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## Survey of Physical Education and Grading in Selected Midwestern States

Roman J. Horejsi

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This abstract of a thesis submitted by Roman J. Horejsi in partial fulfillment of the requirements for the Degree of Master of Science in the University of North Dakota is hereby approved by the committee under whom the work of the thesis has been done.

W.C. Koenig  
Chairman

John L. Quaday

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Christopher J. Havens  
Dean of the Graduate School

## SURVEY OF PHYSICAL EDUCATION EVALUATION AND GRADING IN SELECTED MIDWESTERN STATES

Roman J. Horejsi, Master of Science

The thesis here abstracted was written under the direction of Walter C. Koenig and John L. Quaday, and was approved by Charles Hatfield of the examining committee of which Mr. Koenig was chairman.

**Purpose** - This study was made in an attempt to answer the questions: What is the background for the assignment of grades in physical education? What type of testing programs are used to evaluate students? What are the major difficulties in evaluation of physical education students? The study was made of physical education programs in the states of Minnesota, Montana, North Dakota and South Dakota.

**Method** - A questionnaire of five major parts dealing with grading systems, reference material, testing program, miscellaneous factors of grading, and specific problems of each program was sent to two hundred schools in the four state area. One hundred fifty-five questionnaires were answered in usable form for the analysis.

**Results** - It was found that grades are given in physical education in the majority of schools surveyed but that textbooks are very seldom used. Most of the participating schools gave some type of physical test but only 65% gave written tests. There were a large number of miscellaneous factors used in grading physical education classes. One of the biggest problems was time and space for classes.

**Conclusions** - Physical education programs in the area covered need more class time. Written material should be used to a greater extent. The fitness test is used to evaluate more than fitness in too many of the programs. More work could go into the evaluation and grading programs in physical education.

SURVEY OF PHYSICAL EDUCATION  
EVALUATION AND GRADING  
IN SELECTED MIDWESTERN STATES

by

Roman J. Horejsi

B.S. Mayville State College 1958

A Thesis

Submitted to the Faculty

of the

Graduate School

of the

University of North Dakota

in partial fulfillment of the requirements

for the Degree of

Master of Science

Grand Forks, North Dakota

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R. J. H.

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## CHAPTER I

### INTRODUCTION TO THE PROBLEM

#### Purpose of the Study

Marking students is a fundamental part of education. The evaluation of the student is one of the major undertakings of an instructor.

"One of the most perplexing problems with which physical education teachers are confronted today is that of evaluating student progress and assigning grades. There are few issues on which there are such divergent views or so much concern and interest. There are almost as many different plans for grading as there are teachers of physical education, but many grading practices are educationally unsound. Far too much variation exists among grading plans in schools today, and in too many instances no plan at all seems to be the situation."<sup>1</sup>

What do the physical education instructors in the four state area of Minnesota, North Dakota, Montana, and South Dakota do in regard to this problem? An evaluation of the procedures of the teachers in the field could help the people in training to formulate some system for evaluation

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<sup>1</sup>Lynn W. McCraw, "Principles and Practices for Assigning Grades in Physical Education", Journal of Health, Physical Education, Recreation, XXXV(February, 1964), p. 24.

and grading in physical education. It is hoped that the results might also be of value to physical education instructors in evaluating their marking programs and to compare their situations to other schools in the four state area.

#### Statement of the Problem

This study was made in an attempt to answer the following questions: What is the background for the assignment of grades in physical education? What type of testing programs are used to evaluate students? What are the major difficulties in evaluation of physical education students?

#### Limitations

The study was made in the four state area of Minnesota, Montana, North Dakota, and South Dakota.

The study includes fifty-six schools in North Dakota, sixty-four in Minnesota, sixteen in Montana, and nineteen in South Dakota.

The schools participating were from all geographic parts of each state in order to get a general view of each state rather than an area policy.

#### Procedure

Questionnaires were sent to two hundred high school and junior high school physical education directors or instructors.

One hundred fifty-five questionnaires were completed in usable form. This constituted a return of seventy-eight per cent.

A short letter explaining the purpose of the study was enclosed along with a stamped, self-addressed envelope. Copies of the letter and the questionnaire may be found in the appendix on pages 23 and 24.

## CHAPTER II

### BACKGROUND OF EVALUATION AND MARKING

If progress is to be made in any education a goal must be reached. This means that throughout education aims and objectives must be used.

"Physical education, in common with all branches of education, has certain aims and objectives, and programs have been established to achieve definite outcomes. Any list of objectives for pupil development through physical education usually includes the following: physical fitness or health, motor skill, knowledge or information, social efficiency, appreciations and recreational competency."<sup>1</sup>

In all educational fields the instructor needs to know how much knowledge or information has been gained. This information is found through evaluation and one method of evaluation is testing. Since definite goals in many fields must be covered the testing program must also have a purpose. "No test is worth giving unless use is to be made of the results. All evaluation should be an outgrowth of the

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<sup>1</sup>M. Gladys Scott and Esther French, Evaluation in Physical Education (St. Louis: C. V. Mosby Co., 1950), p. 17.

instructional program."<sup>1</sup>

The purpose of evaluation is to measure knowledge obtained by the student. It must also provide motivation and give the student an incentive to learning. Many times evaluation is used for classification of students according to their abilities. The instructor uses evaluation to diagnose difficulties encountered by the student during the learning process. Evaluation enables the instructor to improve the methods of presentation of material.

These factors give purpose to evaluation in educational fields. Must physical education be evaluated? If it is to be a part of education and is to fulfill the aims and objectives of the field, it is difficult to visualize an effective program without evaluation.

#### Physical Education Evaluation

If education takes place in physical education and if the aims and objectives are to be realized, a grade must be given for the total performance. "Grades given students should be based on all the objectives of the course, such as skills, physical fitness, attitudes, appreciation, and knowledge. These factors should be weighed according to the emphasis given in the instruction; however a major portion of the grade should be based on skill and/or physical fitness with a

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<sup>1</sup>Marion R. Broer, "Evaluating Skill", Journal of Health Physical Education, Recreation, XXXIII (November, 1962), p. 74.

minimum standard of achievement for each of the other objectives."<sup>1</sup>

From the report of the 1960 national conference of the American Association for Health, Physical Education, and Recreation the following summary of the grading problem was made:

Consensus clearly indicated an awareness of the need for all school systems to give far more attention to objective evaluation and measurement. The testing of fitness and skills is an individual program and should point the way to curriculum improvement, revisions of course of study material, and development of methods of meeting individual differences and needs, and be a source for the improvement of general program quality. It should not be used merely as a form of class competition.<sup>2</sup>

The report goes on to say:

Many conferees felt that one half of the grade should be based on skills and knowledge, and the other half on attitude, citizenship, participation, and attendance.<sup>3</sup>

The attitudes toward what grades or marking systems should consist of are discussed by Francis Stroup in his book, Measurement in Physical Education. He makes the following statement:<sup>4</sup>

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<sup>1</sup>McCraw, loc. cit.

<sup>2</sup>American Association for Health, Physical Education and Recreation, Administering City and County School Programs, A Report of the National Conference (Washington D. C.: American Association for Health, Physical Education and Recreation, 1960), p. 52.

<sup>3</sup>Ibid., p. 59.

<sup>4</sup>Francis Stroup, Measurement in Physical Education, (New York: Ronald Press Co., 1957), p. 166.

While marking systems may vary in detail, certain characteristics seem common to those which contribute most to desirable educational outcomes. (1) Marks should be related to course objectives. (2) Marks should be based at least in part on specific achievements. (3) Marks should carry a quantitative concept. (4) A marking system should be compatible with the purpose and philosophy of the school. (5) Marking systems should be operationally feasible.

The authors of The Administration of Health Education and Physical Education, give another six point plan for selection of evaluation material. The points are much like those Stroup has made in relation to grading:

Confronted with the problem of adopting a program of evaluation the administrator, supervisor, or teacher needs to establish a set of rules to guide him in the selection or rejection of various instruments. The following criteria may prove helpful: (1) Adaptability to purpose, (2) Accuracy, (3) Available norms, (4) Economy of use, (5) Duplicate forms, and (6) Standardized and clear direction.<sup>1</sup>

Jesse Feiring Williams also states in his book, The Principles of Physical Education some facts related to tests and testing which should be taken into consideration when thinking about marking pupils. His remarks are:

It may be stated, therefore, that tests are not ends in themselves: they are merely means by which teachers may hope to better the work of teaching boys and girls. The test may be an important measure of achievement but the most important aspect of the question is what happens to the individual after he takes the test.<sup>2</sup>

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<sup>1</sup>Jesse Feiring Williams, Clifford Lee Brownell, and Elmon Louis Vernier, The Administration of Health Education and Physical Education (5th ed.; Philadelphia: W. B. Saunders Co., 1958), p. 354.

<sup>2</sup>Jesse Feiring Williams, The Principles of Physical Education (7th ed.; Philadelphia: W. B. Saunders Co., 1959) p. 347.



As an answer to the question posed by Williams in the above statement, Kozman, Cassidy, and Jackson, in their book,

Methods in Physical Education state:

Evaluation which does not lead to further planning on the part of teacher and students is a wasteful procedure.<sup>1</sup>

From all of these remarks it is evident that evaluation and marking in physical education is not an easy or easily completed task.

The usual method of evaluation must consider these four points which come from the aims of education. "How much improvement has taken place? How much knowledge has been gained? How many new skills have been developed? How much of a social change has taken place in the individual through the educational process that has been used?"<sup>2</sup>

In order to answer these points there must be a schedule for evaluation. There must be evaluation at the beginning of a term so improvement and the amount of skill developed can be measured. The methods of evaluation for each point in relation to all the activities must be prepared.

If these four points can be evaluated for each individual in relation to the other members of the group, then it seems

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<sup>1</sup>Hilda Clute Kozman, Rosalind Cassidy, and Chester O. Jackson, Methods in Physical Education (3rd ed.; Philadelphia: W. B. Saunders Co., 1958), p. 226.

<sup>2</sup>Scott, French, loc. cit.

that each individual can be given a grade to show his development. It is also evident that thorough preparation and consideration must go into the evaluation process that will be in the individual programs.

## CHAPTER III

### THE SURVEY TECHNIQUES

#### Questionnaire

The questionnaire to be sent out had to answer the questions: What is the background for the assignment of grades in physical education? What type of testing programs are used to evaluate students? What are the major difficulties in evaluation of physical education students?

In order to answer the posed questions the questionnaire had to contain these basic parts. (1) It needed to find out what type of grades or grading system was used in each school. (2) It had to find out what type of material the students used for reference. (3) It had to find out what type of tests were given, how often, and how these were used in evaluation of a mark. (4) It had to also seek out other factors used in marking students. (5) It must find out specific problems that individual instructors or directors had.

The questions were put down and tabulated into their respective areas with as many questions as possible being answered by a yes or no. The individual problems were covered by areas for comment in a number of the sections of the questionnaire.

The final questionnaire contained nineteen major questions in which seven were yes or no questions and three were comment type. The other nine were answered by checking the group or groups included in programs at the schools surveyed.

#### Survey

The questionnaire was sent to two hundred physical education instructors or directors in high schools and junior high schools in Minnesota, Montana, North Dakota, and South Dakota. Eighty were sent to Minnesota and eighty to North Dakota schools. Twenty were sent to Montana and twenty to South Dakota schools.

Each communication contained an explanatory letter stating the purpose of the study and a self-addressed return envelope.

#### Tabulation

A return of one hundred fifty-five questionnaires, or seventy-eight per cent of those sent out, was used for analysis in the survey.

The number of schools which returned copies was first tabulated. This tabulation was then checked for junior and senior high schools. The enrollment of each school was then checked for later use.

The next seven questions were answered with a yes or no. These were numerically answered as such. In three of these, if the answer was yes, a category of questions describing the types of yes answers was numerically checked.

The next question dealt with other factors used in grading. This was followed by space for personal comments. The first were numerically tabulated with the comments being classified as to their subject matter.

The last question was concerned with the number of class periods per week and was a numerical tabulation of the number of schools having a specific number of class periods.

After analysis of the survey, tabulation was completed, the conclusions were drawn, and recommendations were made.

## CHAPTER IV

### ANALYSIS OF SURVEY RESULTS

#### Schools

The range of enrollment in the one hundred fifty-five schools participating in the survey was from twenty-six pupils in a four year high school to thirty-five hundred in a three year high school.

One hundred forty, or ninety per cent, of the analyzed schools gave letter grades in physical education comparable to other course work. Fifteen schools did not give grades of the same type as those given for other course work. Thirteen of these fifteen gave satisfactory or unsatisfactory, one of the fifteen gave plus or minus, and one school gave no grade of any type in physical education.

#### Reference Material

Eight schools, or five per cent of the one hundred fifty-five, had a textbook for physical education. Thirty-seven schools had texts which students could use for reference. Nine schools had a textbook for health which was taught as part of the physical education program. Ninety-three schools stated that pamphlets or books were used for specific units or activities. One hundred forty-seven, or

ninety-five per cent, used some type of written material for students to study.

Rule books were used by one hundred one, or sixty-five per cent of the schools. Of the fifty-four schools not using rule books, thirty-four dittoed rules for activities. A total of one hundred thirty-five, or eighty-seven per cent, made written rules available to students.

Two schools had no written material but gave written tests to the students. Thirty-seven schools which had written material did not give written tests to the classes, although twenty-eight of these schools gave grades.

#### Tests

Written tests in physical education were given in one hundred one, or sixty-five per cent, of the schools. These tests varied from one for each activity to tests at the end of each semester or quarter as shown in the following table.

TABLE I

#### WRITTEN TESTS IN PHYSICAL EDUCATION

Type of test	Number of Schools
One test for each activity.....	63
Test at end of semester or quarter.....	3
General tests throughout year.....	53
One for each activity and the end of semester or quarter.....	4
General tests and end of semester or quarter.....	4

Physical skill tests were used in one hundred fifty-one of the programs. This was ninety-seven per cent of the total

schools answering. As can be seen in table II, these vary from fitness tests to a variety of skill tests.

TABLE II  
PHYSICAL SKILL TESTS

Type of Test	Number of Schools
Fitness test.....	45
Individual activity test.....	3
General skill test.....	1
Activity and general skill test.....	1
Fitness and individual activity tests.....	51
Fitness and general skill test.....	18
All types of skill tests.....	32

The four schools which did not give skill tests included the one school which did not give a grade in physical education and three schools which did not give written tests.

The grades in these three schools were given on the basis of attendance and a subjective judgement of the instructor on the attitude of the student.

The fitness test was given in one hundred forty-six or ninety-four per cent of the schools. From table III it is indicated that this test was given from one to eight times yearly, with the average being 2.45 times per year.

The fitness test was the most popular type of physical skill test. It was the only skill test in forty-five, or twenty-nine per cent, of the schools and was given along with other tests in one hundred one, or sixty five per cent, of the schools.



TABLE III

TIMES FITNESS TEST GIVEN PER YEAR

Times given	Schools
1.....	7
2.....	77
3.....	42
4.....	17
5.....	0
6.....	1
7.....	1
8.....	1

Other Factors

Uniforms were a factor in grading in one hundred twenty-eight, or eighty-three per cent, of the schools. Attendance was considered in one hundred eighteen, or seventy-six per cent, and leadership in one hundred thirty-four, or eighty-six per cent. Forty-eight schools considered athletic team membership in the grade, or thirty-one per cent. The year a pupil was in school was a factor used in sixteen or ten per cent of the schools.

Other points brought into the grade and mentioned on some questionnaires were attitude, showers, jobs done in class, effort, and health habits.

The number of times classes met varied from once a week at one school to five times a week at twenty schools as shown in table IV.

TABLE IV

PHYSICAL EDUCATION CLASSES

Meetings per week	Number of schools
1.....	1
1 or 2.....	3
2.....	60
2 or 3.....	34
3.....	24
4.....	10
5.....	20

## CHAPTER V

### SUMMARY AND CONCLUSION

The summary of the findings of the survey and the conclusions and recommendations drawn from the findings appear in this chapter.

#### Restatement of the Problem

This study was made in an attempt to answer the following questions: What is the background for the assignment of grades in physical education? What type of testing programs are used to evaluate students? What are the major difficulties in evaluation of physical education students?

#### Summary

A summary of the important facts found through tabulation of replies to the questionnaires are found in the following paragraphs.

The size of the school did not seem to effect what type of evaluation program was used. There were grades given and not given in large and small schools.

The use of a textbook by each student is not very prevalent as only eight schools use textbooks in this way. Reference books or typed material is the most widely used

type of reference material.

Rule books or printed rules were quite widely used in the schools covered in this survey as eighty-seven per cent had some type of written rules.

Written tests were used in sixty-five per cent of the schools with the most popular test being one for each activity in the program. General written tests followed as second most popular in use.

Physical skill tests were used in almost all of the schools. Activity tests and fitness tests were used in about two-thirds of the schools responding. The fitness test was the most widely used, alone or with other tests, as it was used in ninety-four per cent of the schools covered in the survey. It was given an average of 2.45 times per year.

At sixty of the surveyed schools classes met twice a week. This was the type of schedule occurring most often.

#### Conclusions

In a grading program these four points should be covered: improvement, knowledge, new skills, and social change. How well are these four points covered by the schools in this survey?

1. Improvement in physical skills is covered quite well with ninety-seven per cent of the schools using a physical skill testing program. One fault was too large a use of the fitness test rather than other activity tests. This would

mean the physical fitness improvement would be measured but that the improvement in each activity would be hard to grade upon.

2. The amount of improvement in knowledge about activities is on the questionable side since only sixty-five per cent of the schools gave written tests.

3. The survey showed a poor measurement in the development of new skills. Too often the fitness test was used in place of the skill test.

4. The change in social habits would be covered in the attitude the pupil had toward the class. This was covered fairly well by the participating schools since eighty-three per cent used uniforms as a factor in grading. Seventy-six per cent considered attendance, ninety three per cent cooperation, and eighty-six per cent leadership in the evaluation of their students.

From this information it seems one of the biggest problems in the evaluation program would be the time for such a program. The average class met only 2.8 times per week. This, figured on a thirty-six week year, would be 100.8 class periods. If tests were given at the beginning and end of each activity, and the physical education program consisted of six activities, twelve periods would be used for evaluation of skills. Each activity would have a knowledge or written test using six other classes. If the fitness test was given twice a year this would mean twenty class periods would be used in evaluation leaving

only eighty periods for instruction and practice of skills.

#### Recommendations

If physical education is to be graded in relation to other subjects taught in schools a number of procedures should be followed.

1. If at all possible, the number of sessions should be the same as other classes, namely five sessions a week. Because of the shortage of gymnasium space not all of these would have to be activity sessions. Two or three of these sessions could be in the classroom where rules could be discussed, films could be shown, and knowledge such as history, use, and organization could be taught.

2. To have a program where some sessions were in a classroom would necessitate the use of a textbook which is a point very much in need in the physical education program. There are texts now published which could be used very well, or the instructor could many times make his own written material by writing up rules, tests, and other material covered in his class.

3. With the classroom session, tests could be discussed before and after their administration to show the student how to improve or his need for improvement. Much more time could be spent in discussing sports which become spectator sports. Rules could be covered enabling people to become better spectators.

4. With these periods used for the class work part of physical education, the entire class periods could be used for

physical activity. There would not need to be any time used on explanation of rules, arranging teams, or handing out test forms and explaining them.

The classroom skills are a part of the physical education program but classroom sessions should be used for them and let the physical sessions be used for the physical activity so necessary for school age people.

APPENDIX "A"

LETTER SENT TO SCHOOLS AND QUESTIONNAIRE

311 4th Ave. N.  
Grand Forks, N. Dak.  
February 8, 1964

Dear Sir:

In cooperation with the physical education department at the University of North Dakota the following questionnaire has been compiled for your completion and is being sent to 200 physical education instructors in junior and senior high schools in this area. The information obtained is needed to complete the remaining work on my master's degree in physical education.

The purpose of this study is to determine what is being done and what remains to be done in order to give academic standards to grading in physical education in this area. Only with a good testing and evaluation process will administrations feel that physical education grades should be on the same level as the other courses taught in our high schools.

Thank you for your assistance and time.

Sincerely,

Roman J. Horejsl



QUESTIONNAIRE

Name of school \_\_\_\_\_ Jr. H. \_\_\_ Sr. H. \_\_\_\_\_.

Number of students enrolled \_\_\_\_\_.

Do you give letter grades in physical education? yes \_\_\_ no \_\_\_.

If no, what type of mark do you use? (U, S, etc.) \_\_\_\_\_.

Do you use a textbook? yes \_\_\_ no \_\_\_.

Individual \_\_\_\_\_ (or) reference \_\_\_\_\_.

Do you use books or pamphlets for different activities? yes \_\_\_ no \_\_\_.

Do you use rule books? yes \_\_\_ no \_\_\_.

Do you ditto rules and other information for your classes? yes \_\_\_ no \_\_\_.

Do you give written tests? yes \_\_\_ no \_\_\_.

If yes, what type?

One for each activity \_\_\_\_\_.

A few general ones \_\_\_\_\_ number \_\_\_\_\_.

At end of each semester \_\_\_\_\_.

Do you give physical skill tests? yes \_\_\_ no \_\_\_.

If yes, what kind?

Fitness test \_\_\_\_\_ Number of times per year \_\_\_\_\_.

Individual activity skill test \_\_\_\_\_ Number of times per activity \_\_\_\_\_.

General skill tests \_\_\_\_\_ Number of times per year \_\_\_\_\_.

Other skill tests \_\_\_\_\_

Number of times per year \_\_\_\_\_.

Check any of these used as part of your grade:

Uniform \_\_\_\_\_.

Cooperation \_\_\_\_\_.

Attendance \_\_\_\_\_.

Leadership \_\_\_\_\_.

Year in school \_\_\_\_\_.

Athletic team membership \_\_\_\_\_.

Others \_\_\_\_\_.

Comments: \_\_\_\_\_

Classes per week

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ . Would you care for the results? yes \_\_\_ no \_\_\_.

Signed \_\_\_\_\_.

APPENDIX "B"

LIST OF SENIOR AND JUNIOR HIGH SCHOOLS  
RETURNING QUESTIONNAIRES

Aberdeen, South Dakota

Ada, Minnesota

Adams, North Dakota

Albert Lea, Minnesota

Alexandria, Minnesota

Junior High

Alvarado, Minnesota

Anoka, Minnesota

Argyle, Minnesota

Austin, Minnesota

Badger, Minnesota

Bagley, Minnesota

Baker, Montana

Barnesville, Minnesota

Baudette, Minnesota

Billings, Montana

Bismarck, North Dakota

Central High

St. Marys Central

Bottineau, North Dakota

Bowman, North Dakota

Bozeman, Montana

Breckenridge, Minnesota

Britton, South Dakota

Brookings, South Dakota

Butte, Montana

Carrington, North Dakota

Casselton, North Dakota

Cass Central

Cavalier, North Dakota

Chamberlain, South Dakota

Chisholm, Minnesota

Climax, Minnesota

Collegeville, Minnesota

St. John's Prep

Cooperstown, North Dakota

Crookston, Minnesota

Devils Lake, North Dakota

Central

St. Mary's

Dickinson, North Dakota

Duluth, Minnesota

Cathedral

East Grand Forks, Minnesota

Junior High

Sacred Heart

Senior High

Edgeley, North Dakota

Edmore, North Dakota

Elbow Lake, Minnesota

Ellendale, North Dakota

Eureka, South Dakota

Eveleth, Minnesota

Fairdale, North Dakota

Fargo, North Dakota

Central

Shanley

Fergus Falls, Minnesota

Fosston, Minnesota

Garrison, North Dakota

Glasgow, Montana

Grafton, North Dakota

Grand Forks, North Dakota

Central

Schroeder

South

Valley

Great Falls, Montana

Greenbush, Minnesota

Hampden, North Dakota

Hallock, Minnesota

Halstad, Minnesota

Hankinson, North Dakota

St. Francis Academy

Hardin, Montana

Havre, Montana

Hawley, Minnesota

Helena, Montana

Hettinger, North Dakota

Hibbing, Minnesota

Hillsboro, North Dakota

Hopkins, Minnesota

Huron, South Dakota

Inkster, North Dakota

Midway

Internation Falls, Minnesota  
Falls High  
Jamestown, North Dakota  
Kalispell, Montana  
Flathead County High  
Kennedy, Minnesota  
Lake Bronson, Minnesota  
Lakota, North Dakota  
Langdon, North Dakota  
Lisbon, North Dakota  
Larimore, North Dakota  
Lenmon, South Dakota  
Lewistown, Montana  
Fergus County High  
Little Falls, Minnesota  
Livingston, Montana  
Madison, South Dakota  
Mahnomen, Minnesota  
Mandan, North Dakota  
Mankato, Minnesota  
Marshall, Minnesota  
Mayville, North Dakota  
Milbank, South Dakota  
Miles City, Montana  
Guster County High  
Minot, North Dakota  
Central  
Model  
Ryan  
Missoula, Montana  
Mitchell, South Dakota  
Mobridge, South Dakota  
Montevideo, Minnesota  
Moorhead, Minnesota  
Morris, Minnesota  
Munich, North Dakota  
Nekoma, North Dakota  
Newfolden, Minnesota  
New Prague, Minnesota  
New Rockford, North Dakota  
St. James Academy  
Northfield, Minnesota  
Oakes, North Dakota  
Oslo, Minnesota  
Osnabrock, North Dakota  
Owatonna, Minnesota  
Park Rapids, Minnesota  
Perham, Minnesota  
Pierre, South Dakota

Plummer, Minnesota  
Pershing High  
Portland, North Dakota  
Red Lake Falls, Minnesota  
Richardton, North Dakota  
Assumption Abbey Prep  
Robbindale, Minnesota  
Rolla, North Dakota  
Roseau, Minnesota  
Rugby, North Dakota  
St. Cloud, Minnesota  
Cathedral  
South  
St. Louis Park, Minnesota  
St. Thomas, North Dakota  
Sauk Centre, Minnesota  
Shelby, Montana  
Sidney, Montana  
Sioux Falls, South Dakota  
Washington High  
Sisseton, South Dakota  
Staples, Minnesota  
Stephen, Minnesota  
Theif River Falls, Minnesota  
Tioga, North Dakota  
Valley City, North Dakota  
Central  
St. Catherine's High  
Vermillion, South Dakota  
Wadena, Minnesota  
Wahpeton, North Dakota  
Warren, Minnesota  
Warroad, Minnesota  
Watertown, South Dakota  
Watford City, North Dakota  
Webster, North Dakota  
West Fargo, North Dakota  
Williams, Minnesota  
Williston, North Dakota  
Willmar, Minnesota  
Wolf Point, Montana  
Worthington, Minnesota  
Yankton, South Dakota

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