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# A Survey of the Public School Administrators' Attitudes Toward Physical Education

Patrick A. Tabor

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THE PUBLIC SCHOOLS: ADMINISTRATORS' ATTITUDES TOWARD PHYSICAL EDUCATION - TABOR

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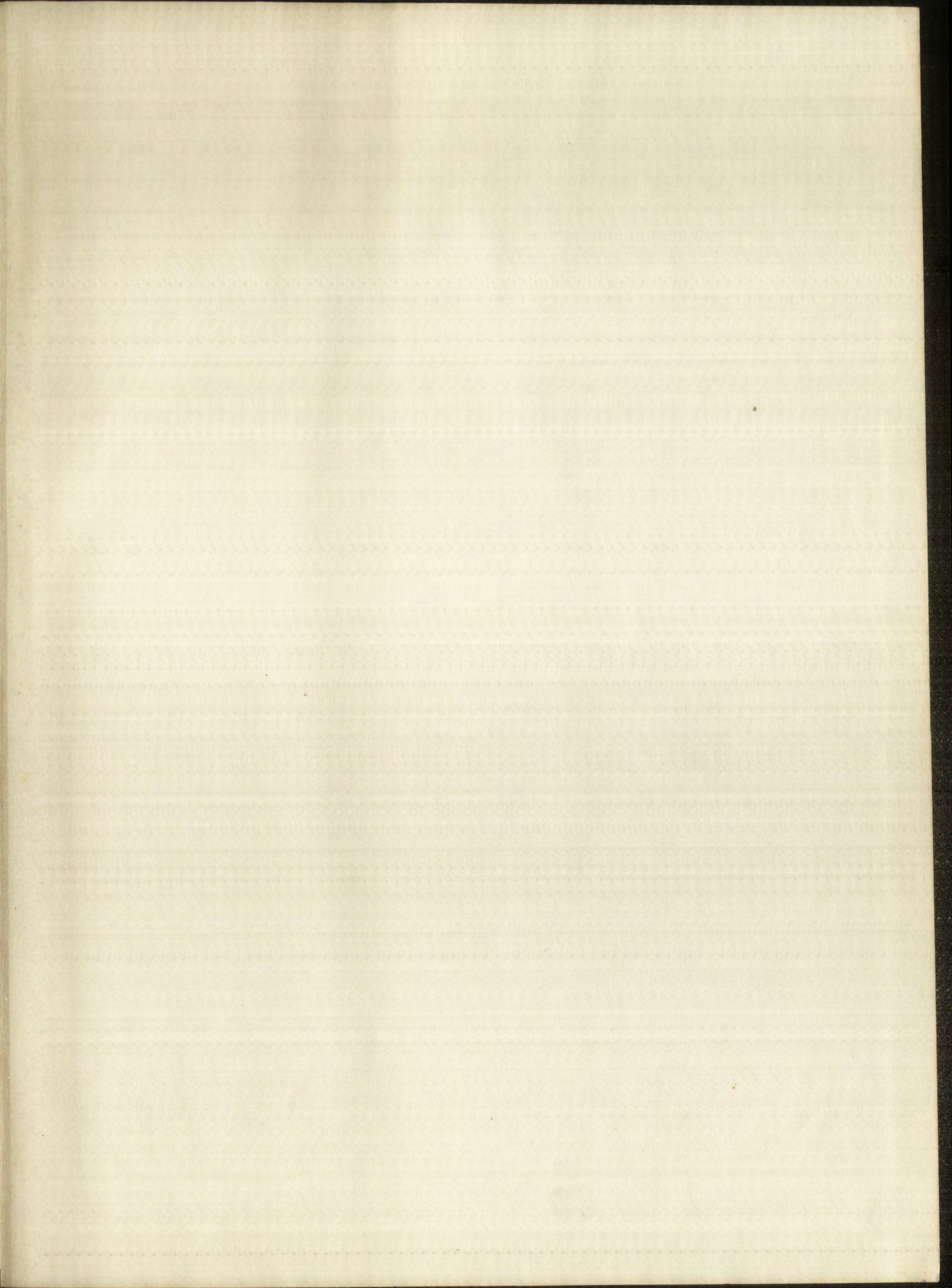
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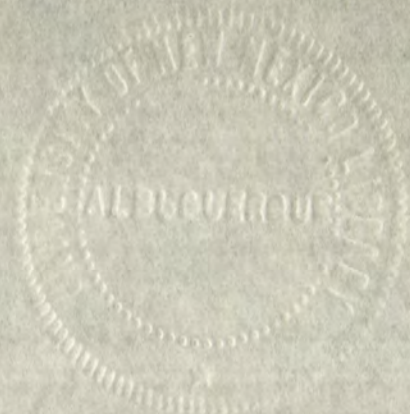
NAME AND ADDRESS

WILLIAM A. MILLER  
LEZAR



A SURVEY OF THE PUBLIC SCHOOL ADMINISTRATORS'

ATTITUDES TOWARD PHYSICAL EDUCATION



By

Patrick A. Tabor

A Thesis

Submitted in Partial Fulfillment of the

Requirements for the Degree of

Master of Arts in Physical Education

The University of New Mexico

1961





WILLIAM H. HARRIS  
EZEKIEL

SECTION FOUR



This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

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DEAN

DATE

June 6, 1961

Thesis committee

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CHAIRMAN

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William M. DeBruin



This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

Richard L. ...  
DEAN

Jan 6, 1951

DATE

Thesis committee

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Robert R. ...

William ...



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## CHAPTER I

### THE PROBLEM

Attitudes are potent influences in individual and social control. By consciously directing the culture in which we live, we can develop the attitudes of the culture.

Attitudes toward physical education are important to the general objectives of instruction. Appreciation for physical education is basic to the support of the discipline.

How well have the teachers of physical education discharged their responsibility of interpreting their programs? How much does administration know about this area of education? These questions are important and their answers are vital to the physical education profession.

#### I. THE PROBLEM

Statement of the problem. It is the purpose of this study to identify certain attitudes of the administrators of the public schools in the state of New Mexico. It is the further purpose of this study to determine the incidence of particular attitudes.

Hypothesis. The administrators of the state schools hold certain adverse opinions about physical education.

Delimitation of the problem. An attempt to measure an attitude is an attempt to measure an intangible. The use of the questionnaire method of determining attitudes is limited by the response a person can



Admission was made by the witness in the following manner:

By conceding that the witness had been in the room at the time the

offense was committed.

Admission was made by the witness in the following manner:

Admission was made by the witness in the following manner:

to the report of the witness.

How will the witness be able to identify the person who

responsibility of the offense?

from the fact that the witness was in the room at the time the

and their own view of the offense.

THE WITNESS

Admission was made by the witness in the following manner:

Admission was made by the witness in the following manner:

in the case of the witness.

Admission was made by the witness in the following manner:

Hypothesis: The witness was in the room at the time the

admission was made by the witness in the following manner:

Admission was made by the witness in the following manner:

in the case of the witness.

Method of identifying the person who



give.

This study is limited to the public school administrators of the state of New Mexico.

## II. DEFINITION OF TERMS

Administrators. The term administrators as it applies to this study includes the principals of the public high schools and the superintendents of the public schools in New Mexico.

Physical education. Physical education is defined as that area of education which is primarily concerned with the organic development of the body. It is that area of education which deals with total body movement as distinct from the manual, musical, scientific, and tool subjects. It contributes to the complete education of the individual through large muscle activities and the associated knowledges, attitudes, appreciations and understandings of sports, health, and physical fitness.

Physical fitness. Physical fitness includes the total qualities each person must possess in order to satisfy his own needs and, at the same time, contribute his share to the welfare of society:

1. Optimum organic health consistent with heredity and the application of present health knowledge;
2. Sufficient coordination, strength, and vitality to meet emergencies, as well as the requirements of daily living;
3. Emotional stability to meet the stresses and strains of modern life;
4. Social consciousness and adaptability with respect to the requirements of group living;
5. Sufficient knowledge and insight to make suitable decisions and arrive at feasible solutions to problems;







6. Attitudes, values, and skills which stimulate satisfactory participation in a full range of daily activities;
7. Spiritual and moral qualities which contribute the fullest measure of living in a democratic society.\*

Attitude. The word attitude was accepted as given in the Encyclopedia of Educational Research:

An attitude is a psychological construct, or latent variable, inferred from observable responses to stimuli, which is assumed to mediate consistency and covariation among these responses. The aspects of responses which define attitudes are the tendencies with respect to learned stimuli, identified as goal objects, to approach or avoid them, to regard them favorably or unfavorably, and to experience pleasant or unpleasant affects associated with them, over a wide range of response intensity. These characteristics of attitudes: (a) approach-avoidance direction of affect with reference to learned goal objects, (b) affective content, and (c) intensity, are inferred from the nature of the response. The degree of generality of an attitude is inferred from the class of stimuli (goals) to which common responses are made.

Attitudes may be inferred from the choices implicit in overt behavior, as when an individual consistently supports one policy.<sup>1</sup>

Construct. The word construct was also accepted as given in the Encyclopedia of Educational Research:

Construct is defined as a complex of mental images and impressions, deliberately synthesized in a form to aid the imagination in further speculation.<sup>2</sup>

---

\* Statement prepared and approved by delegates to the American Association for Health, Physical Education and Recreation Fitness Conference, September 12-15, 1956.

<sup>1</sup> Chester W. Harris (ed.), Encyclopedia of Educational Research, (3rd ed., New York: The MacMillan Company, 1960), p. 103.

<sup>2</sup> Ibid., p. 104.







### III. SOURCES OF DATA

Data for this study were obtained through the use of a questionnaire. This was sent to the principals of 107 public high schools and to the superintendents of 83 public schools. Accompanying the questionnaire was a letter of explanation and a stamped, self-addressed envelope.

### IV. METHOD OF PROCEDURE

In preparing the questionnaire a tentative draft was presented to a graduate class of physical educators at the University of New Mexico during the summer session of 1960. These students were requested to answer the questions and then to make constructive comments on the questionnaire.

A second draft was then prepared and presented to a group of professional educators and physical educators. These people were also requested to make constructive criticisms about the questionnaire. These suggestions were then utilized in formulating a questionnaire that was used in a pilot study.\*

The pilot study was conducted with three junior high school principals, one senior high school principal, and eight administrators from the main office of the Santa Fe Public Schools. The pilot study questionnaire was also sent to the parents of two hundred students in the above-mentioned schools.

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\*See Appendix A.



that for this study was not available.

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to the respondents of 37-40 years of age.

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to a graduate class of physical education majors.

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The questionnaire used in the pilot study was composed of seventeen check type questions which required a "Yes or No" answer; it also included one multiple choice and four essay type questions.

A return of fifty-three per cent was obtained for the check type questions, and only thirty per cent for the essay type questions. Therefore, the writer constructed questions, requiring a "Yes or No" answer, from the statements which were given in answer to the essay questions.

The revised questionnaire was then mailed to the administrators February 13, 1961. As the questionnaires were returned the information was tabulated on a chart form.

The returned revised questionnaires were checked against the following criteria to ascertain a greater degree of validity.

1. Is the question on the subject?
2. Is the question perfectly clear and unambiguous?
3. Does the question get at something stable, which is typical of the individual or of the situation?
4. Does the question pull or have extractive power?
5. Do the responses show a reasonable range of variation?
6. Is the information consistent, in agreement with what is known, and in agreement with expectancy?
7. Is the item sufficiently inclusive?<sup>3</sup>

An analysis of the questionnaire was made on the basis of the incidence of "Yes or No" answers to each question and the per cent of these answers to the total number answering the question.

A total of 152 or eighty per cent of the questionnaires were returned.

---

<sup>3</sup>Carter V. Good, Introduction to Educational Research (New York: Appleton-Century-Crofts, Inc., 1959), p. 202.







## V. ORGANIZATION OF THE REMAINDER OF THE STUDY

Chapter II presents a review of the related literature.

Chapter III presents an analysis of the data by the use of tables showing the rate of incidence for each question and the per cent of "Yes or No" answers.

A summary of the findings, conclusions drawn, and recommendations for the professional in the field of physical education is presented in Chapter IV.



V. CHARTER OF THE UNITED STATES

Chapter II presents a review of the history of the

Constitutional Convention and the adoption of the

document showing the role of individual states and the

of "Yes or No" answers.

A summary of the Constitution is given in the

appendix for the purpose of providing a convenient

source for Chapter IV.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

A review of the literature disclosed that there is a marked lack of research related to the subject of this paper. Only one report on the attitudes of school administrators toward physical education was found. No work was found which measured the attitudes of administrators in the public schools.

Lindsay,<sup>4</sup> in 1935, made a survey of ninety-seven college administrators' attitudes toward their respective college physical education programs. This report was designed to determine what the college administrators' attitudes were toward: (1) expansion of their programs, and (2) the justification for physical education programs in their respective schools. This study revealed that forty per cent did not favor expansion of their programs, and that seventy per cent of the administrators accepted physical education on the premise of "a sound mind in a sound body."

Reviews of literature which have been done on the attitudes of administrators and teachers in other fields of education were found. The reviews were included to provide additional background and justification for the study. Attitude surveys have played a significant part in the school curriculum.

---

<sup>4</sup>Reed S. Lindsay, "A Study of Administrators' Opinions with Respect to Physical Education" (unpublished Master's thesis, Department of Education, George Peabody College, 1935).







John D. McNeil,<sup>5</sup> in 1958, reported that superintendents' attitudes concerning the curriculum were a deciding factor in curriculum development. McNeil used the questionnaire and personal interview methods for obtaining the information needed in his research. The questionnaire was divided into forty-one dimensions with a priori statements. The interviews elicited responses which indicated the superintendents' beliefs and practices about program problems. Answers to the teacher questionnaires were analyzed to determine the extent to which qualitative measures of group activity were present. McNeil determined that superintendents:

1. believe that the school should be adaptable . . . ;
2. think that curriculum improvement should be initiated by . . . school personnel and central office staff;
3. proceed from the basis that most of their staffs have the ability to work on program improvement;
4. see themselves as democratic co-workers . . . .<sup>6</sup>

Bartholomew D. Wall,<sup>7</sup> in 1959, sent questionnaires to ninety educational specialists, administrators, and teachers. The questionnaires were made up of forty items which tended to measure attitudinal differences. His major finding "is that statistically significant differences exist among the specialists, administrators, and teachers."<sup>8</sup>

---

<sup>5</sup>John D. McNeil, "A Deciding Factor in Curriculum Improvement, The Superintendent's Attitude," School Executive (Vol. 77, No. 11, July, 1958), p. 46.

<sup>6</sup>Ibid., p. 46.

<sup>7</sup>Bartholomew D. Wall, "Some Attitudinal Differences Among Educational Specialists, Administrators, and Teachers," Journal of Educational Research (Vol. 53, No. 3, November, 1959), p. 206.

<sup>8</sup>Ibid., p. 207.



John D. McNelly, Jr., Director, Bureau of Education for the Handicapped

concerning the curriculum and the instructional materials

ment. McNelly was the author of the report, "The

obtaining the information from the

divided into four parts: (1) the

views elicited respondents from the

and practices about program

naïves were analyzed to determine the

masses of group activities

interviews

1. believe that the current trend is

2. think that curriculum is

school personnel and on the

3. proceed from the point of view

ability to work on program

4. see themselves as

Bartholomew, J. (1970) The

educational specialists, administrators, and

naïves were made up of forty

differentness. His major findings

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John D. McNelly, Jr., Director, Bureau of Education for the Handicapped

The Superintendent's

1970, p. 46.

Bartholomew, J. (1970) The

Educational Specialists, Administrators, and

naïves were made up of forty



Wilbur H. Dutton<sup>9</sup> measured prospective teachers' attitudes toward teaching arithmetic and found that "the significant factor was the number of people who had mixed feelings towards arithmetic." The reasons given for liking a subject were that it: (1) provides a challenge; and (2) provides for student achievement. The reasons given for disliking a subject were: (1) lack of understanding; (2) poor teachers; and (3) inadequate methods.<sup>10</sup>

Stiles,<sup>11</sup> in 1959, measured student reactions to forty-seven sections of seven required undergraduate education courses. The primary objective of his study was to determine the extent of criticism directed toward education courses. Stiles concluded:

Instruction of classes in education are subject to the same human and pedagogical weaknesses that afflict those in other fields. The relationship between quality of instruction and favorable reactions of students to individual courses is high.<sup>12</sup>

Dr. James Bryant Conant, in an address to the American Association of School Administrators in Atlantic City, February 15, 1960, stated:

I am convinced that ideally a period of physical education should be required for all people in grades one through twelve everyday, though the length of the period might well be shorter in

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<sup>9</sup>Wilbur H. Dutton, "Measuring Attitudes Toward Arithmetic," The Elementary School Journal (Vol. LV, No. 1, Sept., 1954), p. 27.

<sup>10</sup>Ibid., p. 28.

<sup>11</sup>Lindley J. Stiles, "Attitudes Toward Education Courses," Journal of Teacher Education (Vol. X, No. 2, June, 1959), p. 182.

<sup>12</sup>Ibid., p. 183.



William H. Parker, Secretary, National Education Association

beginning arithmetic multiplication and division. The number of people who had taken the course was 1,000. The reasons given for taking the course were:

- (1) to provide an opportunity to learn more about the subject of arithmetic
- (2) to provide an opportunity to learn more about the subject of arithmetic
- (3) to provide an opportunity to learn more about the subject of arithmetic

After the first session of the course, the following results were obtained: The first objective of the course, to provide an opportunity to learn more about the subject of arithmetic, was achieved. The second objective, to provide an opportunity to learn more about the subject of arithmetic, was also achieved. The third objective, to provide an opportunity to learn more about the subject of arithmetic, was also achieved.

In addition to the above, the following results were obtained: The first objective of the course, to provide an opportunity to learn more about the subject of arithmetic, was achieved. The second objective, to provide an opportunity to learn more about the subject of arithmetic, was also achieved. The third objective, to provide an opportunity to learn more about the subject of arithmetic, was also achieved.

Dr. James H. Brown, Secretary, National Education Association, has been elected to the position of Secretary of the National Education Association for the year 1934-1935.

stated:

I am convinced that the National Education Association should be reorganized so that it can better serve the needs of the people. I am convinced that the National Education Association should be reorganized so that it can better serve the needs of the people. I am convinced that the National Education Association should be reorganized so that it can better serve the needs of the people.

William H. Parker, Secretary, National Education Association, has been elected to the position of Secretary of the National Education Association for the year 1934-1935.

The Elementary School Journal (Vol. 17, No. 1) has been published. The Elementary School Journal (Vol. 17, No. 1) has been published. The Elementary School Journal (Vol. 17, No. 1) has been published. The Elementary School Journal (Vol. 17, No. 1) has been published. The Elementary School Journal (Vol. 17, No. 1) has been published.



the lower grades.

From what I have heard, drastic revisions of the physical education courses may be in order in many schools.<sup>13</sup>

---

<sup>13</sup>Statement by Dr. James B. Conant, address to the American Association of School Administrators, Atlantic City, February 15, 1960.



The lower grades.

From what I have heard, however, I believe that the  
entire courses may be in order in this case.

Statement by Dr. James H. Brown, President of the  
Association of School Administrators, dated July 12, 1933.

THE  
EXHIBIT  
CONTAINS



### CHAPTER III

#### PRESENTATION OF DATA

Tabulations were used to present the data collected from the first eighteen questions. They will show: (1) the number of times the questions were answered; (2) the rate of incidence of favorable and unfavorable answers for each question; and (3) the per cent of incidence favorable or unfavorable for each question.

1. Should physical education be required of all students?

No. answering question	No. Yes	No. No	Per cent Yes	Per cent No
145	76	69	52	48

2. Should physical education be required every day?

No. answering question	No. Yes	No. No	Per cent Yes	Per cent No
146	92	54	63	37

3. Should physical education be required in grade school?

No. answering question	No. Yes	No. No	Per cent Yes	Per cent No
152	111	41	73	27



First of these questions, the first of which is, "What is the most favorable answer for each question?" and the second is, "What is the most unfavorable or unfavorable answer for each question?"

1. Should physical education be required in schools?

No. answering question	Yes	No	Total
145	75	70	145

2. Should physical education be required in colleges?

No. answering question	Yes	No	Total
146	75	71	146

3. Should physical education be required in the army?

No. answering question	Yes	No	Total
145	75	70	145



4. Do you believe that physical education is a fad of education?

No. answering question	No. Yes	No. No	Per cent Yes	Per cent No
146	9	137	6	94

5. Is physical education essential in a student's school day as are his other subjects?

No. answering question	No. Yes	No. No	Per cent Yes	Per cent No
147	120	27	82	18

6. Should physical education be taught in grades 1 - 12 inclusive?

No. answering question	No. Yes	No. No	Per cent Yes	Per cent No
147	105	42	71	29

7. Should physical education be a separate department in the schools, proportionate in rank with other departments?

No. answering question	No. Yes	No. No	Per cent Yes	Per cent No
146	119	27	82	18



2. Is the following statement true or false?

No. answering question	No. correct	No. incorrect	No. not answered
165	10	10	10

3. Is the following statement true or false?

as are his other subjects

No. answering question	No. correct	No. incorrect	No. not answered
167	10	10	10

4. The following statement is true or false?

never

No. answering question	No. correct	No. incorrect	No. not answered
169	10	10	10

5. Should the following statement be true or false?

schools, proportionate to the size of the school

No. answering question	No. correct	No. incorrect	No. not answered
170	10	10	10



8. Do you believe physical education is fundamentally sound but that some of its adherents have given it a bad name?

No. answering question	No. Yes	No. No	Per cent Yes	Per cent No
141	132	9	94	6

9. Do you believe physical education teachers should not be athletic coaches?

No. answering question	No. Yes	No. No	Per cent Yes	Per cent No
146	94	52	64	36

10. Should all teachers of physical education be properly trained and qualified?

No. answering question	No. Yes	No. No	Per cent Yes	Per cent No
149	148	1	99	1

11. Do you believe physical education is not teaching the skills and attitudes that it should teach?

No. answering question	No. Yes	No. No	Per cent Yes	Per cent No
140	79	61	56	44



8. Do you believe in the existence of a God?

But that some of the answers are given in the following table:

No. answering question	No. Yes	No. No	No. Don't know
141	132	7	2

9. Do you believe in the existence of a future life?

Statistics concerning the answers to this question are given in the following table:

No. answering question	No. Yes	No. No	No. Don't know
146	74	68	4

10. Should all persons be allowed to marry?

Statistics concerning the answers to this question are given in the following table:

No. answering question	No. Yes	No. No	No. Don't know
149	110	37	2

11. Do you believe in the existence of a hell?

Statistics concerning the answers to this question are given in the following table:

No. answering question	No. Yes	No. No	No. Don't know
149	75	72	2



12. Should a physical education program provide a remedial program for the physically handicapped?

No. answering question	No. Yes	No. No	Per cent Yes	Per cent No
146	131	15	90	10

13. Is the true spirit of physical education being taught?  
(Attitudes and appreciations of and for physical fitness and healthful living.)

No. answering question	No. Yes	No. No	Per cent Yes	Per cent No
145	82	63	56	44

14. Do you believe that physical education gives valuable needs and attitudes for later life?

No. answering question	No. Yes	No. No	Per cent Yes	Per cent No
150	143	7	95	5

15. Do you believe physical education is much too superficial to have much educational value?

No. answering question	No. Yes	No. No	Per cent Yes	Per cent No
148	22	126	15	85



12. How many of the following are true?

Program for the year 1961-1962

No. answering question	Yes	No
146		

13. Is the following true?

(Statement and explanation of the program for the year 1961-1962)

(Living.)

No. answering question	Yes	No
147		

14. Do you believe that the following is true?

and attention for later years

No. answering question	Yes	No
148		

15. Do you believe that the following is true?

to have much of the same result

No. answering question	Yes	No
149		



16. Do you believe what physical education teaches, but with reservations as to whether these things are not more easily taught somewhere else?

No. answering question	No. Yes	No. No	Per cent Yes	Per cent No
134	29	105	22	78

17. Do you feel that physical education has not done the "job" it should do?

No. answering question	No. Yes	No. No	Per cent Yes	Per cent No
145	90	55	62	38

18. Do you believe the physical education program is varied enough?

No. answering question	No. Yes	No. No	Per cent Yes	Per cent No
143	56	87	39	61

An attempt was made to determine what the administrators' attitudes were with regard to what the "troubles" of physical education were and how they would rate their physical education programs.

Question number nineteen was a multiple choice question that gave the administrator an opportunity to check one or more items which



# MILLERS FALLS REPORT

COTTON CONTENT

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It is to be noted that the above figures are based on the assumption that the cotton content of the bales is 50%.

No. of bales			
100	100	100	100

It is to be noted that the above figures are based on the assumption that the cotton content of the bales is 50%.

No. of bales			
100	100	100	100

It is to be noted that the above figures are based on the assumption that the cotton content of the bales is 50%.



they considered "troubles" in physical education. Responses indicated several areas in which "trouble" existed. Sixty of the 152 or thirty-nine per cent of the respondents indicated that the "troubles" were with the teachers. Ninety-three or sixty-one per cent felt that the "troubles" were due to the lack of funds. Seventy-seven or fifty-one per cent felt that the "troubles" were associated with poor facilities. Nineteen or twelve per cent felt that the "troubles" were associated with the lack of unity. Lastly, fifty-one or thirty-four per cent felt that the "troubles" were due to lack of goals.

According to the responses of administrators it would appear that lack of funds and poor facilities are greater "troubles" of physical education than the other items checked. However, the teachers themselves and their lack of goals were considered "troubles" by more than one-third of the administrators responding. Certainly improvements could be made in these four areas. The teachers themselves could remove the "troubles" concerning themselves and their lack of goals, while the administration's cooperation would be needed where funds and facilities "troubles" exist.

Question number twenty was also a multiple choice question that gave the administrators an opportunity to rate their physical education programs in one of five categories. Responses to this question indicated that eleven of the 152 or eight per cent rated their programs as poor. Thirty-five or twenty-four per cent rated their programs as fair, thirty-two or twenty-two per cent as mediocre, fifty-seven or thirty-nine per cent as good, and eleven or eight per cent as superior. The



They considered "troubled" areas to be those in which the unemployment rate was above 10 percent.

Under the terms of the act, the Secretary of Labor was to identify the "troubled" areas.

## COTTON COUNCIL

For the purpose of the act, the Secretary of Labor was to identify the "troubled" areas.

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Under the terms of the act, the Secretary of Labor was to identify the "troubled" areas.

Under the terms of the act, the Secretary of Labor was to identify the "troubled" areas.



three middle categories rated might be considered as a middle part of a curve if the responses were graphed. It would appear that a fairly normal distribution of responses occurred with eight per cent at either extreme and eighty-five per cent of the responses in the middle of the curve. This would indicate that the administrators feel that their programs are average, or acceptable.

On the basis of the data collected, responses by the administrators to questions numbered one, two, three, four, five, eight, fourteen, and sixteen tend not to support the hypothesis. Fifty-two per cent of the administrators felt that physical education should be required of all students. Sixty-three per cent felt that physical education should be required everyday, and seventy-three per cent felt that physical education should be required in grade school. Ninety-four per cent did not feel that physical education is a fashion or frill of education. Eighty-two per cent of the respondents felt that physical education is essential in a student's school day. Ninety-four per cent felt that physical education is fundamentally sound, and seventy-eight per cent believed in what education teaches. Eighty-five per cent felt that physical education was not too superficial to be of educational value.

In response to question number seven, "Should physical education be a separate department in the schools, proportionate in rank with other departments?", eighty-two per cent of the respondents felt that physical education should be a separate department, proportionate in rank to other departments.



three middle sections of the curve in the normal distribution curve. The normal distribution curve is symmetrical and bell-shaped. The mean, median, and mode are all the same and are located in the center of the curve. The standard deviation is the measure of the spread of the data. The larger the standard deviation, the more spread out the data is.

On the other hand, the normal distribution curve is not the only type of curve. There are many other types of curves, such as the exponential curve, the logarithmic curve, and the power curve. Each type of curve has its own unique characteristics and is used for different purposes. For example, the exponential curve is used to model growth, while the logarithmic curve is used to model decay.

It is important to understand the properties of different types of curves in order to choose the right one for a given problem. The normal distribution curve is the most common type of curve, but it is not always the best choice. For example, if the data is skewed, then a normal distribution curve may not be appropriate. In such cases, a different type of curve, such as a skewed normal distribution curve, may be more suitable.

Another important property of the normal distribution curve is that it is self-similar. This means that the curve has the same shape at different scales. For example, if you zoom in on a small portion of the curve, it will look like the entire curve. This property is useful in many applications, such as in the study of fractals and in the analysis of time series data.

In conclusion, the normal distribution curve is a very important concept in statistics. It is used to model many different types of data, and it has many useful properties. Understanding the properties of the normal distribution curve is essential for anyone who wants to work with data. By knowing when to use a normal distribution curve and when to use a different type of curve, you can make more accurate predictions and draw more reliable conclusions from your data.



Responses to question number twelve, "Should a physical education program provide a remedial program for the physically handicapped?", indicated that ninety per cent of the administrators supported a remedial program for the physically handicapped. Responses to question number thirteen, "Is the true spirit of physical education being taught?", indicated that fifty-six per cent felt that the true spirit of physical education was being taught.



REPORT ON THE PROGRESS OF THE  
COTTON GROWING AND PICKING  
IN THE DISTRICT OF  
MILLERS FALLS  
DURING THE YEAR  
1900

MILLERS FALLS  
DISTRICT  
COTTON GROWING  
AND PICKING  
DURING THE YEAR  
1900



## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### I. SUMMARY

The purpose of this study was to identify the attitudes of the administrators of the public schools toward physical education and to determine the incidence of particular attitudes.

One hundred ninety questionnaires were sent to the administrators of the public schools in New Mexico. One hundred fifty-two (eighty per cent) were returned.

The writer's hypothesis was that the administrators of the state schools held certain adverse opinions about physical education.

On the basis of the data collected the responses to questions numbered one, two, three, four, five, eight, fourteen, and sixteen tended not to support the hypothesis.

The administrators tended to support physical education and were of the opinion that physical education was essential in a student's school day, and should be taught from grades one through twelve. The administrators indicated that physical education was sound and of educational value but that physical education was not teaching the skills and attitudes that it should have taught. The administrators also tended to feel that physical education had not done the job that it should have done. The respondents indicated that lack of funds, teachers, and lack of goals were the main "troubles" facing physical education. The administrators rated their programs on a well distributed curve with a



SECTION 10. THE BOARD OF DIRECTORS

The purpose of this section is to provide for the election and removal of the members of the Board of Directors of the Corporation. The Board of Directors shall consist of not less than five (5) nor more than fifteen (15) members.

Each member of the Board of Directors shall hold office for a term of three (3) years, and shall be eligible for re-election. The Board of Directors may fill any vacancy in its membership.

On the first day of January of each year, the Board of Directors shall meet for the purpose of electing its members for the ensuing year.

Noted to support the Board of Directors shall be the President of the Corporation.

The Board of Directors shall have the right to elect or remove any officer or director of the Corporation.

It is the policy of the Corporation that the Board of Directors shall have the right to elect or remove any officer or director of the Corporation.

of said Corporation shall be the Board of Directors. The Board of Directors shall have the right to elect or remove any officer or director of the Corporation.



small number on both extremes.

## II. CONCLUSIONS

On the basis of the findings of this study, several conclusions may be drawn.

Although the State of New Mexico does not require physical education in the secondary schools, the administrators of the state favor the inclusion of physical education in their curricula.

The administrators are of the opinion that physical education is an essential part of the total curriculum.

Administrators tended to be of the opinion that physical education has not done the job that it should do.

The "troubles" of physical education, as indicated, were lack of funds, poor facilities, teachers, and lack of goals. These "troubles" and the ratings the respondents gave for their physical education programs tend to indicate that the teachers could remove the "troubles" concerning themselves and their lack of goals; the other "troubles" could possibly be removed by close cooperation with the administrators.

## III. RECOMMENDATIONS

Upon the basis of the results of this study and certain assumptions based on these results, the following recommendations are offered.

1. There is need for a study which will determine the efficiency of the physical education teachers' instruction and the efficacy



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of the administration of these programs.

2. The teachers of physical education should develop and use ways and means of evaluating their programs, the program needs, and then make every effort to meet adequate standards of expectation.

3. Institutions preparing teachers should examine their programs and develop their programs around the standards set forth by the National Council for Accreditation of Teacher Education and other certification institutions.

4. A cost per-student analysis should be made to determine the cost of properly conducting a physical education program. This analysis is needed so that administrators can better budget for the needs of physical education.



of the education of these people.

2. The absence of physical education.

ways and means of maintaining health.

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1878-1879



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# REVIEW

## CONCLUSION

After a careful review of the material presented, it is concluded that the results of the study are in general agreement with the findings of other workers in this field.

The author wishes to express his appreciation to the following:

Dr. J. H. ... for his helpful criticism and suggestions during the preparation of this manuscript.

Dr. ... for his generous donation of the material used in this study.

Dr. ... for his helpful criticism and suggestions during the preparation of this manuscript.



APPENDIXES



UNITED STATES

E-215A-1

COTTON COTTON



APPENDIX A

PILOT STUDY

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND  
RECREATION FOR MEN  
UNIVERSITY OF NEW MEXICO

Dear Administrator:

In partial fulfillment for my Master's Degree, I am making a survey of the attitudes and feelings of the citizens of Santa Fe toward physical education.

I am attempting to determine what the feeling of the parents, administrators and school board of Santa Fe is in regard to the Physical Education program in the city schools.

You will notice that the questionnaire is easy to answer. You merely check the appropriate box for each question. On the third page I have asked a few questions that require writing your answer. I would certainly appreciate you taking your valuable time to answer all the questions.

Please return the completed questionnaire by the enclosed stamped, addressed envelope.

Sincerely yours,

Pat Tabor.



APPENDIX A

FIVE SEVEN

REPLY TO LETTER FROM THE UNIVERSITY OF ALABAMA

UNIVERSITY OF ALABAMA

Dear Mr. [Name]:

In your letter of the 10th inst., I am asking a very  
very of the [Name] and [Name] of the [Name] in [Name]  
physical condition.

I am attempting to determine what the feeling of the [Name]  
educational and school board of [Name] is in regard to the  
physical condition of the [Name] in the city [Name].

You will notice that the questionnaire is easy to answer. For  
merely check the appropriate box for each question. On the [Name]  
page I have written a few questions that require writing your answer.  
I would certainly appreciate you taking your valuable time to answer  
all the questions.

Please return the completed questionnaire by the enclosed stamped,  
addressed envelope.

Sincerely yours,

Ed. [Name]



Please fill out and return. Your kindness and co-operation is sincerely appreciated.

Answer <u>Yes</u> or <u>No</u> by checking the proper square.	Yes	No
1. Should physical education be required of all students?	<input type="checkbox"/>	<input type="checkbox"/>
2. Should physical education be required of only those students who are O.K.'d by a medical doctor?	<input type="checkbox"/>	<input type="checkbox"/>
3. Should physical education students be required to take a shower? (after class work)	<input type="checkbox"/>	<input type="checkbox"/>
4. Should physical education students be required to wear an approved gym suit?	<input type="checkbox"/>	<input type="checkbox"/>
5. Should physical education be taught in the grade school?	<input type="checkbox"/>	<input type="checkbox"/>
6. Should physical education be taught every day?	<input type="checkbox"/>	<input type="checkbox"/>
7. Should a physical education program provide a remedial program for physically handicapped?	<input type="checkbox"/>	<input type="checkbox"/>
8. Should physical education receive the same credit that the solid subjects receive?	<input type="checkbox"/>	<input type="checkbox"/>
9. Are the teachers of physical education well-qualified in terms of knowledge and training?	<input type="checkbox"/>	<input type="checkbox"/>
10. Are the teachers conscientious?	<input type="checkbox"/>	<input type="checkbox"/>
11. Are they thorough in their work?	<input type="checkbox"/>	<input type="checkbox"/>
12. Do the teachers seem to be partial to the athletes?	<input type="checkbox"/>	<input type="checkbox"/>
13. Should they be partial?	<input type="checkbox"/>	<input type="checkbox"/>
14. Do you feel the physical education in the city schools is good?	<input type="checkbox"/>	<input type="checkbox"/>
15. Does your child like physical education?	<input type="checkbox"/>	<input type="checkbox"/>
16. Do you feel that the true spirit of physical education is being taught?	<input type="checkbox"/>	<input type="checkbox"/>
17. Would you support a swimming program in the schools' physical education program?	<input type="checkbox"/>	<input type="checkbox"/>



Please fill in the boxes for the following questions.

Answer Yes or No to the following questions.

- |     |   |                          |                          |
|-----|---|--------------------------|--------------------------|
| 1.  | Should physical education be required of all students?                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.  | Should physical education be required of all students who are not athletes? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.  | Should physical education be required of all students who are not athletes? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.  | Should physical education be required of all students who are not athletes? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.  | Should physical education be required of all students who are not athletes? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.  | Should physical education be required of all students who are not athletes? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.  | Should physical education be required of all students who are not athletes? | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.  | Should physical education be required of all students who are not athletes? | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.  | Should physical education be required of all students who are not athletes? | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Should physical education be required of all students who are not athletes? | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Should physical education be required of all students who are not athletes? | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | Should physical education be required of all students who are not athletes? | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Should physical education be required of all students who are not athletes? | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | Should physical education be required of all students who are not athletes? | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | Should physical education be required of all students who are not athletes? | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. | Should physical education be required of all students who are not athletes? | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. | Should physical education be required of all students who are not athletes? | <input type="checkbox"/> | <input type="checkbox"/> |



Check the activities that you feel should be included in a good physical education program. You are asked to add any activity that is not listed.

Calisthenics

Touch football

Basketball

Softball

Tennis

Swimming

Badminton

Volleyball

Track

Bowling

Gymnastics

Tumbling

Weight Lifting

Trampoline

Soccer

Field Hockey

Golf

Speedball

Archery

Handball

Horseshoes

Table Tennis

Wrestling

Fitness Program

Cross Country Running

Health



Check the accuracy of the information provided in the following table.

California

John F. Kennedy

Barack Obama

Barack Obama

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If you have the time and would like to help further, I would like the following questions answered:

1. What do you feel is the reason for having physical education?
2. Is physical education essential to a student? If so, why?
3. What is wrong with physical education as you see it?
4. What do you feel should or can be done to remedy this situation?



# LABORATORY REPORT

100-100000-100000

If you have the time and wish to do so, please fill in the following questions.

1. What do you feel is the most important thing in life?

2. In your opinion, what is the most important thing in life?

3. What is the most important thing in life?

4. What do you feel is the most important thing in life?



## APPENDIX B

### QUESTIONNAIRE USED FOR THIS STUDY

	Yes	No
1. Should physical education be required of all students?	___	___
2. Should physical education be required every day?	___	___
3. Should physical education be required in grade school?	___	___
4. Do you believe that physical education is a fad of education?	___	___
5. Is physical education essential in a student's school day as are his other subjects?	___	___
6. Should physical education be taught in grades 1 - 12 inclusive?	___	___
7. Should physical education be a separate department in the schools, proportionate in rank with other departments?	___	___
8. Do you believe physical education is fundamentally sound but that some of its adherents have given it a bad name?	___	___
9. Do you believe physical education teachers should not be athletic coaches?	___	___
10. Should all teachers of physical education be properly trained and qualified?	___	___
11. Do you believe physical education is not teaching the skills and attitudes that it should teach?	___	___
12. Should a physical education program provide a remedial program for the physically handicapped?	___	___



QUESTIONS

QUESTIONS

1. Should physical education be required of all students?

2. Should physical education be required of all students?

3. Should physical education be required of all students?

4. Should physical education be required of all students?

5. Do you believe that physical education is a waste of time?

6. Is physical education essential for a student's health?

7. Is physical education essential for a student's health?

8. Do you believe that physical education is a waste of time?

9. Should physical education be required of all students?

10. Should physical education be required of all students?

11. Should physical education be required of all students?

12. Should physical education be required of all students?

13. Do you believe physical education is a waste of time?

14. Do you believe physical education is a waste of time?

15. Do you believe physical education is a waste of time?

16. Do you believe physical education is a waste of time?

17. Should all teachers of physical education be trained and qualified?

18. Should all teachers of physical education be trained and qualified?

19. Do you believe physical education is a waste of time?

20. Do you believe physical education is a waste of time?

21. Should a physical education program be required of all students?

22. Should a physical education program be required of all students?



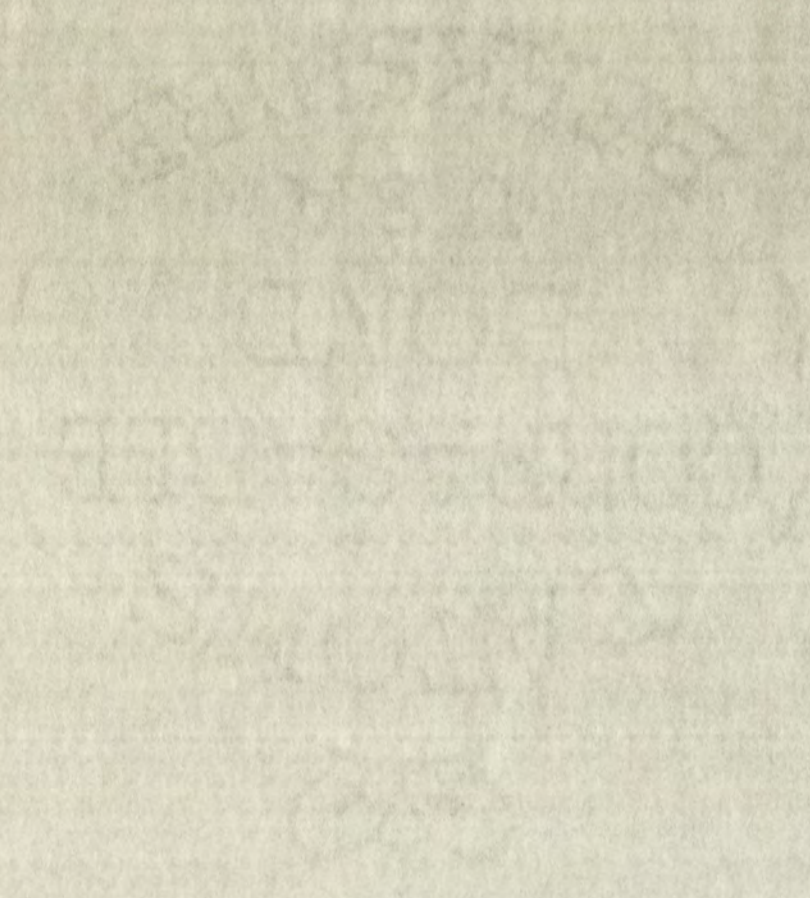
Yes No

13. Is the true spirit of physical education being taught?  
(Attitudes and appreciations of and for physical fitness  
and healthful living.) \_\_\_\_\_
14. Do you believe that physical education gives valuable  
needs and attitudes for later life? \_\_\_\_\_
15. Do you believe physical education is much too super-  
ficial to have much educational value? \_\_\_\_\_
16. Do you believe what physical education teaches, but  
with reservations as to whether these things are not  
more easily taught somewhere else? \_\_\_\_\_
17. Do you feel that physical education has not done the  
"job" it should do? \_\_\_\_\_
18. Do you believe the physical education program is  
varied enough? \_\_\_\_\_
19. The main "troubles" of physical education are with: teachers \_\_\_\_\_,  
lack of funds \_\_\_\_\_, poor facilities \_\_\_\_\_, lack of unity \_\_\_\_\_, lack of  
goals \_\_\_\_\_.
20. I would rate my school's physical education program as: Poor \_\_\_\_\_,  
Fair \_\_\_\_\_, Mediocre \_\_\_\_\_, Good \_\_\_\_\_, Superior \_\_\_\_\_.



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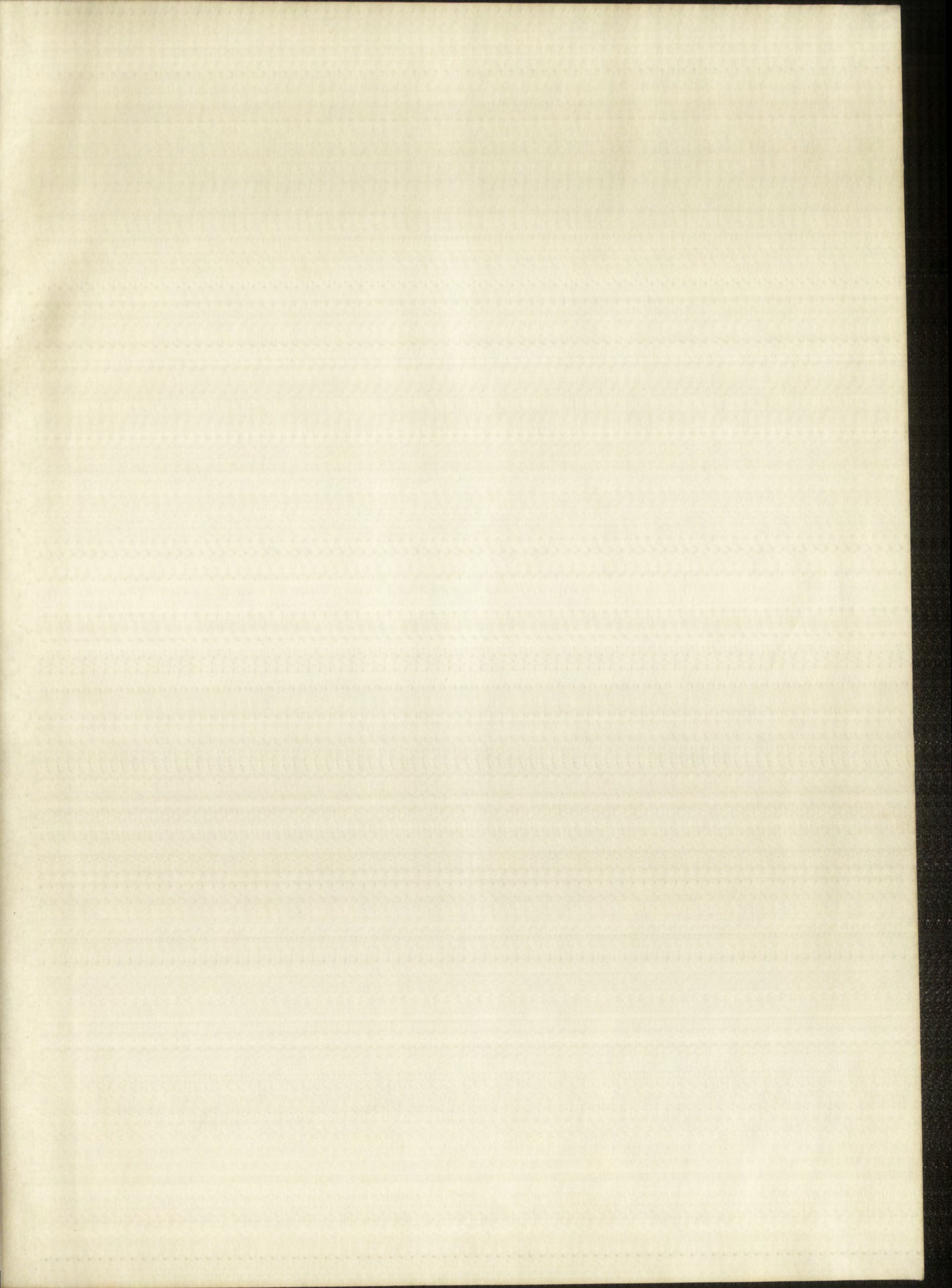
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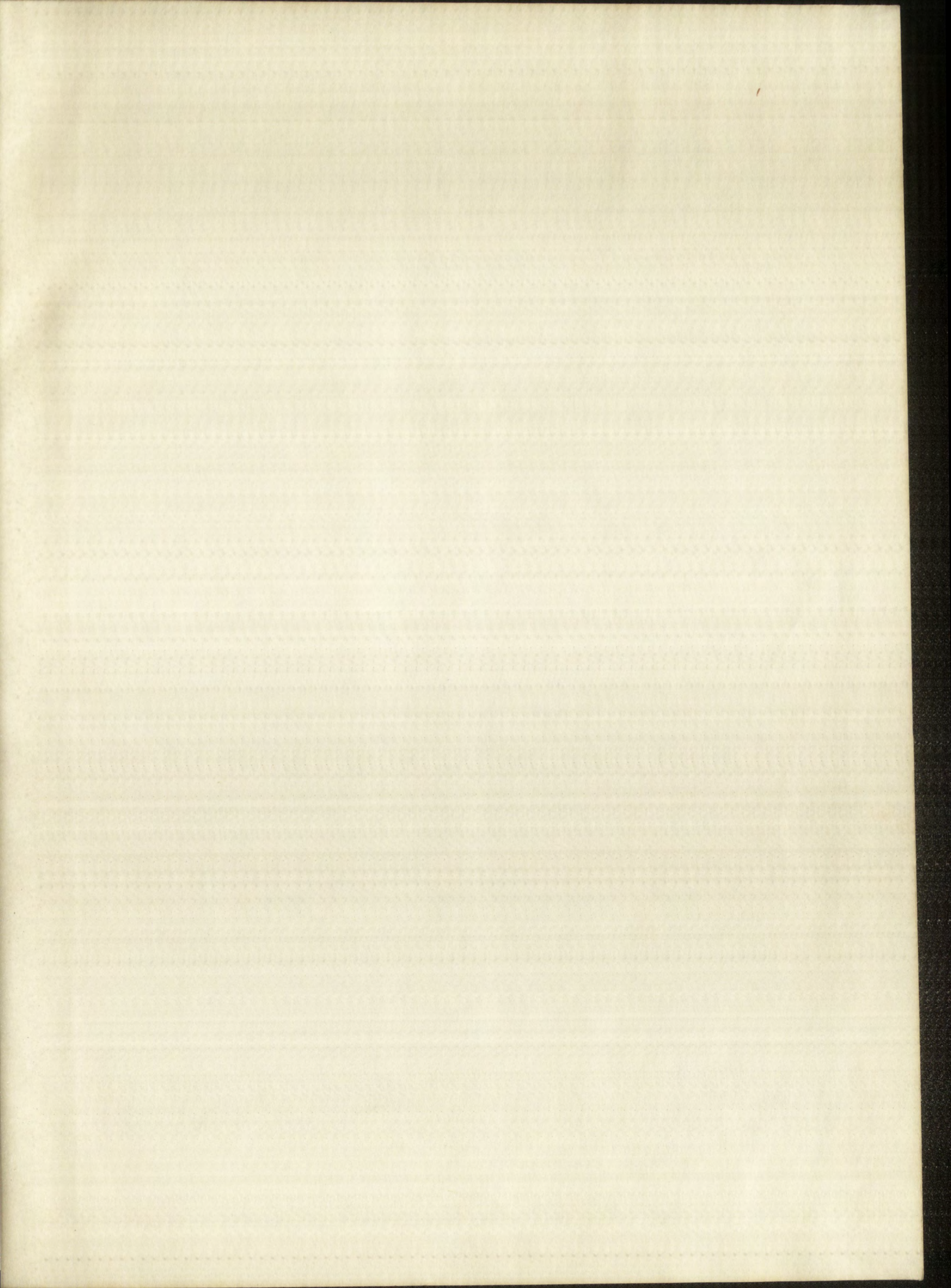
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## IMPORTANT!

Special care should be taken to prevent loss or damage of this volume. If lost or damaged, it must be paid for at the current rate of typing.

DUE







