, were

1. Costume and dressing for class
2. Citizenship
3. Effort
4. Attendance
5. Improvement
6. Achievement
7. Showers
8. Skills
9. Hygiene
10. Posture
11. Sportsmanship
12. Leadership

According to this study, improvement was fifth on the list, being used in eight schools. Student improvement was checked by the use of achievement tests, sixth on the list, being used in seven schools. Becker noted that "it was surprising to observe the absence in the marking system of such items as performance ability, skills, knowledge of rules, and techniques." With the principal research prior to this centering on achievement in relation to skills, performance, and ability, Becker also noted that teachers placed the major emphasis on items more indirectly related to motor ability. She concluded that there appeared to be a tendency developing toward a broader concept of evaluation in the field of physical education (3:42-47).

Elizabeth Rogers reported in the same year that

Evaluation of pupil achievement in physical education must include all aspects and objectives of the program. This means, then, that in addition to the tools required for measuring achievement of skills and techniques, tools are also needed for evaluating attitudes developed and the amount of information acquired through physical education experience (30:103).

Until recently, most of the studies appeared to be concerned principally with devising tools for measurement. The Becker study was an exception in that it sought to discover what items were considered by teachers in determining the subject grade (3:42-47).

A more recent study by Frances L. Chapman at Immaculate Heart College in 1954 showed the change in emphasis on the physical education grading factors since the 1939 Becker study (10:82). The first four items in 1939 were not included in the first eleven in the 1954 study. This later study listed the items, ranked according to frequency as,

1. Written sports tests
2. Self-testing and/or skill or achievement tests
3. Dance skill tests
4. Improvement in sports
5. Improvement in dance
6. Dance skills (teacher evaluation)
7. Sports skills (teacher evaluation)
8. Posture
9. Participation in class activities
10. Health instruction (regular)
11. First Aid

It should be noted that the Chapman study concerned itself only with opinions gathered from people in the physical education field who were supervisors or assistant supervisors in large cities, heads of departments in large high schools, and college professors--a panel of experts (10:18). It is quite probably that opinions gathered from students, parents,

and junior high school teachers will place a different set of values on many of the items used to determine the physical education grade. Chapman suggested that additional studies be made concerning how each of the items should be weighted as a determining factor (10:121).

Investigators in the general field of education as well as those in physical education have recognized that many factors should be considered in determining pupils' progress in school (24:407). Most of them agree that achievement grades in the subject should be based upon objective achievement tests and concrete measures of accomplishment, and they recommend separate grades to evaluate character traits (11:258; 15:225). The need, as recognized by most authorities, is for better tools of measurement, agreement among those concerned as to what factors contribute to the various grades, and agreement as to the weight assigned the various factors.

Ramme maintains that as long as traditional grading systems are used by other departments of the school and physical education is to be considered an integral part of the curriculum, then physical education must also grade in the traditional manner. Physical education grades must be as accurate in reflecting performance and improvement as those grades given in the academic subjects or else they

will be classed differently by the administration. In some cases, physical education has not been considered on the same level with academic subjects because the administrator has felt that the grading method was inferior. Ramme warns that inaccurate, distorted marks given at the end of a grading period may destroy the desirable values of interest and incentive to effort. Grading in physical education is often considered more difficult than in other subjects because of the large number of unrelated items that should be used in determining the grade (29:12).

Grades in physical education, according to Bovard and Cozens, should be valid. That is, they should signify the level of student performance and improvement that they purport to reveal, or they should show what the teacher wants them to show. They should always be reliable, denoting accurately whatever they indicate, not necessarily what they are presumed to indicate. These grades should be objective, this being attained by the impersonal use of definite standards (7:230).

Charles H. McCloy points out the importance of properly weighting the many items affecting the physical education grade. He states that it is impossible to show a separate grade for all those items on most present day junior

high school report cards; hence, "it is essential that those elements or factors should be combined into a final mark that is most representative of the total achievement of the pupil" (22:102). Accurate representation of the various factors is only possible when these are properly weighted. Some of the points to be considered in weighting each item are as follows: importance, time allotment, difficulty in comparison with others, and the reliability of its measure (22:104).

Offering the same academic rewards as are offered in other subjects for the same excellence of achievement will help establish and maintain physical education on an equal basis with other educational subjects, in the opinion of E. F. Voltmer and A. A. Esslinger (35:57). They assert that there will be more incentive to achieve if rewards are commensurate with achievement than if the students who really work get the same meaningless "S" or "Cr." as other students who merely put in an appearance. Adequate grading will make for a better teaching situation and provide a means of interesting a better qualified personnel. As the instructors and students improve, the program will appeal more to the taxpayers, and they will be more willing to support it. By giving grades, a department of physical education puts itself in a position to offer better service. The actual grade given to a class member should be awarded on an educa-

tional basis; that is, the student who most nearly attains the objectives should be given the best grade (35:58).

Current thinking in regard to grading in physical education, according to Charles A. Bucher, is well summarized by The American Association for Health, Physical Education and Recreation in the following recommendations:

1. Specific goals and objectives should be established with students.
2. Marks should relate to the attainment of these goals and objectives.
3. Students should be informed of how marks will be determined.
4. Marks shall be based upon several factors rather than on a single item alone.
5. Evaluation techniques should be valid, reliable, objective, and standardized whenever possible.
6. The place of improvement shall be determined in advance.
7. Personalities shall be removed as a factor in the final mark.
8. The mark should not only inform, but it should also suggest ways of improvement (9:328).

CHAPTER III

PROCEDURE

I. DEVELOPMENT OF THE QUESTIONNAIRES

To ascertain grading practices in girls' physical education in the junior high schools of the State of Washington, it was considered necessary to survey the state's junior high school girls' physical education teachers. A considerable amount of library research was then done in the fields of general grading practices and, specifically, grading in physical education. Items having direct connection to this study were listed, and from these, a check-type questionnaire (see Appendix A) was developed. A list of junior high school girls' physical education teachers was requested from the Department of Public Instruction at the capitol in Olympia, but this agency replied that no such list existed. Instead, they sent the current list of the names and addresses of the 153 schools of the state which use "Junior High School" as part of their official titles. The questionnaire, along with an explanatory letter and a stamped return envelope, was sent to the "Head of Girls' Physical Education Department" in each of the 153 schools listed.

To determine the relationship and comparison of teachers' grading practices to the opinions and preferences

of students and parents, all ninth grade girls and their parents in the city of Yakima, Washington, were selected for questioning. A formal request to conduct this survey was sent to the superintendent of the Yakima Public Schools, who in turn referred it to the school board. After some discussion, approval for the project was granted by the board, provided that the principals of the three participating junior high schools also approved. The principals readily gave consent, and showed special interest in the study.

A questionnaire (see Appendix B) based on items 17 and 18 of the teachers' questionnaire was mimeographed and given to all the 335 ninth grade girls in Yakima's three junior high schools (except two classes engaged in outdoor activities and unable to do any written work). A questionnaire for parents (see Appendix C), similar to that given the students, was sent home with each girl, and the parents were specifically requested to complete the questionnaire without help or guidance from their daughters.

II. SOURCES AND TREATMENT OF THE DATA

In order to determine if the returns could be considered a representative sample of the population, the responses were analyzed according to the geographical districts of the State of Washington. A large map of the state was mounted on an

extra heavy piece of cardboard, and ordinary pins were stuck into the map to indicate the location of each junior high school. As each completed questionnaire returned, the head of the pin representing that school was painted red to give a clear picture of the distribution of the respondent schools. The arrangement of the total number of pins suggested five geographical divisions: East, Central, Southwest, Northwest, and Metropolitan (Seattle-Tacoma). The metropolitan area comprised a rectangular section bounded on the north by a line running from Sequim to Marysville and Lake Stevens, then south to Buckley, west to Olympia, and north to the starting point. This particular area was treated as a separate unit because its dense population equals that of all the rest of the state, this small section containing 52 per cent of the state's junior high schools.

To further classify the returns, an arbitrary division of the reporting schools was made according to total enrollment, with the A group representing those with 750 or more students, B group containing those with 400 to 749, and C group including all those with less than 400. Special forms, each containing 379 columns, were constructed to record the information from the three groups of questionnaires. The checks from each questionnaire were then transferred to the appropriate column in the special form and the

columns were totaled.

Special forms were also designed to receive the information from the students' and parents' questionnaires, and the 52 copies needed were reproduced on a spirit duplicator. The preferences indicated on the questionnaires were transferred to the prepared forms and the columns were totaled. Returns from students and parents were analyzed only in terms of the percentage of returns to the total distribution.

The total of each column on the special forms compiled from the three sets of questionnaires was transferred to a specially designed recapitulation sheet, and percentages of the total returns were calculated for the item in each column.

The data taken from the recapitulation form, arranged in related sections, became the basis for the several tables shown in Chapter IV. A statistical analysis and comparison of the data from the three groups of respondents was made with the use of percentages and central tendencies. The preferences of these present day groups were compared to the opinions expressed in the related literature of the past thirty-five years and the changes were noted.

Finally, a recommendation for an adequate grading system was evolved which took into consideration the preferences of the three groups queried, the recommendations of authorities in the field, and generally accepted educational practices.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

The Department of Public Instruction of the State of Washington lists 153 schools which use the title "Junior High School" as part of their official names. Although a few of these schools included more or less than the usual three grades between elementary and senior high schools, more than 95 per cent of the reporting schools contained seventh, eighth, and ninth grades as a complete unit. One school was for boys only, and another had its physical education classes so integrated with the senior high school that the questionnaire could not be answered for the junior high school alone. This left a total of 151 schools in the state suitable for this study.

The teachers from 105 junior high schools returned the completed questionnaire for a total of 69.536 per cent. These schools represent a total enrollment of 70,900 students, of which 34,650 or 48.9 per cent are girls. Only 31,900 or 92 per cent of these girls are in physical education classes. Several of the respondents volunteered the explanation that because of crowded conditions certain groups of girls could take physical education only one semester per year.

The pin map of the State of Washington described in Chapter III indicated five geographical divisions: East,

Central, Southwest, Northwest, and Metropolitan (Seattle-Tacoma). The metropolitan area contains more than half the population of the state and has 52 per cent of the state's junior high schools. Some of the schools in the metropolitan section have the largest pupil enrollment among all schools reporting. Each geographical division was well represented in the returns, as shown in Table I.

An arbitrary division of the schools reporting was made according to total enrollment with the A group representing schools having 750 or more students, B group containing those with 400 to 749, and C group including all those with less than 400. The smallest junior high school reporting had a total enrollment of 77 students, while the largest had 1649. The C group had 23 respondents, while the B and A groups were considerably larger with 44 and 38 respondents, respectively. Because the enrollments in all junior high schools of the state were not available, it was not possible to determine if the returns constitute a proportionate or representative sample on this variable. However, inspection of the percentage of returns for the size categories indicates a reasonable distribution of returns from each of the size divisions. The size, number, and percentage in each division is shown in Table II.

In order to compare the grading practices of teachers

TABLE I
GEOGRAPHIC DISTRIBUTION OF THE SAMPLE

AREA	Number Sent	Number Returned	Per cent Returned
Seattle-Tacoma	79	54	68.35
Southwest	20	11	55.
Northwest	12	9	75.
Central	25	20	80
East	15	11	73.3
Totals	151	105	69.536

TABLE II

ENROLLMENT, NUMBER, AND PERCENTAGE OF SCHOOLS
IN EACH SIZE DIVISION

Class	Enrollment	Number Returned	Per cent Returned
A	750-above	38	36
B	400-749	44	42
C	0-399	23	22
Totals		105	100

with the preferences of students and parents, all ninth grade girls and their parents from the three junior high schools of Yakima, Washington, were given similar questionnaires to complete. Two classes of girls engaged in outdoor activities were unable to do any work with pencil and paper. A few girls in each school were excused from physical education for physical reasons, and a few were absent on the day the questionnaires were answered. Of the 335 girls enrolled in the three schools, a total of 268 completed the questionnaire, an 80 per cent return.

Each girl was given a similar questionnaire for her parents to answer. Many parents indicated that they preferred not to answer the questionnaire; there were only 185 returns from a possible total of 335 parents, for a per cent of 55. The numbers of girls and parents from each school with the totals and per cents of returns for each groups are shown in Table III. Since a larger per cent of returns from both the parent and pupil groups occurred from school number one, the data may be somewhat biased according to the opinions of these groups. All the returns from students and parents were used for the data in the remainder of this study.

The number of girls' physical education teachers in each school varied, in most cases, directly in proportion to

TABLE III

NUMBERS AND PERCENTAGES OF THE SAMPLING OF NINTH GRADE GIRLS
AND THEIR PARENTS FROM YAKIMA, WASHINGTON

G I R L S			
	Number Enrolled	Number Returned	Per cent Returned
School 1	86	78	90.7
School 2	108	81	75.
School 3	141	109	77.3
Totals	335	268	80.
P A R E N T S			
School 1	86	71	82.56
School 2	108	59	54.63
School 3	141	55	39.01
Totals	335	185	55.23

pupil enrollment, with one teacher for every 200 to 300 girls. There were, however, a few extremes. Five small class C schools reported having two teachers, although three of these indicated that each teacher taught classes in other fields during part of the school day. The heaviest pupil load was found in a large Class A school where one teacher was attempting to implement a physical education program for 433 girls. The number of physical education teachers in each classification is shown in Table IV.

Only eight schools of the 105 reporting had men teaching some phase of the girls' physical education program. The respondents indicated that these men helped teach mixed boys' and girls' classes in such activities as dancing, swimming, and volleyball. Table IV shows that six of these eight schools are in the largest enrollment group, while only one school in each of the other groups has men teaching girls' physical education.

In approximately half of Washington's junior high schools the girls' physical education teacher also teaches Health, in some schools as a part of the physical education program and in others as a separate subject. Table IV shows that some schools in all enrollment divisions reported the physical education teacher doubling as a Health teacher,

TABLE IV

NUMBER OF GIRLS' PHYSICAL EDUCATION TEACHERS IN EACH SCHOOL, MEN
TEACHING GIRLS' PHYSICAL EDUCATION, GIRLS' PHYSICAL EDUCATION
TEACHERS TEACHING HEALTH, AND HEALTH TAUGHT SEPARATELY

Class Number	Number of Girls' Physical Education Teachers				Men teaching girls P. E.	P.E. teachers teaching health	Health taught as separate subject			
	1	1+	2	3						
A	38	5	4	24	5	6	17	24		
B	44	29	4	11		1	4	11	20	22
C	23	17	1	5		1	1	5	15	13
Totals	105	51	9	40	5	8	8	52	52	59
Per cent		49	9	38	5	8	8	50	50	56

although there was a noticeable trend away from the combination as pupil enrollment increased. This trend is normal in that small schools often employ teachers to work in two or more related or even unrelated fields, whereas in large schools the tendency is to assign teachers to a full schedule in a single specialized subject.

Health and physical education are taught as separate subjects in 56 per cent of the reporting schools, as shown in Table IV. Nearly twice as many of the class A schools favored separation of the two subjects as those which taught it in combination. Seventeen of the respondents added the information that Health was taught as a part of the Science class or separately by the Science teacher.

An attempt was made to determine existing practices relating to the amount of time given to Health and First Aid in the yearly physical education program. However, since there were only 15 respondents to these questions, the number of answers was such a small part of the sampling that no trends could be established for this study.

One-third of the responding teachers misinterpreted the meaning of item thirteen on the questionnaire which asked the number of class periods per week on each grade level. The question was meant to refer to the number of class periods

each student attends, but was answered that way by only 70 of the 105 respondents. A definite pattern, however, was possible, although the reduced size of the sampling could make the figures inaccurate. In the seventh grade 41 per cent of the schools schedule girls' physical education an average of two and one-half days per week, 29 per cent offer it five days per week, 14 per cent offer three days, 13 per cent give two days, and 3 per cent have it only one day. In the eighth grade the picture is somewhat similar with 43 per cent offering two and one-half days, 32 per cent offering five days, 16 per cent giving three days, 8 per cent giving two days, and one per cent having one day. In the ninth grade, however, the largest single group, 44 per cent, schedule girls' physical education five days per week, and 35 per cent offer two and one-half days. Sixteen per cent give three days, and only four per cent give two days or less.

Nearly all junior high schools give scholastic credit to girls taking physical education, the amount varying somewhat in proportion to the number of days per week it is scheduled. In the seventh and eighth grades 40 per cent give full credit, 45 per cent give one-half credit, and the other 15 per cent give small fractional amounts or none at all. In the ninth grade 58 per cent give a full credit, and 35 per cent give one-half credit. Only seven per cent give

fractional amounts or none at all. It should be noted that among all respondents only a few large class A schools give no credit for girls' physical education. All class B and class C schools give at least some amount of credit on all grade levels.

In the Yakima, Washington, Public Schools the subject Health is taught as a part of the physical education program by the physical education teacher, and only one grade is issued for the combination. Ninth grade girls and their parents from Yakima's three junior high schools were asked if they approved of the teaching combination and the single grade for both subjects. Fifty-six per cent of the parents approved of the existing subject combination, but 56 per cent would prefer separate grades for Health and physical education. The students were almost evenly divided, preferring the subject combination by 50.56 to 49.44 per cent, but wanting separate grades by a majority of 58 per cent. The margins of approval of the existing subject combination and of issuance of separate grades were too small to indicate a definite trend one way or the other.

Even though Health is taught as a part of the physical education program in half of the state's junior high schools, 82 per cent give separate grades for each on the report card. Table V shows that this high percentage giving separate

grades is consistent through all three enrollment groups.

Nearly all schools which give regular letter grades (ABCDF) in physical education include them as academic grades when computing grade point averages and honor roll placement. The distribution of this practice according to groups may be seen in Table V. Most of the 30 per cent of the schools which do not count physical education grades with grades of other academic subject are those which also do not issue letter grades for physical education but use some other system such as S-U or 1, 2, 3.

Nearly every respondent indicated that her school rated one or more special items on the report card in addition to the regular grade. Work habits, cooperation, or responsibilities were mentioned by many respondents, with citizenship and effort listed next in order of frequency. Also listed were such items as conduct, attitudes, and courtesy. The methods of grading these special items were almost as numerous as the items themselves. No one method was used by a majority of schools, the highest ranking in order of frequency being the S-U system. Other markings listed by different schools were the 1-2-3 method, plus-check-zero method, or some variation of these. Table V shows the number of schools using these special items and indicates the wide variation of their use on the report cards.

TABLE V

NUMBERS AND PERCENTAGES OF SCHOOLS COMBINING OR SEPARATING GRADES FOR HEALTH AND PHYSICAL EDUCATION, COUNTING PHYSICAL EDUCATION GRADES WITH ACADEMIC GRADES, RATING CERTAIN PERSONALITY TRAITS, AND USING DIFFERENT RATING METHODS

School size	Grade for physical education only	Grade includes health	Physical education grade counted with academic grades	Personality Traits				Rating Methods for Personality Traits								
				Work habits	Cooperation	Responsibility	Others	7th			8th			9th		
								ABCDF	SU	Others	ABCDF	SU	Others	ABCDF	SU	Others
A	34	4	26	20	23	17	26	9	9	16	10	9	15	10	8	12
B	35	9	31	19	19	16	19	6	12	12	5	13	12	6	12	9
C	17	6	13	10	12	9	12	1	2	9	1	3	9	1	3	7
Totals	86	19	70	49	54	42	57	16	23	37	16	25	36	17	23	28
Per cents	82	18	71	47	51	40	54	21	30	49	21	32	47	25	34	41

The overwhelming majority of parents, students, and teachers prefer the traditional marking method ABCD-F for grading physical education on the report card. Table VI shows the number and per cent of the different marking systems in use on the three grade levels compared to the preferences of teachers, parents, and pupils. Even though all teachers at present mark one or more items such as work habits or other character traits, about half of them would prefer not to mark these character and personality traits at all. Only one-third approve of the combination system now in general use. Other systems, including S-U and E-S-U for the single physical education grade, are preferred by 27 per cent on the seventh grade level, 19 per cent for the eighth grade, and 16 per cent for the ninth grade. On the seventh grade level 85 per cent use the combination system of ABCDF for subject grade and S-U for personality traits, and 73 per cent would prefer to either continue using the combination system or use ABCDF for physical education only and not mark character traits. Thus, only 12 per cent would actually prefer a change from the traditional marking system. In the eighth grade only 8 per cent would change, and in the ninth grade the teachers' group desiring change is reduced even further to six per cent. In view of these small percentages, it becomes obvious that a change could not be recommended on

TABLE VI

COMPARISON OF TEACHER' MARKING SYSTEMS WITH MARKING SYSTEM
PREFERENCES OF TEACHERS, PARENTS, AND STUDENTS

S E V E N T H G R A D E									
Actual Practice					Preferred Practice				
		SU and ABCD-F	SU	OTHER	ABCD-F	ABCD-F and SU	ESU	SU	OTHER
Teachers	Totals	86	11	4	43	30	13	9	5
	Percentages	85	11	4	43	30	13	9	5
E I G H T H G R A D E									
Teachers	Totals	95	6	4	49	36	10	4	5
	Percentages	90	6	4	47	35	10	4	5
N I N T H G R A D E									
Teachers	Totals	83	6	3	46	30	5	4	5
	Percentages	90	7	3	51	33	6	4	6
Parents	Totals				110		48	21	
	Percentages				61		27	12	
Students	Totals				207		47	13	
	Percentages				78		18	5	

this basis.

Seventy-three per cent of the teachers would keep the ABCDF system or use it in combination with S-U on the seventh grade level, 82 per cent in the eighth grade, and 84 per cent for the ninth grade. Yakima's ninth grade girls agreed favorably with the teachers, registering 78 per cent in favor of the ABCDF system. Parents, however, only 61 per cent in favor of the present system of traditional grading, were the only group to give a significant vote in favor of the E-S-U system--27 per cent. A total of 39 per cent of the parents preferred some other type of marking system instead of the traditional, indicating that many are dissatisfied with the present method of grade card reporting.

The degree of importance of various factors relating to physical activities and written tests, as they should affect the total grade on the report card, was rated by teachers, students, and parents. The teachers also rated each item as they would prefer to use it in comparison to its actual importance in their present grading practice. The importance of each factor was indicated according to the following five degree rating scale:

Unimportant	1
Little importance	2
Fairly important	3

Important	4
Very important	5

The ratings assigned each of the factors by the three groups of respondents may be seen in Table VII. Percentages of each responding group for each degree of importance are also shown. In most instances, the ratings were distributed across two or three degrees of importance by each responding group, although a few exceptions are noted. On four of the items the students were in comparatively close agreement with the way teachers graded, but parents felt that less importance should be assigned these items and teachers indicated that they would prefer to assign them even greater weight. Since very few ratings on any factor were given a clear majority by all respondents, the mean scores were computed for each group. To determine a final rating to be assigned each item for the purpose of this study, the average (mean) of the means of the parent, student, and teacher preference rating was used. The means and the average of the means of the preferences for the ratings in Table VII may be seen in Table VIII.

Sports Skills was a typical item in that more parents rated this factor as number three in importance, while students and teachers rated it four. Forty-three per cent

TABLE VII

THE IMPORTANCE OF VARIOUS ACTIVITIES AND WRITTEN TESTS
AS RATED BY PARENTS, STUDENTS AND TEACHERS

S P O R T S S K I L L S								
Parents			Students		Teachers		Teachers' Preference	
Rate	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
1	10	5.56	5	1.87	1	.97		
2	24	13.33	19	7.09	4	3.88	4	4.93
3	65	36.11	69	25.75	22	21.35	12	14.81
4	59	32.78	116	43.29	40	38.83	30	37.03
5	22	12.22	59	22.01	36	34.95	35	43.21
W R I T T E N S P O R T S T E S T S								
1	17	9.24	12	4.51	1	1		
2	41	22.28	34	12.78	5	5	1	1.17
3	66	35.87	59	22.18	29	29	24	28.23
4	47	25.54	116	43.61	33	33	28	32.94
5	13	7.07	45	16.92	32	32	31	36.47
I M P R O V E M E N T I N S P O R T S								
1	8	4.37	6	2.25	4	4		
2	16	8.74	7	2.62	9	9	2	2.44
3	56	30.6	48	17.98	15	15	4	4.88
4	78	42.62	103	38.58	45	45	32	39.02
5	25	13.66	103	38.58	27	27	44	53.66

TABLE VII (continued)

DANCE SKILLS

Parents			Students		Teachers		Teachers' Preference	
Rate	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
1	34	18.68	39	14.61	8	10	1	1.43
2	38	20.88	69	25.84	14	17.5	8	11.43
3	60	32.97	73	27.34	23	28.75	20	28.57
4	41	22.53	59	22.1	27	33.75	30	42.86
5	9	4.95	27	10.11	8	10	11	15.71

WRITTEN DANCE TESTS

1	55	30.56	71	26.69	17	26.98	6	10
2	55	30.56	74	27.82	9	14.29	8	13.33
3	50	27.78	52	19.55	17	26.98	17	28.33
4	17	9.44	54	20.3	15	23.8	21	35
5	3	1.67	15	5.64	5	7.93	8	13.33

IMPROVEMENT IN DANCE

1	34	18.68	23	8.78	12	15.38	3	4.41
2	25	13.74	48	18.32	12	15.38	5	7.35
3	54	29.67	67	25.57	20	25.64	18	26.47
4	52	28.57	66	25.19	22	28.21	19	27.94
5	17	9.34	58	22.14	12	15.38	23	33.82

TABLE VII (continued)

S P O R T S O F F I C I A T I N G

Parents			Students		Teachers		Teachers' Preference	
Rate	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
1	20	11.24	12	4.56	25	29.07	5	7.04
2	30	16.85	49	18.63	27	31.4	18	25.35
3	58	32.58	96	36.5	24	27.91	27	38.03
4	42	23.6	79	30.04	9	10.47	16	22.54
5	28	15.73	27	10.27	1	1.16	5	7.04

S E L F T E S T I N G A C T I V I T I E S

1	19	10.92	6	2.27	10	11.49	3	4.62
2	30	17.24	36	13.64	13	14.94	2	3.07
3	52	29.89	88	33.33	23	26.44	13	20.
4	51	29.31	88	33.33	24	27.59	32	49.25
5	22	12.64	46	17.42	17	19.54	15	23.08

P A R T I C I P A T I O N I N C L A S S A C T I V I T I E S

1	2	1.09	2	0.75	1	0.99		
2	5	2.72	9	3.4				
3	22	11.96	30	11.32	2	1.98	2	2.47
4	61	33.15	73	27.55	10	9.9	2	2.47
5	94	51.09	151	56.98	88	87.13	77	95.06

P A R T I C I P A T I O N I N A F T E R S C H O O L S P O R T S

1	41	23.03	60	22.64	67	77.01	50	71.43
2	41	23.03	65	24.53	6	6.9	5	7.14
3	53	29.78	78	29.43	7	8.05	4	5.71
4	27	15.17	38	14.34	6	6.9	4	5.71
5	16	8.99	24	9.06	1	1.15	7	10.

TABLE VIII

THE MEANS OF TEACHER, PARENT, AND STUDENT
RATINGS OF THE ITEMS IN TABLE VII

	Mean Teachers Rating	Parents	Mean Preferences of Students	Teachers	Mean Preference Rating of the Group
Sports Skills	4.03	3.33	3.76	4.19	3.74
Written Sports Tests	3.9	2.99	3.56	4.06	3.54
Improvement in Sports	3.82	3.35	4.09	4.44	3.96
Dance Skills	3.16	2.74	2.87	3.6	3.06
Written Dance Tests	2.71	2.21	2.5	3.28	2.66
Improvement in Dance	3.13	2.96	3.34	3.79	3.36
Sports Officiating	2.23	3.16	3.23	2.97	3.12
Self Testing Activities	3.29	3.16	3.5	3.83	3.5
Participation in Class Activities	4.82	4.3	4.37	4.93	4.93
Participation in After School Sports	1.48	2.64	2.63	1.76	2.34

of the teachers indicated that they preferred to give Sports Skills a very important rating of five, even though in actual practice they use it as number four in importance when weighting it as a part of the total physical education grade. The mean score of preferences is 3.74, giving Sports Skills a number four rating in this study.

On Written Sports Tests, the feelings of the respondents varied more than on Sports Skills, but with 3.54 being the mean preference score, it has been rated number four. This compares favorably with 3.9 mean of teachers' actual practice.

The respondents agreed somewhat on the importance of Improvement in Sports, giving it an average preference score of 3.96, a number four in this study. Again, the teachers' actual practice mean of 3.82 compared favorably to preference, although 53 per cent of the teachers would like to rate Improvement in Sports number five.

Many parents and students rated items related to dancing as of little or no importance, probably because of the opposition of certain religious groups to anything called dancing. This prejudice may also be partly responsible for the wide divergence of opinions expressed in the returns. Several teachers added the information that in response to certain pressure groups their schools do not allow any dance

instruction in the curriculum; therefore, it was considered of no importance in averaging the physical education grade in that school. Although teachers would prefer to rate Dance Skills number four in importance, the mean preference of all groups was 3.06, a three in this study.

Even though students and parents gave a very low rating to Written Dance Tests, the teachers' 3.28 mean preference rating raised the average preference score to 2.66, a number three rating. In actual practice, however, the teachers' mean of 2.71 is not far above the parents', 2.21, and the students', 2.5.

All three responding groups were again widely divided on the importance of Improvement In Dance, but the ratings are all considerably higher than for Written Dance Tests. Teachers would prefer to give Improvement In Dance an important (number four) rating, but the average preference score of 3.36 kept this item a three.

Sports Officiating was rated number three by students and parents, but in actual practice 60 per cent of the teachers assigned this item a rating in the two lowest classifications. The preference mean of all groups, however, was 3.12, a number three rating.

The preference mean for Self Testing Activities (and Standardized Tests) was almost on the dividing line with

3.495, but remains a number three on importance rating for this study. Forty-nine per cent of the teachers would prefer to rate it number four, but the low ratings given this item by parents kept the average down. In view of the importance attached to standardized testing in the literature of the past thirty years, this present number three rating indicates a significant difference of opinion between leading educators and the general public.

All responding groups were in complete agreement on the great importance of Participation In Class Activities, as more than 50 per cent in each group gave it a number five rating. The very high teacher rating helped bring the total preference mean up to 4.53, a number five classification.

The teachers were very definite in rating Participation In After School Sports unimportant as it affects the physical education grade. Students and parents, however, rated this higher and indicated that they would like to have it counted, at least to some extent, on the grade. This probably means that the students would like to have it help the grade if they turned out for sports, but since this activity is outside of school hours they would not want the grade to be reduced for those who do not participate in this extra-curricular activity. The 2.34 average of the three preference means is the lowest of any on this table, and

gives Participation In After School Sports a number two rating.

There are a number of items which many teachers feel are basic requirements in the girls' physical education program. Several respondents indicated that these basic requirements are not graded separately but only affect the grade adversely if the student fails to complete any of them in a reasonably satisfactory manner. This philosophy is not shared by all teachers and has become one of the issues over which some parents disagree with certain teachers on grading policies.

The first of the basic requirement group of items examined for this study is Posture, as shown in Tables IX and X. More than 50 per cent of the parents and students rated this item number five, but the teachers considered it much less important, both by preference and in actual practice. The high rating by students and parents reflects the concern for correct body development and good posture. Teachers' preference ratings were somewhat equally divided among the three upper classifications, but in actual practice they rated Posture in the three lowest classes with a mean score of 2.81. The average of the preference means for all groups

TABLE IX

THE IMPORTANCE OF VARIOUS PHYSICAL EDUCATION CLASS REQUIREMENTS
AS RATED BY PARENTS, STUDENTS, AND TEACHERS

P O S T U R E

Rate	Parents		Students		Teachers		Teachers' Preference	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
1	2	1.1	8	2.98	18	20	5	6.5
2	3	1.62	14	5.22	17	18.89	5	6.5
3	12	6.49	39	14.55	30	33.33	22	28.57
4	25	13.51	63	23.51	14	15.56	20	25.97
5	143	77.3	144	53.73	11	12.22	25	32.47

G R O O M I N G

1	2	1.09	4	1.48	16	17.78	4	4.88
2	3	1.63	13	4.81	15	16.67	6	7.32
3	11	5.98	31	11.48	24	26.67	23	28.05
4	37	20.11	63	23.51	23	25.56	22	26.83
5	131	71.2	157	58.15	12	13.33	27	32.93

S H O W E R S

1	4	2.2	2	0.75	3	3	1	1.19
2	6	3.24	10	3.73	1	1	1	1.19
3	19	10.27	36	13.43	10	10	10	11.9
4	40	21.62	85	31.72	31	31	16	19.05
5	116	62.7	135	50.37	55	55	56	66.67

TABLE IX (continued)

Parents			Students		Teachers		Teachers' Preference	
CLEAN GYM CLOTHES								
Rate	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
1	3	1.63			1	1	1	1.22
2	2	1.09	8	2.98	1	1	2	2.44
3	20	10.87	21	7.84	16	16	8	9.76
4	44	23.91	96	35.82	30	30	21	25.61
5	115	62.5	143	53.36	52	52	50	60.98
CORRECTION OF HEALTH DEFECTS								
1	3	1.63	7	2.62	26	33.77	9	13.43
2	4	2.17	20	7.49	16	20.78	7	10.45
3	20	10.87	39	14.61	14	18.18	15	22.39
4	42	22.83	60	22.47	16	20.78	19	28.36
5	115	62.5	141	52.81	5	6.49	17	25.37
DRESSING FOR GYM								
1	2	1.1			2	2.06	2	2.53
2	6	3.3	12	4.48			1	1.27
3	17	9.34	26	9.7	8	8.25	4	5.06
4	73	40.11	102	38.06	21	21.65	14	17.72
5	84	46.15	128	47.76	66	68.04	58	73.42

TABLE IX (continued)

Parents			Students		Teachers		Teachers' Preference	
R O L L - C A L L R E A D I N E S S								
Rate	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
1	4	2.12	2	0.75	4	4.04	3	4.17
2	9	5.03	18	6.74	9	9.02	3	4.17
3	24	13.41	39	14.61	23	23.23	11	15.28
4	76	42.46	114	42.7	28	28.28	19	26.39
5	66	36.87	94	35.21	35	35.35	46	63.89
C L E A N T O W E L								
1					7	13.73	3	7.5
2					2	3.92	1	2.5
3					3	5.88	2	5.
4					12	23.53	6	15.
5					27	52.94	29	72.5

TABLE X

THE MEANS OF TEACHER, PARENT, AND STUDENT
RATINGS OF THE ITEMS IN TABLE IX

	Mean Teachers Rating	Parents	Mean Preferences of Students	Teachers	Mean Preference Rating of the Group
Posture	2.81	4.64	4.2	3.71	4.18
Grooming	3.0	4.59	4.33	3.76	4.23
Showers	4.34	4.39	4.27	4.49	4.38
Clean Gym Clothes	4.31	4.45	4.04	4.43	4.31
Correction of Health Defects	2.45	4.42	4.15	3.42	3.996
Dressing for Gym	4.54	4.27	4.29	4.58	4.38
Roll-call Readiness	3.82	4.07	4.05	4.24	4.12
Clean Towel	3.98			4.39	

was 4.18, a rating of four.

The data received on the item, Grooming, presents a similar picture to that for Posture. The junior high school girl is at an age where she may be more self-conscious than at any other time of her life, and personal appearance is of great importance. This feeling is shown in the very important rating students and parents gave Grooming. Teachers indicated by their ratings, however, that they feel it is considerably less than very important to concern themselves with the student's grooming. The average preference score is 4.23, a rating of number four.

The rating figures for taking Showers were more consistent in all degrees by all responding groups than any other item in this study. All groups had over 50 per cent rating Showers as very important. A number of those who rated it lower than number five indicated that they believed in the importance of taking a shower after exercise, and then gave reasons for qualified disapproval. Several teachers said that inadequate or complete lack of shower facilities was their reason for not grading this item as of the highest importance. One very large junior high school of over 1500 students had no showers for girls, although it was mainly the small schools which lacked adequate shower equipment. Certain students and parents wrote that they "do not approve

of gang showers" such as most schools have, and felt that bathing should be done in private only. Even though a majority of all groups rated Showers number five, the preference mean was only 4.38, a classification of four.

Having Clean Gym Clothes weekly was rated by all groups similarly to the previous item--Showers. Both items are a part of general cleanliness, and it was to be expected that most people would consider them very important. Again, although more than 50 per cent of each group gave this item a rating of five, the preference mean was only 4.31, a number four rating.

It is quite possible that all the respondents do not share the same interpretation of Correction of Health Defects. This fact might account, in part, for the wide differences of opinions on the importance of this item. The majority of parents and students rated it as very important, but one-third of the teachers did not consider it of any importance whatsoever when computing grades. The mean for teachers' actual practice was only 2.45, but the 3.996 mean preference score for all groups put this item squarely on the number four classification.

Dressing For Gym was considered very important by two-thirds of the teachers, both by preference and in actual

practice. About 40 per cent of students and parents, however, felt that number four was as high as they should rate this item. By rating this less than very important, this large section of parents and students registered the belief of many that strict adherence to uniform dress is not always necessary. By contrast, the teachers' very high rating of this item shows their concern for at least two things:

(1) if one girl is allowed to dress in a different manner, then others can insist on it and discipline tends to become ineffective, and (2) some of the very tight clothing which junior high school girls would like to wear in gym does not permit freedom of bodily movement as demanded in the physical education program of activities. Although the teachers rated this item at the top of the scale, the lower ratings of students and parents brought the average preference score down to 4.38, a number four rating.

In many physical education classes the girls are allowed a predetermined number of minutes for removing street clothes, dressing in gym attire, and lining up for roll-call. In the absence of such a deadline some girls dress very slowly in order to spend less time in the gym in organized activity. The teachers are more or less compelled to use some means to enforce the Roll-Call Readiness rule, and a suggested

grade reduction is probably the easiest to employ. The highest percentage of students and parents rated this item number four, but in actual practice the teachers were divided on numbers three, four, and five. In preference, two-thirds of the teachers would rate this number five. The average preference of 4.12 from all groups put this item in the number four classification.

As the Yakima School System provides a Clean Towel daily for each physical education student, there was no reason to question the local parents and students on this item. Since many other schools also provide towels, quite a few teachers did not rate this item, or they considered it unimportant. In those systems where a student has to furnish her own towel or make some effort to obtain a clean one daily, the majority of teachers rated it number five, but with a mean of only 3.98. In preference, 72.5 per cent rated it five, but again, the mean was brought down to 4.39, a four rating for the study.

Numbers and percentages of the ratings by all responding groups may be examined for comparison in Table IX. The means for the items in Table IX may be seen in Table X.

Sportsmanship, as shown on Table XI, is considered of the highest importance by all responding groups. It was surprising to note that the young people gave this a consistently higher rating on the table than the adults. Eighty-

TABLE XI

THE IMPORTANCE OF SPORTSMANSHIP, ATTITUDES, LEADERSHIP, AND OBEYING REGULATIONS
AS RATED BY PARENTS, STUDENTS, AND TEACHERS

S P O R T S M A N S H I P								
Parents			Students		Teachers		Teachers' Preference	
Rate	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
1	1	0.54	1	0.37	5	4.9		
2	1	.54	3	1.12	1	.98		
3	6	3.24	7	2.61	11	10.78	4	4.76
4	42	22.7	40	14.93	25	24.51	19	22.62
5	135	72.97	217	80.97	60	58.82	61	72.62
A T T I T U D E S								
1	1	0.54	1	0.37	4	3.92		
2			5	1.87	4	3.92	1	1.22
3	12	6.49	7	2.61	7	6.86	1	1.22
4	41	22.16	64	23.88	27	26.47	15	18.29
5	131	70.81	191	71.27	60	58.82	65	79.27

TABLE XI (continued)

LEADERSHIP								
Rate	Parents		Students		Teachers		Teachers' Preference	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
1	7	3.8	12	4.48	4	4.04	3	3.7
2	12	6.52	23	8.58	14	14.14	3	3.7
3	57	30.98	76	28.36	30	30.3	25	30.86
4	53	28.8	84	31.34	30	30.3	24	29.63
5	55	29.89	73	27.24	21	21.21	26	32.1
OBEYING REGULATIONS								
1	1	0.54			1	0.98	1	1.19
2	1	.54	2	0.75				
3	7	3.78	10	3.75	11	10.78	4	4.76
4	40	21.62	57	21.35	23	22.55	15	17.86
5	136	73.51	198	74.16	67	65.69	64	76.19

one per cent of the students rated this number five, the highest single student percentage score in this study. Perhaps the most unusual extreme noted on Table XI was the fact that five teachers considered Sportsmanship of absolutely no importance. There might be an explanation for this, but the teachers gave none. With all groups agreeing on its great importance and giving it a preference average of 4.70, as shown on Table XII, it was rated number five.

The item Attitudes is a particularly subjective one as graded by the teacher, and covers a wide range of moods, feelings, and personality traits shown by students and teachers as well. That a generally good attitude is recognized as very important by the great majority of all groups is shown by the three very similar preference means which averaged 4.68 and put this item in a number five classification.

The ratings for Leadership were about evenly distributed among numbers three, four, and five of the scale, and were consistent among all groups including teacher practices. When the students came to this item while filling out the questionnaire, a number of them immediately commented verbally, "We can't all be leaders." This attitude is apparently reflected throughout the ratings on this item by all groups, for, as

TABLE XII

THE MEANS OF TEACHER, PARENT, AND STUDENT
RATINGS OF THE ITEMS IN TABLE XI

	Mean Teachers Rating	Parents	Mean Preferences of Students	Teachers	Mean Preference Rating of the Group
Sportsmanship	4.31	4.67	4.75	4.68	4.7
Attitudes	4.32	4.63	4.64	4.77	4.68
Leadership	3.51	3.74	3.68	3.83	3.75
Obeying Regulations	4.52	4.67	4.69	4.68	4.68

one teacher wrote, "The right kind of leadership is desirable in an individual, but in a class situation the majority must be good followers as well." The preference mean of 3.75 rated this item number four.

Obeying Regulations was also rated consistently high on the scale by all groups, as were Sportsmanship and Attitudes. Attention, however, is drawn to the rating by one teacher who considered Obeying Regulations unimportant. Perhaps the minority who rated this item less than very important feel that inconsequential breaking of rules should not affect the physical education grade and discipline should be handled in some other manner. The preference means of the three groups show a variation of only .02, and are the nearest to being identical of any in this study. The average preference score is 4.68, the same as for Attitudes, and like Attitudes was given a rating of five. Tables XI and XII show the numbers, percentages, and means of ratings for Obeying Regulations.

As Health Instruction, Home Nursing, and First Aid Instruction were rated by less than half the teacher respondents, the data in Tables XIII and XIV might not be called representative. On Health Instruction 51 per cent of the parents and teachers rated it number five, but the students gave their highest percentage, 34, to number four. The

TABLE XIII

RATINGS ON HEALTH INSTRUCTION, HOME NURSING, AND FIRST AID
INSTRUCTION BY PARENTS, STUDENTS, AND TEACHERS

H E A L T H I N S T R U C T I O N								
Parents			Students		Teachers		Teachers' Preference	
Rate	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
1	2	1.21	11	4.62	2	4.08	1	2.56
2	3	1.82	13	5.46	5	10.2		
3	19	11.52	74	31.1	7	14.29	3	7.69
4	59	35.76	82	34.45	10	20.41	9	23.08
5	82	49.7	58	24.37	25	51.02	26	66.67
H O M E N U R S I N G								
					12	46.15	7	28.0
2					1	3.58	1	4
3					7	26.92	7	28
4					5	19.23	5	20
5					1	3.58	5	20
F I R S T A I D I N S T R U C T I O N								
1	2	1.13	5	2.1	7	17.5	2	5.88
2	1	.56	11	4.58	2	5		
3	16	9.04	28	11.67	8	20	5	14.71
4	54	30.51	64	26.67	13	32.5	11	32.35
5	104	58.76	132	55	10	25	16	47.06

TABLE XIV

THE MEANS OF TEACHER, PARENT, AND STUDENT
RATINGS OF THE ITEMS IN TABLE XIII

	Teachers	Parents	Preferences of Students	Teachers	Preference Average
Health Instruction	4.04	4.31	3.68	4.51	4.17
Home Nursing	2.31			3.0	
First Aid Instruction	3.43	4.45	4.28	4.15	4.29

twenty-six teachers who rated Home Nursing felt that it was unimportant to the physical education grade. On First Aid Instruction the teachers scattered their ratings among numbers three, four, and five; but parents and students gave it a number five rating by a majority of 59 and 55 per cent, respectively.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

Seventy per cent of the junior high schools of the State of Washington were represented in the data of this study. Each geographical and enrollment division was also well represented, indicating a degree of reliability of the data on that basis. No attempt was made to check the reliability of the data from the Yakima, Washington, students and parents with similar data from any other community, but the size and percentages of the sampling showed definite trends that could be used for comparison. The data from Yakima's three junior high schools were consistent enough to obviate their presentation on a separate school basis.

A few respondents reported that in their schools men help teach girls' physical education, but the number was very small and the effect was insignificant to this study.

Approximately half of Washington's junior high school girls' physical education teachers also teach Health. The state's junior high schools are also about equally divided as to whether Health is taught as a part of the physical education program or as a separate subject either by the girls' physical education teacher or by some other teacher. More than four-fifths of the state's schools give separate

grades for Health and physical education whether or not they are taught together. In Yakima, where the two subjects are taught together and a single grade issued for both, the parents and students were about equally divided on whether they preferred their present system or would like the two subjects taught separately and a grade issued for each.

At least four-fifths of all junior high schools which issue the traditional ABCD-F letter grades for physical education also count them on the same value basis as other academic grades when computing grade point averages and honor roll placement.

Nearly every junior high school in this survey rates one or more behavior or personality traits on the report card in addition to the physical education grade. These items, listed in order of frequency, are:

1. Cooperation
2. Work Habits
3. Responsibility
4. Citizenship
5. Effort
6. Attitude
7. Courtesy

Many systems are used for marking the personality traits, with no single one being used by more than one-fourth

of the schools. These marking systems, listed in order of frequency, are:

1. S - U
2. ABCD-F
3. 1 - 2 - 3
4. plus - check - zero
5. E - S - U
6. variations of the above systems

The overwhelming majority of teachers, students, and parents prefer the traditional ABCD-F system of marking physical education on the report card, used by nearly all junior high schools of the state. Only about ten per cent of all the respondents would like a change. There was a small trend away from the traditional grading system for those classes which meet less than five days per week. One-fourth of the parents voted in favor of the E - S - U marking system.

The five degree rating scale used in this study sought to assign weight to each factor affecting the physical education grade more accurately than the "order of frequency" system used in previous studies. Percentages were computed for each separate degree rating by each of the three groups of respondents, and the mean was then figured for each item. The average of the three preference means was used as the final rating assigned to the item.

The twenty-two factors or items which might affect the physical education grade were divided into three homogeneous groups. (See question no. 18 of the Questionnaire, Appendix A). The first group included those ten activities and tests considered by many educators to be the main part of the physical education program. The second group of eight items included the mechanics of implementing a good physical education program and are called basic requirements by some educators. The third group was made up of four items of conduct and personality traits. The mean for the preference ratings by all three groups of respondents was 3.38 for activities, 4.23 for basic requirements, and 4.45 for personality traits. Actual grading practices, as marked by teachers, were somewhat lower for all three sections but consistent as to the order, giving activities the lowest average of 3.26, basic requirements next with 3.66, and personality traits highest with 4.16. Thus, the teachers indicated that they counted personality traits highest when computing grades, basic requirements in the middle, and physical education activities lowest of all. Preference means of each of the three responding groups follow the same pattern.

The extreme high and low means of the twenty-two items should be noted for each respondent group. The parents rated Sportsmanship and Obeying Regulations highest with

means of 4.67, and considered Written Dance Tests least important with 2.21. Student rating means were very similar with a 4.75 high for Sportsmanship and a 2.50 low for Written Dance Tests. The teachers, however, had entirely different ideas, rating Participation In Class Activities highest with 4.82 in actual practice and 4.93 by preference. The teachers' lowest rating means were also for a single item, Participation In After School Sports, with 1.48 in actual practice, and 1.76 by preference.

Less than one-fourth of the responding teachers bothered to rate Home Nursing, and those few thought very little of it as a part of the physical education program. Health and First Aid Instruction were given ratings of numbers four or five by the majority of all responding groups, indicating their high regard by teachers and the general public.

Both students and parents were about evenly divided on the question of teaching Health separately or as a part of the physical education program, and on that of issuing a single grade for both or a grade for each.

About 40 per cent of the state's seventh and eighth grade girls attend physical education classes an average of two and one-half days per week, and 30 per cent attend five

days per week. Thirty-five per cent of the ninth grade girls attend physical education classes an average of two and one-half times per week, and 45 per cent attend five times per week.

Nearly all junior high schools give either one-half or one full credit for physical education, the amount depending usually on the number of class periods per week.

The 22 items rated in this study, arranged from highest to lowest in the order of the means of the ratings by each responding group, may be seen for comparison in Table XV. In addition, the order of frequency ratings from the two earlier studies by Becker and Chapman, cited in Chapter II, pages 14 and 15 of this study, are also included for easy comparison. It will be noted that the Becker study used teacher practice as its basis, while Chapman rated teacher preference only. The present study has rated both practice and preference by teachers and also listed parent and student preferences. It is obvious that there are many similarities between teacher practices in 1939 and 1960, but preferences (or theories) have changed even in the short period from 1954 to the present. It should also be noted that student and parent preferences have very little similarity to teacher practices or preferences.

TABLE XV

COMPARISON OF TEACHERS' GRADING PRACTICE
IN THE 1939 AND 1960 STUDIES

Becker Study - 1939

1. Costume and dressing
for class
2. Citizenship
3. Effort
4. Attendance
5. Improvement
6. Achievement
7. Showers
8. Skills
9. Hygiene
10. Posture
11. Sportsmanship
12. Leadership

Present Study - 1960

1. Participation in class
activities
2. Dressing for gym
3. Obeying regulations
4. Showers
5. Attitudes
6. Sportsmanship
7. Clean gym clothes weekly
8. Sports skills
9. Clean towel
10. Written sports tests
11. Roll-call readiness
12. Improvement in sports
13. Leadership
14. Self testing and/or skill
or achievement tests
15. Dance skills
16. Improvement in dance
17. Grooming
18. Posture
19. Written dance tests
20. Correction of health
defects
21. Sports officiating
22. Participation in after
school sports

TABLE XV (continued)

COMPARISON OF TEACHERS' GRADING PREFERENCE
IN THE 1954 AND 1960 STUDIES

Chapman Study - 1954

1. Written sports tests
2. Self testing and/or skill or achievement tests
3. Dance skill tests
4. Improvement in sports
5. Improvement in dance
6. Dance skills (teacher evaluation)
7. Sports skills (teacher evaluation)
8. Posture
9. Participation in class activities
10. Health instruction
11. First Aid

Present Study - 1960

1. Participation in class activities
2. Attitudes
3. Obeying regulations
4. Sportsmanship
5. Dressing for gym
6. Showers
7. Improvement in sports
8. Clean gym clothes weekly
9. Clean towel
10. Roll-call readiness
11. Sports skills
12. Written sports tests
13. Self testing and/or skill or achievement tests
14. Leadership
15. Improvement in dance
16. Grooming
17. Posture
18. Dance skills
19. Correction of health defects
20. Written dance tests
21. Sports officiating
22. Participation in after school sports

TABLE XV (continued)

COMPARISON OF PARENT AND STUDENT PREFERENCE
IN THE 1960 STUDY

Parents' Preference

1. Obeying regulations
2. Sportsmanship
3. Posture
4. Attitudes
5. Grooming
6. Clean gym clothes weekly
7. Correction of health defects
8. Showers
9. Participation in class activities
10. Dressing for gym
11. Roll-call readiness
12. Leadership
13. Improvement in sports
14. Sports skills
15. Sports officiating
16. Self testing and/or skill or achievement tests
17. Written sports tests
18. Improvement in dance
19. Dance skills
20. Participation in after school sports
21. Written dance tests

Students' Preference

1. Sportsmanship
2. Obeying regulations
3. Attitudes
4. Participation in class activities
5. Grooming
6. Dressing for gym
7. Showers
8. Posture
9. Correction of health defects
10. Improvement in sports
11. Roll-call readiness
12. Clean gym clothes weekly
13. Sports skills
14. Leadership
15. Written sports tests
16. Self testing and/or skill or achievement tests
17. Improvement in dance
18. Sports officiating
19. Dance skills
20. Participation in after school sports
21. Written dance tests

II. CONCLUSIONS

Most of Washington's junior high schools issue separate grades for Health and physical education; this study revealed no trend toward combining the two grades.

More than 85 per cent of the junior high schools use the traditional ABCD-F method of report card marking for physical education, and 80 per cent of these treat the physical education grade as other academic grades on the student's permanent record. The literature of the past 35 years shows a trend toward full acceptance of physical education on an equal academic basis with other subjects, and the present study confirms this.

Nearly all junior high schools rate items on the report card in addition to the physical education grade, but they use many different systems of marking. This confusion of marking systems has shown little change or improvement over the years, although some schools are making progress toward standardization.

This study shows that only a small percentage of the state's junior high school teachers would change from the traditional ABCD-F marking system for physical education, and these few would change it mainly for those classes

meeting less than five days per week. By this time, the practice of giving credit for physical education in proportion to the number of class periods per week has become firmly established in Washington's junior high schools.

The five degree rating scale, ranging from very important to unimportant, used in this study was, perhaps, a step in the right direction. At least it seemed to be an improvement over the "order of frequency" used in previous studies. The many different items affecting the physical education grade could be more easily compared to each other, and a more accurate weight of each item could be obtained. Students and parents, however, can not be classed as educators, and the amount of weight given the opinions of these two groups is debatable. Also, debatable is the question of whether to use the average of all three preference means or, in cases where more than 50 per cent in each group agreed on a certain rating, to use that rating preferred by the majority.

Students, parents, and teachers agreed somewhat on the relative importance of the three groups of items, Activities, Basic Requirements, and Personality Traits, but differed rather widely on the rating of individual items.

Physical education teachers have changed but little in the past 20 years in the way they actually grade, although their theories of grading have changed often.

The teachers indicated on the questionnaire that they take into consideration the majority of the 22 items rated in this study when computing a student's grade, but there is a reasonable doubt of this. It would be nearly impossible for a teacher with a normal class schedule to grade each item for each student in the grade book each quarter, and it is perhaps the greatest weakness of this study that a more true picture of actual grading practices was not obtained.

III. RECOMMENDATIONS

It was the purpose of this study to recommend a method for computing the report card grade for physical education based on the data from the questionnaires. However, it became apparent that the preferences of students and parents were so different from generally accepted educational practices that their suggestions could not be given much weight. The actual practice of teachers was, therefore, used as the main basis for the recommended grading method.

It would be impractical and too time-consuming for the teacher to take into account individually all of the 22 listed items which affect the physical education grade, or even to grade the thirteen which rated above average in importance. Therefore, these 22 items were divided into

three homogeneous groups, and items listed from highest to lowest in order of their relative importance as designated by their means. This classification may be seen in Table XVI.

It is the recommendation of this study that the teacher keep a record for each student for each of the three groups of items instead of for all 22, and at the end of the grading period average the three grades on an equal one-third basis. The first items of each group should be given more weight in accordance with their greater importance when arriving at the grade for that group, and some items at the end of the list will probably be disregarded by most teachers. Individual adjustments will be made by each teacher, such as elimination of the dance items in schools where dance is not taught and elimination of the clean towel item where clean towels are provided by the school. It is felt that the higher ratings given the few items in group C, Table XVI, should balance the more numerous but lower rated items in groups A and B. Since each teacher will relate the importance of each item to her particular situation, and since agreement on the exact weight of an item is impossible, it would be futile to assign a single exact weight to each item for all schools.

Further investigation in relation to this study should

TABLE XVI

RECOMMENDED GROUPING AND ORDER OF IMPORTANCE OF ITEMS
AFFECTING THE PHYSICAL EDUCATION GRADE

A. Activities, Skills, and Written Tests

1. Participation in class activities
2. Sports skills
3. Written sports tests
4. Improvement in sports
5. Self testing and/or skill or achievement tests
6. Dance skills
7. Improvement in dance
8. Written dance tests
9. Sports officiating
10. Participation in after school sports

B. Basic Requirements

1. Dressing for gym
2. Showers
3. Clean gym clothes weekly
4. Clean towel
5. Roll-call readiness
6. Grooming
7. Posture
8. Correction of health defects

C. Conduct and Personality Traits

1. Obeying regulations
2. Attitudes
3. Sportsmanship
4. Leadership

include a more reliable method of discovering how teachers actually grade physical education. Also, a study should be made of the "negative grading" used by many teachers on the basic requirement items. This is the practice of lowering the total grade when a student fails to complete all the basic requirements to a satisfactory degree, but adding nothing to the grade when all items are performed properly.

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APPENDICES

APPENDIX A

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3103 Lincoln Avenue
Yakima, Washington
April 11, 1960

Dear Co-Worker:

In line with the current thinking in regard to grading in Physical Education, I am making a teacher survey to find the relative importance of the many items that help to determine the individual student's report card grade. I am also asking hundreds of students and parents for ratings on the same items. After all the results are tabulated, I hope to arrive at a basis for grading Physical Education acceptable to the majority, and I expect to make this information available to all teachers.

Will you please help make this project a success by marking the enclosed questionnaire and returning it to me at your earliest convenience?

Thank you.

Sincerely yours,

Mary E. Newman

APPENDIX A (continued)

QUESTIONNAIRE AND ACCOMPANYING LETTER TO HEADS OF
GIRLS' PHYSICAL EDUCATION DEPARTMENTSSURVEY TO DETERMINE THE BASIS FOR REPORT CARD GRADES FOR GIRLS'
PHYSICAL EDUCATION IN JUNIOR HIGH SCHOOLS IN THE STATE
OF WASHINGTON

1. Check grade levels in your school. 7th___8th___9th___
2. Total enrollment in your school. _____
3. Total enrollment of girls. _____
4. Total enrollment of girls in physical education
classes. _____
5. How many girls' physical education teachers in your
school? _____
6. Do men teach any girls' physical education classes in
your school? Yes___No___
7. Does the physical education teacher also teach health?
Yes___No___
8. Is Health taught as a separate subject? Yes___No___
9. If health (not including First Aid) is taught as a part
of the physical education program, what part of the total
class time is given to health? (yearly)
7th___8th___9th___
10. If First Aid is taught as a part of the physical education
program, what part of the total class time is given to
it? (yearly) 7th___8th___9th___
11. Are any subjects other than health and First Aid scheduled
in direct connection with physical education?
Yes___No___
12. If yes, what subjects? _____
13. Average number of physical education class periods per week?
7th___8th___9th___

14. Amount of credit (per semester) for physical education or physical education and health (if combined).

	$\frac{1}{4}$	$\frac{1}{2}$	1	(specify) other
7th.	_____	_____	_____	_____
8th.	_____	_____	_____	_____
9th.	_____	_____	_____	_____

15. What grading system do you use for physical education?

	7th	8th	9th
A B C D F.	_____	_____	_____
S U	_____	_____	_____
Other (specify)	_____	_____	_____

16. Is the grade for physical education only? Yes ___ No ___

Does it include health? Yes ___ No ___

Other items (specify) _____? Yes ___ No ___

17. If you had your choice, what grading system for girls' physical education would you use? 7th 8th 9th

A B C D F	_____	_____	_____
S U	_____	_____	_____
A B C D F--Subject			
S U --Work Habits			
S U --Cooperation			
S U --Responsibilities	_____	_____	_____
E (excellent), S U	_____	_____	_____
Other (specify)	_____	_____	_____

18. Please rate the following in importance from 1 to 5 as it affects the physical education grade.

1. unimportant
2. little important
3. fairly important
4. important
5. very important

	As you really grade	As you would like to grade
Section I		
Sports skills (teacher evaluation)	_____	_____
Dance skills " "	_____	_____
Written sports tests (teacher constructed)	_____	_____
Written dance tests (teacher constructed)	_____	_____
Self-testing activities and/or skill tests or achievement tests (standardized published tests)	_____	_____
Sports officiating	_____	_____
Participation in class activities	_____	_____
Improvement in sports	_____	_____
Improvement in dance	_____	_____
Participation in after school sports and/or intramural activities	_____	_____
Section II		
Posture	_____	_____
Grooming	_____	_____
Showers	_____	_____
Correction of health defects	_____	_____
Clean gym clothes weekly	_____	_____
Dressing	_____	_____
Clean towel daily	_____	_____
Roll-call line-up readiness	_____	_____
Section III		
Sportsmanship	_____	_____
Attitudes	_____	_____
Leadership	_____	_____
Obeying of regulations	_____	_____
Section IV		
Health instruction (regular)	_____	_____
Home nursing	_____	_____
First Aid	_____	_____
Others		
_____	_____	_____
_____	_____	_____

19. Do you rate separately (on the report card) such items as:

Work habits	Yes	_____	No	_____
Cooperation	Yes	_____	No	_____
Responsibilities	Yes	_____	No	_____
Others _____	Yes	_____	No	_____
_____	Yes	_____	No	_____

20. If so, what method do you use?

	7th	8th	9th
A B C D F	_____	_____	_____
S U	_____	_____	_____
Other _____	_____	_____	_____

21. Is the physical education grade counted with academic grades when the office figures Honor Roll and/or grade point averages? Yes ___ No ___

22. Would you like a summary of the results of this survey? Yes ___ No ___

Any additional comments you have will be appreciated.

APPENDIX B

QUESTIONNAIRE TO PARENTS OF YAKIMA NINTH GRADE GIRLS

Dear Parents:

The subject "Physical Education" has so many facets in its teaching and organization that grading or rating each individual student becomes a very complicated process. In order to help find a generally accepted basis for such grading, surveys are being conducted among the following:

1. Ninth grade girls in the Yakima City Schools
2. Parents of those ninth grade girls
3. Teachers of Junior High School Girls' Physical Education of the State of Washington

Please do not talk this over with your 9th grade daughter until after you have marked the blanks. Will you please mark the blanks in group A according to the following rating chart?

Unimportant	<u>1</u>
Little important.	<u>2</u>
Fairly important.	<u>3</u>
Important	<u>4</u>
Very important	<u>5</u>

A. Section I

- Sports skills (teacher evaluation) _____
- Dance skills " ") _____
- Written sports tests (teacher constructed)) _____
- Written dance tests " ") _____
- Self-testing activities and/or skill tests
or achievement tests (standardized
published tests)) _____
- Sports officiating) _____
- Participation in class activities) _____
- Improvement in sports) _____
- Improvement in dance) _____
- Participation in after school sports
and/or intramural activities) _____

Section II

- Posture) _____
- Grooming) _____
- Taking showers) _____
- Correction of health defects) _____
- Clean gym clothes weekly) _____
- Dressing for gym) _____
- Roll-call line-up readiness) _____

Section III

- Sportsmanship _____
- Attitudes _____
- Leadership _____
- Obeying regulations _____

Section IV

- Health instruction (regular). _____
- First Aid _____

Other

_____ _____

B. 1. Should "Health" be taught as a separate subject?

2. If "Health" and "Physical Education" are combined
 (as in the Yakima Schools) should the grades be
 separate or combined? Check one

3. What grading system would you like to see used for
 rating Girls' Physical Education?

- A B C D F _____
- E S U _____
- S U _____

Key:
 E - excellent
 S - satisfactory
 U } { unsatisfactory
 F } { failing

other (specify) _____

APPENDIX C

QUESTIONNAIRE TO YAKIMA NINTH GRADE GIRLS

To All Ninth Grade Girls:

Please fill in the following blanks according to your own honest ideas without any influence from others. Please mark the blanks in Group A as in the following rating chart.

Unimportant	<u>1</u>
Little importance	<u>2</u>
Fairly important	<u>3</u>
Important	<u>4</u>
Very important	<u>5</u>

A. Section I

Sports skills (teacher evaluation)	_____
Dance skills " "	_____
Written sports tests (teacher constructed)	_____
Written dance tests " "	_____
Self-testing activities and/or skill tests or achievement tests (standardized published tests)	_____
Sports officiating	_____
Participation in class activities	_____
Improvement in sports	_____
Improvement in dance	_____
Participation in after school sports and/or intramural activities	_____

Section II

Posture	_____
Grooming	_____
Taking showers	_____
Correction of health defects	_____
Clean gym clothes weekly	_____
Dressing for gym	_____
Roll-call line-up readiness	_____

Section III

Sportsmanship	_____
Attitudes	_____
Leadership	_____
Obeying regulations	_____

Section IV

Health instruction (regular)	_____
First Aid	_____

