

A STUDY OF PHYSICAL EDUCATION IN THE  
NONGRADED PROGRAM

by

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## CHAPTER ONE

### INTRODUCTION AND STATEMENT OF PURPOSE

#### I. INTRODUCTION

In Greek mythology, we can read the story of the notorious character, Procrustes. When weary travelers stopped to find rest or shelter with Procrustes, he tied them to a bedstead. If it happened that the traveler was too short, Procrustes merely stretched him to a length equal to that of the bed. On the other hand, if the traveler was too long, Procrustes again made him fit by cutting off his limbs. Procrustes shaped both the short and tall until they were equally long and equally dead. ( 8 - 1 )

Several years ago the above passage was discovered in a text concerned with a modern educational trend. In that particular context the passage was employed as an analogy to the situation existent in the graded form of education. This system traps many youngsters in a way analagous to the way in which Procrustes trapped the travelers. For each level there is a specified amount of material to be covered and hopefully absorbed. Those who are slow to learn are pulled and stretched, far beyond their maximum capabilities in many cases. On the other hand, those who are quick to learn must somehow be slowed down to the pace of their grade level. In either case the consequences are detrimental, if not severely, at least to the degree that the child has been forced into learning situations not in harmony with his individual rate of growth and development.

Graded education has not always existed in the schools of

America; indeed, it was not until 1848 that the first completely graded school opened its doors, and set the precedent for a century to come. For many decades, education was characterized by individual instruction in limited subject areas. It was not until the mid-nineteenth century when legislation was passed requiring school attendance, thereby increasing enrollments, that new methods of organization were sought. As one writer so vividly stated the transformation, American education went "from no system to nothing but system". ( 12 - 21 )

In the last two decades many educators have made an investigation of public school education, and many have come to the conclusion that graded education is not appropriate for modern man, and the vast array of knowledge in existence. Somehow, through attention to numbers, practicality, and convenience, the concept of the individual and his specific needs and interests has lost much of its significance. These same educators have proposed various programs and methods to restore emphasis to the individual in the educational process.

One proposed solution to many of the problems existent in graded education is the establishment of nongraded schools. Nongrading is not merely a trend or an experiment, however, for it is the organizational pattern of many schools at the present time. In nongraded programs emphasis is given to each individual, his needs and interests, and there is a planned program for each in order that he might develop at his own rate, and in accord with his own individual capacities. With the increasing use

of the nongraded program, the literature is full of references to the success of the program in meeting the needs of the individual student.

Physical Education has experienced great difficulty in obtaining a place in the public school curricula. Not until an eclectic philosophy was developed, and the public became informed as to its essential nature, did physical education have the opportunity of contributing to the total education of the individual.

Physical educators have recognized the unique quality of the individual, and have sought ways in which these needs and interests could be met. The physical education program which recognizes and develops these specific needs and interests should play a most significant role in preparing the individual for living. Though this has been the aim of physical educators, there have been difficulties encountered in building such a program. Physical educators waged a long campaign to place physical education in the curricula of public schools. It might be assumed that they (physical educators) have a permanent task in expounding the essential nature of physical education and arranging for its place in continuing educational progress.

The organizational pattern of the nongraded school would seem to offer a way by which physical educators also could obtain a program adaptable to the needs and interests of each student. However, in the literature there is only limited reference to physical education in the nongraded program.

## II. STATEMENT OF PURPOSE

### HISTORICAL BACKGROUND

It was the purpose of this study to investigate the extent to which physical education has been included in the programs of nongraded secondary schools. More specific points investigated were: (1) the conduct and contribution of physical education when included in nongraded programs; and (2) the reasons for exclusion in situations where physical education was not a part of the nongraded program.

Education, like many aspects of the American society, has derived its philosophy and conduct from other nations. The enlightening examples of such nations as Germany, Russia, and Great Britain, and the ideas of such individuals as Comenius, Rousseau, and Pestalozzi provided a foundation upon which developed the American system of education, a system having similarities to many.

The American system of education dates back to the first schools established on the mainland. As people arrived from foreign shores, it was only natural that they should instruct in the traditions of the particular life, religion or government which was familiar to them. These earliest attempts at education were all products of the Protestant Reformation.

[ 17 - 159 ]

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## CHAPTER TWO

### HISTORICAL BACKGROUND

#### I. AMERICAN EDUCATION TO THE GRADED PROGRAM

The United States of America has been called the "melting pot" of the world, and quite rightly so. To its shores have come people and ideas from every portion of the earth. These people and ideas have blended to create a nation which, though it possess characteristics of every other, is unique unto itself.

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( 7 - 159 )

The dominant influence of colonial America was English since the majority of the colonies were of English origin. The colonists retained and established in the New World much

that was characteristic of the English society. Social class structure was much the same, the aristocracy and clergy being the prestigious classes. Initially, education was not a major concern, for in England formal education had been reserved for the clergy and aristocracy. ( 11 - 425 ) In addition the frontier of the New World presented challenges and difficulties which occupied the time of all but the wealthy. There was very little attention devoted to cultural or scientific development, for the surroundings were simply not conducive. In Salem individuals were burned to death for they were thought to be witches, while at the same time Europe was being revolutionized by the ideas and research of such individuals as William Harvey. A lack of interest, a preoccupation with problems of the frontier country, and the inability of the English to provide the colonists with information concerning scientific findings delayed development of the colonists along these lines.

Education in the colonies was usually accomplished through the efforts of various religious groups, or through adherence to various laws concerned with education. Though the early influence was undeniably English, various sections of colonial America developed educational systems marked by certain distinguishing features. In New Netherlands, there was a school in almost every town or village due to the Dutch custom of sending a school master with every departing group of colonists. In these schools, the subjects taught were the usual reading, writing and arithmetic, and the influence of the Dutch Reformed Church

was ever present. The schools were similar to those in Holland, and they operated on the same principle of support by the Dutch government. ( 7 - 166, 167 )

In New England the Puritan influence dominated. Various colonies throughout New England adopted laws to provide for the education of the children, though curricula in most instances were limited to reading and religious instruction. In addition, the financial responsibility usually lay with individual parents or more often the local government, which in turn, instituted taxes to absorb the expense.

Aristocracy and the Church of England shared in the domination of the southern colonies. Throughout the majority of these colonies education was in the hands of wealthy individuals or various religious groups of the church who usually accommodated the poor. Maryland was an exception, and its school system developed along lines similar to the New England colonies where responsibility for education was usually in the hands of local governments. The southern traditions of control by the aristocracy and parental authority delayed acceptance of the concept of local government control of education. ( 11 - 431 )

Throughout the colonies one of the most important methods of educating the youth was apprenticeship. This was an extensive practice until the end of the nineteenth century. There were numerous types of apprenticeships, but for the most part they all fell into one of the following two categories. Advanced apprenticeships in medicine, law, and the like were reserved for

the highly educated sons of wealthy families, while the boys of poorer families were usually apprenticed to lower occupations on the economic scale. Apprenticeship was a direct, and usually very specific method of schooling.

In summary, education in the colonial period was usually aristocratic and certainly sectarian, with various charity groups making some provisions for the poor. Existing schools such as the dame school, the semi-public schools of New England, or the private schools of the aristocracy followed simple organizational patterns. Instruction was individualized and the student moved from primer to primer as he was ready. Throughout the period instructional materials and texts were limited and the majority were religious in nature.

The eighteenth century ushered in the most extensive change in educational theory and practice in the history of the western world. Nowhere else was this revolution more in evidence than in the American colonies where successful rebellion against the mother country lit the spark of freedom and change. Too often the American Revolution has been considered a confined battle on colonial soil rather than a single act in an extensive upheaval which rocked western Europe, and resulted in the modern concept of state. The colonists not only obtained political freedom, but also the spirit of the European Enlightenment which stimulated them to sever ties with British conservatism in politics, and more important, in social living and thinking. ( 7 - 530 )

Eighteenth century Europe gave birth to the modern

Western concepts of equality in education and society. In particular, four American statesmen were influenced by European thought and incorporated it into the American scheme. These four men were Benjamin Franklin, Thomas Jefferson, Horace Mann, and Henry Barnard. ( 11 - 147) Franklin and Jefferson were influenced by eighteenth century European thought, Mann and Barnard by nineteenth century thought. Franklin and Jefferson were particularly influential in the early development of American educational thought, for they were leaders in the successful struggle against England. It was their opinion that the welfare of the people could best be obtained through education and that systems of education should be the responsibility of the states. Though the Constitution of the United States made no mention of educational systems, the first and tenth amendments were pertinent. The first necessitated secularization of education and the tenth reserved the control of education for the states. Thus was established the framework on which Mann and Barnard made their contributions.

Though ideas and plans had been put forth and hopes were high in the early days of the republic, well into the nineteenth century education was at a low ebb. Facilities, teachers, instructional materials and funds were extremely inadequate. Realization of early educational dreams was to require much more time than their formation. However political, social, and

economic developments of the early nineteenth century began to have their influence and between 1825 and 1850 American educational thought became aligned with American democratic principles and the way was made for the establishment of an educational system distinctly American.

Horace Mann and Henry Barnard shared in leading the development of the common school movement (public school systems) in the United States. They aroused the people to the need for educational reforms; thus, school buildings were improved, teacher salaries increased, and curricula broadened and enriched. Small schools were consolidated and the effectiveness of administration increased. Many of the states made legal provision for the establishment of common school systems controlled and supported by the people and divorced from the influence of various sectarian groups. By the time of the Civil War popular education prevailed in northern states and many of the southern states were beginning to follow suit.

As popular education prevailed more students became involved. No longer were the small one room schools adequate, nor was the individual method of instruction practical. In some of the Latin schools (secondary schools) classification of pupils had been the practice, but in the majority of schools this was not true. However, in 1848 John Philbrick opened the doors of his school at Boston Mass., the first completely graded school in the United States. ( 4 - 28 ) There was one age pupil for each grade, and one grade in each room.

From this beginning developed the graded education system which was set by 1870. ( 4 - 28 ) In the graded system students attended elementary school for eight years and high school for four years. Work accomplished during each year was labeled as one particular grade and it was usually taught by one teacher. With few modifications this particular system prevailed for the next century.

The Quincy school has been described as follows:

"In 1847 the epochal Quincy School was built in Boston. For a century to come it set the design of American schools. It sorted the children into grades, and every grade had its own private meeting place - a classroom - where a teacher and fifty-five children of about the same age sat together for a solid year. This schoolhouse of twelve rooms, each the same as the next, four to a floor piled one atop the other for three floors.

For a hundred years after 1847, the pattern of separate and equal boxes set by the Quincy School remained essentially unbroken."  
( 4 - 28, 29 )

## II. PHYSICAL EDUCATION IN AMERICAN EDUCATION

Since the glorious days of Athens, Sparta and Rome the concept of the individual as a "whole" has existed. Enlightened men down through the ages have realized the necessity of total development, development of the physical body as well as the mind. This realization, however, has often been neglected when circumstances and men have dictated programs of development excluding the developmental needs of the physical body.

Physical education has not always received recognition in the American system of public education even following the permanent establishment of such a system. In early colonial days educational attempts consisted of the three R's with various sectarian groups dominating the situation. People considered the trials and hardships of frontier life sufficient for the development of their physical beings. In addition, various groups, such as the Puritans, considered games and other recreational activities not only a waste of time but sinful. This traditional educational pattern continued until well after the American Revolution.

Following the Revolution and throughout the period of emerging nationalism, which lasted until the Civil War, the dominant emphasis in physical education was the development of health and strength in the people, for a strong citizenry was necessary to protect the newly created republic. However, there was no planned program for the attainment of these objectives. German gymnastics enjoyed a mild degree of popularity, especially with larger numbers of German immigrants in the 1840's. Sports such as baseball and football attracted some interest, but on the whole there was no popular support for physical education in this period. ( 13 - 381 ) In the schools, especially the academies or secondary schools, some arrangements were made for participation in various sports during after-school hours; however, physical education had not asserted its importance strongly enough to be included in the daily school



schedule. ( 5 - 294 ) Physical education as a part of the school curriculum was advocated by such individuals as Catherine Beecher and Dio Lewis. With the exception of a few college gymnastics programs, physical education was dormant through the period of the Civil War.

The period following the Civil War witnessed a rapid expansion of programs in physical education, particularly at the college level. Such individuals as Dudley Sargent, Mary Hemenway and Amy Homans led in the development of college programs, centered mostly around Swedish gymnastics. The public schools after 1885 took interest and many incorporated German gymnastics into their programs. This trend spread and by 1892 most of the public schools had adopted a type of physical education program developed around either Swedish or German gymnastics, both of which enjoyed great popularity during the period following the Civil War. In 1866 California passed a law requiring the teaching of health and physical exercise in all public schools. This law expired in 1879, thus, Ohio, which in 1892 passed a law which remained in force, has been credited with passage of the first state law concerning physical education.

( 13 - 397 )

Throughout the period following the Civil War, though advancements were rapid, teachers of physical education were for the most part physicians, and programs were still geared to the development of strong, healthy bodies and the correction of physical defects. It remained for a later period to develop a

broader and more meaningful concept of physical education and to establish it in the public school curriculum.

The period from 1900-1930 was a significant period in the development of physical education and its inclusion into public school curricula. By 1925 thirty-three states had adopted laws for physical education in the public schools and others soon followed. A most important development was the emergence of a new philosophy of physical education which soon engulfed the traditional gymnastics programs. Leaders such as Clark Hetherington defined new objectives of organic, psycho-motor, character, and intellectual education. ( 30 - 350-357 ) Hetherington stated in his objectives for the new physical education the age old concept of the interdependence of mind and body ... "that education is neither for body nor for mind alone, but for all human powers that depend on educational activities for their development." ( 30 - 350 )

With the changes in the philosophy of physical education, the program took on new dimensions. The trend was away from constant preoccupation with the development of health and physical prowess which had been characteristic of earlier programs of physical training and gymnastics. As states added physical education to the programs of their public schools students experienced the new physical education in sports, games, athletics, rhythmic activities, intramurals, and inter-school competition.

The period from 1930-1950 was marked by national and

international crises including the depression of the thirties and World War II. Significant gains were made in physical education during this period. The greatest progress in physical education was made at the secondary level, with some progress at the elementary level. Although teachers, facilities and funds were not always adequate, progress was notable. The programs included not only the traditional activities but also a myriad of other sports, games, and activities which would enable the program to meet the varying needs of individuals. The war years brought an increased concern with physical fitness, but the end of the war saw a return to the developing trend of broad, expansive programs which had begun in the pre-war years. High schools allotted more time for physical education; more boys and girls enrolled voluntarily; administrators were more sympathetic; and the granting of academic credit for physical education came into being. By 1949, forty-one states had a law with respect to the inclusion of physical education in the programs of public schools.

Almost two centuries were required for the establishment of the modern concept of physical education. Physical education has come to be recognized as an essential part of education. It is the only phase of education which is specifically designed to contribute to physical development. It includes among its physical objectives organic development, the acquisition of strength, endurance, flexibility, and efficient movement patterns. And yet, efficient movement patterns are impossible without the

fine coordination of the nervous and muscular systems, which only provides further evidence to the necessity of mind and body as one unit. Thus physical education serves a unique purpose. However, it maintains as additional objectives the development of the mind, through learning strategies, rules and facts about the human body; the development of character and personality, through team loyalties, group effort toward a common goal, and constant adjustment to others; and, the development and maturation of emotional patterns of reaction, through acceptance of defeat, and empathetic insights into the problems and situations of others. Physical education also seeks to provide experiences which stimulate creativity and inquisitiveness through games, movement exploration and creative dance; it is the development of a creative and inquisitive capacity which sustains learning long after formal education has ceased. Thus, in every instance physical education contributes directly or indirectly to the ultimate goal of all education, preparation of the individual for attainment of an enriched life through total development.

### III. THE EMERGENCE OF THE NONGRADED SCHOOL

In 1848 the Quincy School at Boston set a pattern for graded education but like most innovations the graded structure was the subject of criticism even as early as 1868. In 1868, the rigidity of the system was challenged by W. T. Harris who proposed an alternate plan of regrouping at var-

ious intervals those students who differed to a noticeable degree from the other students. The graded organization of textbooks was criticized by Francis W. Parker in 1870. Various other individuals throughout the closing years of the nineteenth century voiced objections to the locked pattern of graded education.

One of the most outstanding individuals to contribute to research in education, and in meeting the needs of the individual was John Dewey. He stressed the concept of individual differences and the fact that the schools should recognize and provide for these differences. In his Laboratory School at the University of Chicago he abolished grade classifications, the use of graded textbooks, and graded subject matter. He provided for flexibility and attention to the needs and interests of all students.

After the turn of the century many individuals, following the example of John Dewey, experimented with alternate plans to the graded organization of public schools. Various developments of the twentieth century made possible and encouraged much of the experimentation that was done. First of all, there were unprecedented advancements in science and technology. Discoveries were being made which were having revolutionizing effects upon, not only education, but every phase of man's existence. Second, the concept of the individual was receiving paramount attention, especially as the era of specialization became a reality. Third, experiments conducted in the

psychology of learning revealed new patterns for greater absorption of knowledge. From all the studies, research and experimentation came many proposed solutions for existing problems.

The first proponent of "ungraded schools", as he called them, was William J. Shearer, Superintendent of Schools of the City of Elizabeth, New Jersey. ( 3 - 6 ) He reported that various schools attempted to do away with graded structures and individualize instruction, but that the increasing flow of numbers at the turn of the century spelled the failure of these programs.

What was mostly an idea to William Shearer became a reality short decades later, but it is difficult to determine the first nongraded school. In the mid 1930's a few school systems were experimenting with the nongraded plan and it is known that such a plan did replace grades in Western Springs, Illinois, in 1934. ( 10 - 3 ) Since that time various systems and individual institutions have adopted similar plans. In 1964 the Research Division of the National Education Association made a survey to determine the status of the nongraded plan. Almost one-third of the school systems reported in the survey had one or more elementary schools with a nongraded program in effect, though many appeared to be experimental. Only twelve systems, or 3.4 per cent, of those reporting had a nongraded program at the secondary level, and notations from these various systems indicated that nongrading at the secondary level is highly

experimental. ( 46 - 2 )

The nongraded program has been proposed by many educators as a solution to some of the problems inherent in the graded system of education. The greatest problem is that the graded structure does not recognize nor adequately provide for individual differences in children. It is known that children differ one from the other. Not only do they differ from each other, but each child has a variety of capacities within himself. Those concepts of individual differences and differences within individuals alone create a difficult problem for educators. However, the situation is even further compounded by the fact that individuals develop at different rates and that each individual develops at varying rates in each of his capacities. Graded education does not accommodate these differences for a youngster's grade level is determined more by his chronological age than by any other factor. Within one reported second grade class the youngsters ranged in age from seven years and four months to eight years and eleven months; however, their mental age range was far greater, five years and one month to ten years and two months. ( 8 - 10 ) In addition, as children progress from grade to grade the range becomes greater as evidenced by a report on the same group of second graders at the fourth grade level. There was a chronological age range of nine years and one month to ten years and ten months, but the mental age range was from seven years and six months to twelve years and three months. ( 8 - 13 )

Another of the primary problems of the graded system has been the difficulty involved in promotion or nonpromotion. The pressures upon students and teachers alike are inconceivable in some situations. In fact, many parents would be shocked to know the number and nature of factors considered in their child's promotion. Too often such factors as penmanship, conduct, participation, and attendance have more influence upon the teacher's decision as to grade than does the actual academic performance of the student.

These are two of the most perplexing problems found in the graded system of education and these are usually the basis of other problems which develop. A child in a particular grade is confined to the experiences of that grade regardless of the nature of his preparedness for the experiences. The child may be below the so-called average student in his grade or he may be well above the average. In either instance the situation is not in accord with the developmental level of the student; therefore, it is impossible for the experiences to elicit the desired outcomes. This psychological pressure upon the child, not to mention the pressure of pass-fail, is great and detrimental.

The nongraded program purports to provide a solution to these problems. Dufay has stated the philosophy of nongraded education as follows: "a philosophy of education that includes the notion of continuous pupil progress, which promotes flexibility in grouping by the device of removing grade levels, which is designed to facilitate the teacher's role in providing



for pupil's individual differences, and which is intended to eliminate or lessen the problems of retention or acceleration." ( 6 - 24 )

An important concept to grasp is that nongrading is a method of organization. It is the design whereby a theory of continuous pupil progress may be implemented but it is not the theory itself. ( 8 - 59 ) The nongraded school proposes a plan of flexible scheduling. It recognizes that class size, length of period, and the spacing of classes must vary in relation to the subject matter and the students themselves.

In such a flexible plan the first step is the removal of grade barriers. Following the removal of such classifications, it becomes necessary to organize subject matter whereby the theory of continuous progress for each student may be realized. Such an organizational plan usually involves some type of phasing or cycling of subject matter. In phasing or cycling of subject matter each subject is divided into several phases or cycles. As proposed by B. Frank Brown, a phase or cycle is as follows: "...a flexible learning situation which is related directly to the achievement of the student rather than to the grade to which he has been promoted. Expressed in another way, a phase is a stage of development with a varying time element. A student who learns in a modest fashion will remain in a phase indefinitely, even a year or more. On the other hand, a rapid learner will move through several phases within a short span of time." ( 3 - 26 )

In a phased curriculum each student is scheduled individually for each subject and such scheduling is based upon the student's performance on nationally standardized achievement tests. There are usually five phases to which a student may be assigned and these phases, one through five, are designed to accommodate students of varying abilities in each subject. In addition, there is a phase termed the quest phase in which a student may do independent research in an area of vital interest to him. ( 3 - 27 )

The nongraded school usually recognizes that there are several subjects which, although they lend themselves to non-grading, do not fit into the phase plan of organization. These subjects, such as typing and physical education, are classified as Phase X and students remain in such a phase for a period of a semester or a year. ( 4 - 53 )

Thus by the plan of cycling or phasing the nongraded structure accommodates individual differences among pupils. In such an organization it is apparent that the problem of promotion-nonpromotion does not actually enter the picture. At the end of a school year the student is not passed or failed but his studies are merely interrupted for a period of time. At the beginning of a new school year the student merely takes up where he left off, assuming the same phases or new ones where certain phases had been completed. The task for the teacher in the nongraded situation then is not a yearly decision of promotion or nonpromotion but constant approval of

# **CORRECTION**



***PRECEDING IMAGE HAS BEEN  
REFILMED  
TO ASSURE LEGIBILITY OR TO  
CORRECT A POSSIBLE ERROR***

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students to determine when up-phasing is appropriate. Up-phasing takes place at various times for each student, therefore, the student's as well as the teacher's overwhelming concern for the yearly pass-fail is eliminated.

In summary the nongraded plan is nothing more than an organizational pattern conducive to the realization of such concepts as individual differences and individual developmental rates. Many nongraded projects are still in the experimental stage but educators such as Evelyn Carswell of Tucson, Arizona, have reported success with such a plan.

"After a decade in our earlier schools and three years in the Walker School, we are just beginning to really practice nongradedness as we visualize its potentialities. However, we firmly believe it is but one tool for implementation of our philosophy; the additional doors it has opened for us have so broadened the educational horizons that every day is a creative one for adults and children alike." ( 10 - 102 )

## CHAPTER THREE

### PROCEDURES

The purpose of this study was to investigate the extent to which physical education was included in the programs of selected, nongraded schools. More specific points investigated were: (1) the conduct and contribution of physical education when included in nongraded programs; and (2) the reasons for exclusion in situations where physical education was not a part of the nongraded program.

#### I. LEVEL OF STUDY

The secondary level was selected for investigation because historically physical education has been a part of the graded program at the secondary level.

#### II. QUESTIONNAIRE

The questionnaire was the selected method for research. Questions were constructed in the form of check lists or simple one-word answers with the exception of Question 3, Form A, which required a statement relative to the contributions of physical education in the nongraded program.

Two forms were included in the questionnaire. Form A was to be completed if physical education was included in the nongraded program. Form B was to be completed if physical education was not included. The designation of these two forms was made for the specific purpose of determining the extent to which

physical education was included in the programs of selected, nongraded schools.

The design of Form A of the questionnaire was ordered to determine the conduct and contribution of physical education when included in the nongraded program. Questions relative to the initial inclusion of physical education in the nongraded program, to requirements, teacher assignments, pupil grouping and regrouping, activities added or deleted, and reporting procedures were included. In addition, there was a specific question concerning the contribution of physical education to the nongraded program.

The design of Form B of the questionnaire was ordered to determine the reasons for exclusion in situations where physical education was not a part of the nongraded program. Included in Form B were inquiries into the reasons for exclusion, future plans for physical education, and the nature of the present physical education program.

Throughout construction of the questionnaire, every attempt was made to exclude the opinions of the writer. The questionnaire was given to a jury of three educators for evaluation.

### III. SELECTION OF SAMPLE

The number of secondary schools practicing the nongraded program was limited, but a complete list of such schools was not available. The Research Division of the National Education

Association was contacted. The materials received included a list of systems having one or more nongraded, secondary schools in operation; however, the list was complete only through 1964. ( 46 - 20 )

The names of several secondary schools were obtained from Dr. Marian Franklin who had received personal reports indicating that these schools were practicing the nongraded program.

The questionnaire was mailed to sixteen secondary schools. These sixteen schools were selected from three sources: (1) the Research Division's list through 1964; (2) the list contributed by Dr. Franklin; and (3) those secondary schools mentioned most frequently in the literature as practicing the nongraded program.

#### IV. TREATMENT OF DATA

Returned questionnaires were classified into three groups: (1) secondary schools including physical education in the nongraded program; (2) secondary schools not including physical education in the nongraded program; and (3) secondary schools not practicing the nongraded program.

The questions on each of the forms were reviewed separately.



## CHAPTER FOUR

### PRESENTATION OF DATA

#### I. SECONDARY SCHOOLS INCLUDING PHYSICAL EDUCATION IN THE NONGRADED PROGRAM (FORM A)

Of the thirteen questionnaires returned, seven indicated that physical education was included in the nongraded program.

Question 1. This question posed a specific inquiry into state and local requirements in regards to physical education. Return No. 1 indicated a state requirement of two units, and a local requirement of three units. No. 2 indicated a state requirement of two units, and an equal local requirement. No. 3 indicated a state requirement of four units, and an equal local requirement. No. 4 indicated a requirement of two units at both the state and local level. No. 5 indicated a state requirement of twenty minutes per day, but did not note the local requirement. No. 6 indicated that physical education was a daily requirement at both the state and local levels. No. 7 indicated that physical education was required for graduation, however, no specific requirements were given.

Summary. Of the seven schools reporting, four indicated that the nongraded program did not affect the local requirement. One indicated a greater local requirement and two failed to provide adequate information.

Question 2. This question inquired as to whether physical education had been a part of the nongraded program from its

beginning. All seven schools reported that physical education had been included from the beginning of the nongraded program.

Summary. All of the seven schools reporting indicated that physical education had been included in the nongraded program from its beginning.

Question 3. This question was concerned with the contribution of physical education to the development of the individual in the nongraded program. Nos. 2, 3, and 5 indicated that physical education in the nongraded program made the same contribution as in the graded program. Nos. 1 and 4 indicated that physical education in the nongraded program provided a wider choice of activities enabling the needs and interests of students to be more adequately met. In addition, No. 1 indicated that motivation was a lesser problem for students helped to group themselves, and each worked at his own level. No. 6 indicated that physical education in the nongraded program provided the opportunity for continuous development of each student's physical, mental, social, and emotional capabilities. It stimulated within the students an awareness of physical fitness and simultaneously developed an interest and appreciation of activity and its recreational aspects for the future. No. 7 indicated that physical education in the nongraded program contributed significantly to development of individual responsibility and the concept of "work at optimum rate".

Summary. Three of the seven nongraded schools reporting indicated that physical education made the same contribution to

the development of the individual as in the graded program. Four of the returns indicated that physical education in the nongraded program made possible certain advantages such as a wider choice of activities, continuous development of students' physical, mental, social, and emotional capabilities, awareness of physical fitness, interest and appreciation for activity and its recreational aspects for the future, and development of individual responsibility and the concept of "work at optimum rate".

Question 4. This question investigated the methods for grouping students for physical education classes. No. 1 indicated that students were grouped according to their interest and present skill level. No. 3 indicated that students were grouped on the basis of present skill level. No. 4 indicated that students were grouped on the basis of sex only, and No. 6 indicated grouping on the basis of interest only. Nos. 2, 5, and 7 indicated that grouping was in accordance with sex and grade level or year in school. An explanatory notation on No. 2 emphasized that the school involved was attempting to ungrade the curriculum not the school organization; therefore, grades were still retained.

Summary. In the seven schools reporting, various criteria were used for grouping students, and sex was one criterion used in four of the schools. In two schools present skill level was a criterion, and in two schools interest was a consideration. In two of the schools reporting, grade level was a consideration,

and in one year in school was a consideration.

Questions 5 and 6. These questions were concerned with the number of physical education teachers and the preparation of these teachers. No. 1 indicated that there were four male physical education teachers, and three female teachers. Of the three men noted, each had a Bachelor of Arts degree in physical education. One had a minor in math, and one a minor in science. Their respective years of experience were fourteen, seven and three. Of the three women teachers, two had undergraduate degrees in physical education and one had a graduate degree in education. Of the two teachers having undergraduate degrees, one had a minor in dance and one a minor in health. The teacher holding the graduate degree had twenty years of experience, and the other two had six years and one year of experience.

No. 2 indicated that there were two physical education teachers, one woman and one man. Each had an undergraduate degree in physical education, with the man having had ten years of experience and the woman five. No. 3 indicated two men and two women physical education teachers on the staff. Each had an undergraduate degree in physical education, with the men having experience records of two and twelve years, and the women twelve and fourteen years. No. 4 indicated one woman and two men physical educators on the staff. Each had an undergraduate degree in physical education, with the woman having had several years of experience, and the men having had three and four years

of experience. No. 5 indicated that there were two men and two women physical education teachers on the staff. All had an undergraduate degree in physical education, and one of the men also had a graduate degree in physical education. The men had eighteen and six years of experience and the women had three and four years of experience.

No. 6 indicated that there were four women and six men physical education teachers. All had undergraduate degrees in physical education, with one woman and two men having graduate degrees. The women had two, five, six, and fifteen years of experience, and the men had one, eight, ten, fifteen, twenty and twenty-two years.

No. 7 reported there were three women and four men physical educators. All of the women had undergraduate degrees in physical education and all the men had graduate degrees. The women teachers had two, six and sixteen years of experience and the men had nine, ten, fourteen and eighteen years of experience.

Summary. In four of the schools reporting there were more men physical education teachers on the staff. In the other three schools the number of men and women physical education teachers was equal. Four schools indicated a total of nine graduate degrees, with two schools having four and three of that total. Two of the schools reported physical education teachers on the staff with as many as twenty years of experience, two reported teachers with as many as fifteen years of experience, and two reported teachers with as many as ten years of experience.

Question 7. The question posed an inquiry into group mobility, requesting the time at which individuals were eligible to move to a higher level. Nos. 1, 2, and 7 indicated that students were eligible to move upon their demonstration of proficiency at the present level. No. 1 added that the decision was a joint one made by student and teacher in a co-operative evaluation. No. 3 indicated that students were eligible to move only at the beginning of a new school year. No. 6 indicated that students were eligible to move every six weeks. Nos. 4 and 5 failed to respond to this question.

Summary. Of the seven schools reporting, three indicated that students moved upon demonstration of proficiency. Two indicated students moved at certain time intervals, at the beginning of the year and at the end of six weeks.

Question 8. This question inquired as to whether the nongraded program had changed the specific activities included in the physical education program. Nos. 2 and 4 indicated that nongrading had changed the physical education program in that it made possible more electives. No. 1 indicated that the levels of teaching in all activities had altered the usual offerings, for in each activity there were various phases, beginning with simple lead-up activities at Phase one and progressing to study in depth at Phase four. Elective programs providing for independent study were also included in Phase four. No. 6 indicated more individual sports and more co-educational activities. Also, more activities designed specifically for boys or girls, such as weight training or modern dance were possible. Nos.

3, 5, and 7 indicated that the physical education program had not been altered by nongrading.

Summary. Of the seven schools reporting, three indicated that the physical education program had not been changed by nongrading. Two indicated that more electives were possible. Two indicated increased course offerings geared to the needs and interests of individual students.

Question 9. This question investigated reporting procedures for indication of student progress. All indicated that the report card was used. No. 1 indicated that in addition to report cards, permanent records including fitness scores, phase levels, grades, and teacher comments were kept on file in the physical education office. No. 2 indicated the use of a profile of progress or improvement in supplement to the report card. No. 5 indicated that aside from a quality grade for the report card, there was also a quality item measured in terms of a bar graph showing the amount of work done by a particular student.

Summary. All seven returns indicated the use of report cards for reporting student progress, with only two indicating the use of additional reporting procedures such as profiles of progress or improvement or permanent records of fitness scores, levels, and grades.

## II. SECONDARY SCHOOLS NOT INCLUDING PHYSICAL EDUCATION IN THE NONGRADED SCHOOL (FORM B)

Of the thirteen questionnaires returned, one indicated that physical education was not included in the nongraded program of the reporting school. (see Appendix)

In answer to Question 1, No. 8 indicated that the state requirement for physical education was two units, and that the local requirement was three units.

Question 2 made inquiry into the reasons for the exclusion of physical education from the nongraded program. No. 8 indicated that physical education was excluded for a lack of qualified teachers, and a lack of scheduling time within the school day. In response to Question 3, however, No. 8 indicated that there were plans for the inclusion of physical education in the nongraded program.

Question 4 was concerned with the status of physical education in the school. No. 8 indicated that there was a physical education program, which consisted of a combination of instruction, organized intramurals, and interscholastic competition.

## III. SECONDARY SCHOOLS NOT PRACTICING THE NONGRADED PROGRAM

Of the thirteen questionnaires returned, five indicated that the nongraded program was not in operation in the reporting school. Nos. 9 and 10 indicated that the particular schools reporting did not have a nongraded program and there



was no indication that the nongraded program had ever been in effect. No. 11 indicated that the particular school had at one time used the nongraded program, but that it had since been abandoned. There was no reason given for the termination of the nongraded program.

No. 12 indicated that the school involved did not have a nongraded program. However, there was a notation that small groups, team teaching, and flexible scheduling were used.

No. 13 indicated that although some aspects of the school's program paralleled those of the nongraded school, the school presented a traditional organization with a variety of regular and enriched course offerings.

Summary. Of the five schools reporting, only one had practiced, but then abandoned the nongraded program. Two schools indicated similarities in their programs to the nongraded program, but emphasized they were not nongraded. The other two returns indicated that the schools reporting had not, and did not then have a nongraded program.

## CHAPTER FIVE

### SUMMARY AND CONCLUSIONS

In the literature on nongraded schools there has been limited reference to physical education. This fact, coupled with the writer's interest in secondary school physical education and the historical existence of physical education programs at the secondary level when included in the curriculum of public schools, motivated the present study. The purpose of the study was to investigate the extent to which physical education was included in the programs of selected nongraded secondary schools. More specific points investigated were: (1) the conduct and contribution of physical education when included in nongraded programs; and (2) the reasons for exclusion in situations where physical education was not a part of the nongraded program.

#### I. SUMMARY

A two-part questionnaire was constructed, Form A to be completed if physical education was a part of the nongraded program and Form B to be completed if physical education was not a part of the nongraded program. More specifically, Form A was designed to investigate requirements, teacher assignments, pupil grouping and regrouping, activities added or deleted, and reporting procedures. In addition, there was a specific question concerning the contribution of physical education to the nongraded program. Form B was designed to investigate the rea-

sons for exclusion where physical education was not a part of the nongraded program, future plans for physical education, and the nature of the present physical education program.

The questionnaire was mailed to sixteen secondary schools reported in the literature to be practicing the nongraded program. Of that number, thirteen schools, or 81.25 per cent of the sample responded to the questionnaire.

## II. FINDINGS

1. Seven of thirteen reporting schools included physical education in the nongraded program.
2. The majority of the seven schools reporting physical education in the nongraded program had not increased the local requirement for physical education.
3. All seven schools reporting physical education in the nongraded program had included it from the beginning of the nongraded program.
4. The majority of physical education programs included in nongraded programs offered more and varied activities, thereby meeting the needs and interests of more students.
5. Grouping physical education students in nongraded programs was accomplished with the use of various criteria, only one of which, sex, was significant in a majority of the schools reporting. Some made use of grade level or year in school in determining groups.
6. In the majority of schools with physical education in the

nongraded program men physical educators outnumbered women physical educators. A majority of the schools had at least one teacher with a Master's degree, and a majority had at least one teacher with ten or more years of experience.

7. Regrouping of students in the physical education programs included in nongraded programs was carried out in a variety of ways. A significant number, though less than a majority, provided for regrouping upon demonstration of proficiency by the students. Time intervals for regrouping were also used.

8. The majority of schools having physical education in the nongraded program used the report card for indicating student progress.

9. One of thirteen schools contacted did not include physical education in the nongraded program for lack of qualified teachers and scheduling time. There was a separate physical education program of instruction, intramurals and interscholastic competition.

10. Five of thirteen schools contacted did not practice the nongraded program. Two indicated similarities to the nongraded program, and one had discontinued it.

### III. CONCLUSIONS

Within the limits of the evidence provided by the method used, it appeared reasonable to conclude that physical education was included in the nongraded programs of secondary schools. Evidence also suggested that physical education was included in some nongraded programs in name

only, with flexible grouping and re-grouping, more extensive course offerings and phased activities not in use.

Physical education in nongraded programs was conducted in various ways, with no particular pattern being significant. The contribution of physical education in the nongraded program to the development of the individual was in terms of increased course offerings to meet more of the needs and interests of students.

Evidence indicated that the reasons for exclusion of physical education from the nongraded program were lack of qualified teachers and lack of scheduling time within the school day.

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APPENDIX

April 18, 1967

I am completing my senior year with a major in physical education at the University of North Carolina - Greensboro. Since entering the University I have participated in the Honors Program. The fourth year of this program requires an individual study involving some research.

Through reading, I have become interested in the nongraded school program, and particularly, in the limited reference to physical education in the program. For this reason I have chosen as my topic the investigation of the frequency and content of physical education in the nongraded program.

**APPENDIX**

Since your school is one of the schools mentioned in the literature as following the nongraded program, I would appreciate your filling out one of the two enclosed questionnaires appropriate to your situation.

I will be most appreciative of the time you give this questionnaire, and will be happy to forward you an analysis of the results.

Sincerely,

Martha Carson Ingett

April 18, 1967

Dear

I am completing my senior year with a major in physical education at the University of North Carolina - Greensboro. Since entering the University I have participated in the Honors Program. The fourth year of this program requires an individual study involving some research.

Through reading, I have become interested in the nongraded school program, and particularly, in the limited reference to physical education in the program. For this reason I have chosen as my topic the investigation of the frequency and conduct of physical education in the nongraded program.

Since your school is one mentioned in the literature as following the nongraded program, I would appreciate your filling out one of the two enclosed questionnaires appropriate to your situation.

I will be most appreciative of the time you give this questionnaire, and will be happy to forward you an analysis of the results.

Sincerely,

Martha Carson Isgett

FORM A

TO BE COMPLETED IF PHYSICAL EDUCATION IS INCLUDED  
IN THE NONGRADED PROGRAM

1. Is physical education required for graduation? YES \_\_\_ NO \_\_\_

a. What is the state requirement? (number of units) \_\_\_\_\_

b. What is the local requirement? (number of units) \_\_\_\_\_

2. Has physical education been included in the nongraded program from its beginning? YES \_\_\_ NO \_\_\_

If NO, why was it included at a later date?

3. What contribution does physical education make to the development of the individual in the nongraded program?

4. How are pupils grouped for physical education classes? (Check appropriate blanks.)

According to: a. Sex \_\_\_\_\_  
b. Interest \_\_\_\_\_  
c. Present skill level \_\_\_\_\_  
d. Administrative convenience \_\_\_\_\_  
e. Other \_\_\_\_\_ Explain: \_\_\_\_\_

5. How many physical education teachers are there on the staff?

Number of Men \_\_\_\_\_  
Number of Women \_\_\_\_\_

6. What has been the preparation of the physical education teachers on the staff?

	SEX	DEGREE IN P.E.	DEGREE IN OTHER AREA	YEARS OF EXPERIENCE
1.				
2.				
3.				
4.				
5.				
6.				

FORM A con't.

7. When is the individual eligible to move to a higher level?

- a. Demonstrated proficiency \_\_\_\_\_
- b. Designated length of time:
  - year \_\_\_\_\_ semester \_\_\_\_\_
  - 6 wks. \_\_\_\_\_ other \_\_\_\_\_
- c. Other \_\_\_\_\_ Explain: \_\_\_\_\_

8. Has the nongraded program changed the specific activities included in the physical education program? YES \_\_\_ NO \_\_\_

If YES, what activities have been added or deleted?

9. What is the procedure for reporting student progress?

- Report Card \_\_\_\_\_ Parent - Teacher Conference \_\_\_\_\_
- Profile of Progress or Improvement \_\_\_\_\_
- Other \_\_\_\_\_ Explain: \_\_\_\_\_

SIGNATURE OF PERSON FILLING OUT QUESTIONNAIRE

SCHOOL

RETURN TO: Martha Carson Isgett  
206 Kemp Road East  
Greensboro, N. C.

SIGNATURE OF PERSON FILLING OUT QUESTIONNAIRE

SCHOOL

Martha Carson Isgett  
206 Kemp Road East  
Greensboro, N. C.

FORM B

TO BE COMPLETED IF PHYSICAL EDUCATION IS NOT INCLUDED  
IN THE NONGRADED PROGRAM

1. Is physical education required for graduation? YES—NO—

a. What is the state requirement? (number of units) \_\_\_\_\_  
b. What is the local requirement? (number of units) \_\_\_\_\_

2. Why was physical education excluded from the nongraded program?

Lack of proper facilities \_\_\_\_\_  
Lack of qualified teachers \_\_\_\_\_  
Lack of scheduling time \_\_\_\_\_  
    within the school day \_\_\_\_\_  
Not in accord with philosophy \_\_\_\_\_ Explain:

Other \_\_\_\_\_ Explain:

3. Are there plans for the inclusion of physical education in the nongraded program? YES \_\_\_\_\_ NO \_\_\_\_\_

4. Is there a physical education period? YES \_\_\_\_\_ NO \_\_\_\_\_

Check which one, or more, of the following is included.

Instruction \_\_\_\_\_  
Recreation \_\_\_\_\_  
Organized Intramurals \_\_\_\_\_  
Organized Interscholastics \_\_\_\_\_  
Other \_\_\_\_\_ Explain:

SIGNATURE OF PERSON  
FILLING OUT QUESTIONNAIRE

SCHOOL \_\_\_\_\_

RETURN TO: Martha Carson Isgett  
206 Kemp Road East  
Greensboro, N. C.

## LIST OF SECONDARY SCHOOLS FOR QUESTIONNAIRE MAILING

## Jury of Educators for Evaluation of Questionnaire

Amherst Regional High School  
Amherst, Massachusetts

Dr. Virginia Morris - Department of Health, Physical Education, and Recreation  
1807 Shallowford Road  
Knoxville, Tennessee  
University of North Carolina at Greensboro

Dr. Marie Riley - Department of Health, Physical Education, and Recreation  
University of North Carolina at Greensboro

Dr. Marian Franklin - School of Education  
University of North Carolina at Greensboro

Stary Gym High School  
Palo Alto, California

Lea School  
Brigham Young University  
Provo, Utah

Lawler Junior - Senior High School  
Lawler, Illinois

Southbrook Junior High School  
Boston, Massachusetts

Bellevue High School  
Bellevue, Florida

Wald Springs Senior High School  
Wald, Florida

Middletown High School  
Middletown, Rhode Island

North South High School  
North Centre, Massachusetts

Wren High School  
Fort Lauderdale, Florida

Panguitch High School  
Panguitch, Utah

Senior High School  
Inverwood, Colorado



## LIST OF SECONDARY SCHOOLS FOR QUESTIONNAIRE MAILING

Amherst Regional High School  
Amherst, Massachusetts

Dalewood Junior High School  
1209 Shallowford Road  
Chattanooga, Tennessee

Deer Path Public School  
Lake Forest, Illinois

Donald Thomas Junior High School  
Newton, Massachusetts

Henry S. West Lab School  
5300 Varille Street  
Coral Gables, Florida

Henry Gunn High School  
Palo Alto, California

Lab School  
Brigham Young University  
Provo, Utah

Lakeview Junior - Senior High School  
Decatur, Illinois

Meadowbrook Junior High School  
Newton, Massachusetts

Melbourne High School  
Melbourne, Florida

Miami Springs Senior High School  
Miami, Florida

Middletown High School  
Middletown, Rhode Island

Newton South High School  
Newton Centre, Massachusetts

Nova High School  
Fort Lauderdale, Florida

Panguitch High School  
Panguitch, Utah

Senior High School  
Lakewood, Colorado

## LIST OF SECONDARY SCHOOLS RETURNING QUESTIONNAIRE

Secondary Schools Including Physical Education in the  
Nongraded Program

- No. 1 Miami Springs Senior High School  
Miami, Florida
- No. 2 Lab School  
Brigham Young University  
Provo, Utah
- No. 3 Amherst Senior High School  
Amherst, Massachusetts
- No. 4 Melbourne High School  
Melbourne, Florida
- No. 5 Middletown High School  
Middletown, Rhode Island
- No. 6 Henry Gunn High School  
Palo Alto, California
- No. 7 Nova High School  
Fort Lauderdale, Florida

Secondary Schools Not Including Physical Education in the  
Nongraded Program

- No. 8 Panguitch High School  
Panguitch, Utah

## Secondary Schools Not Practicing the Nongraded Program

- No. 9 Deer Path High School  
Lake Forest, Illinois
- No. 10 Senior High School  
Lakewood, Colorado
- No. 11 Dalewood Junior High School  
Chattanooga, Tennessee
- No. 12 Lakeview Junior - Senior High School  
Decatur, Illinois
- No. 13 Newton South High School  
Newton Centre, Massachusetts