

A STUDY OF THE PHYSICAL EDUCATION PROGRAM IN THE  
MIDDLE SCHOOLS GRADES 6-8 IN THE STATE OF FLORIDA

BY 7214

LAUREN RICHARD JOHNSON

B. S., Kansas State University, 1954

---

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Physical Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1971

Approved by:

  
Major Professor

LD  
2668  
R4  
1971  
J63  
C.2

# TABLE OF CONTENTS

	PAGE
INTRODUCTION.....	1
Purpose.....	2
Review of literature.....	2
Method of study.....	3
RESULTS AND DISCUSSION.....	5
General Classroom Information.....	6
Facilities, Equipment, Games and Individual Activities.....	12
Intramural Activities.....	20
Interscholastic Activities.....	24
General Information.....	26
SUMMARY.....	32
COMPARISON OF RESULTS WITH RECOMMENDATIONS OF LEADING AUTHORITIES.....	38
CONCLUSIONS.....	49
ACKNOWLEDGEMENTS.....	50
BIBLIOGRAPHY.....	51

## INTRODUCTION

The Middle School is a developing trend differing from the traditional 6-3-3 or 8-4 pattern in the United States. The main purpose of these new emerging Middle Schools, which began around 1960 to become the most popular new form of organization, is to serve the "middle youth" between childhood and adolescence. The needs of these young "men and women" are completely different and separate from the younger first five years and the later three years of secondary level education.

In Florida the Middle School system as evaluated in 1971 for this report consisted of many variations of combinations of the middle school grades. These were

- 1 school in the grades 4-8 classification,
- 4 schools in the grades 5-7 classification,
- 7 schools in the grades 5-8 classification,
- 1 school in the grades 5-9 classification,
- 2 schools in the grades 6-7 classification,
- 11 schools in the grades 7-8 classification, and
- 50 schools in the grades 6-8 classification.

All of these schools were titled Middle School. There seemed to be some disagreement on the exact location of the Middle School category in the state of Florida. As this system of classification is relatively new, the problem of classification was understandable.

Many factors which affected classification had to be taken into consideration. First, there was the presence and location of the existing educational structures. Second, there was the amount of tax money which was available for the development of a Middle School program. Third, there was the necessary time, work and expenditure needed for the development of

the purposes and objectives of a Middle School program. Fourth, there was the disagreement of exactly how to classify a Middle School program. Fifth, there were the recommendations of the existing instructional personnel. Sixth, there was the consideration of the needs of the individual middle age pupil.

As the most numerous classification of Middle School was the level of grades 6-8 (fifty in the state of Florida), it was the focus of this master's report.

The primary purpose of this report was to determine the offerings in the Middle School program specifically in the state of Florida and in the field of Physical Education.

#### Purpose

The purpose of this study was (1) to determine the present existing conditions in the state of Florida in the school year 1970-1971 in regards to physical education staff, the requirements for the physical education program, the available facilities, the available equipment, the intramural program and activities, the interscholastic activities, playdays, group determination and health education requirements and (2) to compare the results of the survey with the small amount of written recommendations of the leading authorities at the University of Florida, Gainesville, Florida, in the field of physical education for Middle Schools.

#### Review of Literature

The results of this study were compared with recommendations of leading authorities in the field of Middle School physical education. The primary source of comparison came from The Emergent Middle School, Second Edition by William Alexander of the University of Florida, Emmett Williams of the University of Florida, Mary Compton of the University of Georgia,



Vynce Hines of the University of Florida, Dan Prescott of the University of Maryland and Ronald Kealy of the University of Florida. In addition to this source, much valuable information was also gained from books by Evelyn Schurr of the University of Illinois, John Nixon of Stanford University, Ann Jewett of Springfield College and a checklist of an Evaluation in Physical Education for Florida.

#### Method of Study

The basis for this study of physical education in the Middle School was a questionnaire constructed by the writer primarily for this survey. The questionnaire was mailed to all 50 of the Middle Schools in the state of Florida in the category of grades 6-8. This covered information for the past school year 1970-1971. The list of these schools was obtained from the Florida State Department of Education, Florida Educational Directory, 1970-1971.

The questionnaire consisted of four mimeographed pages and was divided into five parts. The total number of questions presented to be answered was forty-one with seven of these questions of the fill-in type and listing and the remaining (34) questions were multiple choice and one-word answers and replies. The multiple choice questions were found to be more successful than the fill-in type answers.

Part One consisted of an overall review of the school size, number of physical education personnel, teachers of boys and girls separately, the requirements of physical education for grades 6-8 and the grading system used for physical education in the Middle School grades 6-8.

Part Two dealt with the facilities available, the gymnasium equipment available, the team games played and the individual activities in each program.

Part Three was survey of the intramural activities offered, the pay scale for intramural coaches, the officiating of intramurals and the type of awards given for intramurals.

Part Four dealt with interscholastic activities and the specific sports offered interscholastically.

Part Five was a general grouping which consisted of playday information, grouping system employed and the requirements of health education in the physical education department only.

The questionnaire was mailed with a page of general instructions and a self-addressed stamped envelope. The immediate response was fantastic. After one week, twenty-five questionnaires had been returned. During the next week, ten more questionnaires were returned and during the next three days nine more questionnaires were returned. It was felt that the change of mail rates may have caused the loss of some of the additional responses. The answers and lists were tabulated and the data used as the basis for this report. One area failed to respond to either the first or a second questionnaire.

Questionnaire Results:

Number mailed-----50

Number returned-----44

Per cent returned-----88

## Results and Discussion

This report consists of the questions on the questionnaire followed by a table illustrating the results. Each table is then explained and evaluated in the comparison report at the end.

## General Classroom Information

Part One consisted of questions concerning the school and class size, number of personnel, class time requirements and how the classes are arranged and graded.

TABLE I  
SCHOOL ENROLLMENT

Groupings of schools by enrollment	Number of schools	Per cent
0-299	0	0
300-499	4	9
500-699	4	9
700-899	8	18.1
900-1099	8	18.1
1100 plus	<u>20</u>	<u>45.4</u>
Total	44	99.6*

\* A deviation existed in the percentage ratings due to the rounding off at tenths of a per cent. This was true on all tables.

Forty-five point four per cent of the schools which reported had an enrollment of over 1100 students. Thirty-six point two per cent of the schools which reported had an enrollment between 700 and 1099 students. Eighteen per cent of the reporting schools had an enrollment of 300 to 699.

The approximate enrollment total figures for the forty-four schools was 41,900. Florida had no statistics available on the enrollment of only the 6-8 centers.

Question 2. How many instructors of physical education are there in your school?

TABLE II

(Continued on next page)

TABLE II  
INSTRUCTORS IN PHYSICAL EDUCATION

Number of instructors	Number of schools	Per cent
1	0	0
2	9	20.4
3	3	6.8
4	10	22.7
5	3	6.8
6	14	31.8
8	5	11.3

Nine schools had two instructors. Three schools had three physical education instructors. Ten schools had four instructors. Three schools had five instructors. Fourteen schools had six instructors and five schools had eight instructors.

Question 3. How many instructors of boys physical education are in your school?

TABLE III  
BOYS INSTRUCTORS

Number of instructors	Number of schools	Per cent
1	9	20.4
2	14	31.8
3	16	36.3
4	5	11.3

Nine schools had one instructor of boys physical education. Fourteen schools had two instructors. Sixteen schools had three boys physical education instructors and five schools had four instructors.

Question 4. How many instructors of girls physical education are in your school?

TABLE IV  
GIRLS INSTRUCTORS

Number of instructors	Number of schools	Per cent
1	10	22.7
2	12	27.2
3	17	38.6
4	5	11.3
Aide	1	2.3*
Half-time assistant	1	2.3

\* Both the aide and the half-time assistant were added to the printed list.

Seventeen schools had three instructors for girls physical education. Twelve schools had two instructors. Ten schools had one instructor. Five schools had four instructors of girls physical education. One school had an aide and one school had a half-time assistant.

Question 5. What is the average class size in your school?

TABLE V  
CLASS SIZE

Average class size	Number of schools	Per cent
10-20	0	0
21-30	0	0
31-40	10	22.7
41-50	25	56.8
51 plus	9	20.4

Over half (56.8%) had class sizes of forty-one to fifty students. Twenty-two point seven had classes of thirty-one to forty students. Twenty point four per cent had classes of fifty-one or more students.

Question 6. How many semesters of physical education do you require in your school?

TABLE VI  
REQUIRED SEMESTERS

Number of semesters	Number of schools	Per cent
1	0	0
2	25	56.8
3	0	0
4	3	6.8
5	2	4.5
6	14	31.8

Twenty-five schools required two semesters of physical education. Fourteen schools required six semesters of physical education. Three schools required four semesters. Two schools required five semesters.

Question 7. What is the number of class periods per week at your school?

TABLE VII  
CLASS PERIODS PER WEEK

Number of class periods per week	Number of schools	Per cent
1	0	0
2	0	0
3	2	4.5
4	0	0
5	42	95.4

Only two schools had physical education classes three times per week. The other forty-two schools had classes five times per week.

Question 8. What is the length of class periods at your school?

TABLE VIII  
LENGTH OF CLASS PERIODS

TABLE VIII

(continued)

Number of minutes in class periods	Number of schools	Per cent
15-30	0	0
31-45	3	6.8
46-60	41	93.1
61 plus	0	0

Three schools had class lengths of thirty-one to forty-five minutes. Forty-one schools provided a class period of forty-six to sixty minutes.

Question 9. How are your classes composed?

TABLE IX

## COMPOSITION OF CLASSES

Type of group	Number of schools	Per cent
Mixed (boys and girls)	2	4.5
Separated (boys in one area girls in another)	35	79.5
Simultaneous	5	11.3
6 separate, 7 & 8 mixed	2	4.5

Two schools had mixed classes in physical education. Thirty-five schools had boys in one area and girls in another in classes. Five schools had both boys and girls simultaneously. Two schools had grade six separated and grades 7 & 8 mixed.

Question 10. How are classes separated in your school?

TABLE X

## CLASS GROUPING

(continued on next page)



TABLE X  
CLASS GROUPING

Type of group	Number of schools	Per cent
Separate grade (6,7,8)	28	63.6
Mixed group of several grades	16	36.3

Sixty-three point six per cent had physical education classes with each grade separate. Thirty-six point three per cent of the reporting schools had a class with a mixed group of several grades.

Question 11. Is a grading system used in your school?

TABLE XI  
GRADING SYSTEM USED

Use of grades	Number of schools	Per cent
are given	36	81.8
are not given	8	18.1

Thirty-six of the reporting schools gave grades for participation in physical education classes. Eight of the schools did not give grades for physical education.

# Facilities, Equipment, Games and Individual Activities

Part Two consisted of questions concerning facilities and equipment available, both indoor and outdoor, and the team and individual sports offered.

Question 1. What is the size of your gymnasium?

TABLE XII  
SIZE OF GYMNASIUM

Size of gymnasium	Number of schools	Per cent
Large (60' x 90')	12	27.2
Medium (40' x 60')	3	6.8
Small (less)	2	4.5
More than one	2	4.5
None	25	56.8

Twenty-five of the reporting schools had no gymnasium. Twelve schools had large gymnasiums. Three schools reported medium gymnasiums. Two schools had small gymnasiums less than forty feet by sixty feet and two schools had more than one gymnasium.

Question 2. What is the size of the playroom at your school?

TABLE XIII  
SIZE OF PLAYROOM

Size of playroom	Number of schools	Per cent
Large (40' x 60')	3	6.8
Medium (20' x 30')	2	4.5
Small (less)	2	4.5
None	37	84
More than one size	0	0

Eighty-four per cent of all the reporting schools had no playroom.

Three schools, a percentage of six point eight, had large playrooms of size forty feet by sixty feet. Two reporting schools had a medium size playroom of twenty feet by thirty feet. Two reporting schools had small playrooms of less than twenty by thirty feet. None of the reporting schools had more than one size playroom.

Question 3. What is the size of the playground at your school?

TABLE XIV  
SIZE OF PLAYGROUND

Size of playground	Number of schools	Per cent
Large (6 acres or more)	21	47.7
Medium (3 to 5 acres)	14	31.8
Small (less than 3 acres)	9	20.4
None	0	0

Forty-seven point seven per cent of the reporting schools had large playgrounds of six acres or more. Fourteen schools had medium playgrounds of three to five acres. Nine schools had small playgrounds of less than three acres. None of the reporting schools had no playground at all.

Question 4. What is the number of tennis courts at your school?

TABLE XV  
NUMBER OF TENNIS COURTS

Number of tennis courts	Number of schools	Per cent
0	30	68.1
2	5	11.3
3	3	6.8
4	3	6.8
6	2	4.5
Use volleyball and basketball courts	1	2.3

The largest percentage, sixty-eight point one, of the reporting schools did not have any tennis courts. Five schools had two tennis courts. Three schools had three tennis courts and three schools had four tennis courts. None of the schools had five tennis courts. Two of the schools had six tennis courts and one school used the volleyball and basketball courts for tennis.

Question 5. What is the size of the swimming pool at your school?

TABLE XVI  
SIZE OF SWIMMING POOL

Size of swimming pool	Number of schools	Per cent
Large (30' x 75')	4	9
Small (less)	0	0
None	39	88.6
Use city pool	1	2.3

The largest percentage, eighty-eight point six, had no swimming facilities. Four schools, nine per cent, had a large swimming pool. One school added the information to the questionnaire that they used the city swimming pool.

Question 6. What is the number of showers available at your school?

TABLE XVII  
NUMBER OF SHOWERS

Number of showers	Number of schools	Per cent
None	4	9
1-10	4	9
11-15	6	13.6
16-20	8	18.1
21-25	7	16

TABLE XVII (continued)

Number of showers	Number of schools	Per cent
26-30	3	6.8
31 plus	11	25
Under construction	1	2.3

Eleven schools had over thirty-one showers. Eight schools had sixteen to twenty showers. Seven schools had twenty-one to twenty-five showers. Four of the schools had no showers and four of the schools had one to ten showers. Six schools had eleven to fifteen showers and three schools had twenty-six to thirty showers. One school added the information that they were building showers at the present time.

Question 7. Do you require a physical examination for class?

TABLE XVIII

## PHYSICAL EXAMINATION REQUIRED

Require a physical examination for class	Number of schools	Per cent
Yes	2	4.5
No	40	90.9
Form filled in by parents	2	4.5

Ninety point nine per cent of the reporting schools did not require a physical examination. Two schools, four point five per cent, did require a physical examination and two schools, four point five per cent, required a form to be filled in by the parents.

Question 8. Do you require showers after physical education class at your school?

TABLE XIX  
SHOWERS REQUIRED

Require a shower after physical education class	Number of schools	Per cent
Yes	29	65.9
No	13	29.5
Optional	1	2.3
7 & 8 yes; 6 no	1	2.3

Twenty-nine of the reporting schools did require a shower after physical education class. Thirteen of the schools did not require a shower after physical education class. One school reported yes for grades seven and eight and no for grade six.

Question 9. Do you require physical education uniforms for your physical education classes?

TABLE XX  
UNIFORMS REQUIRED

Uniforms required for physical education class	Number of schools	Per cent
Yes	35	79.5
No	8	18.1
7 & 8 yes; 6 no	1	2.3

Seventy-nine point five of the schools did require uniforms for physical education class. Eighteen point one per cent of the schools did not require uniforms for physical education class. Two point three per cent required uniforms of grades seven and eight and none of grade six.

Question 10. What gymnasium equipment is available for the classes?

TABLE XXI  
GYMNASIUM EQUIPMENT

Gymnasium equipment available for class	Number of schools	Per cent
Bases	34	77.2
Basketballs	25	56.8
Basketball goals	25	56.8
Parallel bars, even and uneven	22	50
None	17	38.6
Tumbling mats	17	38.6
Horse	16	36.3
Trampoline	16	36.3
Cage balls	15	34
Tether balls	12	27.2
Swedish vaulting boxes	12	27.2
Paddle tennis	10	22.7
Balance beam	10	22.7
Horizontal bar	9	20.4
Indoor horseshoes	5	11.3
Rings	5	11.3
Rope climb	5	11.3
Springboard	5	11.3
Volleyballs	5	11.3
Ping pong	4	9
Soccerballs	2	4.5
Softballs	2	4.5
Bats	2	4.5
Shuffleboard	2	4.5
Obstacle course	2	4.5
Ladder (horizontal)	2	4.5
Ladder (vertical)	2	4.5
Chinning bar	2	4.5
Weights	2	4.5
Reuther board	2	4.5
All equipment	3	6.8
Belts	1	2.3

Thirty-four schools offered bases as equipment. Twenty-five schools offered basketballs and basketball goals. Twenty-two schools had parallel bars, both even and uneven. Seventeen of the reporting schools had no equipment. Seventeen other schools had tumbling mats. Sixteen schools offered the horse and the trampoline. Fifteen schools offered cage balls.

Twelve schools had tether balls. Twelve schools had Swedish vaulting boxes. Ten schools had paddle tennis and the balance beam. Nine schools had horizontal bars. Five schools had indoor horseshoes, rings, rope climb, springboard and volleyballs. Four schools had ping pong. Two schools offered soccerballs, softballs, bats, shuffleboard, obstacle course, horizontal and vertical ladders, chinning bars, weights and Reuther board. Three responded that they hadd all the necessary gymnasium equipment. One school had belts.

Question 11. What team games do you play in physical education classes in your school?

TABLE XXII

## TEAM GAMES PLAYED IN PHYSICAL EDUCATION

Team games played in physical education class	Number of schools	Per cent
Softball	35	79.5
Basketball	35	79.5
Volleyball	34	77.2
Touch & flag football	32	72.7
Soccer	30	68.1
Speedball	16	36.3
Track	11	25
Deck tennis	11	25
Kickball	10	22.7
Gatorball	9	20.4
Cage ball	8	18.1
Flickerball	7	16
Field hockey	7	16
Mini ball	7	16
Tug rope	6	13.6
Tennis	6	13.6
Baseball	6	13.6
Chinese softball	6	13.6
Relay races	5	11.3
Horseshoes	5	11.3
Cricket	2	4.5
Dodgeball	2	4.5
Bound ball	1	2.3
Field ball	1	2.3



Thirty-five schools played softball and basketball(79.5%). Thirty-four schools played volleyball (77.2%). Thirty-two schools played touch & flag football (72.7%). Thirty schools had soccer (68.1%). Sixteen schools had speedball (36.3%). Eleven schools played track and deck tennis (25%). Ten schools played kickball (22.7%). Nine schools played gatorball (20.4%). Eight schools played cage ball (18.1%). Seven schools played flickerball, field hockey and mini ball (16%). Six schools had tug rope, tennis, baseball and Chinese softball(13.6%). Five schools had relay races and horseshoes (11.3%). Two schools had cricket and dodgeball (4.5%). One school offered boundball and one school offered field ball (2.3%).

Question 12. What individual activities are included in the program at your school?

TABLE XXIII  
INDIVIDUAL ACTIVITIES

Individual activities included in program	Number of schools	Per cent
Tumbling & gymnastics	29	65.9
Track & field	23	52.2
Horseshoes	22	50
Shuffleboard	21	47.7
Dancing (all types)	18	40.9
Badminton	17	38.6
Archery	16	36.3
Wrestling	15	34
Table tennis	15	34
Tennis	15	34
Tether ball	14	31.8
Ping pong	14	31.8
Paddleball	14	31.8
Recreational games	11	25
Jump rope	11	25
Physical fitness	11	25
Bowling	9	20.4
Golf	9	20.4
Croquet	9	20.4

TABLE XXIII  
(continued)

Individual activities included in program	Number of schools	Per cent
Rhythmics	8	18.1
Volleyball	7	16
Handball	6	13.6
Swimming	4	9
Chess	3	6.8
Weight lifting	2	4.5
Bamboo hop	1	2.3

Twenty-nine schools included tumbling and gymnastics in their physical education program. Twenty-three schools had track and field. Twenty-two of the reporting schools had horseshoes. Twenty-one of the schools had shuffleboard. Eighteen schools had all types of dancing. Seventeen schools had badminton. Sixteen schools had archery. Fifteen schools offered wrestling, table tennis and tennis. Fourteen schools offered tether ball, ping pong and paddleball. Eleven schools offered recreational games. Eleven schools offered jump rope and physical fitness tests. Nine schools offered bowling, golf and croquet. Eight schools had rhythmics. Seven schools included volleyball in their program. Six schools had handball. Four schools had swimming. Three schools offered chess. Two schools had weight lifting and one school had the bamboo hop.

#### Intramural Activities

Part Three dealt entirely with the intramural activities and the necessary related information at the schools of the Middle School level grades six, seven and eight.

Question 1. What intramural activities are offered at your school?

TABLE XXIV  
INTRAMURAL ACTIVITIES

Intramural activities	Number of schools	Per cent
Basketball	35	79.5
Softball	34	77.2
Volleyball	34	77.2
Touch football	25	56.8
Table tennis	13	29.5
Badminton	12	27.2
Tennis	12	27.2
Track & field	9	20.4
None	6	13.6
Gymnastics	6	13.6
Speedball	4	9
Bowling	4	9
Golf	2	4.5
Flag football	2	4.5
Archery	2	4.5
Horseshoes	2	4.5
Chess	1	2.3
Modern dance	1	2.3
Cheerleading	1	2.3
Paddle ball	1	2.3
Soccer	1	2.3
Kickball	1	2.3
Only boys	1	2.3
Highly unsuccessful	1	2.3

Thirty-five schools offered basketball in their intramural program. Softball and volleyball were offered by thirty-four schools. Twenty-five schools offered touch football. Thirteen schools had table tennis in their program. Twelve schools offered badminton and tennis. Nine schools had tennis. Six schools had no intramural activities. Six of the reporting schools had gymnastics. Speedball and bowling were played in four schools. Golf, flag football, archery and horseshoes were offered in two schools. Chess, modern dance, cheerleading, paddle ball, soccer, kickball and one only boys participating were offered one time only. One school found intramurals highly unsuccessful.

Question 2. How many hours per week do you spend in intramural activities in your school?

TABLE XXV  
INTRAMURAL HOURS

Hours per week in intramural activities	Number of schools	Per cent
1-4	15	34
5-9	14	31.8
10-15	6	13.6
None	9	20.4

Thirty-four per cent of the reporting schools spent from one to four hours per week in intramural activities. Thirty-one point eight per cent of the schools spent from five to nine hours. Thirteen point six per cent of the schools spent from ten to fifteen hours per week. Twenty point four per cent of the schools had no time spent in intramural activities.

Question 3. How much extra pay do you receive for sponsorship of intramural activities in your school?

TABLE XXVI  
INTRAMURAL PAY SCALE

Extra pay for intramural time	Number of schools	Per cent
None	29	65.9
\$0-99	0	0
\$100-199	0	0
\$200 plus	15	34

Twenty-nine of the reporting schools paid no extra money for intramural activities. Fifteen schools paid \$200 and up extra for intramural sports.

Question 4. When are intramurals played at your school?

TABLE XXVII  
INTRAMURAL PLAY TIME

Intramural play time	Number of schools	Per cent
After school	18	40.9
Night	0	0
During school	14	31.8
7th period	5	11.3
Saturday	5	11.3

Eighteen schools played intramurals after school. No school had intramurals at night. Fourteen schools had intramurals during school. Five schools played during seventh period. Five schools played their intramurals on Saturday.

Question 5. Who are the officials for intramurals at your school?

TABLE XXVIII  
INTRAMURAL OFFICIALS

Officials for intramurals	Number of schools	Per cent
Faculty	20	45.4
Older students	13	29.5
Both faculty and older students	11	25

In forty-five point four per cent of the schools the faculty was the officials for intramurals. In twenty-nine point five per cent of the schools older students were the officials. In twenty-five per cent of the schools both the faculty and older students were the officials for the intramural activities.

Question 6. What type of team awards are given at your school for intramurals?

TABLE XXIX  
INTRAMURAL TEAM AWARDS

Type of team awards	Number of schools	Per cent
Medals	0	0
Ribbons	26	58.9
Ribbons & trophies	13	29.5
All types	1	2.3
Certificates	1	2.3
For room	1	2.3
For class	1	2.3

No schools gave just medals. Twenty-six schools gave ribbons. Thirteen schools gave both ribbons and trophies. One school gave all types of awards. One school gave certificates. One school gave awards for the room. One school gave awards for the class.

#### Interscholastic Activities

Part Four dealt with participation in interscholastic activities in the Middle School level grades 6, 7, 8.

Question 1. Do you have any interscholastic activities at your school?

TABLE XXX  
INTERSCHOLASTIC ACTIVITIES

Interscholastic activities	Number of schools	Per cent
Yes	22	50
Yes, boys only	1	2.3
No	21	47.7

Forty-seven point seven per cent of the schools did not have any interscholastic activities. Exactly fifty per cent of the reporting schools responded yes to having interscholastic activities and one school had interscholastic activities for boys only.

Question 2. What sports are played interscholastically at your school?

TABLE XXXI  
INTERSCHOLASTIC SPORTS

Name of sport	Number of schools	Per cent
Basketball	21	91.3
Track	16	69.6
Baseball	7	30.4
Tennis	7	30.4
Softball	6	26.1
Swimming	6	26.1
Wrestling	1	4.3
Volleyball	1	4.3
Deck tennis	1	4.3*
Not applicable	21	47.7

\* The not applicable percentage is based on the original reporting forty-four schools. The rest of the figures in Part Four are based on participation of twenty-three schools only.

Ninety-one point three per cent played basketball interscholastically. Sixty-nine point six per cent of the schools had track. Thirty point four per cent of the schools had baseball and tennis. Twenty-six point one per cent of the schools had softball and swimming. Wrestling, volleyball and deck tennis were offered by one school each. This question was not applicable to twenty-one of the original reporting forty-four schools.

Question 3. What grade levels participate in interscholastics at your school?

TABLE XXXII  
GRADE PARTICIPATION

Grade levels participated in interscholastics	Number of schools	Per cent
6	0	0
7	10	43.5
8	10	43.5
All	3	13
Not applicable	21	47.7

Forty-three point five per cent of the schools had grade seven participation in interscholastics. Forty-three point five per cent of the reporting schools had participation by grade eight. Thirteen per cent of the schools had participation on all three grade levels. No school had just grade six participation. This question was not applicable to forty-seven point seven per cent of the original forty-four schools.

#### General Information

Part Five covered all necessary playday information and the individual requirements for health education.

Question 1. Do you have playdays at your school?

TABLE XXXIII  
PLAYDAYS

Playdays	Number of schools	Per cent
Yes	12	27.2
Yes, girls only	4	9
No	28	63.6

Twenty-eight schools did not have any playdays in their program. Four



schools had playdays for girls only and twelve schools had playdays for everyone.

Question 2. How many playdays per year do you have in your school?

TABLE XXXIV  
NUMBER OF PLAYDAYS

Number of playdays	Number of schools	Per cent
1	5	31.2
2	4	25
3	2	12.5
4	1	6.2
9	1	6.2
No scheduled amount	3	18.7
Not applicable	28	63.6

This question was not applicable to twenty-eight of the original forty-four reporting schools. Five schools had one playday per year. Four schools had two playdays per year. Two schools had three playdays per year. One school had four playdays per year and one school had nine playdays. Three schools had no scheduled number.

Question 3. Who supervised these playdays at your school?

TABLE XXXV  
PLAYDAY SUPERVISION

Supervision of playdays	Number of schools	Per cent
Physical education teachers	10	62.5
Entire faculty	6	37.5
Not applicable	28	63.6

This question was not applicable to sixty-three point six per cent of the original forty-four schools. Ten physical education teachers supervised

the playday activities in ten schools. Six schools used the entire faculty for playday supervision.

Question 4. What activities and games are played at your playdays?

TABLE XXXVI  
PLAYDAY ACTIVITIES

Activities for playdays	Number of schools	Per cent
Student softball tournament	9	56.2
Track & field	7	43.7
Basketball	7	43.7
Volleyball	4	25
Team sports	4	25
Football	4	25
Student-faculty softball game	1	6.2
Talent shows	1	6.2
Touch football	1	6.2
Gymnastics	1	6.2
Ping pong	1	6.2
Tennis	1	6.2
Badminton	1	6.2
Bingo	1	6.2
Horseshoes	1	6.2
Field hockey (girls only)	1	6.2
Tumbling	1	6.2
Drill teams	1	6.2
Not applicable	28	63.6

This question was not applicable to twenty-eight of the forty-four reporting schools. Nine schools had a student softball tournament. Seven schools had track & field and basketball. Four schools had volleyball, team sports and football. A student-faculty softball game, talent shows, touch football, gymnastics, ping pong, tennis, badminton, bingo, horseshoes, field hockey for girls only, tumbling and drill teams were offered by one school each.

Question 5. How are the groups determined for playday at your school?

TABLE XXXVII  
PLAYDAY GROUPING

Group determination	Number of schools	Per cent
By grade & homeroom	9	56.2
Performance	5	31.2
Chosen	2	12.5
Not applicable	28	63.6

This question was not applicable to sixty-three point six per cent of the forty-four schools. Fifty-six point two per cent of those having playdays determined their groups by grade and homeroom. Thirty-one point two per cent determined their groups by performance. Twelve point five per cent determined their groups by choosing the teams.

Question 6. Are awards given for playday activities in your school?

TABLE XXXVIII  
PLAYDAY AWARDS GIVEN

Awards given	Number of schools	Per cent
Yes	10	22.7
No	6	13.6
Not applicable	28	63.6

This question was not applicable to twenty-eight schools. Ten schools did give awards for playday. Six schools did not give awards for playday activities.

Question 7. What types of awards are given for playdays in your school?

TABLE XXXIX  
PLAYDAY AWARDS

Type of award	Number of schools	Per cent
Ribbons	8	50
Party for winners	2	12.5
Nothing	6	37.5
Not applicable	28	63.6

Eight schools having playdays gave ribbons for awards. Two schools gave a party for the winners. Six schools having playdays gave no awards. This question was not applicable to twenty-eight schools.

Question 8. How many semesters of health education do you require in your school?

TABLE XL  
HEALTH EDUCATION

Number of semesters	Number of schools	Per cent
0	16	36.3
6 weeks ( $\frac{1}{3}$ )	1	2.3
9 weeks ( $\frac{1}{2}$ )	2	4.5
1	7	16
2	2	4.5
3	1	2.3
Part of another class	4	9
Did not answer	11	25

Sixteen schools did not require any health education. One school required six weeks and two schools required nine weeks. Seven schools required one semester of health education. Two schools required two semesters of health education. One school required three semesters. Four schools stated that this was part of another class. Eleven schools did not answer this

question.

Question 9. What age group takes health education in your school?

TABLE XLI  
GRADE OF HEALTH EDUCATION

Grade taking health education	Number of schools	Per cent
6	2	4.5
7 & 8	2	4.5
8	4	9
All ages	6	13.6
No answer	30	68.1

Grade six took health education in two schools. Grades seven and eight took health education in two schools. Grade eight took health education in four schools. Six schools had all three grades taking health education. Thirty schools did not answer this question.

## SUMMARY

There were fifty schools in the Middle School class in Florida with grades six, seven and eight only. A questionnaire was mailed to all fifty of these schools. Forty-four of these questionnaires were returned. This survey is a compilation of the statistics of those questionnaires.

Forty-five per cent of the schools returning the questionnaire had an enrollment of eleven hundred plus students. Thirty-six per cent of the schools had an enrollment of seven hundred to one thousand ninety-nine pupils.

Forty-three per cent of the schools had six and eight physical education instructors. Fifty per cent had two to four instructors.

In seventy-eight per cent of the schools there were two and three physical education instructors for the boys classes. Twenty per cent of the schools had only one instructor for boys physical education.

One and two instructors of physical education for girls physical education classes were present in fifty per cent of the schools. Fifty per cent had three and four instructors with thirty-nine per cent having three instructors. One school had an aide and one school had a half-time assistant.

The average class sizes were thirty-one to fifty and over in all of the reporting schools. Fifty-seven per cent were in the forty-one to fifty students per class size.

The number of semesters of required physical education was two for fifty-seven per cent of the schools. Thirty-two per cent of the schools required physical education for six semesters or three full years.

In ninety-five per cent of the schools physical education classes they met five times per week. Only five per cent had class three times a week.

Ninety-three per cent of the schools had physical education classes

that were forty-six to sixty minutes in length. Seven per cent had classes of thirty-one to forty-five minutes in length.

In eighty per cent of the schools the classes were separated with the boys in one area and the girls in another. Eleven per cent of the schools had physical education classes simultaneously and in the same location.

Sixty-four per cent of the schools had each grade in a separate group for physical education classes. Thirty-six per cent of the schools had classes of mixed groups of several grades.

Grades for physical education class were given in eighty-two per cent of the schools. Eighteen per cent of the schools did not give grades for physical education.

Fifty-seven per cent of the reporting schools had no gymnasium, although several mentioned that a gymnasium was being considered. Twenty-seven per cent of the schools had large gymnasiums of at least sixty feet by ninety feet. Five per cent had more than one gymnasium.

In eighty-four per cent of the schools there was no playroom facility. Seven per cent of the schools had a large playroom. Nine per cent of the schools had a medium size playroom or smaller.

The playground of forty-eight per cent of the schools consisted of at least six acres or more. Thirty-two per cent of the schools had a playground of three to five acres. There were no schools with no playground facility at all.

In sixty-eight per cent of the schools there were no tennis courts. Eleven per cent of the schools had one tennis court. Thirteen per cent of the schools had two and three tennis courts. One school used the volleyball and basketball courts for tennis courts.

Of the forty-four reporting schools eighty-nine per cent of the schools

had no swimming facilities. Only nine per cent had a large swimming pool of at least thirty feet by seventy-five feet. One school had the use of the city swimming pool.

Nine per cent of the schools had no shower facilities. Some of these mentioned the fact that a shower room was being considered in the near future. Fifty per cent of the schools had from one to twenty showers available for use. Twenty-five per cent of the schools had thirty and more showers. One school had showers presently under construction.

A physical examination was not required for physical education class in ninety-one per cent of the schools. Five per cent did require a form to be filled in by the parents.

In sixty-six per cent of the schools a shower was required after participation in physical education class. Thirty per cent of the schools did not require showers. Two per cent made showers after physical education class optional. Two per cent required showers of grades seven and eight and not of grade six.

A uniform was required for physical education class in eighty per cent of the schools. Sixteen per cent did not require uniforms for class.

Eighty per cent of the schools had bases available for use in the gymnasium for physical education classes. Fifty or more per cent had basketballs, basketball goals and parallel bars. Twenty or more per cent had tumbling mats, horses, trampolines, cage balls, tether balls, paddle tennis, balance beams and horizontal bars. Thirty-nine per cent of the schools had no gymnasium equipment for use in physical education classes. Seven per cent had all of the necessary and recommended gymnasium equipment.

The most popular games (eighty per cent) played in physical education



classes were softball and basketball. Over fifty per cent of the schools also played soccer, touch & flag football and volleyball.

Sixty-six per cent of the schools included tumbling and gymnastics in their individual activities for physical education class. Over fifty per cent of the schools included horseshoes and track & field in their individual activities. Over thirty per cent of the schools had shuffleboard, all types of dancing, badminton, archery, wrestling, table tennis, tennis, tether ball, ping pong and paddleball in their programs. Only twenty-five per cent of the schools had physical fitness tests for their students in physical education classes.

The most popular intramural sport was basketball with eighty per cent of the schools participating. Fifty or more per cent of the schools had softball, volleyball and touch football in their intramural program. Thirteen per cent of the schools had no intramural activities. Two per cent allowed only the boys to participate in the intramural activities. Two per cent had found intramurals highly unsuccessful.

Twenty per cent of the schools spent no extra time in intramural activities. Forty-four per cent of the schools spent from five to fifteen hours per week in intramural activities.

In sixty-six per cent of the schools the sponsors did not receive extra pay for intramural activities. Thirty-four per cent received at least \$200.

Forty-one per cent of the schools played intramural games after school. None of the schools played games at night. Approximately fifty per cent of the schools played their games during school, during seventh period and on Saturdays.

The faculty was used for officiating in intramurals in seventy-

three per cent of the schools. Older students were used for officiating in fifty-four per cent of the schools.

The most popular team awards for intramural activities was ribbons with eighty-seven per cent. No one gave medals as awards. Trophies were given by thirty-one per cent of the schools.

In fifty-two per cent of the schools they had interscholastic programs.

Ninety-one per cent of the schools who had interscholastic activities allowed all three grades to participate. Forty-four per cent of the schools had participation by grades seven and eight.

Playdays were not present in sixty-four per cent of all the reporting schools. Twenty-seven per cent of the schools had playdays. Five per cent of the schools had playdays for girls only.

Of the schools having playdays fifty-six per cent had one or two playdays per year. Six per cent had nine playdays per year.

Sixty-three per cent of the schools had playday supervision by the physical education faculty only.

The most popular playday activity was a student softball tournament with over half of the schools having playdays playing this game. Forty-four per cent of the schools had track & field events and basketball on playdays.

Fifty-six per cent of the schools determined their groups for playday by grade level and homeroom.

Fifty per cent of the schools which had playdays gave ribbons. Thirty-eight per cent of the schools having playdays gave no awards.

Twenty-five of the forty-four schools did not answer the question concerning health education requirements. Thirty-six per cent of the schools

did not require health education. Sixteen per cent of the schools required one semester of health education. Nine per cent of the schools did not include health education in the physical education program.

Sixty-eight per cent of the schools did not answer the question of what grades are required to take health education. Fourteen per cent required health education of all grade levels. Nine per cent of the schools required health education of grade eight.

COMPARISONS OF RESULTS WITH RECOMMENDATIONS  
OF LEADING AUTHORITIES

General School Information

School enrollment. In a distribution study made by Alexander, Williams, Compton, Hines, Prescott and Kealy in 1967 in region IV which included the states of Alabama, Florida, Georgia, Mississippi, South carolina and Tennessee there were sixty-one Middle Schools. Ten of these schools were in Florida.<sup>1</sup> In a random sampling of these schools in region IV fifty per cent were in grades 6-8.<sup>2</sup> In the survey made for this report in 1971 sixty-six per cent of the Middle Schools were in grades 6-8.

In a distribution of total enrollments of Middle Schools as reported by The Emergent Middle School as compared to this survey made in 1971 the following tables evolved.

<u>1967</u>		<u>1971</u>	
<u>Number of students</u>	<u>Per cent</u>	<u>Number of students</u>	<u>Per cent</u>
1-300	20	1-299	0
300-499	24	300-499	9
500-699	30	500-699	9
700-899	11	700-899	18.1
900-1099	7	900-1099	18.1
1100 plus	<u>8</u>	1100 plus	<u>45.4</u>
Total	100 <sup>3</sup>		99.6

The deviation in the 1971 survey was due to the rounding off at tenths of a per cent. This clearly indicates that the trend of the Middle School is

---

<sup>1</sup>William M. Alexander, Emmett L. Williams, Mary Compton, Vynce Hines, Dan Prescott and Ronald Kealy, The Emergent Middle School (2nd ed., New York, Chicago, San Francisco, Atlanta, Dallas, Montreal, Toronto, London, Sydney: Holt, Rinehart and Winston, Inc., 1969), p. 169.

<sup>2</sup>Ibid., p. 170.

<sup>3</sup>Ibid., p. 171.

toward the larger sizes and away from the smaller schools. Larger size has not been the answer to educational problems in the past and it may not be the answer to the future. As this survey will later indicate, many of the larger schools were very lacking in physical educational facilities.

School size. There is no particular recommended school size. In Florida Middle Schools grades 6-8, the average school size was about 952 students. In Alexander's book, it is stated that local demographic and economic factors, and especially political boundaries are more often the actual determinants of size. Most authorities would agree that a school can be too small too often to offer an adequate program or too large to be managed efficiently. There is no universally agreed upon formula for optimum size.<sup>1</sup>

Twenty of the forty-four reporting schools in Florida were eleven hundred or more students which was surprising for Middle School size. Only four of the reporting schools were under five hundred students.

Required time in physical education. In the Nixon and Jewett book on physical education curriculum they stated that most authorities agree that physical education should be a daily program from grades one to twelve.<sup>2</sup> However vigorous daily activity being required is not supported by any research literature.<sup>3</sup>

In the survey both of the schools which met three times per week had classes of forty-five to sixty minutes in length. This gave a total of 145 to 180 minutes per week. The forty-two schools which met five times per week

---

<sup>1</sup>Ibid., p. 119.

<sup>2</sup>John E. Nixon and Ann E. Jewett, Physical Education Curriculum (New York: The Ronald Press Company, 1964), p. 105.

<sup>3</sup>Ibid., p. 219.

had forty-one schools with classes thirty-one to forty-five minutes in length. This gave a total of class time of 225 to 300 minutes. The average was about two hundred fifty minutes of class time per week.

Florida does not have any required physical education at this level.<sup>1</sup> No recommendations have been made by the state for this level at this time.

The traditional system uses five periods of forty minutes per day.

"We can assume the following utilization of time each day---

15 minutes to dress, shower, dress  
5 minutes for roll call, moving to areas  
5 minutes for instructions and organization

25 minutes total used for non-active purposes

5 x 40=200 minutes available for class

5 x 25=125 minutes used for non-active purposes

75 minutes available for activity and active instruction per week.<sup>2</sup>

This survey showed that the present Middle Schools in grades 6-8 in Florida were providing around 125 minutes per week for activity and active instruction. This compared favorably with Nixon's recommendations.

Taylor Junior High School in New Mexico recommended two hundred fifty minutes per week for all grades with one-half year requirements for grades six and seven and one year required for physical education in grade eight.<sup>3</sup> Florida Middle Schools compared favorably with this New Mexico school.

Del Norte Middle School which is located in California required one year of physical education with two hundred twenty-five minutes recommended

---

<sup>1</sup>An Evaluation in Physical Education, Bulletin 5A (Tallahassee: State Department of Education, 1961), p. 4.

<sup>2</sup>Nixon, op. cit., p. 215.

<sup>3</sup>Alexander, op. cit., p. 194.

per week.<sup>1</sup> Fourteen schools in Florida met this requirement. This comprised one-third approximately of the reporting schools.

Drew Junior High School in Miami, Florida required physical education for one full year for all three grades with 300 minutes per week.<sup>2</sup> In this instance fourteen schools of the reporting forty-four schools equalled this requirement.

Mixed groups. In Dacus' study made in 1963 at the University of Houston, he found that by studying the social, emotional and physical maturity and opposite sex choices of pupils in grades five through ten that the differences were least between students in grades six and seven.<sup>3</sup> In two schools reporting on this survey the sixth grade was separated from the seventh and eighth grades. Eighty per cent (35) of the schools had all classes separated. Only two schools followed the idea of mixing the classes. No school followed the recommendation of Dacus' in mixing the boys and girls in grades six and seven. In twenty-eight schools each grade was separated. In sixteen schools they had mixed groups made up of several grades; however, the boys and the girls were separated.

Grading. The thirty-six schools which gave a grade for physical education were following the educational heritage that American schools persist in following in spite of convincing evidence of its inconsistency with current psychological insights.<sup>4</sup> The object of the Middle Schools being to serve, not grade the individual pupil was not served in the

---

<sup>1</sup>Ibid., p. 198.

<sup>2</sup>Ibid., p. 198.

<sup>3</sup>Ibid., p. 43.

<sup>4</sup>Ibid., p. 114.

physical education departments of these schools in Florida.

### Facilities and Activities

Gymnasium and playroom. A gymnasium fifty feet by seventy-five feet was the recommendation of Schurr.<sup>1</sup> Florida Middle Schools grades 6-8 failed in seventy-three per cent to have the recommended size. Only twelve schools of the forty-four met the recommendation. Each school should have had spaces for special instruction<sup>2</sup> such as a gymnasium and a playroom. Eleven of the largest schools of over 1100 students had no gymnasium. Fourteen other schools also had no gymnasium.

This survey showed that twenty-four schools of the forty-four had no gymnasium and no playroom. Ten schools had a large gymnasium and no playroom. One school had no gymnasium but did have a large playroom and one school had a medium size gymnasium with no playroom. The indoor play areas of the Middle Schools of Florida were very limited and lacking. The winter months do require indoor facilities in order to have a year-round program.

Playground, tennis courts, swimming pools and showers. These other facilities were grouped due to the fact that very few schools were endowed with any or all of them. In this survey four of the schools had no gymnasium, no playroom, no tennis courts, no swimming pool and no showers. They, obviously, did not meet the minimum requirements. Seventeen of the forty-four schools had no gymnasium, no playroom, no tennis courts and no swimming pool. They too did not meet the minimum requirements. Ideally, showering should be available for children in and above the fifth grade.<sup>3</sup>

---

<sup>1</sup>Evelyn L. Schurr, Movement Experiences for Children (New York: Appleton-Century-Crofts, a division of Meredith Publishing Company, 1967), p. 112.

<sup>2</sup>Alexander, op. cit., p. 156.

<sup>3</sup>Schurr, op. cit., p. 112.



It is rather apparent that the Middle School program in Florida has slighted the physical education department even though the cost of physical education per pupil is lower than the overall cost of other fields of study.<sup>1</sup>

Equipment. According to Schurr<sup>2</sup> the following permanently installed equipment should be available. This survey compared to Schurr follows her recommendations.

<u>Schurr</u>	<u>This survey</u>	<u>Per cent</u>
Climbing structures	Rope climb	11
Horizontal bars	Horizontal bars	20
Horizontal ladder	Horizontal ladder	5
Parallel bars	Parallel bars	50
Monkey rings	Rings	11
Turning bar	Chinning bars	5
Rails or beams	Balance beam	23
Creative equipment	Boards, horse, weights	58

Schurr also recommends the following portable equipment. This survey compared to Schurr follows her recommendations.

<u>Schurr</u>	<u>This survey</u>	<u>Per cent</u>
Tether ball equipment	Tether balls	27
Jumping equipment	Jumping equipment	0
Net games equipment	Net games equipment	39
Bamboo crossbars	None comparable	
Portable basketball goals	Basketball goals	57
Hurdles	Obstacle course	5
Bases	Bases	77

In permanently installed equipment the Middle Schools had boards, horses, weights and parallel bars. They were deficient in the other equipment. In portable equipment the schools compared with the recommendations were favorable in regards to bases and basketball goals. Some of these basketball goals were permanent. The equipment supply of the Middle Schools was confined to a small percentage of the schools. Seven per cent (3) schools

---

<sup>1</sup>An Evaluation in Physical Education, op. cit., p. 14.

<sup>2</sup>Schurr, op. cit., p. 112.

had all equipment.

Team games and individual sports played in physical education. The following comparisons were made with the various sources.

<u>Nixon</u> <sup>1</sup>	<u>This survey</u>	<u>Per cent</u>
Gymnastics	Gymnastics	66
Tumbling	Tumbling	66
Track and field	Track and field	52
Rhythmics	Rhythmics	18
Dance	Dance	41

In all activities except rhythmics the Middle Schools grades 6-8 in Florida compared favorably. Over half of the schools had gymnastics, tumbling, track & field and dancing. The programs were well-rounded when it came to recommended games and individual sports as compared with Nixon.

In relation to Schurr's<sup>2</sup> recommendations for grade six better than seventy per cent of the schools had flag football, basketball, softball and volleyball. More than half also included, as did Schurr, soccer, tumbling, and gymnastics and track & field.

As compared to the Evaluation<sup>3</sup> bulletin in individual and dual sports, over thirty per cent of the schools offered archery, badminton, wrestling and tennis as was recommended. None of the individual and dual sports recommended by the booklet---archery, badminton, bowling, croquet, horseshoes, weightlifting, wrestling and tennis---were offered by as much as fifty per cent of the schools. The schools fared a little better in relation to team sports recommendations. Over half of the schools played the recommended games of basketball, touch & flag football, soccer, softball and volleyball. None

---

<sup>1</sup>Nixon, op. cit., p. 107.

<sup>2</sup>Schurr, op. cit., p. 59.

<sup>3</sup>An Evaluation in Physical Education, op. cit., p. 23.

of the schools played baseball. In the field of rhythmic eighteen per cent of the schools practiced rhythmic. The score was very high---sixty-six per cent---for the self-testing activities recommended by the pamphlet. These were tumbling and gymnastics. Nine per cent had swimming for their aquatics program.

In spite of the lack of equipment the programs were well-planned.

Intramurals. Intramurals should be planned for all students to participate.<sup>1</sup> They should take place in some time other than regular physical education class. A complete program of physical education should provide also an intramural program. Opportunities for coeducational activities<sup>2</sup> should be high on the list of considerations.

In Alexander's book grade six of the schools had 7.4% participation. In grade seven 21.3% of the schools participated. In grade eight a mere twenty per cent participated in intramurals.<sup>3</sup> This survey showed six schools not having any intramural program. One school had intramurals for boys only. Another school did not agree with Alexander's book. They had tried intramurals and found them highly unsuccessful, but they did include them in their program.

Nixon recommended team sports such as track and basketball.<sup>4</sup> The Middle Schools of Florida grades 6-8 had track in thirty-five of the schools' intramural programs. Track and field were only included in the programs of nine schools of the forty-four schools reporting. The other sports most included were volleyball, softball and touch football.

---

<sup>1</sup>Ibid., p. 2.

<sup>2</sup>Ibid., p. 27.

<sup>3</sup>Alexander, op. cit., p. 179.

<sup>4</sup>Nixon, op. cit., p. 23.

Some of the activities included by the schools in this survey were not team sports. The aim of the intramural program is to build good spectatorship sportsmanship as well as experiencing both winning and losing. The environment should be given special attention in intramurals. The teacher can control the environment. The teacher should be given extra pay if the time for intramurals is after regular school hours.<sup>1</sup> In this survey twenty-nine schools had no extra pay and fifteen of the schools paid \$200 or more in supplements.

Interscholastics. Interscholastic activity is not recommended for children under twelve years of age. Most of the criticism concerns the emotional demands put upon the children and the fact that children under twelve are prone to bone-and-joint injury.<sup>2</sup>

In this survey three of the schools had interscholastics for all three grades which would include children under twelve years of age. Twenty of the schools had interscholastics for children in grades seven and eight. A surprising number of schools(21) did not have any interscholastic program.

Playdays. The emphasis of playdays is on each child playing several activities with other children, not on competing on a school team against another school team.<sup>3</sup> The children should get the opportunity to participate in sports and in games that are not the normal class routine. This should be included in the school recreation program.<sup>4</sup> This should provide activities which produce satisfying experiences for as many of the students of the

---

<sup>1</sup>An Evaluation in Physical Education, op. cit., p. 15.

<sup>2</sup>Schurr, op. cit., p. 62.

<sup>3</sup>Ibid., p. 63.

<sup>4</sup>Nixon, op. cit., p. 133.

school as possible.<sup>1</sup> One of the primary reasons for having playdays is to provide enjoyment.

In this survey twenty-eight of the schools did not provide this opportunity. Two schools provided this opportunity for the girls only and twelve schools provided this opportunity for all of the students. The number of playdays per year ranged anywhere from one to nine with an average around 2.5 playdays per year. Those having playdays had a wide variety of activities---drill teams, team sports, tumbling, softball, talent shows, etc.---with appeal to all of the student body.

Even though the object is not to win an award ten of the schools did give awards.

Health education. The only available recommendation of the state of Florida is for the children to develop good health habits.<sup>2</sup> Whatever the plan of scheduling and presentation, it is essential that emphasis be given to the health requirements of the growing body of the "in-between-ager", to the development and complexities of the human reproductive system and to health and safety practices appropriate to this age group.<sup>3</sup> Obviously, not too many of the physical education departments had read this quoted material from the book by Alexander, et al.. Sixteen of the schools did not require any health education and eleven of the schools did not answer the question. In four of the schools health education was part of another study subject. Therefore, seventeen schools offered some health education ranging from six weeks to three semesters.

---

<sup>1</sup>An Evaluation in Physical Education, op. cit., p.11.

<sup>2</sup>Ibid., p. 14.

<sup>3</sup>Alexander, op. cit., p. 68.

Thirty schools did not include the information as to who takes health education. The other fourteen schools concentrated on grades seven and eight.

## CONCLUSIONS

The Middle Schools grades 6-8 in Florida were well-equipped in staff, playgrounds and showers. The lacking facilities were off-setting to the good points. Noticeably absent were gymnasiums, playrooms, tennis courts and swimming pools considered essential by some of the authorities.

Most of the schools did not require physical examinations for participation in class, but they did require uniforms and showers.

The most popular games played in physical education were softball, basketball, soccer, touch & flag football and volleyball. A small percentage of the schools offered creative and recreational activities. Only twenty-five per cent of the schools had physical fitness tests for their students in physical education.

Over half of the schools had both intramural and interscholastic activities. Most of the sponsors of these events did not receive any extra pay even though the activities were scheduled for after regular school hours. Other extramural activities, such as playdays, were not very popular and widespread. In the field of health education the statistics were not conclusive due to the lack of answers.

The overall program of the Middle Schools grades 6-8 in Florida was well staffed and offered a very wide program. However, the facilities limited greatly the activities that could be accomplished.

#### ACKLEDGMENTS

The writer expresses sincere appreciation to Professor Raymond A. Wauthier for his long-distance advice and assistance given throughout this study. Appreciation is expressed to the physical education personnel throughout the state of Florida for their co-operation in response to the questionnaire.



## BIBLIOGRAPHY

Alexander, William M., Emmett L. Williams, Mary Compton, Vynce A. Hines, Dan Prescott and Ronald Kealy, The Emergent Middle School, Second, Enlarged Edition. New York, Chicago, San Francisco, Atlanta, Dallas, Montreal, Toronto, London, Sydney: Holt, Rinehart and Winston, Inc., 1969.

An Evaluation in Physical Education, Bulletin 5A. Tallahassee: State Department of Education, 1961.

Nixon, John E. and Ann E. Jewett, Physical Education Curriculum. New York: The Ronald Press Company, 1964.

Schurr, Evelyn L., Movement Experiences for Children. New York: Appleton-Century-Crofts, division of Meredith Corporation, 1967.

A STUDY OF THE PHYSICAL EDUCATION PROGRAM IN THE  
MIDDLE SCHOOLS GRADES 6-8 IN THE STATE OF FLORIDA

by

LAUREN RICHARD JOHNSON

B. S., Kansas State University, 1954

---

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Physical Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1971

The primary purpose of this survey was to determine the offerings in the Middle School program specifically in the state of Florida in the field of physical education.

The offsetting purpose of this study was (1) to determine the existing conditions in the state of Florida in the school year 1970-1971 in regards to physical education staff, requirements for the physical education program, facilities available, equipment available, the intramural program, the interscholastic activities, playdays, group determination and health education requirements and (2) to compare the results of the survey with the small amount of written recommendations of the leading authorities at the University of Florida and others in the field of physical education for Middle Schools.

During the year 1970-1971 a questionnaire was sent to fifty Middle Schools of Florida having grades 6-8. The questionnaire consisted of five parts. Part one contained information of a general nature pertaining to staff, requirements and grading system; Part two dealt with the available facilities; Part three covered intramurals; Part four covered interscholastics and Part five was a general grouping of playday and health education information.

The total number of questionnaires returned was eighty-eight per cent of the fifty mailed.

Ninety-three per cent of the schools had two or more physical education instructors. Seventy-eight per cent of the schools had two and three physical education instructors for the boys classes.

Most of the schools physical education classes met five times per week. Ninety-three per cent of the schools exceeded the minimum requirements by meeting approximately 250 minutes per week.

The schools were lacking in physical education equipment and facilities.

The largest void was in the absence of gymnasiums from some eleven of the larger schools. Twenty-five per cent of the largest schools had no gymnasium and no playroom. Thirty-six per cent of the schools had no gymnasium, no playroom, no tennis courts and no swimming pool. The lack of swimming facilities in Florida was impressive.

The Middle Schools of Florida were also very lacking in permanently installed and portable equipment. The most common forms of equipment were bases, basketballs and basketball goals and parallel bars. Many recommended items such as climbing ropes were present in about ten per cent of the schools.

None of the schools mixed grades six and seven in physical education classes which was the recommendation. Eighty per cent had all of their classes separated.

The most popular team games played in physical education classes were softball and basketball. These were not played by 100% of the schools. Volleyball, touch & flag football and soccer were also popular team games.

Tumbling & gymnastics along with track & field and horseshoes were the most popular individual activities. It was noted that shuffleboard was the third most popular activity among individuals in the Middle Schools in the state of Florida.

Eighty-four per cent of the larger schools participated in intramural activities as was recommended; however, fifty-one per cent of the larger schools had interscholastic activities which was not the recommendation of the authorities. Fifty-two per cent of all schools in this group had interscholastic activities.

In extramural playday activity twenty-eight of the schools failed to meet the basic requirements of the authorities because they did not have playdays. The most popular game for playdays was a student softball

tournament. The six schools who did not give playday awards followed the advice of the authorities in emphasizing participation and recreation not an intense competition.

The answers given to the section on health education were not significant.