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**A Follow-Up Study of the 1970 Self Study and Evaluation
Recommendations for Physical Education in the Omaha,
Nebraska Public Secondary Schools in Order to Determine the
Degree to which those Recommendations were Implemented**

Glenn E. Mitchell

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A FOLLOW-UP STUDY OF THE 1970
SELF STUDY AND EVALUATION RECOMMENDATIONS
FOR PHYSICAL EDUCATION IN THE
OMAHA, NEBRASKA PUBLIC SECONDARY SCHOOLS
IN ORDER TO DETERMINE THE DEGREE TO WHICH
THOSE RECOMMENDATIONS WERE IMPLEMENTED

Presented to the

Graduate Faculty
University of Nebraska
at Omaha

In Partial Fulfillment
of the Requirements for the Degree
Specialist in Education

University of Nebraska at Omaha

by

Glenn E. Mitchell

May, 1977

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FIELD PROJECT ACCEPTANCE

Accepted for the Graduate Faculty, University of Nebraska, in partial fulfillment of the requirements for the degree Specialist in Education, University of Nebraska at Omaha.

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ACKNOWLEDGEMENTS

The completion of this study would not have been possible without the assistance of many people. Without their cooperation, it would have been impossible to collect the necessary data.

First of all, the writer is indebted to Dr. Darrell Kellams, his committee chairman, for his understanding, suggestions, and inspiration.

The writer also gratefully acknowledges the other members of the supervisory committee, Dr. Paul Kennedy, and Dr. James Selee for genuine interest, helpful criticisms, and constant inspiration. Their guidance and supervision were of a quality only thoroughly professional and scholarly men could render.

The writer especially acknowledges his loving wife, Carol, who was a source of stimulation and inspiration throughout this adventure.

Finally, the writer wishes to thank God for providing the patience, ambition, and initiative to carry out this study.

G.E.M.

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CHAPTER I

INTRODUCTION

The effectiveness of a program depends, to a large degree upon the quality and quantity of the leadership program personnel involved. Therefore, it may be perceived that the administrator who is genuinely interested in providing meaningful and beneficial offerings has a very¹ real concern in relation to program evaluation.

The Omaha Board of Education and the central administrative staff members realize the importance of evaluation for the continuation of a quality education. In working toward fulfilling their commitment for quality education, a self-study evaluation was begun.

One example of improvement through planning is the evaluation procedures of the North Central Association. The North Central Association requires a self-study and a school visitation by an outside committee of selected educators. This committee appraises the comprehensiveness of the self-study and consults with staff members regarding development of plans for improving the existing program and suggesting improvement needs for staff members. As a result of the visiting committee's observations and appraisal, a

¹L.W. Irwin, Principles and Techniques of Supervision in Physical Education, (Debuque, Iowa: William C. Brown Company, Publishers, 1960), p. 83.

written report of recommendations are prepared and forwarded to the school's administrative staff for analysis and implementation. Subsequently, this report may serve as a guide for program and staff improvements. Educational personnel are sometimes justifiably accused of ceasing to learn and improve themselves upon completion of a college degree program or following success in obtained employment. Therefore, an administrator must know whether his staff members are actively engaged in professional growth or simply continuing in a long established pattern without innovation or creativity in their thinking or teaching.

The North Central Association requires each member secondary school to conduct a program of self-evaluation as one phase of promoting curriculum development. "Evaluations in secondary physical education will make a contribution to the development of the end aim in education that adds to the functioning of healthier individuals."²

With the completion of this study, there were many recommendations from each of the senior high buildings. For the seven senior high schools studied, some of the recommendations were:

- (a) Reduction of class sizes
- (b) Appointment of department heads
- (c) Additional storage space

²Charles B. Corbin, Becoming Physically Educated in Schools, (Philadelphia: Lea and Febiger, 1969), p. 8.

- (d) Acquiring facilities for aquatic activities
- (e) Comprehensiveness of intramural programs
- (f) Improving heating, lighting and acoustics in gym area
- (g) Repair shower facilities
- (h) Improve maintenance of pool facilities
- (i) Grouping by grade rather than mixing all grades
- (j) Acquiring video equipment to improve instruction
- (k) Expansion of current facilities

In spite of the considerable attention given to the adequacy of suitable facilities and equipment, the implementation of the program by teachers and physical education leaders determines the benefits accruing to the individual students.

Physical Education programs have improved appreciably over the past decades. This in part is due to the evaluative processes that various programs have undergone at both state and local levels. Personnel are better prepared and facilities are generally better. A problem related to this is that the need for physical education has become accentuated. Improvements in programs have not kept pace with the tremendous decrease in physical activity in our daily lives with a growing culture of abundance, ease and comfort.³

In the 1970 self-study, summaries were made of the common aspects of the evaluations on as well as recommendations and outstanding characteristics of the physical education programs.

³Edward F. Voltmar and Arthur A. Esslinger, The Organization and Administration of Physical Education, (Fourth edition, New York: Appleton--Century--Crofts, Inc., 1967), p.96.

Mastery of subject matter is necessary to keep pace with presenting an explanation of the objectives, goals, skills, and knowledges pertinent to physical education. Much of what is taught involves motor performance, visual instruction, and oral descriptions, so there are numerous advantages to having teaching personnel physically competent in the demonstration of skills. All persons should have an adequate background and insight to explain and demonstrate to students the basics for different aspects of instruction. The North Central Association self-study noted the preparation of the instructional personnel as well as the available facilities. Furthermore, recommendations for continuous improvements were made.

BACKGROUND OF THE PROBLEM

The recommendations of the 1970 self-study evaluations conducted with the secondary schools for the Omaha Public Schools recognized that effective personnel and resources were available. However, recommendations were made to improve the content of some programs. In particular, recommendations were made with respect to:

- (a) Reducing class sizes
- (b) Improving intramural programs
- (c) Improving locker room facilities
- (d) Improving class organization

- (e) Providing health instructions
- (f) Appointing department heads
- (g) Improving heating, lighting and acoustics in some facilities
- (h) Adding video equipment in an attempt to improve instruction

PURPOSE OF THE STUDY

The purpose of this study was to determine the degree to which the Omaha Public Senior High Schools have implemented the physical education recommendations made by the self-study teams in 1970, as they prepared for a North Central Association evaluation.

LIMITATIONS OF THE STUDY

The study was limited to a follow-up investigation of the 1970 self-study evaluation conducted for the North Central Association of Secondary Schools with respect to the seven senior high schools in the Omaha Public Schools. This study is therefore limited to the individual schools and the recommendations of the self-study evaluation teams.

This study was not intended to make a comparison among the different secondary school facilities, staff, and/or related materials but was designed to present information to the Omaha Board of Education and the Superintendent of the Omaha Public Schools.

PROCEDURES OF THE STUDY

In order to conduct this study, the writer reviewed the Self-Study Evaluations for the recommendations of the seven senior high schools.

An interview schedule and survey form were devised to obtain information regarding the recommendations and the degree to which they are being met.

The writer interviewed department heads and members of the physical education department to collect data and follow-up regarding the Self-Study Evaluations.

The writer collected survey data relevant to the recommendations, where available.

The writer compiled an individual report for each high school regarding the extent to which the program recommendations of the Self-Study Evaluation teams were achieved. Finally, a summary report was developed for central administration decision-making and policy-making.

DEFINITION OF TERMS

For the purpose of this study, the following words were defined:

North Central Association: North Central Association is defined as the commission involving all levels of education, that are divided into member categories of elementary,

junior high, colleges and universities, and that does require each member school to conduct a program of self-evaluation. The North Central Association includes the following states: Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming.

Physical Education Program: Physical Education Program is defined as the part of the total educational program in which students participate in an attempt to accomplish worthwhile goals through physical activities.

Secondary Schools: Secondary Schools are defined as a combination of school grades that make up a high school. In the Omaha Public Schools these grades are grades ten, eleven, and twelve.

Self-Study Evaluation: Self-Study Evaluation is defined as the process of measuring one's status or progress toward specific goals with procedures indorsed by North Central Association that include involvement from members of the school building staff members, central staff administrators, parents of the community, and a visiting team committee.

CHAPTER II
RELATED LITERATURE

Recent trends show that physical education programs have improved appreciably over the past decades. Much of this is the result of the continuous evaluation of programs.

While physical education is relatively new in the school curriculum, it is a very old form of education. The first physical education instructor was probably the parent who taught his son to throw a spear, to climb, to leap a brook, and to perform the many skills that were necessary for survival in the tribal life of early man. Since those early days, the social scene has changed tremendously, but the old patterns still remain. The need to throw a spear has passed, but the need to throw continues; the need to climb a tree is gone, but the urge to climb reappears in every child. The need to leap a brook rarely occurs, but the necessity to leap arises again and again.

When youth had to learn a few physical skills or had one or two legends to memorize, the task of education was simple. Today, the wise selection of instructional material for the total curriculum is very difficult. Likewise, in physical education, the great wealth of material in physical education activities demand careful selection. It might be

said that a good physical education program depends to a large degree upon the quality and quantity of the leadership personnel involved.

Historically, the growth of physical education has been a slow but continuous process, developing into the natural program movement of the twentieth century. There has existed among all societies the need for some form of physical education.

Human education is as old as humanity. The progress of civilization is so interwoven with the treads of education that it can be assumed that the one never existed without the other. To gain some insight into man's struggle for survival and significance, we can study the societies men developed before they kept written records, and can trace the role of education in the evolution of modern societies.

"From the age of the caveman, the way man used and viewed his body and mind has had an impact on society."⁴

To a large extent general education was physical education in early societies, for the environment made great demands on the physical condition of man. Youths who lacked physical courage, stamina, and skill were a hazard to the community. To increase the chances of group survival, youth were encouraged to develop the strength, endurance,

⁴Deobold B. Van Dalen and Bruce Bennett, A World History of Physical Education, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961), p.3.

agility, and skills needed to withstand outdoor life, necessities of life, and to engage in aggressive and defensive actions.

Man has spent thousands of years emerging from his primitive state in all parts of the world, and his development of the various aspects of physical education has been a slow but continuous process, developing into the natural program movement of the twentieth century. There has existed among all societies the need for some form of physical education.

Hackensmith related that physical education, like all human endeavors, is a part of man's cultural development and cannot exist out of context.⁵ In this regard, physical education has long reflected the philosophical beliefs and needs of the people. For example, the philosophy of the Persians, Spartans, and Romans was that of military conquest. Physical education was confined to war-like activities and restricted to men since women were not needed as soldiers. Athenians added beauty, grace, and sportsmanship to the conquest philosophy of physical education. This philosophy spread during the Greek control of the Olympic games.⁶ Following this classical period, the Dark Ages displayed a general lack of

⁵C.W. Hackensmith, History of Physical Education, (New York: Harper and Rowe Publishers, 1966), p.Viii.

⁶Edward F. Volmer and Arthur A. Esslinger, The Organization and Administration of Physical Education, (third edition; New York: Appleton-Century-Crofts, Inc., 1958), p.2.

interest in physical activity. Centuries later, Jahn (1778-1852) used physical activity and its accompanying attitudes to build toward the German goal of defeating France. Ling (1776-1839) saw in formal physical drill a means of improving the efficiency of the Swedish army.⁷

The Puritans and other early settlers in early America embraced a philosophy that physical activity must consist of some form of work. Wood-chopping contests, corn-husking contests, and rifle matches resulted from this philosophy. The depression, with its forced leisure for millions, stimulated recreational center activities. In addition, the draft figures for the world wars disclosed numerous defects, and as a result many states enacted compulsory physical education laws.⁸

The shift in the philosophy of physical education witnessed since World War II was influenced through the efforts of men as John Dewey, Edward L. Thorndike, and Stanley Hall. The new approach to education brought an understanding of the vital contribution that physical education could make to education. Beyond the physical contribution, physical education possessed inherent educational values of transforming the mental, emotional, and social

⁷Ibid., p.3.

⁸Ibid., p.3.

qualities of an individual to approach more closely the ideal of an educated man.⁹

In recent years, Americans have become concerned with the state of physical fitness of their youth. The nation was instructed as well as disturbed by the results of the Kraus-Weber test in 1953. Among the 4,264 American children tested, 57.9 percent failed to meet minimum fitness requirements while only 8.7 percent of the European children failed to meet minimum requirements.¹⁰

The President's Conference on the Physical Fitness of American Youth was called by President Eisenhower and conducted at the United States Naval Academy in 1956. The Director of the Conference, Vice-President Nixon, pointed out that less than fifty percent of the high school students participate in physical education programs. Physical education programs have improved since this Conference.¹¹

Early in Nebraska's history, several groups were formed to advance education in Nebraska. The Nebraska State Teachers Association was established in 1867 for the purpose of evaluating the profession of teaching and promoting the interest of schools in Nebraska. The same year, the

⁹Arthur Weston, The Making of American Physical Education, (New York: Appleton-Century-Crofts, Inc., 1962), pp.52-53.

¹⁰Ibid., p.98.

¹¹Van Dalen and Bennett, op. cit., p.56.

association recommended the introduction of the daily practice of gymnastics in the schools.¹²

The Nebraska Constitution, established in 1867,¹³ provides a basic framework for organizing and operating the school systems in which physical education programs exist.

The Legislature has largely delegated the responsibility of providing physical education instruction to the local school districts. The teaching of physical education is permitted but not required by state law. The legal responsibility for determining the existence of a quality physical education program is largely at the judgement of the district school boards and the boards of education.

In 1895, the North Central Association of Colleges and Secondary Schools was founded. The North Central Association, a voluntary association of secondary schools and institutions of higher learning in nineteen Midwestern states, defines mutual interest in the improvement and extension of educational opportunity in its service area.

¹²Ginger Jensen, Development of Nebraska Education, (1854-1967, Lincoln: State of Nebraska, Department of Education, 1968), p.17.

¹³Nebraska School Laws, (Fremont: Hammond and Stephens Company, 1969), p.4.

State Studies of Physical Education Evaluations

State studies of physical education are presented in alphabetical order beginning with the state of Arizona and ending with Wyoming.

Arizona. Cameron surveyed the physical education curriculum, facilities, and administrative organization in the city high schools during the 1958-59 school term. The results indicated that the twenty-five schools in this study were below the standards recommended by the association for an adequate physical education program. Appropriate recommendations were made to the various boards of education, and to the Physical Education Committees of the state of Arizona and to the Fitness and Recreation Division of the Arizona Department of Education.¹⁴

Arkansas. Koldus (1964) appraised 459 secondary school physical education programs in Arkansas. He found schools administratively inadequate concerning the physical education program, little emphasis on the required program and either no or poorly organized programs of White and Black schools.¹⁵

¹⁴John R. Cameron, "A Survey of Physical Education in the City High Schools of the State of Arizona during the 1958-59 School Year," Completed Research in Health, Physical Education, and Recreation, XXXII, (1960), p.72.

¹⁵John J. Koldus, "An Appraisal of the Secondary School Physical Education Programs in Arkansas," Dissertation Abstracts, XXV, (September, 1964), p.723.

Colorado. Jacobs made an investigative study of physical education programs on the primary and secondary school levels in Colorado. The programs emphasized individual development with basic movement and gymnastics programs, skiing, swimming, games and athletics, and some dancing. The lessons tended to be informal, with the teacher guiding and suggesting rather than demonstrating. The objectives at the secondary level seemed similar to surrounding states. Basic movement and gymnastic skills were further developed and the sports program was directed toward leisure activities after schooling having finished. Activity clubs, continuously increasing in popularity, provided recreation for all age groups.¹⁶

Illinois. Lewis (1937) found that Illinois high schools preferred activities were basketball, volleyball, gymnasium, games and relays, track and field, and calisthenics. He also revealed the average number of class periods weekly was 2.17, with the average class length of 46.7 minutes, and the average number of pupils for class 37.5.¹⁷

Jackson (1938) sent questionnaires to 736 accredited

¹⁶David M. Jacobs, "An Investigation of Physical Education Programs on the Primary and Secondary Levels in Colorado," Completed Research in Health, Physical Education and Recreation, XXXIX, (1967), p.90.

¹⁷James W. Lewis, "A Survey of the Organization and Content of the Required Programs of Physical Education in the High Schools of the State of Illinois," (Unpublished Master's Thesis, State University of Iowa, Iowa City, 1937), p.19.

secondary schools in Illinois. He reported Illinois high school physical education classes met twice a week, and nearly eighty percent of the schools required physical education for all students. Only fifteen percent of the more than 1,000 teachers were members of either the state or national association of physical education.

Jackson (1939) found the Illinois high schools program for girls in intramural sports was better balanced and probably broader than the program for boys. Principals of the schools did not consider the physical education curriculum as complete and worthwhile as the other curricula of the school because time, facilities, organization, and administration were inadequate.¹⁸

Knapp and Drom (1951) surveyed 126 Illinois secondary schools. Their study involved only the existing and desired sports and activities used in the program. Boys' programs in seventy-five percent or more of the participating schools included basketball, volleyball, conditioning, softball, gymnastics, touch football, track and field, and relay games. Fifty percent or more boys' programs also sponsored tumbling, stunts, pyramids, and soccer.¹⁹

¹⁸Chester O. Jackson, "Physical Education in the High Schools of Illinois," Research Quarterly, X, (March, 1939), p.124.

¹⁹Clyde Knapp and Beulah Drom, "Existing and Desired Physical Education Activities in 126 Illinois Secondary Schools," Research Quarterly, XXII, (1951), p.345.

Indiana. Ray (1928) concluded that administrators must give consideration to physical education in formulating the curriculum and that more time should be given to activities other than athletic games. He further stated that instruction in physical education be held in equal importance with instruction in other subjects of the curriculum and that physical examinations be required of all students.²⁰

Roth (1949) found that Indiana schools were inadequate in adjacent outdoor play spaces, apparatus, and gymnasium mats. Dressing room facilities were inadequate, and there were more facilities for varsity athletic teams than for the general or regular student member. Showering facilities existed in only forty-nine percent of the schools studied.²¹

Iowa. Bundgaard (1958) made personal visitations to seventy-two high schools in Iowa and collected data through teacher interviews and a class observation check-list which he devised. He reported that two-thirds of the time in the physical education program for boys in Iowa was spend in team sports and that, in general, most of the programs lacked

²⁰Glen V. Ray, "The Status of Physical Education in the Small High Schools of Indiana," Completed Research in Health, Physical Education, and Recreation, III, (1928), p.96.

²¹Emil Roth, "A Program of Physical Education for Boys in Secondary Schools of Indiana," Research Quarterly, VIII, No. 3, (1949), p.159.

careful planning.²²

Holyoak (1966) modified Bundgaard's instrument and made personal visitations to sixty-two Iowa high schools. He found that teachers of physical education seemed to be prepared to teach physical education since 100 percent of the teachers had earned bachelor's degrees and fifty-nine percent had earned master's degrees. He further stated that these teachers failed to teach their physical education classes effectively. Holyoak concluded that Iowa physical education programs had improved considerably since Bundgaard's study, but the programs still lacked immediate and long-range planning.²³

Kansas. Lander (1953) evaluated the boys' health and physical education programs in selected Kansas secondary schools. In using the LaPorte Score Card Number II, he found the schools of the largest class excelled all others in all ten areas of the score card.²⁴

Michigan. Munn (1939) used the questionnaire method to

²²Axel C. Bundgaard, "Physical Education for Boys in Selected Iowa High Schools," (Unpublished Doctor's Dissertation, University of Iowa, Iowa City, 1958), p.56.

²³Owen Holyoak, "Programs of Physical Education for Boys in Selected Iowa Public High Schools," (Unpublished Doctor's Dissertation, University of Iowa, Iowa City, 1966), p.46.

²⁴Robert Lander, Jr., "An Evaluation of Boys' Health and Physical Education Programs in Selected Secondary Schools in Kansas," (Unpublished Doctor's Dissertation, Indiana University, Bloomington, 1953), p.4.

to survey selected secondary schools. He concluded that the larger schools tended to have better programs, were more concerned with granting credit for physical education, and offered more activities in their program selections.²⁵

Curtis' (1940) study of rural schools in Michigan included five phases: (1) objectives, (2) activities, (3) facilities, (4) time allotment, and (5) leadership. She concluded that the degree to which the practices in the Michigan schools conformed to the basic criteria were low and a great majority of county commissioners and rural teachers needed and desired assistance.²⁶

Loken (1955) used Munn's questionnaire to compare the same schools. He found that these schools now offered a more varied and broader program and an increased number of classes in physical education and health.²⁷

Minnesota. Nordly (1939) found a common range of physical education activities in all Minnesota secondary schools to include: (1) basketball, (2) volleyball, (3) touch football,

²⁵John S. Munn, "A Survey of Physical Education for Boys in the Secondary Schools of Michigan," (Unpublished Master's Thesis, University of Michigan at Ann Arbor, 1939), p.5.

²⁶Lena Curtis, "A Critical Evaluation of Physical Education Programs in Rural Schools of Michigan," Research Quarterly, XI, (March, 1940), p.121.

²⁷Newton Loken, "A Survey of Secondary School Programs of Health and Physical Education in Selected Secondary Schools of Michigan," (Unpublished Doctor's Dissertation, University of Michigan, Ann Arbor, 1955), p.158.

(4) tumbling, (5) calisthenics, (6) track and field, (7) games of low organization, (8) marching, (9) self-testing stunts, (10) boxing and wrestling, and (11) tennis. He also stated that playgrounds located adjacent to the school were a distinct time and safety advantage and that as the size of schools increased, the number of schools with playgrounds adjacent to the schools increased.²⁸

Opem (1955) concluded from his evaluation of health and physical education programs for boys in 101 Minnesota schools that as school enrollments increased and town size increased, the quality of the program improved. He found that schools accredited with the North Central Association of Colleges and Secondary Schools secured higher mean scores than non-accredited schools on all phases of the Health and Physical Education Score Card Number II.²⁹

Missouri. Fritz (1954) evaluated the health and physical education program in 100 public, white high schools of Missouri. He found that better programs were in schools with larger enrollment, located in larger towns, and accredited by the North Central Association of Colleges and

²⁸Carl Nordly, "University of Minnesota Study of Physical Education Facilities and Equipment of the Accredited Public Secondary Schools of Minnesota," Research Quarterly, X, (May, 1939), p.125.

²⁹Melvin Opem, "An Evaluation of the Health and Physical Education Programs for Boys in Minnesota," Journal of Health and Physical Education, IV, (September, 1955), p.6.

and Secondary Schools.³⁰

Twenter (1964) studied the limiting and facilitating factors of physical education programs in the public secondary schools of Missouri. Twenter determined that school enrollment, population of school community, and school classification had a high degree of relationship to the physical education programs in fifty public schools in Missouri.³¹

Nebraska. Pilkington (1968) mailed a survey instrument to all Nebraska four-year high schools and received a response from approximately seventy-five percent of the principals. He found a stereotype high school physical education program which lacked balance, continuity, and leadership. Many problems were recognized, but few, except in isolated situations, were corrected.³²

Powers' study (1957) followed Rex Lutz's 1951 survey. His study included the approved schools as well as the accredited secondary schools. He found 252 schools (48.7 percent) of the 518 schools devoting curricular time to boys' physical education, an increase of 11.9 percent since the 1951 study. His tabulations revealed that as schools became smaller the

³¹Curtis J. Twenter, "Limiting and Facilitating Factors of Physical Education Programs in Public Secondary Schools of Missouri," Dissertation Abstracts, XXV, (April, 1965), p.5719.

³²James Pilkington, "Summary of High School Physical Education Survey," (A Title III Curriculum Improvement Project Report, Peru State College, Peru, Nebraska, 1968), p.38. (Mimeographed.)

percent of physical education classes in the curriculum also decreased although the percent of E schools were higher than were D and C schools.

Of the number of periods devoted to physical education classes per week, 252 schools varied from one to five periods per week with the mean being 2.94 periods. Lutz's study revealed a 3.09 average.

During the 1956-57 school year, the Nebraska Department of Education required a minimum of twelve hours of college physical education training if a physical education instructor were to qualify for teaching in a Nebraska secondary school. Only 188 (39.5 percent) of the 258 male physical education instructors in this study met the twelve hour requirement.³³

Lutz (1951) studied the files of the Nebraska Department of Public Instruction and found only 178 (36.8 percent) of the accredited secondary schools scheduling boys' physical education in their curriculums. His tabulations showed that as schools declined in size the percent of physical education classes in the curriculum also decreased, except that percents for class C schools were lower than those for class D schools. The number of periods devoted to physical education classes per week varied from one to five, with the average being slightly over three periods per week for boys.

³³Ronald Powers, "A Survey of Physical Education and Health Education Programs in Nebraska Secondary Schools," (Option II paper, University of Nebraska, Lincoln, 1957), pp.26-31.

In 1949, a state ruling required that a practicing teacher in any accredited Nebraska secondary school show five college credit hours in the subject in which he was instructing. Forty-seven (26.9 percent) of the 175 male physical education instructors failed to meet this requirement of the State Department of Education.³⁴

New Mexico. Comer (1964) used the Neilson-Hall score card in the evaluation of twenty-six New Mexico high schools. He found that (1) physical education instructors needed summer schools and workshops to aid these instructors where a deficiency was shown, (2) the preparation of male physical education instructors was good, (3) male instructors' memberships in the national and state physical education association were unsatisfactory, (4) high schools built since 1954 provided adequate outdoor play space for activities, (5) equipment and supplies were inadequate, (6) the percent of students enrolled in physical education was fair, and (7) the variety of activities offered in the program was inadequate.³⁵

North Dakota. Dobson (1955), using the LaPorte Score Card Number II to score 135 North Dakota high schools, found the large schools and accredited schools had better programs than

³⁴Rex Lutz, "An Analysis of Physical Education and Health Education Programs in Nebraska Accredited Secondary Schools," (Option II paper, University of Nebraska, Lincoln, 1951), p.18.

³⁵James Comer, "An Evaluation of the Physical Education Programs for Boys in New Mexico Senior High Schools," (Unpublished Doctor's Dissertation, University of Utah, Salt Lake City, 1964), p.136.

the small schools and non-accredited schools. Size of towns in which schools were located seemed to have no effect on programs.³⁶

Ohio. Owens (1955) undertook a study to determine the status of health and physical education programs for boys in 101 Ohio secondary schools. He found accredited schools had better programs than non-accredited schools. Schools having enrolled 500-999 students had a better health and physical education program than schools enrolling fewer than 500 students. Enrollment above 1,000 students tended to have a slightly negative influence upon the quality of the program.³⁷

Oklahoma. Phail (1938) found that ninety-one percent of the county high schools of Oklahoma provided a standard gymnasium; twenty-three percent of the schools had fewer than three acres of outdoor space, and the remainder of the schools had more than ten acres of outdoor space.³⁸

³⁶Nathan Dodson, "An Appraisal of the Health and Physical Education Programs for Boys in North Dakota High Schools," (Unpublished Master's Thesis, University of North Dakota, Grand Forks, 1955), p.141.

³⁷Laurence Owens, "An Analysis of Health and Physical Education in Programs for Boys in Ohio Secondary Schools," Completed Research in Health, Physical Education and Recreation, XXVII, (1955), p.59.

³⁸Allen Phail, "An Analysis of the Physical Education Programs in the County High Schools of Oklahoma," Journal of Health and Physical Education, IV, (September, 1938), p.57.

South Dakota. Kessinger (1964) surveyed by questionnaire, thirty-two, or 100 percent, of the class A high schools in South Dakota. Thirty-two schools provided physical education programs for boys; twenty-five schools gave credit for physical education; thirty schools required physical education for boys; and seventy-seven instructors held at least a bachelor's degree. Co-education in physical education had not been adopted or accepted at that time. His data showed that programs included a wide variety of activities in which the students could participate.³¹

West Virginia. Williams (1957) found that few West Virginia high schools had adopted set policies and procedures relating to their physical education programs; physical education was not meeting the needs of the physically handicapped; there were needs for inservice education for physical education instructors, and for changing requirements for physical education in the state.⁴⁰

Wisconsin. Cruse (1968) surveyed 100 of the 429 Wisconsin public secondary schools and found that (1) thirty-three percent of the athletics and physical education directors held master's degrees in physical education; (2) eighty-five

³⁹Ted K. Kessinger, "A Survey of Physical Education Programs in Class "A" High Schools in South Dakota," (Unpublished Master's Thesis, University of South Dakota, Vermillion, 1964), p.47.

⁴⁰Abner Williams, Sr., "An Examination of the Boys Physical Education Program, Public High Schools, State of West Virginia," The Physical Educator, XX, (May, 1957), p.346.

percent of the schools gave skills tests; seventy-two percent of them, knowledge tests; (3) nineteen percent of the schools required physical examination of their students before mandatory participation in the physical education program; (4) fourteen percent of schools allowed substitution of other activities for physical education credit; (5) seventy percent of the classes met daily with periods of fifty to sixty minutes in length; (6) twenty-five percent of the schools offered intramural sports; and (7) nineteen percent of the schools had access to swimming pools.⁴¹

Wyoming. Norris (1966) surveyed physical education in Wyoming high schools and discovered that a majority of Wyoming high schools failed to meet the requirements of the Department of Educational Instruction. Larger schools in his study met the recommended requirements to a greater degree than did the small schools. According to Norris, the failure of the high schools to meet the minimum requirements for physical education were because of inadequate facilities and equipment.⁴²

⁴¹Dale Cruse, "An Analysis of the Status of Physical Education Programs for Boys in Wisconsin Public Secondary Schools," (unpublished Doctor's dissertation, University of Southern Mississippi, Southern Station at Hattiesburg, 1968), p.154.

⁴²Melvin Norris, "A Survey of Physical Education in Wyoming High Schools," Dissertation Abstracts, XXVI, (January, 1966), p.3744.

Summary

This review of literature reflects the findings in studies regarding evaluations of physical education programs from the North Central Association's participating members. It appeared to the writer that historically, similarities have existed in physical education programs throughout the North Central Association Region.

CHAPTER III

DISPLAY OF FINDINGS

This chapter displays the recommendations for Physical Education in the Omaha, Nebraska, Public Secondary Schools. One of the intents of this display of data is to analyze the information compiled, as a result of the 1970 Self-Study Evaluation conducted for the North Central Association for Secondary Schools. Another intent is to try to determine common characteristics of the Omaha, Nebraska, Public Secondary Schools.

The same instrument of evaluation was used to conduct the follow-up investigation in all of the secondary schools.

In order to conduct this follow-up study, permission was obtained from the Department of Physical Education and the Research Department within the Omaha Public Schools.

Conferences were held with physical education instructors, athletic directors, department heads, and principals to gather the data.

During these conferences the recommendations from the North Central Association's Self-Study Evaluation were discussed and responses were elicited concerning their degree of implementation.

TABLE I
BENSON HIGH SCHOOL
 Recommendations from
 North Central Association's Self-Study Evaluation

1970 Recommendations	1976 Degree of Implementation FULL PARTIAL NONE	Comments Regarding Implementation
1. Appoint a department head to organize program.	X	This recommendation was done the next year.
2. Reduce class size or increase staff.	X	Classes were reduced with opening of Northwest High.
3. Develop an adaptive class for physically handicapped students.	X	This is the trend now to have this in all classes.
4. Repair system to open windows in gymnasium.	X	This recommendation was done the next year.
5. Install Astro-Turf to football field.	X	Item not complete, lack of funding.
6. Add a hard surface track.	X	Item completed in the spring of 1972.
7. Return storage area to physical education now used by custodians.	X	Space is utilized as an outdoor store facility.
8. Build outdoor storage facilities.	X	If gym storage was returned, this facility would be helpful.

TABLE I (continued)

1970 Recommendations	1976 Degree of Implementation FULL PARTIAL NONE	Comments Regarding Implementation
9. More team teaching.	X	Co-educational activities are mandatory through Title IX.
10. Better planning for use of outdoor facilities.	X	Declining enrollment has improved uses of facilities by Monroe and Benson.
11. Employ para professionals for supervision of locker areas.	X	With enrollment decline, these positions could not be justified.
12. Increase the intramural program.	X	After the 1970 study, more staff persons became interested.
13. Add a door between the boy's Physical Education office and the equipment room.	X	Would assist in observation of entire area.
14. The addition of more custodial help to keep outdoor areas better maintained.	X	Has not been done at this time.
15. Make provisions to get water to the physical education and practice fields.	X	The water is there, but hoses have been a major problem; coaches have set hoses up.

TABLE II

BRYAN HIGH SCHOOL

Recommendations from

North Central Association's Self-Study Evaluation

1970 Recommendations	1976 Degree of <u>Implementation</u> FULL PARTIAL NONE	Comments Regarding Implementation
1. The school site provides adequate space for conducting a modern program, but has not been developed adequately to meet the needs of a school this size.	X	Full implementation is a direct result of the completion of new Bryan Senior High School. The 1970 Study was conducted in the now Bryan Junior High School building.
2. The gym space is much too small to accomodate the current class size.	X	Full implementation is a direct result of the completion of the new Bryan Senior High School.
3. There are no additional teaching stations for any special activities.	X	Some stations are available for additional stations with the new building.
4. The swimming pool is a deck level type with provisions to meet the standard sanitary and safety requirements.	X	Bryan Senior High has no pool, but the Junior High School pool is shared; the system now has a revamped sanitary system and a remodeled deck covering.

TABLE II (continued)

1970 Recommendations	1976 Degree of Implementation FULL PARTIAL NONE	Comments Regarding Implementation
5. The offices and locker rooms are much too small to meet the present needs.	X	Full implementation is a direct result of the completion of Bryan Senior High School.
6. Students with special needs only received help or individual instruction during the regular class period.	X	The special needs of students are handled separately by each instructor.
7. Limited co-educational and co-recreational activities.	X	New legislation has caused this item to be fully implemented. (Title IX)
8. Experiences in relaxation and rest for students with special needs are not emphasized.	X	This item has been implemented some but is currently still being improved.

TABLE III

BURKE HIGH SCHOOL

Recommendations from

North Central Association's Self-Study Evaluation

1970 Recommendations	1976 Degree of Implementation			Comments Regarding Implementation
	FULL	PARTIAL	NONE	
1. Reduction of class loads.		X		Reduction of class size is contributed to additional staff, male and female.
2. Improvement of individualization of instruction in the physical education program.		X		This is partially implemented because of the class selections by students.
3. Supervised use of the gym during unscheduled time.	X			No students permitted in the gym unless it is an open lab.
4. Development of an intramural program not to be in conflict with interscholastic athletic competition.	X			This is fully implemented through cooperation of staff members to get involved with the different intramural programs opposite interscholastic scheduled activities.

TABLE IV
CENTRAL HIGH SCHOOL
 Recommendations from
 North Central Association's Self-Study Evaluation

1970 Recommendations	1976 Degree of Implementation FULL PARTIAL NONE	Comments Regarding Implementation
1. It is difficult to see how a physical education program at Central High School can ever be anywhere near adequate until facilities are expanded greatly.	X	The physical education facilities at Central are to be expanded in the spring of 1977 by an action of the Board of Education.
2. An outdoor basketball or combination basketball-tennis court of asphalt should be constructed somewhere on the school grounds. Suggestions are south of the teacher's parking area or next to the building on the west side between the athletic field and the building or east of the gymnasium wing of the building.	X	The outdoor space is inadequate, but more immediate needs were fulfilled.
3. Total physical education locker facilities need renovation.	X	The new gym facility will provide new locker room provisions for boys, and the old facility will be renovated for girls.

TABLE IV (continued)

1970 Recommendations	1976 Degree of Implementation FULL PARTIAL NONE	Comments Regarding Implementation
4. Classes should be more accurately grouped by grades rather than having ninth through twelfth grades mixed together.	X	Classes have been changed somewhat; due to lack of space, class groupings have only been partially implemented. The new facility should alleviate most of these problems.
5. Class sizes are too large. Two instructors in the same area not infrequently having fifty or more students per instructor under supervision at the same time.	X	With the school district experiencing a decline in enrollment, class sizes are also on the decline.
6. Both indoor and outdoor facilities are inadequate.	X	There has been no implementation with outside facilities.

TABLE V
NORTH HIGH SCHOOL
 Recommendations from
 North Central Association's Self-Study Evaluation

1970 Recommendations	1976 Degree of Implementation FULL PARTIAL NONE	Comments Regarding Implementation
1. Better facilities are needed in the nature of a swimming pool, outdoor facilities, classroom facilities, adequate showers, adequate lockers, electrical outlets in gym.	X	None of the original recommendations were implemented.
2. Provision should be made for an instructional center.	X	The second recommendation was suggested for an individualized physical education program; the individualized program has been deleted but the instructional center is still in operation.
3. Need for a video tape recorder.	X	The video equipment is not in the physical education department but the department has access to equipment from the audio-visual center.

TABLE V (continued)

1970 Recommendations	1976 Degree of Implementation FULL PARTIAL NONE	Comments Regarding Implementation
4. Additions to the curriculum in the way of adaptive classes.	X	With new legislation all students' needs are well suited.
5. All students should take physical education and there should be more physical education teachers to accommodate more students.	X	Student enrollment is down, therefore classes are smaller.
6. A department head with a master's degree in Physical Education.	X	Current department head does not hold a master's degree, but is in the process of completing it.

TABLE VI

SOUTH HIGH SCHOOL

Recommendations from

North Central Association's Self-Study Evaluation

FACILITIES AND EQUIPMENT

1. Short Range (1 to 2 years or less)
 - a. Improve present athletic field by:

1970 Recommendations	1976 Degree of Implementation FULL PARTIAL NONE	Comments Regarding Implementation
1. Leveling and utilizing land purchased at the west end of the field.	X	This recommendation has not been implemented.
2. Constructing tennis courts, basketball courts, backstops, and handball courts in the new area.	X	This recommendation has been partially implemented. The tennis court is only item constructed.
3. Enlarging play area at west end by clearing the present facility, removing the fence, and adding to the area that land not used for courts mentioned above.	X	This recommendation has not been implemented.
4. Employing a field director to maintain the equipment and facilities. He would mark playing fields and courts, care for	X	This recommendation has been partially implemented. This person maintains the track and marks the field.

TABLE VI (continued)

1970 Recommendations	1976 Degree of Implementation FULL PARTIAL NONE	Comments Regarding Implementation
and mow turf, build special equipment needed in physical education or athletics, mark and maintain the track.		
5. Building restroom drinking fountains and a larger area for storage.	X	This recommendation has not been implemented.
6. Providing a telephone for emergency use.	X	This recommendation has not been implemented.
b. Improve gymnasium and locker facilities by:		
1970 Recommendations	1976 Degree of Implementation FULL PARTIAL NONE	Comments Regarding Implementation
1. Adding equipment storage areas to both gyms.	X	This recommendation was partially implemented.
2. Replacing and/or correct lockers in locker rooms.	X	This recommendation was partially implemented.
3. Acquiring a full-time paraprofessional or aide to supervise the locker rooms and to take care of equipment.	X	A custodian serves as an aide for the locker room but does not handle equipment.

TABLE VI (continued)

1970 Recommendations	1976 Degree of Implementation FULL PARTIAL NONE	Comments Regarding Implementation
4. Improving temperature control and ventilation in the locker rooms, gymnasiums, and swimming pool.	X	This recommendation was implemented the next school year.
5. Improving the lighting and acoustics in boy's gym.	X	This recommendation has not been implemented.
6. Painting all of the walls in the boy's gym, stairways, offices, and locker rooms.	X	This recommendation was implemented during the next school year.
7. Repairing, painting, and remodeling a certain area each year on a rotating basis.	X	This recommendation is being partially fulfilled.
c. Improve maintenance of pool facility by:		
1970 Recommendations	1976 Degree of Implementation FULL PARTIAL NONE	Comments Regarding Implementation
1. Keep pool bottom, deck areas and stairs washed down at least two or three times a week.	X	This recommendation was implemented the next school year.

TABLE VI (continued)

1970 Recommendations	1976 Degree of Implementation FULL PARTIAL NONE	Comments Regarding Implementation
2. Keep chemicals at a proper level.	X	This recommendation was implemented the next school year.
d. Another set of gymnastics equipment is needed for the boy's gym.	X	This recommendation was implemented the next school year.
e. A better system established for the repair of physical education equipment.	X	This recommendation has been partially implemented but is not needed as much as it once was.

2. Long Range (2-5 years)

1970 Recommendations	1976 Degree of Implementation FULL PARTIAL NONE	Comments Regarding Implementation
a. Build another gymnasium and possibly two with the first one large enough to seat a large number of spectators.	X	This recommendation has not been implemented.
b. Construction of a stadium at present athletic field site and possibly purchase land south of the auto mechanics	X	This recommendation has not been implemented.

TABLE VI (continued)

1970 Recommendations	1976 Degree of Implementation FULL PARTIAL NONE	Comments Regarding Implementation
building or across the street from the school to build an all purpose field for physical educa- tion and athletics.		
STAFF		
1. Short Range (1 to 2 years or less)		
1970 Recommendations	1976 Degree of Implementation FULL PARTIAL NONE	Comments Regarding Implementation
a. Add an instructor to the physical education staff. There were three girl instructors a few years back and a minimum of three are needed.	X	With a decline in enrollment this rec- ommendation has been fully implemented.
b. Employ another in- structor to teach swimming, adaptive physical education and boy's intra- murals.	X	This recommendation was fully implemented.
c. Administration should get to- gether with head coaches for the screening and hiring of assis- tants.	X	This recommendation was fully implemented.

TABLE VI (continued)

2. Long Range (2 to 5 years)

1970 Recommendations	1976 Degree of Implementation FULL PARTIAL NONE	Comments Regarding Implementation
a. Instructor will have to be added to the physical education staff as the long range facility plans are completed.	X	This recommendation was fully implemented with the decline in student enrollment.

PHYSICAL EDUCATION PROGRAM

1. Short Range (1 to 2 years or less)

1970 Recommendations	1976 Degree of Implementation FULL PARTIAL NONE	Comments Regarding Implementation
a. Improve cycling of classes so students will not meet two days in succession.	X	This recommendation was fully implemented the following year.
b. Counselors and those admitting students into physical education classes should be careful not to enter students unless they have met the minimum requirements.	X	This recommendation was fully implemented the following year.
c. Provide more open lab time by hiring another woman instructor and get the overflow of students out of the boy's gym during the lunch time.	X	This recommendation has not been implemented

TABLE VI (continued)

1970 Recommendations	1976 Degree of Implementation FULL PARTIAL NONE	Comments Regarding Implementation
d. Make a classroom available for physical education classes to show films, administer tests, and give lectures.	X	This recommendation was fully implemented with the assistance from the audio-visual department.
e. Resource center with reading materials and other audio-visual aids pertaining to physical education and athletics.	X	This recommendation has not been implemented.
2. Long Range (2-5 years or less)		
1970 Recommendations	1976 Degree of Implementation FULL PARTIAL NONE	Comments Regarding Implementation
a. Provide more elective courses to meet the needs and interest of more students.	X	Students select courses before going to their next grade which gives ample time to evaluate all requests.
b. Offer an adaptive physical education program.	X	This recommendation will be soon partially implemented with recent legislation.

TABLE VI (continued)

1970 Recommendations	1976 Degree of Implementation FULL PARTIAL NONE	Comments Regarding Implementation
c. Increase facilities and staff to give students more time for individualized instruction.	X	The recommendation has not been implemented because of a decline in student enrollment.

RELATED ORGANIZATIONS

1. Short Range (1 to 2 years or less)

1970 Recommendations	1976 Degree of Implementation FULL PARTIAL NONE	Comments Regarding Implementation
a. Provide facilities and instructors to expand intramurals.	X	This recommendation was partially implemented, but problems with scheduling is a factor to be considered.
b. Provide more activities to keep more students busy. (One solution to increase facilities, relieve the overflow at noon and provide more activities would be to acquire the building south of boy's gym.)	X	This recommendation was fully implemented with department's cooperation and suggestions.
c. Give academic credit for these organizations.	X	This recommendation was not implemented.

TABLE VI (continued)

1970 Recommendations	1976 Degree of Implementation FULL PARTIAL NONE	Comments Regarding Implementation
d. Make club funds available to that organization for any purpose the members and sponsors deem necessary and feasible.	X	This recommendation was not implemented.
e. More parent involvement by sending out a newsletter to inform them of the coming events and to obtain opinions from them. A parent booster club formed for all students participating in athletics and the related organizations.	X	This recommendation was fully implemented and has proven to be an excellent morale booster for students, parents and instructors.

TABLE VII
TECHNICAL HIGH SCHOOL
 Recommendations from
 North Central Association's Self-Study Evaluation

1970 Recommendations	1976 Degree of <u>Implementation</u> FULL PARTIAL NONE	Comments Regarding Implementation
1. Scheduling for special needs of students.	X	Since the 1970 self-study, Technical High has gone from a traditional program to an individualized program.
2. Better teacher-pupil ratios.	X	Full implementation has occurred because of the change in the school's program and because there are fewer students enrolled.
3. Better facilities and space.	X	Facilities have been vastly improved and with the deletion of Technical Junior High facility more space became available.
4. A realistic budget for improvement of facilities.	X	Facilities were improved immediately following recommendations.
5. A full time swim instructor.	X	The current individualized program does not utilize the pool as was in 1970. Pool is only used as a unit of class instruction.

TABLE VII (continued)

1970 Recommendations	1976 Degree of Implementation FULL PARTIAL NONE	Comments Regarding Implementation
6. Health instruction by physical education needed.	X	Health instruction is implemented through the services of Technical High School's group guidance system.
7. A complete staff of X qualified instructors.		At the time of the 1970 self-study, qualified instructors were a part of the staff, however, quality is not in doubt with additional preparation of staff members.
8. Method of attracting individual students to less popular sports.	X	More emphasis is placed on the minor sports in physical education classes.
9. More community involvement and support of activities.	X	This is the strongest improvement throughout the entire school.
10. More instructors needed for adequate class scheduling.	X	With a decline of students enrolled fewer instructors were needed.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONSSUMMARY

The primary purpose of this study was to determine the degree to which the Omaha Public Senior High Schools have implemented the physical education recommendations made by the self-study evaluation team as they prepared for the 1970 North Central Association's Evaluation.

The North Central Association Commission of Secondary Schools requires each member secondary school to conduct a program of self-evaluation every seven years. The self-study program involves the appointment of faculty committees which, for six months to more than a year, evaluate the existing school program and make recommendations for future improvements. The culmination of this activity is a visitation of usually three days by a team of experts who build on the self-evaluation and product a document which outlines strengths and weaknesses of the school and makes recommendations for school improvement.

The study was limited to a follow-up investigation of the individual schools that participated in the 1970 self-study evaluation.

As shown by the data collected in this study, many

changes have taken place since the self-study evaluation was conducted.

The exact number of recommendations that would have occurred without the North Central Association's Self-Study Evaluation cannot be determined, but assuredly the self-study evaluation was instrumental in providing direction for many of the recommendations.

The same instrument of evaluation was used to conduct the follow-up investigation in all of the secondary schools.

CONCLUSIONS

This study was designed for the purpose of conducting a follow-up investigation of the 1970 Self-Study North Central recommendations for Omaha, Nebraska, Public Secondary Schools.

Several recommendations were made and actions were taken to implement the recognized deficiencies. However, there were a number of the individual school's recommendations not yet implemented.

Based on the analysis of data, the following 1970 Self-Study Recommendations have not been implemented:

Benson High School

- (1) The 1970 Self-Study team recommended the development of adaptive classes for physically handicapped students. This recommendation was implemented when state legislation mandated that all students participate in

RECOMMENDATIONS NOT IMPLEMENTED (continued)

regular physical education classes.

- (2) The 1970 Self-Study team recommended the installation of astro-turf for the football field.

This recommendation was not completed because funds were not available for such a project.

- (3) The 1970 Self-Study team recommended storage space be returned to the physical education department currently being used by the custodians.

This recommendation was not implemented because the storage space is being used as an outdoor storage facility for lawn mower and snow plowing equipment.

- (4) The 1970 Self-Study team recommended that an outdoor storage facility be built.

This recommendation was not implemented because the gymnasium storage area serves this purpose.

- (5) The 1970 Self-Study team recommended that para-professionals be hired for supervision of locker areas.

This recommendation was not implemented because, with declining enrollment, the position could not be justified.

- (6) The 1970 Self-Study team recommended that a door be added between the boys' Physical Education office and the equipment room.

This recommendation would assist in observing the area,

RECOMMENDATIONS NOT IMPLEMENTED (continued)

but due to fewer students enrolled, the demand was not great enough to fulfill this recommendation.

- (7) The 1970 Self-Study team recommended that more custodial help be provided to keep outdoor areas maintained.

This recommendation was not implemented.

Bryan High School

- (1) There were no recommendations cited in the 1970 Self-Study Evaluation. Full implementation of all self-study recommendations were completed as a direct result of the completion of the new Bryan Senior High School.

Burke High School

- (1) There were no recommendations cited in the 1970 Self-Study Evaluation.

Central High School

- (1) The 1970 Self-Study team recommended an outdoor basketball court or combination basketball-tennis court of asphalt be constructed on school grounds.

This recommendation has not been implemented because the outdoor space is not available to construct the combination court. Parking space would have to be used in order to construct the court and this would present another problem.

- (2) The 1970 Self-Study team recommended improvements in both indoor and outdoor facilities.

The recommendation for outdoor facilities to be improved

RECOMMENDATIONS NOT IMPLEMENTED (continued)

has not been implemented because of inadequate space; but the Omaha Public Schools' Board of Education has allocated funds to improve indoor physical education facilities and the addition of a new gymnasium.

North High School

- (1) The 1970 Self-Study team recommended improvements were needed in the areas of classroom facilities, adequate showers, adequate lockers, swimming pool, and more electrical outlets in the gym.

The recommendation for a swimming pool has been partially implemented with the sharing of the swim facility at McMillan Junior High. The remaining recommendations have not been given attention.

South High School

- (1) The 1970 Self-Study team recommended that land be leveled and utilized at the west end of the athletic field.

This recommendation has not been implemented because funds have not been available to begin the project.

- (2) The 1970 Self-Study team recommended enlarging the play area at the west end of the athletic field by clearing the present facility, removing the fence, and adding various types of athletic courts.

This recommendation has been implemented because of higher priorities being fulfilled.

RECOMMENDATIONS NOT IMPLEMENTED (continued)

- (3) The 1970 Self-Study team recommended that restroom, drinking fountain, and a larger storage area be constructed.

This recommendation has not been implemented because of unavailable funds.

- (4) The 1970 Self-Study team recommended that telephone be set up for emergency use.

This recommendation has not been implemented.

- (5) The 1970 Self-Study team recommended that improvements be made in the lighting and acoustical structures of the boys gym.

This recommendation has not been implemented because priorities were established elsewhere.

- (6) The 1970 Self-Study team recommended that another gymnasium be built with large seating capacity for spectators.

This recommendation has not been implemented because priorities were established elsewhere.

- (7) The 1970 Self-Study team recommended the construction of a stadium at the present athletic field and recommended the purchase of additional property to construct an all purpose field.

This recommendation has not been implemented because of unavailable funds.

RECOMMENDATIONS NOT IMPLEMENTED (continued)

- (8) The 1970 Self-Study team recommended providing more open lab time by hiring another woman instructor.

The recommendation has not been implemented partially because of a decline in student enrollment, and the changing physical education program.

- (9) The 1970 Self-Study team recommended a resource center with reading materials and other audiovisual materials for physical education.

This recommendation was a request for items needed under the South High School's Individualized Physical Education Program. This program is no longer in existence but the materials requested may be beneficial to students currently participating in the physical education program.

- (10) The 1970 Self-Study team recommended that an adaptive physical education program be developed.

This recommendation is partially being implemented because of recent legislation that requires it.

- (11) The 1970 Self-Study team recommended an increase in facilities and staff to give students more time for individualized instruction.

This recommendation has not been implemented because of a decline in student enrollment and because of the individualized physical education program being deleted from South High School.

RECOMMENDATIONS NOT IMPLEMENTED (continued)

- (12) The 1970 Self-Study team recommended giving academic credit for student organizations.

This recommendation has not been implemented.

- (13) The 1970 Self-Study team recommended that funds be made available to student organizations for any purpose the members and sponsors deem necessary.

This recommendation has not been implemented because of lack of funds to get the recommendation started.

Technical High School

- (1) The 1970 Self-Study team recommended that special needs of students be considered in scheduling their classes.

This recommendation has not been implemented because since the 1970 Self-Study, Technical High School has gone from a traditional program to an individualized program.

- (2) The 1970 Self-Study team recommended a full time swimming instructor.

This recommendation has not been implemented because with the change in program structure from a traditional program to an individualized program, the swimming pool would only be used as a unit of class instruction.

- (3) The 1970 Self-Study team recommended that more instructors were needed for adequate class scheduling.

This recommendation has not been implemented because fewer students are attending Technical High, and therefore

RECOMMENDATIONS NOT IMPLEMENTED (continued)

fewer instructors are assigned to the building; however, class scheduling is still a problem.

RECOMMENDATIONS

The writer recommends that the results of this study serve as a source of information to guide decisions relating to the educational commitments of the Omaha Public Secondary Schools.

An effective program depends on the quality and quantity of leadership personnel. An evaluation can serve many useful purposes in the school setting. Many school systems have implemented the practice of evaluating their varied programs.

The following recommendations offer suggestions for the improvements of physical education for the Omaha Public Secondary Schools:

- (1) Greater effort should be placed on acquiring more storage space for both indoor and outdoor facilities.
- (2) With legislative efforts mandating adaptive physical education classes, an even stronger effort is needed to promote this program.
- (3) Since few schools had swimming facilities, it seems feasible that cooperative planning and use of such facilities would be both economical and beneficial to all.

- (4) With a decline in student enrollment, additional telephones, instructors, custodians, and para-professionals may not be justified recommendations for a school's budget.
- (5) Cooperative and improved uses of facilities and equipment by school and community is recommended. The writer finds that the recommendation for astro-turf would be far too expensive for a group of activities that last approximately three months.
- (6) Emphasis should be placed on assigning students to classes on the basis of individual needs.
- (7) Improvements are needed in shower facilities and towel services at all schools where the need still exists.
- (8) Immediate and greater emphasis should be placed in the area of intramural activities in order to concentrate on non-interscholastic athletes.
- (9) Even though the individualized concept of physical education is not implemented as much as it once was, the need for resource materials should still be available for student uses.

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APPENDIX A

Copy of Letter Sent to Schools

December, 1976

Dear _____,

It pleases me to introduce to you Mr. Glenn Mitchell, a staff member of the Omaha Public Schools. May I ask that you cooperate with him in his Education Specialist study relating to physical education programs.

Under the direction of Mr. Darrell Kellams, University of Nebraska at Omaha, Mr. Mitchell's study will be concerned with a follow-up study of the 1970 North Central Association of Secondary Schools. Schools chosen for the study were schools that participated in the 1970 self-study.

I firmly believe that Mr. Mitchell's study will reveal a clear picture of practices in physical education programs. The results of this study should enable administrators and school boards to effectively initiate program improvements.

All school information will be considered strictly confidential.

Mr. Mitchell would like to visit your school and meet with the staff member who is best acquainted with your physical education program.

Enclosed you will find a copy of your school's 1970 recommendations with a current checklist. Please examine these recommendations and comment on their current status.

Thank you for your consideration.

Sincerely,

Dr. Thomas Hallstrom
Coordinator of Physical Education

Enclosure

APPENDIX B

Display of the Individual Schools' Recommendation

SCHEDULE FOR SCORING INTERVIEW

Listed are recommendations from your school's 1970 Self-Study Evaluation. Please examine and comment if the listed recommendations have been fulfilled or not.

BENSON HIGH SCHOOLRecommendations from
North Central Association's Self-Study EvaluationImplementation
Full Partial None

1. Appoint a department head to organize program.
2. Reduce class size or increase staff.
3. Develop an adaptive class for physically handicapped students.
4. Repair system to open windows in gymnasium.
5. Install astro-turf to football field.
6. Add a hard surface track.
7. Return storage area to physical education now used by custodians.
8. Build outdoor storage facilities.
9. More team teaching.
10. Better planning for use of outdoor facilities.
11. Employ para professionals for supervision of locker areas.
12. Increase the intramural program.
13. Add a door between the boy's physical education office and the equipment room.
14. The addition of more custodial help to keep outdoor areas better maintained.
15. Make provisions to get water to the physical education and practice fields.

BRYAN HIGH SCHOOL

Recommendations from
North Central Association's Self-Study Evaluation

Implementation

Full Partial None

1. The school site provides for adequate space for conducting a modern program, but has not been developed adequately to meet the needs of a school this size.
2. The gym space is much too small to accommodate the current class size.
3. There are no additional teaching stations for any special activities.
4. The swimming pool is a deck level type with provisions to meet the standard sanitary and safety requirements.
5. The offices and locker rooms are much too small to meet the present needs.
6. Students with special needs only receive help or individual instruction during the regular class period.
7. Limited co-educational and co-recreational activities.
8. Experiences in relaxation and rest for students with special health needs are not emphasized.

BURKE HIGH SCHOOLRecommendations from
North Central Association's Self-Study EvaluationImplementation
Full Partial None

1. Reduction of class loads.
2. Improvement of individualization of instruction in the physical education program.
3. Supervised use of the gym during unscheduled time.
4. Development of an intramural program not to be in conflict with interscholastic athletic competition.

CENTRAL HIGH SCHOOLRecommendations from
North Central Association's Self-Study EvaluationImplementation
Full Partial None

1. It is difficult to see how a physical education program at Central High School can ever be anywhere near adequate until facilities are expanded greatly.
2. An outdoor basketball or combination basketball-tennis court of asphalt should be constructed somewhere on the school grounds. Suggestions are south of the teacher's parking area or next to the building on the west side between the athletic field and the building or east of the building.
3. Total physical education locker facilities need renovation.
4. Classes should be more accurately grouped by grades rather than having ninth through twelfth grades mixed together.
5. Class sizes are too large. Two instructors in the same area not infrequently having fifty or more students per instructor under supervision at the same time.
6. Both indoor and outdoor facilities are inadequate.

NORTH HIGH SCHOOLRecommendations from
North Central Association's Self-Study EvaluationImplementation
Full Partial None

1. Better facilities are needed in the nature of a swimming pool, outdoor facilities, classroom facilities, adequate showers, adequate lockers, electrical outlets in gym.
2. Provision should be made for an instruction center.
3. Need for a video tape recorder.
4. Additions to the curriculum in the way of adaptive classes.
5. All students should take physical education and there should be more physical education teachers to accommodate more students.
6. A department head with a master's degree in Physical Education.

SOUTH HIGH SCHOOL

Recommendations from
North Central Association's Self-Study Evaluation

Implementation
Full Partial None

Facilities and Equipment

1. Short Range (1 to 2 years or less)
 - a. Improve present athletic field by:
 - (1) Leveling and utilizing land purchased at west end of the field.
 - (2) Constructing tennis courts, basketball courts, backstops, and handball courts in the new area.
 - (3) Enlarging play area at west end by clearing the present facility, removing the fence, and adding to the area that land not used for the courts mentioned above.
 - (4) Employing a field director to maintain the equipment and facilities. He would mark playing fields and courts, care for and mow turf, build special equipment needed in physical education or athletics, mark and maintain the track.
 - (5) Building restroom, drinking fountains and a larger area for storage.
 - (6) Providing a telephone for emergency use.
 - b. Improve gymnasium and locker room facilities by:
 - (1) Adding equipment storage areas to both gyms.
 - (2) Replacing and/or correct lockers in locker rooms.
 - (3) Acquiring a full-time paraprofessional or aide to supervise the locker rooms and to take care of equipment.
 - (4) Improving temperature control and ventilation in the locker rooms, gymnasiums and swimming pool.

Implementation
Full Partial None

- (5) Improving the lighting and acoustics in boy's gym.
 - (6) Painting all of the walls in boy's gym, stairways, offices, and locker rooms.
 - (7) Repairing, painting, and remodeling a certain area each year on a rotating basis.
- c. Improve maintenance of pool facility by:
 - (1) Keeping pool bottom, deck areas, and stair washed down at least two or three times a week.
 - (2) Keeping chemicals at a proper level.
 - d. Another set of gymnastics equipment is needed for the boy's gym.
 - e. A better system established for the repair of P.E. equipment.
2. Long Range (2-5years)
- a. Build another gymnasium and possibly two with the first one large enough to seat a large number of spectators.
 - b. Construction of a stadium at present athletic field site and possibly purchase land south of the auto mechanics building or across the street from the school to build an all purpose field for physical education and athletics.

Staff

- 1. Short Range (1 to 2 years or less)
 - a. Add an instructor to the physical education staff. There were three girl instructors a few years back and a minimum of three are are needed.
 - b. Employ another instructor to teach swimming, adaptive physical

Implementation
Full Partial None

education, and boy's intramural.

- c. Administration should get together with head coaches for the screening and hiring of assistants.

2. Long Range (2-5 years)

- a. Instructor will have to be added to the physical education staff as long range facility plans are completed.

Physical Education Program

1. Short Range (1 to 2 years or less)

- a. Improve cycling of classes so students will not meet two days in succession.
- b. Counselors and those admitting students into physical education classes should be careful not to enter students unless they have met the minimum requirements.
- c. Provide more open lab time by hiring another woman instructor and get the overflow of students out of the boy's gym during the lunch time.
- d. Make a classroom available for physical education classes to show films, administer tests, and give lectures.
- e. Resource center with reading materials and other audiovisual aids pertaining to physical education and athletics.

2. Long Range (2-5 years)

- a. Provide more elective courses to meet the needs and interest of more students.
- b. Offer an adaptive physical education program.

Implementation
Full Partial None

- c. Increase facilities and staff to give students more time for individualized instruction.

Related Organizations

- 1. Short Range (1 to 2 years or less)
 - a. Provide facilities and instructors to expand intramurals.
 - b. Provide more activities to keep more students busy. (One solution to increase facilities, relieve the overflow at noon and provide more activities, would be to acquire the building south of boy's gym.)
 - c. Give academic credit for these organizations.
 - d. Make club funds available to that organization for any purpose the members and sponsors deem necessary and feasible.
 - e. More parent involvement by sending out a newsletter to inform them of the coming events and to obtain opinions from them. A parent booster club formed for all parents of students participating in athletics and the related organization.

TECHNICAL HIGH SCHOOLRecommendations from
North Central Association's Self-Study EvaluationImplementation
Full Partial None

1. Scheduling for special needs of students.
2. Better teacher-pupil ratios.
3. Better facilities and space.
4. A realistic budget for improvement of facilities.
5. A full time swim instructor.
6. Health instruction by physical education needed.
7. A complete staff of qualified instructors.
8. Method of attracting individual students to less popular sports.
9. More community involvement and support of activities.
10. More instructors needed for adequate class scheduling.