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## A Questionnaire Survey of Time Allotment for Physical Education, Health, and Lifetime Sports in the "Double A" Schools of Washington State

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A QUESTIONNAIRE SURVEY OF TIME ALLOTMENT FOR PHYSICAL  
EDUCATION, HEALTH, AND LIFETIME SPORTS IN THE  
"DOUBLE A" SCHOOLS OF WASHINGTON STATE

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A Thesis

Presented to

the Graduate Faculty

Central Washington State College

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In Partial Fulfillment

of the Requirements for the Degree

Master of Education

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by

Frank W. Bratonia

December, 1968

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## TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITION OF TERMS USED . . .	1
The Problem . . . . .	2
Statement of the problem . . . . .	2
Importance of the study . . . . .	2
Limitations . . . . .	3
Definitions of Terms Used . . . . .	3
WIAA . . . . .	3
Lifetime sports . . . . .	3
Physical education . . . . .	3
Health . . . . .	4
"Double A" . . . . .	4
II. REVIEW OF THE LITERATURE . . . . .	5
Physical Education . . . . .	5
Health . . . . .	13
Lifetime Sports . . . . .	16
III. METHODS AND PROCEDURES . . . . .	19
IV. PRESENTATION AND ANALYSIS OF DATA . . . . .	21
Current Practices in Time Allotments for Physical Education, Health, and Lifetime Sports . . . . .	21

CHAPTER	PAGE
IV. SUMMARY AND CONCLUSIONS . . . . .	40
BIBLIOGRAPHY . . . . .	43
APPENDIX . . . . .	45

# LIST OF TABLES

TABLE		PAGE
I.	Number of Schools Scheduling Physical Education	
	at each Grade Level . . . . .	22
II.	Instructional Days Per Year . . . . .	23
III.	Days Per Year Spent in Physical Education in	
	Grades 10, 11, and 12 . . . . .	25
IV.	Days Spent in Health Per Year in Grades 9, 10, 11, & 12	26
V.	Days Per Week in Physical Education Offered in	
	Grades 9, 10, 11, and 12 . . . . .	28
VI.	Length of Class Periods . . . . .	29
VII.	Physical Education and Health Teaching Sequence	
	in Grades 9 and 10 . . . . .	30
VIII.	Sports Taught on Required or Elective Basis in Each Grade	32
IX.	Number of Hours Spent in Each Sport . . . . .	36



## CHAPTER I

### THE PROBLEM AND DEFINITION OF TERMS USED

The majority of secondary schools often find it difficult to offer proper training in the recreational or lifetime sports because of the individual nature of the activity and because of the large number of pupils to be taught during the physical education classes. In addition, the departments of physical education lack facilities for teaching the lifetime sports. For these and other reasons, high schools in Washington State vary in their ability to provide ample training of an individual during school time in the life time sports.

Because of the investigator's professional interest in physical education and health in the programs in Washington State, it was his intention to determine the number of individual activities offered and to determine how much time was allotted to each area of specialization.

School administrators and physical educators should find this information valuable in evaluating their programs. Comparisons of their program with state norms will help them determine the areas that need to be upgraded. State legislators, educators, and the people of the community should be aware of the increasing need for improving the high school physical education and recreation programs in the State of Washington.

## I. THE PROBLEM

### Statement of the Problem

It was the purpose of this study (1) to survey the administrators of the "Double A" high schools in the State of Washington to determine the amount of time boys' physical education, health, and lifetime sports is offered, and (2) to determine the number of individual activities offered in physical education and the time spent in each.

### Importance of the Study

The periodic involvement of the United States in combat has alerted the government to the vital need of improving the physical fitness of youths. The individual states have been urged by the Federal government to make every effort to increase the fitness of the youth by accelerating the physical education programs in the schools.

Although physical education is strongly emphasized in time of national emergency, it is not a war program to be stressed only as a part of a national defense program. It should be an integrated part of education at all levels, and a good program adequate for peace as well as war. Healthy, vigorous people trained in recreational skills are essential to any society.

### Limitations

The writer confined this study to the boys' physical education program of the class "Double A" high schools based on the WIAA classification as of July 1, 1962. It was assumed that the schools of this size were better able to offer courses in physical education commensurate with professional standards.

## II. DEFINITIONS OF TERMS USED

### WIAA

WIAA represents the Washington Interscholastic Athletic Association of the State of Washington.

### Lifetime Sports

This term is applied to sports of a recreational nature that are such that one can participate in them regardless of age, such as golf.

### Physical Education

Physical education refers to school programs primarily concerned with physical fitness and sports (in the schools) that involve the big muscles of the body in vigorous activity.

Health

The part of education that imparts knowledge and understanding of healthful living designed to develop desirable attitudes and health habits in pupils.

"Double A"

This classification was established by the WIAA to include high schools with an enrollment of not less than 600 students.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### I. PHYSICAL EDUCATION

Much has been written in regard to the importance and need for physical fitness of our American youth. The President's Conference of American Fitness of Youth recommended that we be alert to the facts that "in this age of automation," the fitness of our youth cannot be taken for granted; indifference to the softness which comes from lack of participation in health-giving activities will bring erosion of our strength; any physical fitness goes hand in hand with moral, mental, and emotional fitness; intensive, continual, and cooperative research must be conducted to supply the factual base for formulating fitness policies, plans, and programs (14:3-4).

Dr. Harry J. Johnson, President of the Life Extension Foundation in Manhattan, stated:

The body needs exercise every day as it needs food, . . . .  
The body is a lazy structure--it won't do anything it doesn't have to, you have to push it to get the best out of it (10:11).

Bud Silkinson, former University of Oklahoma Football coach and now head of the Lifetime Sports Foundation, states regarding this:

The human body is not designed for indolence; it's designed for sweat. The more it labors the tougher it gets. In time, say

a few thousand years, the forces of natural selection may modify the body so that it is suited for leisure. But for now we're stuck with the old fashioned model. We are walking around in warrior bodies. We are equipped to march with Caesar, but there is no place to go but the corner drug store, and we drive there (18:8).

Anna S. Espenchade in Child Development Research reported that:

A substantial body of evidence points up the need for exercise . . . . Biologically, man is made to be active and must be active for optimum mental and physical health

Espenchade further reports a summary of medical observations and research findings from an American Medical Association pamphlet, "Exercise and Health." Findings show that interaction between structure and function is important for development in height, weight, and the vital capacity of children and youth. It has recently been found that regular physical activity will eventually increase the density of the body and the elasticity of connective tissues. This increases their resistance to stress and strain, a resistance which is lost if exercise is not continued

In the years following World War II, Russia realized the importance of physical education. Sapora and Mason stated:

Backed by the distinct realization that the strength of a nation depends upon the strength of individuals and that health is essential to happiness, interest in sports has increased as in no country in a similar period of time (15:44).

They further stated:

Basically the Soviet school physical education program is designed to develop all-around fitness as well as interest and skill in sports. The system of training begins in the nursery school and continues long after school years to old age (15:45).

The Russians have a broad program of sport and leisure time activities that is carried on in the vast network of Soviet technical, trade, and secondary schools and at the university level.

It is the objective of the Russian Government to maintain the skills developed in the schools--to achieve mass fitness of the entire population in conjunction with the development of common culture based heavily upon traditional games, sports, music, drama, art, and other recreation activities.

Authorities in the medical profession, physical educators, and psychologists, through research and by government committee surveys, have identified the need for upgrading the physical fitness programs in the United States. Russia recognized the same need for their youth and instituted a comprehensive physical education program for their nation.

In a talk given at the Governor's Pennsylvania Conference on Fitness, 1960, J. B. Nash said:

Total fitness is the responsibility of all--society, home, church, school, and community. It seems to me that physical education should concern itself largely with the physical organism--optimum health (11:41).

Arthur H. Steinhaus, in an address to the Midwest Association for Physical Education of College Women on April 24, 1959, said:

The only place where the average fellow still gets total integrating experience, one in which the whole individual acts, thinks, and feels together--eyes, ears, muscles, brain, glands--everything, is in the gymnasium or on the athletic field (16:34).

As early as 1909, the Legislature of the State of Washington recognized the need for physical education and health in school programs and included health and physical exercises with other subjects required to be taught in the public schools.

In regard to this, Hughes, French, and Lehsten state:

The four principal sources of legal authority for education in states are: state laws passed by the legislature; rules and regulations of the state board of education, or equivalent body; the opinions of the state attorney general; and court decisions (8:29).

In the State of Washington, in 1919, the Legislature established certain requirements for high schools and higher institutions, which were amended in 1923 to read as follows:

#### Requirements for High School and Higher Institutions:

All high schools of the state and community colleges shall, and all state colleges, the University of Washington and Washington State University, shall, each of them emphasize the work of physical education, and shall carry into effect such courses provided by the State Board of Education, which shall provide for a minimum of 90 minutes in each school week: Provided, That individual students may be excused on account of physical disability, employment or religious belief, or because of participation in directed athletics or military science and techniques: Provided further, That individual high school students shall be excused therefrom upon written request of parents or guardians [L '63, Ch. 235] (3:8).



According to Hughes, French, and Lehton, the second source of legal authority is:

Rules and regulations prescribed by the state board of education, as equivalent body in conformance with the state law . . . . Such rules and regulations carry all the effect of the state law (8:8).

In addition to the requirements as established by legislative action, the State Board of Education has established the following regulation relating to physical education in the secondary school:

Beginning September 1934, a definite program is required in health and physical education. The minimum requirement is for a two-year program including ninth and tenth year students. Essentials of this program are:

1. An annual physical examination for each student by an expert (except in cases of conscientious objectors).
2. Follow-up of deficiencies.
3. Consideration of problems of personal health and mental hygiene.
4. A physical activities program for selected groups meeting two periods per week under competent directors properly trained.

The emphasis in activities should be largely of the type which has carry-over values in adult life. Education for leisure time should be an integrated program for all departments, but in a special way the physical education director has an opportunity and a responsibility here (3:8).

Hughes, French, and Lehton state further that:

State laws can be written only in terms of minimum standards, which are then used, in many instances, as the actual attainment levels of the school physical education program . . . . Conditions

for physical education vary widely between school districts. Weak programs of physical education instruction tend to remain since such programs satisfy the minimum standards of the law . . . . Despite the passage of laws requiring physical education instruction a real challenge remains for physical education administration to improve physical education teaching in the schools (8:8-9).

The 1934 regulation continues to form the basis of required physical education programs in high schools. However, in 1944, the State Board of Education, recognizing the need for continued progress in this field, adopted a set of minimum standards as recommended by a committee of superintendents and principals. In effect, these standards made it possible to grant full credit for physical education only if the following requirements were met:

June 26, 1944  
Health and Physical Education

Full credit may be given for health and physical education provided the following standards are met:

1. Program offered five days a week.
2. Teacher properly prepared and certified with at least a minor in the fields of health and physical education.
3. A physical examination for each student participating in the program.
4. Development of a proper correction program.
5. The same level of scholastic achievement in health classes as in other classes.

6. A minimum program is health classes to include the following:

First Aid	Care of the body
Safety	Sound philosophy of living
Public Health	

7. Physical education essentially a teaching period and the instructor in charge of the class at all times.
8. Athletes excused from physical education classes only on those days on which they are actually turning out for a particular sport but attending health classes during the period of competition.
9. Development of a testing program measuring the progress of the students.

Credit for courses which do not meet these adjusted in accordance with local school district requirements (3:9).

The basis for physical education in the State of Washington is by minimum standard law. However, a real challenge remains for the physical educators to improve their physical education programs in the schools. As stated by Hughes:

The total physical education program as broadly conceived includes the instructional program, intramural and extramural activities, interscholastic athletics, and school community recreation (8:158).

To achieve the goals set forth for the program, certain administrative support is essential. Schools which have good programs have formulated policies which have evolved from basic recommendations. Some selected considerations are listed:

1. At least one period per day should be allotted for instruction in the combined areas of physical education, health, and safety education.
2. The opportunity for a daily program of physical activity should be provided for all pupils.
3. Periods of instruction should be equal in length to those in other subjects.
4. The teacher-pupil ratio should be comparable to those in other subjects.
5. The total physical education program should be financed entirely by school funds.
6. Physical education activities should be progressively organized from basic to advanced skills, throughout the twelfth grade.
7. Appropriate records on all students should be maintained. Marks and credits for graduation should be on a comparable basis with the procedures employed in relation to the other subjects.
8. Comprehension and effective intramural, interscholastic and recreational programs should supplement the instructional program.
9. Participating in musical organizations, driver education, or military training should not be permitted as a substitute for physical education.
10. Students should be grouped by sex and grade level for classes.
11. Interscholastic athletics are an integral part of the secondary school programs and are an outgrowth of the basic physical education class program.
12. The program should include a variety of activities geared to the capacities of the students. These would include sports, group games, gymnastics and tumbling, individual recreational sports, rhythms, and self-testing activities.

13. In the junior high school program the emphasis should be exploratory in nature, and in senior high school there should be an opportunity for specialization.
14. Team and group activities should predominate in the junior high program, while in the senior high the direction should be in the area of individual and recreational activities.
15. Cooperative staff planning should determine the allocation of all facilities for best meeting the needs of youth in the total program.
16. School and community agencies should plan cooperatively in order to assure programs that supplement rather than duplicate one another.

If we accept Hughes' ideas as being correct, we must assume that a large number of our secondary schools are not performing at an optimal level, for the points listed above are not followed in a great many instances.

## II. HEALTH

In reviewing the literature, it was noted that authorities in Health Education indicated health could not be taught effectively in two or three periods a week, health was the responsibility of the school staff, and a health conscious staff is essential to a successful program.

Authorities further suggested that health should be taught at all high school levels, and for true knowledge of health a student should utilize units offered in all departments, such as general science, biology, home economics, social studies, physical education, etc., and then a

year's course in health should be offered in the last year of high school. Health courses may be offered at any grade level; however, some of the more advanced phases of health instruction cannot be included at the lower high school grade levels.

According to Irwin:

In the past decade there has been a noticeable trend for physical educators to take the responsibility for the complete health knowledge of the student although other teachers have cooperated. . . . The acceptance of the responsibility by teachers in physical education for the complete health knowledge of the school seems logical. . . . because of the nature of physical education the teachers are in a relatively better position to deal with this phase of general education (9:40).

Oberteuffer says that:

The principal aim of school health instruction is to secure favorable behavior or conduct in all situations involving an individual's health (12:230).

Oberteuffer emphasizes a very important phase of the health program--environment: "It is the responsibility of every school to provide an environment conducive to good health practices" (12:231).

He adds,

It is the responsibility [of the schools] to receive these youngsters from their homes, contribute to their development . . . and turn them out at the end not only undamaged . . . but better in growth and development (12:231).

Regarding the purpose of health instruction, Irwin states:

A primary purpose of health instruction in the schools is to impart a knowledge and understanding of healthful living through which it is possible to develop desirable health habits and

attitudes in pupils. Although a primary purpose of health instruction is to impart knowledge, there should be strong emphasis on the formation of proper habits and attitudes concomitant with teaching (9:256).

Health instruction should be given at all grade levels throughout the public schools, according to Irwin, who explains:

There are two primary needs for health education at all levels: first, the body of knowledge surrounding health is so extensive that it is necessary to offer it over a period of years, and second, there is a need for certain phases of health even in the lower primary grades, although the level of intelligence of elementary school pupils is such that they cannot be given extensive knowledge needed for adult life (9:257).

The Joint Committee on Health Problems of the American Medical Association reported concern about these problems:

Resistance to authority, vision and hearing defects, lack of motivation and self direction, early parenthood, health misconceptions, lack of exercise, excessive drinking, self medication, growth failures, early marriage, venereal disease, insufficient rest, dental caries, search for identity, sexual experimentation, illegitimacy, underweight, narcotics, accidents, dropouts, smoking, obesity (2:3).

In the final analysis, the joint Committee decided that school administrators and those involved in teacher education can help solve these problems by providing a planned curriculum including formal courses in health education taught by qualified teachers. Results of the current school health study show facts that many administrators and educators already know: most education for health is not a planned curriculum; it is seldom taught by an individual whose prime responsibility is health education; classes are usually larger than ordinary

academic classes; health education classes are taught in any available space. In other words, education periodically declares its belief that positive health is essential, but the belief is seldom backed by action.

### III. LIFETIME SPORTS

There seems to be unanimous agreement among professional educators, doctors, psychologists, and others who express vital interest in the youth of our country, that physical education and health is of primary importance toward a complete training of youth. There is widespread belief that the possible program is the lifetime one. According to Irwin:

Great stress should be placed on developing the skill and ability of high school students to the point where they enjoy participation particularly in recreational sports, which are the activities having the greatest carry-over values for adult life. The skills in at least a few of the recreational sports should be mastered well enough so that the students will naturally have the desire to continue participation in adult life. The teacher at the high school level must assume that the students will not have an opportunity to learn the skills of sports after graduating from the secondary school, for a great majority terminate their formal education at this level (9:162).

Cole expressed the psychologist's viewpoint when he wrote:

As a means of physical development and as a preparation for leisure time, it seems desirable that every adolescent should learn to play reasonably well at least one game for which the equipment is not expensive and the demands on vitality is not excessive . . . . As training for adult use of leisure, the less vigorous and less highly organized games and sports are to be recommended; but the time to learn them is during childhood and adolescence (6:264).



Bud Wilkinson, former head football coach at the University of Oklahoma and the head of the President's Council on Physical Fitness emphasizes the need for such a program:

Obviously, the best possible program for physical exercise is the lifetime one. This should begin in junior high or high school with one's becoming versed in a sport or sports, such as tennis, swimming, gymnastics, track, skiing, or canoeing, that are capable of giving lifetime enjoyment (18:8).

Oberteuffer carries the idea further:

. . . we should seek to produce people understanding and appreciative of the problems, the strategies, fine points and the nuances of the world of games . . . . The school population needs to be educated for a life time of activity so that they will first of all become continuous participants, and second, appreciative and intelligent spectators . . . . (12:237).

In a personal telephone interview on July 19, 1968, Dr. Norman Fredrick Kunde, Associate Professor of Physical Education, University of Washington, said:

Lifetime sports are making a healthy contribution to Community Recreation. Promotion and Development programs that have brought lifetime sports to communities have been a fine example of good direction and leadership.

In 1966, the City of Seattle, Department of Parks and Recreation, along with seven other cities, was selected to conduct a "Lifetime Sports Project." This project was sponsored by the National Recreation and Parks Association through a grant from the Lifetime Sports Foundation, headed by Charles E. "Bud" Wilkinson, ex-chairman of the President's

Council for Physical Fitness, a non-profit organization dedicated to "the fitness of youth and sports that last a lifetime."

The objective of the lifetime sports project in Seattle was to provide every citizen the opportunity to learn skills in sports which can be played and enjoyed for a lifetime.

In a personal interview on July 18, 1968, Dave Brink, Projects director and promotor for the lifetime sports project for the City of Seattle, Department of Parks and Recreation, had this to say about lifetime sports:

Lifetime sports offer the potential for an individual recreational sports activities that can be participated in individually or with family and groups throughout. Key factors in introduction and maintaining interest in an activity are carefully laid plans for promotion and instruction; careful analysis of age groups and socially acceptable activities are basic factors in successful programing and continuation of interest.

Throughout the review of literature, the writer found evidence pointing to unanimous agreement among educators that physical education, health, and lifetime sports are of primary importance in contributing to the complete training of youth. Universal opportunity for school children to benefit from physical education programs does not exist. Many schools conduct desirable programs; yet in all types of schools throughout the country, it is evident that opportunity to participate in desirable physical education, health, and lifetime sports is not available to the majority of youths. However, conditions continue to improve and adequate progress may be expected in the future.

## CHAPTER III

### METHODS AND PROCEDURES

To determine the time allotted to Physical Education, Health, and Lifetime Sports in Washington State high schools rated "Double A" as of July, 1962, by the Washington Interscholastic Athletic Association, the questionnaire method was selected. Early in 1967 the writer began preparing the questionnaire for approval and mailing to the eighty-four "Double A" schools in Washington State. A copy of the questionnaire can be found in the Appendix.

The questionnaire was designed to obtain the following information:

#### I. Time Allotment

1. How many grades in your school?
2. In what grades is physical education taught?
3. How many instructional days are in your school year?
4. How many days are spent in (a) physical education in each grade; (b) health in each grade?
5. How many days per week is physical education offered in each grade?
6. What is the length of each class period?
7. What is the sequence used in teaching health and physical education in (a) ninth grade; (b) tenth grade?

- II. Number of Lifetime Sports you offer.
- III. Number of hours spent in each sport.
- IV. Have you attended any lifetime sports clinics?  
Have any members of your staff attended clinics?

Approval of the graduate committee and the graduate office was obtained before the questionnaire was mailed. Approval was obtained from the Seattle Public Schools before the "Double A" schools in their district were surveyed. Questionnaires were mailed in October, 1967, to the principals of all "Double A" high schools in Washington State together with a cover letter stating the purpose of the survey and giving assurance that all information received would remain confidential. Schools not responding within a reasonable length of time were contacted in person or by phone. Returns were received from 83 per cent of the schools included in the study.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### I. CURRENT PRACTICES IN TIME ALLOTMENTS FOR PHYSICAL EDUCATION, HEALTH, AND LIFETIME SPORTS

Of the 84 schools sent questionnaires by the writer, 69 responded and 14 did not reply. Responses represented 83.1 per cent of the total mailed.

Of the 69 schools responding, 11 were four-year schools and the balance (58) were three-year high schools.

Of the 69 schools reporting, all of the four-year schools (11) reported having physical education in the ninth grade, while all of the schools required physical education in the tenth grade, as shown in Table I. In the eleventh grade, 26 schools required physical education, 35 had physical education on an elective basis, and 10 schools offered no physical education classes at this level either on a required or optional basis. At the twelfth grade level, 11 schools required physical education and one school required one semester of physical education. Of those answering the questionnaire, 44 schools offered optional physical education with 2 other schools offering physical education as a one-semester elective. The balance of 12 schools reported that they offered no physical education at the twelfth grade level.

TABLE I  
NUMBER OF SCHOOLS SCHEDULING PHYSICAL EDUCATION  
AT EACH GRADE LEVEL

Grade	<u>Required</u>		<u>Elective</u>		<u>No P.E.</u>		<u>One Semester</u>	
	No.	%	No.	%	No.	%	No.	%
Ninth Grade	11	100.00	-	-	-	-	-	-
Tenth Grade	69	100.00	-	-	-	-	-	-
Eleventh Grade	26	37.68	35	50.72	10	14.49	-	-
Twelfth Grade	11	15.94	44	63.76	12	17.39	2	2.89

As shown in Table I, all schools met the minimum state requirements for physical education. In the eleventh grade, 61 schools or 88 per cent offered physical education on a required or optional basis, while in the twelfth grade, 57 schools or 82 per cent offered physical education on a required or optional basis. Each of the 11 schools with four-year programs offered physical education in the ninth grade. It was assumed that students enrolled in the three-year high school received physical education in the ninth grade in accordance with the state law.

In reporting the number of instructional days offered, 5 schools or 7.24 per cent reported offering 185 days per year, 3 or 4.34 per cent offered 183 days per year, 1 school or 1.44 per cent offered 182 days per year, and the majority, 59 or 85.5 per cent, offered 180 days of instruction per year. (See Table II.)

TABLE II  
INSTRUCTIONAL DAYS PER YEAR

Days of Instruction	Number of Schools	Per Cent
185	5	7.24%
183	3	4.34
182	1	1.44
181	1	1.44
180	59	85.50

The laws of the State of Washington provide that schools shall meet a minimum of 180 instructional days, and provide for the employment of teachers for a minimum of 185 days per school year. As shown in Table II, 59 of the schools reporting meet the minimum of 180 days, while the other schools use some or all of the additional five days for instructional purposes.

As shown in Table III, page 26, the number of days devoted to physical education instruction varies from grade to grade from 0 to 185 days, with the greatest number of schools offering 180 days of instruction at each grade level. It can be seen, however, that 8 schools offer only 90 days at the tenth grade level, while 13 schools at the eleventh grade level and 23 schools at the twelfth grade level offer no instruction in physical education at all.

As can be seen in Table IV, page 27, there was little emphasis on Health instruction in Grade 9, with only 3 of the eleven schools involved in the survey offering any instruction in this area. One school did report offering the equivalent of one semester of Health instruction. Of the 18 schools offering Health instruction in Grade 10, 5 offered a full semester while 6 offered one term. Of the 11 schools offering Health in Grade 11, 10 offered a full semester. Of the 18 schools offering Health instruction in Grade 12, 13 schools offered the equivalent of a full semester of instruction. Only one of the 69 schools reporting



TABLE III

DAYS PER YEAR SPENT IN PHYSICAL EDUCATION  
IN GRADES 10, 11, AND 12

No. of Days	Grade 10		Grade 11		Grade 12	
	No.	%	No.	%	No.	%
185	3	4.34	2	2.89	1	1.44
183	1	1.44	2	2.89	1	1.44
182	1	1.44	-	-	-	-
181	1	1.44	-	-	-	-
180	38	55.07	32	46.37	25	36.23
165	1	1.44	-	-	-	-
160	1	1.44	-	-	1	1.44
150	1	1.44	1	1.44	-	-
145	1	1.44	-	-	-	-
144	2	2.89	3	4.34	1	1.44
138	2	2.89	-	-	-	-
135	3	4.34	-	-	-	-
120	1	1.44	-	-	-	-
108	1	1.44	-	-	-	-
92	1	1.44	1	1.44	-	-
90	8	11.59	11	15.94	12	17.39
80	-	-	-	-	2	2.89
75	-	-	-	-	1	1.44
72	-	-	1	1.44	1	1.44
60	-	-	1	1.44	-	-
45	-	-	-	-	1	1.44
0	-	-	13	18.84	23	33.33

TABLE IV

## DAYS SPENT IN HEALTH PER YEAR IN GRADES 9, 10, 11, AND 12

No. of Days	Schools Reporting							
	Grade 9		Grade 10		Grade 11		Grade 12	
	No.	%	No.	%	No.	%	No.	%
180	-	-	-	-	-	-	1	1.44
93	-	-	-	-	-	-	1	1.44
91	-	-	1	1.44	1	1.44	-	-
90	1	1.44	4	5.79	9	13.04	12	17.39
75	-	-	-	-	-	-	1	1.44
72	-	-	-	-	-	-	1	1.44
60	-	-	-	-	-	-	1	1.44
45	-	-	6	8.68	-	-	-	-
40	1	1.44	1	1.44	-	-	-	-
30	-	-	5	7.24	-	-	-	-
25	1	1.44	-	-	-	-	-	-
15	-	-	2	2.89	1	1.44	1	1.44
14	-	-	1	1.44	-	-	-	-
0	7	10.44	49	71.01	58	84.05	51	73.91

offered a full year of Health instruction, and this was offered at the twelfth grade level.

While the majority of schools reporting offered physical education on a daily basis, 11 schools offered no physical education instruction in the eleventh grade and 18 schools offered none in the twelfth grade. (See Table V.) The data would seem to indicate that high schools feel physical education is more important for students in the ninth and tenth grades than for students in the two upper grades. One explanation for this might be the scheduling demands of academic courses for the college bound student. Some high schools emphasize academic rather than activity courses and seem concerned only with minimum requirements for physical education.

Table VI, page 29, shows a relatively wide range of time allowed for physical education class periods, with a minimum time of 45 minutes to a maximum of 75 minutes per class. One school reported a scheduling system that provided two 2-hour periods per week with one 1-hour period on Friday. The majority of schools (31) meet for 55 minutes a period. The next most common class length is 50 minutes (11 schools).

The responses to the question as to what sequence was used in teaching physical education and health in the ninth and tenth grades are presented in Table VII, page 30. Of the 11 four-year high schools, only 3 reported a physical education-health sequence in the ninth grade.

TABLE V

DAYS PER WEEK PHYSICAL EDUCATION IS OFFERED  
IN GRADES 9, 10, 11, AND 12

No. of Days	Schools Reporting							
	Grade 9		Grade 10		Grade 11		Grade 12	
	No.	%	No.	%	No.	%	No.	%
5	11	15.94	64	92.75	51	73.91	45	65.21
4	-	-	4	5.79	4	5.79	3	4.34
3	-	-	-	-	2	2.89	1	1.44
2&3	-	-	-	-	1	1.44	-	-
2.5	-	-	1	1.44	-	-	-	-
2	-	-	-	-	-	-	1	1.44
1	-	-	-	-	-	-	1	1.44
0	-	-	-	-	11	15.49	18	26.08

TABLE VI  
LENGTH OF CLASS PERIODS

Time-Minutes	Number of Schools	Per Cent
75	2	2.89
70 alternate days	1	1.44
65	1	1.44
60	6	8.69
58	2	2.89
56	1	1.44
55	31	44.92
55 for two days alternating with 45 for two days	1	1.44
53	2	2.89
52	3	4.34
51	2	2.89
50	11	5.94
45	2	2.89
2 hrs. two times a week, 1 hour on Friday	1	1.44
0	0	1.44

TABLE VII  
PHYSICAL EDUCATION AND HEALTH TEACHING SEQUENCE  
IN GRADES 9 AND 10

PE & Health No. of Days	Grade 9		Grade 10	
	No. of Schools	Per Cent	No. of Schools	Per Cent
185 - 0	-	-	1	1.44
184 - 0	-	-	1	1.44
182 - 0	-	-	1	1.44
181 - 0	-	-	1	1.44
180 - 0	4	5.79	34	49.27
168 - 15	-	-	1	1.44
166 - 14	-	-	1	1.44
165 - 15	-	-	1	1.44
159 - 25	1	1.44	-	-
150 - 30	-	-	2	2.89
135 - 45	1	1.44	1	1.44
120 - 30	-	-	1	1.44
90 - 90	-	-	3	4.34
90 - 45	-	-	3	4.34
90 - 0	1	1.44	-	-
72 - 72	1	1.44	-	-

Five reported physical education but no health instruction, while 3 did not respond to this item. At the tenth grade level, 38 of the schools reporting devoted all of their instructional days to physical education with no health instruction; 13 schools offered a combination of health and physical education in sequence. If one takes the position that health instruction is an important part of the high school curriculum, the responses to the questionnaire strongly suggest that a majority of the schools are failing to provide this instruction.

The reader may note some discrepancies between the data reported in Table IV and that reported in Table VII. The writer proposes that the variance may be the result of lack of response to some of the questions or the fact that physical education and health are not taught in sequence at some of the schools.

A complete breakdown of lifetime sports offered at each grade level and whether required or elective is shown in Table VIII. The lifetime sport most frequently taught is badminton (required in 50 schools) followed by tennis (required in 36 schools). The activities most often taught on an elective basis are tennis, reported to have been taught in 29 schools, and golf, taught in 25 schools.

Often a school will require an activity at the tenth grade and offer it again on an optional basis at the eleventh or twelfth grades; consequently, the total number does not necessarily reflect the exact number of schools reporting the activity.

TABLE VIII

## SPORTS TAUGHT ON REQUIRED OR ELECTIVE BASIS IN EACH GRADE

Activity	Grade 10	Grade 11	Grade 12	Total Schools Reported
1. Badminton				
Required	37	29	23	50
Elective	14	14	15	20
2. Tennis				
Required	30	21	18	36
Elective	16	17	16	29
3. Golf				
Required	22	13	10	22
Elective	9	16	15	25
4. Archery				
Required	21	19	14	29
Elective	8	10	10	14
5. Table Tennis				
Required	16	16	13	21
Elective	7	8	9	18
6. Swimming				
Required	15	2	7	17
Elective	9	10	2	12
7. Handball				
Required	13	11	10	20
Elective	2	4	6	7
8. Bowling				
Required	5	3	3	7
Elective	2	5	4	11
9. Skiing				
Required	-	1	-	2
Elective	7	8	8	10



TABLE VIII (continued)

Activity	Grade 10	Grade 11	Grade 12	Total Schools Reported
10. Horseshoes				
Required	6	5	3	7
Elective	2	2	3	3
11. Volleyball				
Required	6	3	3	6
Elective	1	2	2	5
12. Hiking				
Required	1	1		4
Elective	2	3	3	5
13. Fishing				
Required	2	-	1	5
Elective	-	-	-	-
14. Weights Ath. Training				
Required	2	2	1	3
Elective	1	1	1	1
15. Canoeing				
Required	-	-	-	-
Elective	2	2	2	2
16. Curling				
Required	-	-	-	-
Elective	-	-	-	2
17. Deck Tennis				
Required	1	1	1	1
Elective	1	1	1	1
18. Mountain Climbing				
Required	-	-	-	-
Elective	-	1	1	2

TABLE VIII (continued)

Activity	Grade 10	Grade 11	Grade 12	Total Schools Reported
19. Equitation				
Required	-	-	-	-
Elective	1	1	1	1
20. Softball				
Required	1	1	1	1
Elective	-	-	-	-
21. Ice Skating				
Required	-	-	-	-
Elective	-	-	1	1

The number of hours spent in each lifetime sport is related to the frequency of teaching the sport, as seen in Table IX. Badminton was the leading sport, being required in 50 schools, while tennis was a close second.

A number of schools required an activity in the tenth grade and offered it again on an optional basis at the eleventh or twelfth grade; therefore, an evaluation of the sports may be easier by reading the results in Table V in the eleventh and twelfth grades.

In response to the question of how many had attended lifetime sports clinics, 14 of the 29 respondents reported having attended 1 clinic, 9 had attended 2 clinics, 3 said they had attended 3 clinics, 2 reported attending 5 clinics, and one replied "many."

In reply to the same question with respect to other staff members, 14 schools reported 1 member had attended 1 lifetime sports clinic, 13 schools reported 1 person attended 2 clinics, 8 schools reported 1 person attended 3 clinics, 1 school reported 1 person attended 5 clinics, 1 school reported 1 person attended 6 clinics, 1 school reported 2 staff members had attended 2 clinics, 1 school reported 3 persons attended 6 clinics. The foregoing information shows that only a small portion of the schools reporting have more than one staff member who has attended more than one clinic.

TABLE IX  
NUMBER OF HOURS SPENT IN EACH SPORT

Number of Hours	Grade 10	Grade 11	Grade 12
<u>Badminton</u>			
30	1	2	1
25	2	2	1
20	9	9	4
19	1	-	-
16	1	2	2
15	11	5	4
12	3	3	2
10	7	7	9
9	-	2	1
6	-	-	1
2	1	1	1
<u>Tennis</u>			
90	-	1	-
30	1	1	1
25	1	1	5
20	9	8	5
18	-	-	1
16	-	1	2
15	8	4	3
12	2	3	2
10	7	5	8
9	-	1	1
6	-	1	1
2	-	-	1

TABLE IX (continued)

Number of Hours	Grade 10	Grade 11	Grade 12
<u>Swimming</u>			
80	-	1	1
60	1	-	-
40	2	1	1
30	1	1	1
20	4	1	1
18	1	1	1
17	1	1	1
15	3	2	1
10	2	2	1
8	1	1	-
5	1	1	1
<u>Archery</u>			
90	-	1	-
35	-	-	1
30	-	1	-
25	-	1	-
20	5	7	2
16	-	1	1
15	3	4	2
12	1	2	-
10	7	5	5
9	-	1	-
6	-	1	1
5	1	-	1
<u>Golf</u>			
20	7	6	6
16	-	1	1
15	-	4	5
14	5	-	-
12	2	1	-
10	5	2	2
9	-	1	1
5	1	2	2

TABLE IX (continued)

Number of Hours	Grade 10	Grade 11	Grade 12
<u>Weight Lifting</u>			
180	-	1	1
140	1	-	-
20	1	-	-
10	2	1	1
<u>Bowling</u>			
50	1	1	-
24	-	-	1
20	6	2	2
15	1	2	2
12	-	1	1
10	1	1	1
9	-	-	1
8	1	2	-
6	1	1	1
<u>Handball</u>			
25	2	1	1
20	4	3	3
15	1	1	1
10	5	4	4
5	2	2	2
<u>Table Tennis</u>			
20	3	1	1
15	2	-	-
12	-	-	1
10	6	6	5
9	-	1	1
5	4	5	5

TABLE IX (continued)

Number of Hours	Grade 10	Grade 11	Grade 12
<u>Volleyball</u>			
30	1	-	-
20	1	-	-
16	2	1	1
15	2	2	2
12	-	12	1
<u>Horseshoes</u>			
20	2	1	1
15	-	-	1
10	2	3	1
8	1	1	1
5	1	-	-
2	1	1	1
<u>Skiing</u>			
30	2	1	1
20	1	1	1
1	-	1	-
<u>Hiking</u>			
20	1	1	1
10	1	-	-
<u>Canoeing</u>			
5	-	1	1
4	1	1	1
<u>Deck Tennis</u>			
2	1	1	1
<u>Softball</u>			
2	1	1	1

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

Questionnaires were sent to all "Double A" secondary schools in the State of Washington; 83 per cent of the schools responded. The questionnaire was designed to determine how many days of the school year physical education was taught, how many days in the year health education was taught, what lifetime sports were covered and the amount of time devoted to each. In addition, each respondent was asked if anyone on the staff attended any lifetime sports clinics.

The responses to the questionnaire indicated a wide variance in the way physical education is taught in Washington State high schools. All schools required physical education at the ninth and tenth grade levels. Some required physical education at the eleventh or twelfth grades, or both. Some offered the course on an optional basis, while some did not offer any physical education instruction after the tenth grade.

The number of days the class was offered per year ranged from 90 to 185 days. The number of days of health instruction ranged from 15 to 180 days. The majority of schools offered physical education five days per week. The length of the class periods ranged from 45 to 75 minutes with the majority being taught for 50 to 55 minutes.



Most schools offered instruction in some activities which could be classed as lifetime sports. Badminton was the favorite, being offered in 50 schools. One school offered ice skating as an elective course. While the number of schools offering lifetime sports is encouraging, there is probably still too much emphasis on the old standbys of basketball, softball, and touch football.

The number of hours spent in each activity varied from a low of 2 hours to as much as 90 hours.

From the above it would appear that individual schools have a great deal of latitude in curriculum building. It is not the purpose of this paper to pass judgment on this aspect, only to report the evidence.

The area of health seems to have even larger variance than physical education. It is taught at each level and many three-year high schools do not report teaching it at all. It is assumed that in those schools health is taught at the ninth grade level in the junior high school.

The study indicates there is a tendency to offer minimal programs in physical education, health, and lifetime sports. This is shown by the fact that only 38 per cent of the schools require physical education at the eleventh grade and only 16 per cent at the twelfth grade. It is true that 51 per cent offer physical education as an elective in the

eleventh grade and 64 per cent offer it as an elective in the twelfth grade; however, it should be 100 per cent. At least half of the schools are not offering more than the minimum requirement of physical education instruction.

It is recommended that the eleventh and twelfth grades of school be devoted to an extensive teaching of lifetime sports.

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## APPENDIX

1300 East 30th  
Bremerton, Washington  
98310  
October 20, 1967

Dear Sir:

At the present time there is a great concern nationwide regarding the teaching of the lifetime sports in the secondary schools. I am currently working toward a Master of Education degree at Central Washington State College. In conjunction with this I plan to survey all of the "double A" high schools in the state to determine the amount of time spent in the teaching of Physical Education and Health. Of particular concern will be the number of lifetime sports taught and the amount of time spent in each.

All materials will be strictly confidential and no school will be mentioned by name. If you are interested in obtaining the results of the study, please so indicate on your return and I will be happy to send them to you.

I will certainly appreciate your cooperation in completing and returning the questionnaire.

Sincerely yours,

Frank Bratonia  
East High School

## BOYS PHYSICAL EDUCATION QUESTIONNAIRE

## "DOUBLE A" HIGH SCHOOLS

I. Time Allotment

1. How many grades are there in your high school? \_\_\_\_\_
2. In what grades is Physical Education taught?
 

Required	9 _____	10 _____	11 _____	12 _____
Elective	9 _____	10 _____	11 _____	12 _____
3. How many instructional days are there in your school year? \_\_\_\_\_
4. How many days per year are spent in:
  - A. Physical Education?
 

9th _____	10th _____	11th _____	12th _____
-----------	------------	------------	------------
  - B. Health Education?
 

9th _____	10th _____	11th _____	12th _____
-----------	------------	------------	------------
5. How many days per week is Physical Education offered?
 

9th _____	10th _____	11th _____	12th _____
-----------	------------	------------	------------
6. What is the length of the class period? \_\_\_\_\_ minutes
7. What is the sequence used in teaching Health and Physical Education?

Ninth Grade

- A. First Semester
 

a. One quarter of health	Health _____ days
b. One quarter of P.E.	P. E. _____ days
- B. Second Semester
 

a. Semester health	Health _____ days
b. Semester P.E.	P. E. _____ days
d. Other than stated	



Tenth Grade

## A. First Semester

- a. One quarter of Health Health \_\_\_\_\_ days  
 b. One quarter of P.E. P. E. \_\_\_\_\_ days

## B. Second Semester

- a. Semester Health Health \_\_\_\_\_ days  
 b. Semester of P.E. P. E. \_\_\_\_\_ days  
 c. Other than stated

## II. Number of lifetime sports that you offer.

Sport	Required	Elective	Grade Taught			
			9	10	11	12
Archery	_____	_____	_____	_____	_____	_____
Badminton	_____	_____	_____	_____	_____	_____
Canoeing	_____	_____	_____	_____	_____	_____
Fishing	_____	_____	_____	_____	_____	_____
Golf	_____	_____	_____	_____	_____	_____
Handball	_____	_____	_____	_____	_____	_____
Hiking	_____	_____	_____	_____	_____	_____
Horseshoes	_____	_____	_____	_____	_____	_____
Skiing	_____	_____	_____	_____	_____	_____
Swimming	_____	_____	_____	_____	_____	_____
Table Tennis	_____	_____	_____	_____	_____	_____
Tennis	_____	_____	_____	_____	_____	_____
Others	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____

## III. Number of hours spent in each sport?

<u>Sport</u>	<u>Hours Taught</u>				<u>Grade Taught</u>			
Archery	9	10	11	12	9	10	11	12
Badminton	9	10	11	12	9	10	11	12
Bowling	9	10	11	12	9	10	11	12
Canoeing	9	10	11	12	9	10	11	12
Fishing	9	10	11	12	9	10	11	12
Golf	9	10	11	12	9	10	11	12
Handball	9	10	11	12	9	10	11	12
Hiking	9	10	11	12	9	10	11	12
Horseshoes	9	10	11	12	9	10	11	12
Skiing	9	10	11	12	9	10	11	12
Swimming	9	10	11	12	9	10	11	12
Table Tennis	9	10	11	12	9	10	11	12
Tennis	9	10	11	12	9	10	11	12
Other	9	10	11	12	9	10	11	12
	9	10	11	12	9	10	11	12
	9	10	11	12	9	10	11	12

## IV. Have you attended any life sports clinics? Yes\_\_\_\_\_ No\_\_\_\_\_

How many? \_\_\_\_\_

Have any members of your staff attended any life sports clinics?

Yes\_\_\_\_\_ No\_\_\_\_\_

How many? \_\_\_\_\_