

A SURVEY STUDY OF COMPETITIVE TUMBLING FOR GIRLS

A Thesis

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

For many years there has been an increasing interest in improving physical fitness. This began when so many young men were found to be unfit for service during World War II. More recently the fitness of children has been brought to the attention of the public by the highly publicized unfavorable results of American children on the Kraus-Weber Tests. Americans have also been shocked by the poor showings of their Olympic teams. Presidents Eisenhower, Kennedy, and Johnson have done a great deal to promote better physical fitness through the establishment and the continuation of The President's Council on Youth Fitness. As a result of this greater emphasis on fitness many communities have improved and expanded their physical education programs. Teachers have also found it necessary to find a way to demonstrate to the public that the physical education program has been improved. Many schools have accomplished this by adding demonstrations and competitions.

One such event is the city tumbling meet for junior high school girls in Topeka, Kansas. This study has been conducted to determine the opinions of the people involved

in this activity and to evaluate the beneficial or harmful effects of it on the total physical education program.

I. THE PROBLEM

Statement of the Problem. The problem of this study can most easily be expressed by the following questions: What is the effect of the city junior high tumbling meet for girls in Topeka, Kansas on the people directly involved? Is it an education experience? Is it truly a worthwhile activity in terms of physical improvements, emotional growth, and home-school relationship? How does it affect the total physical education program?

The hypotheses of this study are: 1) A program of tumbling competition creates a good public relations image and will be well received by the public. 2) An activity such as this will encourage youth to strive for a higher degree of physical skill. 3) Competition provides stimulation for the social and emotional growth of the individual.

Significance of the Problem. The purpose of the study

was to determine whether the tumbling meet is a worthwhile project. The information shown by this survey may be useful for further regulation of the tumbling program in Topeka and it may provide educators in other cities an opportunity to judge its value as an implement to promote physical fitness.

II. DEFINITION OF TERMS USED

The City Junior High Tumbling Meet. The city meet for girls refers to the one meet in which all of the schools participate.

The dual meet. This term refers to a practice meet held between two schools. It is held prior to the city meet in order that the girls will be familiar with the rules of the competition and be better prepared to enter the city meet.

Participant. Participant in this study shall refer to those girls who took part in the city meet. It will not include girls who failed to make the team even though they practiced for it and may have been included in the dual meet.

Non-participant. Non-participant shall refer to girls who were not in the tumbling meet. Some of them may have

been in intramural tumbling or have tried out for the team.

Required Routine. The required routine consists of the following:

Cartwheel-Roundoff-Backroll to extension, snap down-Back roll to extension, snap down-Roll back on shoulders reverse the direction doing a kip-Hand-spring-Headspring-Forward roll-Dive roll.

Optional Routine. The tumber may have one trip down and back a forty foot mat. She may use any combination of movements with the exception of any movement which reverses direction thus giving more space on the mat.

III. ASSUMPTIONS AND LIMITATIONS

In a survey study in which printed questionnaires are used it is assumed the people qualified to supply the required information were able to read and understand the questions.

The study is limited to a very small per cent of the total population of the city. Most of the people in Topeka are not aware that such a program exists. It is further limited by the fact that eighty-nine per cent (89.3%) of the participants responded and ninety-five per cent (95%) of the

parents responded. Lack of response may imply a negative attitude or at least a neutral attitude not shown in the collected data.

Another limiting factor is interschool tumbling is a rather new activity in Topeka. This survey was made while those conducting the program are still evaluating it. Procedures have been changed and improved each year. In spite of the limitations, this study shows the opinions of those involved with this enrichment program for girls' physical education classes.

CHAPTER II

REVIEW OF THE LITERATURE

The tumbling program for girls in Topeka is unusual in that it employs interschool competition as a means of enrichment. This is not a necessary competition, as is natural to a team sport such as volleyball or basketball, but an artificial or stimulated competition. It consists of trying to attain an ideal through aesthetic appeal and technical perfection. It involves no physical contact, but requires more strength, coordination, and courage than any team sport for girls. Why would the physical educators choose this activity of stimulated competition, especially, since competition for girls and women has been so down-grades in the past?

During the period between 1930 and 1950, competition lost favor even in normally competitive sports classes. The national organizations governing girls' sports were opposed to interscholastic competition. The influence of their campaign reduced interest in any competition for girls. The harmful effects of poorly regulated competitive sports for girls put competition, itself, in a bad light.

Women first participated in gymnastics in the Olympic Games in 1936. According to Blanche Drury of San Francisco State College if one reads about women's gymnastics prior to 1952 in both American and Russian books, completely different attitudes will be found. Before that time the Russians were really interested in the development and accomplishments of women in the Olympics. Their schools looked to the Olympics as a source of information as well as a goal for their performers. The American public was apathetic at that time. This apathy was abruptly changed by the results of the 1952 Olympics. The USSR and USA rivalry caused by the struggle for world leadership made the results of the women's events catch the headlines.¹

The television coverage of the 1960 Olympics brought the very best performers to the largest audience in the world. People were amazed by the beauty of performance of the women gymnasts. The new type of women's gymnastics developed grace, poise, and femininity. After the Olympics there was a greater interest in gymnastics in girls'

¹Smith, Hope M., Editor, First National Institute on Girls Sports (Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1965), p. 37.

physical education programs.

These trends coupled with the national stress on fitness, have resulted in the initiation of programs such as the junior high tumbling for girls in Topeka.

Physical educators have attempted to plan programs that will be acceptable to their professional and state organizations. The program in Topeka was planned to comply with requirements of both the Division of Girls' and Women's Sports and the Kansas High School Activities Association. In 1953, the Division for Girls and Womens Sports of the American Association for Health, Physical Education and Recreation stated in their book of standards, "D.G.W.S. believes participation in sports competition is the privilege of all girls and women. In most schools this objective can best be accomplished by an intramural program."² The D.G.W.S. Standards also stated: "There is nothing in the creed of education through sports which rules out the expert. There

²Standards in Sports for Girls and Women (Washington D. C.; American Association for Health, Physical Education, and Recreation. 1953), p. 46.

is no defensible reason why an educationally designed sports program should either fear or fail to develop the maximum skill which an individual may possess."³

Speaking specifically of junior high school students, the following statement can be found in the 1963 revision of the D.G.W.S. standards.

In junior high school it is desirable that intramural programs of competitive activities be closely integrated with the basic physical education program. Appropriate competition at this level should be comprised of intramural and informal extramural events consistent with social needs and recreational interests. A well organized and well conducted sports program should take into account the various skill levels and thus meet the needs of the more highly skilled.⁴

This reflects some changes of position and attitudes held by professional women in that decade.

According to D.G.W.S., informal extramural activities include play days (representatives of each group are selected to play on play-day teams), sports days (school group participates as a unit), and invitational events (such as

³Ibid., p. 24.

⁴Standards in Sports for Girls and Women (Washington D.C.: American Association for Health, Physical Education, and Recreation, 1963,) p. 51.

symposium, jamboree, game, or match). They should be carried out as a supplement to the intramural program. Interscholastic competition is defined as selected groups trained and coached to play a series of games and/or tournaments. According to these definitions the Topeka tumbling meet for junior high girls is an extramural rather than an interscholastic form of competition and is an outgrowth of intramurals as recommended.

Specific standards are also published for each sport. Those that apply to tumbling are found in the Gymnastics Guide, June 1963-June 1965. They are authorized by the Standards Committee of D.C.W.S.⁵ Since the junior high tumbling meet is a special extramural event rather than a part of an interscholastic schedule, many of the items listed are not applicable. However, in Topeka, an attempt has been made to comply with these standards in most instances. Leaders are professionally trained in physical education. Opportunity is provided for participants to have equal chances in practices. Publicity is minimal; emphasis on

⁵MacLean, Dorothy, Gymnastics Guide, July 1963 July 1965, (Washington D.C.: American Association for Health, Physical Education, and Recreation, 1963) pp. 109-112.

winning is not stressed above recreational and social values of participation. No participating school practices more than recommended. All participants will have had in excess of the minimum of ten practice sessions recommended.

In the case of welfare and guidance of the participants, most of the recommendations are followed. Official D.G.W.S rules are not used.⁶ The length of the mat is shortened from sixty to forty feet and only two trips are allowed, one down and one back on the mat. Scoring is simplified a great deal. These changes were made to make the competition more in keeping with the age and strength of the participants.

In addition to trying to be within the recommended standards of the D.G.W.S., participants must be eligible under the rules of the Kansas State High School Activities Association.⁷ The individual must compete in her own grade-age level with proper health examination and scholarships reports sent to the Activities Association.

⁶Ibid., p. 104.

⁷The Kansas State High School Activities Association, Official Handbook 1963-64 (Topeka, Kansas: The Board of Directors, 1963-64), p. 25.

The Activities Association has no specific rules governing individual tumbling or gymnastic events. The function of the Activities Association is to prevent abuses of good judgment. As long as good judgment is used, it is not necessary to formulate special rules for tumbling or gymnastics.

Professional physical educators in many areas of the country have had increased interest in girls' sports in the past few years. This is evidenced by the conducting of the First National Institute on Girls' Sports held November 4-9, 1963, at the University of Oklahoma in Norman. The main topics for this meeting were gymnastics and track.

At this institute many leaders in girls' and women's physical education presented papers which have since been published under one cover.⁸ Anna S. Espenshade of the University of California, Berkeley, spoke on the topic of research. In her paper given at the National Institute on girls' sports she stated girls' programs should include some experience in gymnastics in grades 7-10. This activity has several values for the development and maintenance of physi-

⁸Smith, op. cit., p. 27.

cal fitness, including strength, endurance, flexibility, balance, coordination, and control. The basic training in gymnastics and the grace and beauty of movement which can be outcomes of this program are in accord with the immediate objectives of girls of this age group. She mentioned well supervised programs in swimming for junior and senior high girls and to quote: "Experience and investigation to date indicate that the health of young girls, properly trained, is not injured but actually is improved by these programs. This is certainly true of gymnastics also."⁹ Giving girls an opportunity to explore gymnastics during the early teens will provide an opportunity for those who are good enough to continue with the more advanced forms of the sport.

Another of the speakers, Katherine Ley, of the University of Michigan, stressed the activities of track and gymnastics should be only a part of a total physical education program. She also referred to the young girls (12-14) breaking track and swimming records.

"Have professional physical educators been over-protective? We physical educators know that girls' performance records in skill tests and fitness tests begin to fall off at about age 14. Should this be? Have we missed something? Are there growth and developmental implications for girls programs? Is

the philosophy of competition we've practiced outdated?"⁹

These are questions that she says must be answered in the near future by research and experience, in order that good programs for girls will be conducted.

In another paper, Thomas E. Shaffer, M.D., Ohio State University, pointed out that though the longevity for women has traditionally been attributed to the more strenuous, more competitive, more dangerous, and even more careless life of the male, recent research seems to show that inheritance of two X chromosomes has some beneficial effect on length of life. Thus, women's tendency to longer life seems to be more related to the absence of the Y chromosome than to her way of life.¹⁰

He also says that muscle mass in children is about equal for boys and girls, however, at maturity, muscle mass in women is about one-half that of men. Morehouse and Miller say that athletic ability reaches a maximum at the age of 13-14 years and tends to decline thereafter. They believe

⁹Smith, op. cit., p. 27.

¹⁰Smith, op. cit., p. 16.

that young girls react physiologically the same to exercise as men except for more rapid pulse rate. After puberty, skill and endurance decline. The results of these studies and of many others tend to indicate that professional physical educators have indeed been over protecting junior high age athletes.

Studies tend to show that students who have participated in a program of gymnastics will score higher on physical fitness tests. Carl W. Landiss made a study of college male freshmen using two groups of matched students. One group participated in a sports oriented program, another in a tumbling gymnastic program, and another in a calisthenics program. The tumbling-gymnastic group was the only group that evidenced a significant gain between the initial test and post test means for each of the individual test items on both measures used.¹² Seven separate studies of children's performance on the Kraus-Weber Test are referred

¹¹Morehouse, L. E., and Miller, A. T. Physiology of Exercise (St. Louis: C.V. Mosby, 1963). p. 21.

¹²Landiss, Carl W. "Influences of Physical Education Activities on Motor Ability and Physical Fitness of Male Freshmen" Research Quarterly, Vol. 26, no. 3, 1955.

to by James A. Baley in his article, "Are Gymnastics and Tumbling Essential?"¹³ All of these indicate that children who have tumbling and/or gymnastics training will score higher in physical fitness tests. Mr. Baley says, "The inevitable conclusion that we must draw from these studies, if we believe in the importance of physical fitness, is that schools at all levels must provide facilities, instruction, and motivation to make possible gymnastic and tumbling programs at the instructional, intramural, and the inter-scholastic levels."¹⁴

There is no evidence participation in athletics causes masculinization of women competitors. To be sure some of the champions have been champions because of the advantage of a more masculine body type. This is particularly true of track champions. Rhythmic gymnastics is considered suitable for the typical female build. There is no reason to believe that exercise has an significant effect on body build. Menstruation and childbirth are not adversely effected by

¹³Baley, James A. "Are Gymnastics and Tumbling Essential?" The Physical Educator, May 1961. p. 52.

¹⁴Ibid. p. 54.

athletics for girls. In fact, former athletes have shorter and easier labor than other women.¹⁵ However, stress or anxiety about anything, including competition, may cause temporary cessation of the menstrual function, but this is not physically harmful.¹⁶ Stress resulting from sports competition was found to be less important than the stress of taking important written examinations in a study of college women by Celeste Ulrich.¹⁷ The study seems to indicate that if participants are not over pressured to win, stress will not be too great for them to handle.

The preceding portion of this chapter is presented to show how the leaders in physical education feel at this time about gymnastic competition for girls and women and to mention the results of some research concerning the physical effects of tumbling. The most striking thing about research on women's athletics is the lack of it in the United States. The purpose of this study is to discover the attitudes of

¹⁵Smith, op. cit., p. 28.

¹⁶Smith, op. cit., p. 28.

¹⁷Ulrich, Celeste, "Stress Resulting from Competition in Women" Research Quarterly 28:160, May 1957.

ordinary teachers with ordinary students, and to find how laymen, both adults and children, feel about a program of tumbling in junior high school.

Two studies were found which were conducted in a similar manner. In a study by Scott¹⁸ of attitudes toward intensive competition in elementary school, parents were most in favor, teachers next, administrators least. All groups had a majority in favor of competition, as opposed to the professional physical educators feeling that this is the wrong approach. In a study of little league baseball by Skubic¹⁹, the laymen had attitudes that were favorable to the program.

¹⁸Scott, Phoebe M., "Attitudes Toward Athletic Competition in Elementary Schools" Research Quarterly 24:352 October, 1953.

¹⁹Skubic, Eivora, "Attitudes of Parents and Players Toward Little League Baseball" Research Quarterly 27:97 March, 1956.

CHAPTER III

THE ORGANIZATION OF THE STUDY

This study was conducted by the survey questionnaire method. Each of the eleven junior high schools in Topeka, Kansas was involved. Three questionnaires were drawn up; one for the girls' physical education teachers, one for the parents of those who competed in the city tumbling meet for girls, the third for students. Two groups of students were questioned; participants were included in one group, the other group was non-participants. The non-participants were selected at random from the girls' physical education classes by the physical education teacher in each school.

Questionnaires for the students were constructed and given to a sample group of advanced ninth grade study hall students in a junior high school. The students were allowed to ask questions and discuss the statements. In this way it was possible to eliminate or change some of the items that were not clear to those questioned. Many simple words were inserted to replace more complex words, even though the larger words were more specific.

Each of the three questionnaires was planned so that an introductory section identified the respondent. For example, on the questionnaire for parents it signifies Mother, Father, or guardian; and the student's questionnaire identifies them according to grade level and whether or not they were participants. In the main body of each questionnaire the items were stated so that they could be answered by number code. On this scale, 1) represents definitely yes, 2) probably yes, 3) undecided, 4) probably no, and 5) definitely no. Use of this scale made an easy way to tabulate the answers and to show how the majority felt about each item. In addition to this, each questionnaire included a section which provided for the respondent to make statements concerning the tumbling competition. The purpose was to find whether there was an aspect of the tumbling program that had not been covered by the questions.

The specific questions on all of the questionnaires were planned to determine how the majority of those involved would answer the following ten questions.

1. Did they like the idea of having a tumbling meet for girls?
2. Was it an educational project?

3. Was there time for the people involved to do this without seriously neglecting other duties?
4. Was it fulfilling a need for physical activity?
5. Did it deprive those students not participating?
6. How did it affect home-school relationships?
7. Was it safe?
8. How did it affect the emotional stability of girls involved?
9. Did the uniforms make it seem more important?
10. Was the skill level in tumbling in the physical education classes improved because of the tumbling competition?

These ten questions were divided into many different questions, especially, on the questionnaires for teachers and for students. This was done either so the questions could be answered by the code, or so that they would not feel obliged to answer in a way they might feel they were expected to answer.

The questionnaires were delivered to the physical education teacher in each school. Verbal instructions were given for circulation of the questionnaires. Each participant in the city meet was requested to complete a questionnaire. These were numbered and stapled to an envelope which had the same number. After the questionnaire was completed,

it was to be sealed in the envelope and returned to the teacher. The teacher would then check the student's name on the check list. The participant also received a questionnaire for her parents with a letter requesting cooperation. These had the same number as the student's questionnaire. When it was returned to the teacher, that student received a second check and her share of the study was completed. The non-participants were given their questionnaires. They returned them in like manner, but they were not given a questionnaire for parents.

The following week the teachers were contacted by telephone to remind them of the study and appointments were made to pick up the completed questionnaires during the next week. This gave the teachers two weeks in which to get the questionnaires returned. The Questionnaire for Teachers was delivered and returned on the same time schedule as the student questionnaire.

The names of the students who had not returned the questionnaire were taken from the check lists. A follow-up letter was sent to each girl to remind her of the study and to request her cooperation. Another copy of the questionnaire was sent along so it could be returned in the stamped,

self-addressed envelope. This follow-up method made it possible to include fifty-two additional questionnaires that were not returned in time to be included with those collected by the teachers.

In addition there were brief interviews with the teachers to determine whether the statements they made in conversation would correspond to the opinions they recorded on their questionnaire. It was found that the opinions given in the interview were the same as those written on the questionnaires.

The tabulation of information from the questionnaire for teachers was done according to the number code. The results of part one can be found in the Appendix on page 92. The answers to part two were tallied by categories or meanings of the statements in order to determine how many would include each idea mentioned.

For the results of the questionnaire for parents, the tally sheet for each question was classified by grade level of the student and by relationship of the respondent to the child. A copy of the tally sheet for parents can be found in the Appendix, page 95. The tabulation was done separately by schools, then combined for a city total.

Part two of this questionnaire was tallied in the same manner as the questionnaire for teachers.

The first part of the questionnaire for students was tabulated in two categories, one of participants and one of non-participants. A tally sheet was prepared for part two. It divides the responses by grade level and by participant or non-participant. A copy of the tally sheet for students can be found on page 98. Part three was tabulated by participant or non-participant. This was also done by the same method as part two of the questionnaire for teachers.

Because the Supervisor of Health, Physical Education, and Safety for the Public Schools of Topeka, Kansas is responsible for all of the physical education activities, Dr. Quantin D. Groves was asked to make statements concerning three aspects of the program. They were:

1. The purpose of the girls' tumbling program.
2. The reason for having girls' tumbling meets.
3. The safety precautions recommended in the girls' tumbling program.

Dr. Groves mailed his reply in July, 1964, to be included in this study.

CHAPTER IV

THE DATA

Introduction to the Data

The responses to the questionnaires show that the people directly involved with this activity have an attitude of approval to the meet and to the way it is now conducted. No important bad effects were pointed out. People did not seem to feel that the activity was dangerous or upsetting to the contestants. The only change that was encourage by a large portion of those questioned was to provide more space for both spectators and performance.

In order to make the data more meaningful to the reader, a brief review of the administration of the Topeka tumbling program follows.

Progression. The tumbling program in Topeka begins in the elementary grades. In the primary grades, self testing stunts, animal imitations, and fundamentals of walking, running, hepping, and jumping are taught by the classroom teachers under the supervision of a Consultant in Elementary Physical Education. In the intermediate grades, the fundamentals of the forward roll, backward roll, cart-

wheel, and the kip progression are presented by the director and practiced under the supervision of a classroom teacher.²⁰

In junior high, the same fundamentals are reviewed with many more variations added and combinations of two or more stunts are presented. Inverted balances are learned with their many variations. Fundamentals of the gymnastic apparatus are presented in each school. Most schools have intramural tumbling workshops and/or contests. At this level, all of the girls are taught by women physical education teachers.²¹

On the high school level, there is a gymnastics meet for girls. The basic fundamentals of many of the gymnastic activities were introduced at the junior high school level. This, together with the long mat tumbling competition, gives a background of knowledge and interest as the senior high physical education teachers present the gymnastic unit.

The gymnastic meet at the high school level becomes a

²⁰Groves, Quentin D., and committee, "Physical Education for Elementary School Children" (Mimeographed Course of Study).

²¹Groves, Quentin D., "Enrichment Program for Girls. Plans and Procedures Guide 1964-65" (Mimeographed).

more distinctively feminine and esthetic activity. This is possible because the girls now have sufficient strength and coordination to compete at nearly adult level. The standards and events more nearly approach Olympic standards. Beauty, grace, and rhythm are stressed more than stunts involving strength. The activities in the high school gymnastic

competition are:

1. Floor exercise
2. Long mat tumbling
3. Uneven parallel bars
4. Balance beam
5. Trampoline
6. Vaulting

The Junior High Tumbling Meet. The girls' physical education teachers are coaches of the teams that enter the tumbling meet. These teachers (all women) and the Supervisor of Health, Physical Education, and Safety (a man) plan and administer the tumbling meet.

Each school may enter three teams of five members each. The teams are seventh grade, eight grade, and ninth grade. A girl must participate in her own grade-age level as established by the Kansas State High School Activities Association.²² She must be eligible under their rules, with

²²The Kansas State High School Activities Association, Official Handbook 1963-64 (Topeka, Kansas: The Board of Directors, 1963-64), p. 75.

proper health examination and scholarship reports sent to the Activities Association.

The girls compete in an optional and a required routine. The routine consists of one trip down the mat and a return trip back. No penalty is given for failure to cover the length of the mat or for exceeding the length of the mat. Steps may be taken at either end of the mat. Tumbling off the sides of the mat is penalized.

The required routine consists of the following:
Cartwheel--round off--Back roll to extension, snapdown--Back roll to extension, snapdown--Roll back on shoulders reverse the direction doing a kip--Handspring--Headspring--Forward roll--Dive roll.

The optional routine may be any combination of movements traveling up and back the length of the mat. No movement is prohibited, except movement that results in reversing for an extra trip or extra distance on the mat.

The Judging. The meet is judged by men junior high physical education teachers. They are chosen because of the similarity of the junior high tumbling meet for boys, their interest in the program, and their availability for judging instruction. In the past there was an attempt to use women

judges. They were chosen from the local high schools and Washburn University. Use of these judges is very difficult because of scheduling.

Score is on a basis of 100 points for each contestant's routine. One hundred would be the score of a perfect routine. Optional and required routines are judged separately, then the scores for both routines are added. Each judge submits his score and it is added to the scores of the other judges to produce the final results.

The results are sent to the schools. They show how the teams ranked for each grade, the top ten in each grade, and the place of each entrant.²³

The Presentation of Data

Dr. Quantin D. Groves, the Supervisor for Health, Physical Education, and Safety of the Public Schools of Topeka, Kansas, in response to questions asked during an interview, mailed these statements to be included in the study. In answer to what is the purpose of the girls' tumbling program, he wrote:

²³A copy of the results for 1964 can be seen in the Appendix, p. 105.

The primary purpose of the junior high school girls' tumbling program is to provide an enrichment for the girls who are talented and interested. We feel that many girls are capable and interested in achieving higher performance levels than is possible in regular physical education classes, and that additional opportunities need to be provided for them in their pursuit of excellence. We believe further that all girls when they see the quality of performance which can be achieved by some, will aspire to do better themselves; consequently, raising the interest level of all girls in physical education classes.

Reason for Tumbling Meets:

The tumbling meets were begun so that the girls who worked to improve their skills would have an opportunity to demonstrate their achievement. It was our opinion that the varsity pattern of interscholastic tumbling was the best way of providing opportunities for girls to demonstrate their skills.

Safety Precautions:

Physical education teachers have been given extra pay for working in a coaching situation. It is expected that teachers will personally conduct all practice sessions, and that no girl will be permitted to perform new skills until she is able to perform them safely. It is expected that all physical education teachers have been trained in spotting techniques, and that these techniques are used in all practice sessions. Additional training sessions in the teaching of students, tumbling and gymnastics are given each year in workshops and sports' clinics. Physical examinations are required of the girls who participate in interscholastic meets.

To our knowledge, there are no regulations by state or national professional groups that are in conflict with the program as it is conducted in our schools.

These brief statements represent the feelings of the administration concerning the tumbling competition for girls.

The data was gathered by using three different questionnaires. Data will, therefore, be presented in three parts, one for each group questioned.

The Questionnaire for Teachers. The eleven teachers involved with the junior high tumbling meet were all willing to cooperate in this study. A total of forty-seven years experience in teaching physical education is represented by the eleven teachers involved. This is an average of 4.2 years per teacher. The teacher with the most years service as a physical education teacher had thirteen years experience. In descending order were one teacher with ten years experience, three teachers with four years experience, two with three years experience, and two with one year of teaching. Only two of the eleven teachers have other teaching assignments. One teaches math and the other teaches English. In every case, physical education is the teacher's major subject. Only one of the eleven had an experience with competitive tumbling prior to the work in the program in Topeka.

The tabulation of the answers to Part II of the Questionnaire for Teachers may be found in the Appendix, p. 92.

All but one of the teacher-coaches were emphatic in their belief that the tumbling competition should be continued. The other person answered that it should probably be continued.

Seventy-three per cent said it definitely is effective in producing desirable public relations, while twenty-seven per cent felt it was probably effective in this way.

The purpose of questions three and four was to find whether the coaches felt that this competition contributed to the emotional growth of the girls involved from their own schools. For question three, four answered definitely yes and seven answered probably yes. It is interesting to note that the four who answered definitely yes were teachers with four or more years of experience. All the teachers felt the tumbling competition did aid in the emotional development of the girls who tried out for the team.

Questions five and six were constructed to determine whether the teachers felt that the skill level had been raised because of having an enrichment program in tumbling. All commented that the competition did raise the skill level

of highly skilled students. Three of those answered "probably yes". On the sixth question concerning most of the girls in physical education, eight answered "yes" and two answered "no", with one having no opinion. All of the teachers who had taught before there was a city tumbling meet felt that the level of skill of all students was raised by the motivation of preparing for the city meet.

The purpose of questions seven, eight, and nine was to discover whether this tumbling competition added interest to the girls' physical education program. There was nearly total agreement that the competition did add to interest in physical education. The most diverse spread of opinion on the entire questionnaire is in answer to question eight. Approximately one-third answered "yes", one-third "no", and one-third "undecided". However, the teacher who felt that it definitely made a difference in enrollment answered that she definitely would not select participants who were not enrolled in physical education. Seventy-three per cent said they would select participants not enrolled in physical education, while twenty-seven per cent said they would not.

One hundred per cent of the coaches felt that the public accepted the meet well. In answer to question eleven,

only two had parents express disapproval. These teachers still felt that most of the people accepted the meet well.

Two teachers felt that the preparation for the tumbling meet took too much of their time. These ladies also felt that it took time that they would otherwise spend in preparation of lesson plans. Most teachers did not feel that it took too much of their time.

The teachers were paid for their work in the enrichment program. All but one answered that they deserve the remuneration. The one teacher had no opinion. All consider it an enrichment program for the better students rather than as simply an extra curricular activity.

Questions fifteen, sixteen, and seventeen were included to obtain an opinion concerning how the tumbling program affects other students in physical education who are not so skilled. In answer to number fifteen, most of the teachers, sixty-four per cent, said that it did not cause them to spend less time than they would otherwise with the poor tumblers. Thirty-six per cent said that they probably spent less time with the poor tumblers.

Eight of the coaches said they devoted some class time to preparation of a tumbling team while three said they

definitely did not devote class time to coaching.

Ten of the eleven answered that it did not reduce their effectiveness in other class work. That one person had also answered "yes" to the question concerning tumbling taking too much of her outside time.

According to the opinions of the coaches, the tumbling meet gave recognition to girls who would not otherwise be credited for excelling in something.

School uniforms were used in the tumbling meet. Ten answered definitely that school uniforms added prestige to the competition. One teacher had no opinion.

The uniforms, in school colors, are simply two-piece gym suits with elastic legs. Five felt the uniforms were designed to improve performance, four had no opinion, and two felt they were not designed to improve performance.

The next six questions, twenty-one through twenty-six, were concerned with the participants' health and safety. One hundred per cent of the schools require a physical examination. This was because it is a requirement of the Kansas State High School Activities Association.

Many of the schools conducted try outs as an intramural or class activity to avoid the necessity of having a

physical exam as a prerequisite to trying out for the team. About half of the teachers answered "yes" while half of them answered "no".

In answer to question twenty-three, six required a physical examination of each girl who regularly practiced with the team, one did not answer, and four did not require a physical examination.

There is evidently no special arrangement for a doctor to attend the city meet in event of accident. In answer to number twenty-four, six had no opinion, three marked "probably no", and one marked "probably yes".

Ten coaches said they definitely had written consent from the parents before allowing a girl to compete. One teacher marked "probably no". All felt that the safety precautions were adequate.

Questions twenty-seven to twenty-nine were concerned with the judging. Seven coaches answered "probably yes" to the question, "was the judging fair?", while four withheld their opinion. Number twenty-eight asked if the judging was done according to state or national standard. Seven marked "no" answers and four answered "probably yes". However, it is not judged according to national standard. Five coaches

felt the judges were qualified, three withheld opinion, and three felt they were not qualified.

The remaining questions, thirty through thirty-five, were constructed to discover if there were any major changes desired by the teachers. The teachers agreed that there were not too many girls on each team. They also agreed that neither the required nor the optional routines should be eliminated.

In answer to number thirty-three, "Do you have a satisfactory time for practice?", four said "yes", one was undecided, and six responded "no". This indicated that the majority found scheduling difficulties.

The place to practice seemed to be as difficult to manage as the time to practice. Again, four did have a satisfactory place to practice, one did not answer, and six felt they did not have a satisfactory place to practice.

None of the coaches felt that it would be better to have several small meets rather than one city meet. One made a notation that it would be good to have both.

Questionnaire for Teachers Part II. In answer to the question "Do you have the time and opportunity to teach emotional control, sportsmanship, and other desirable traits

to your team?", there was a wide range of answers. One teacher said "no". She had not taken special time to consciously teach desirable sportsmanship traits because of limited space and time. She added, however, that she had not seen any evidence of undesirable traits. With the exception of two teachers, all said "yes". These two said any sport, if taught correctly and handled correctly, will teach sportsmanship and make better citizens of the team members. This is a continuous process throughout our activity. It has to be taught and worked toward constantly. It cannot be done in a short time or in just one activity.

The participants from all schools were selected because of their physical skill in the required and optional routines. All were required to meet the eligibility rules of the Kansas State High School Activities Association.

In most schools, any girl who wished could try out for the team but in two schools girls must be able to meet certain skill requirements to attend practice.

If at the time of the city meet, there were some doubts as to differences in skill, scores in the dual meet or ratings by the boys' physical education teacher combined with the teacher's own opinion often decide which girl was

more skilled and deserved the right to attend the city meet. When there was still an apparent tie, attitude and social traits were taken into consideration.

Concerning arrangements for getting physical examinations, nine responded that this was entirely the responsibility of the individual. One wrote that all of the girls in physical education had physicals at the beginning of the year from one doctor. The other said that it was the responsibility of the individual; however, if they have someone who honestly cannot afford the examination, they call a doctor and pay for it from a school fund.

The following things were listed by the teachers as the purpose of the city tumbling meet: To give recognition to and opportunity for the development of the skilled students; to encourage physical education participation on a higher skill level; to offer a competitive activity for girls of high skill at junior high school level; to help promote good public relations for girls' physical education; and to raise the standards of the girls' tumbling program.

In answer to the question, "Why was it started?", one teacher said that it was decided to try a meet to give the girls a chance to perform and to build up interest in

tumbling as had been done with the boys. It seemed quite successful and was continued. Two teachers did not respond to item four.

Item five asked what they felt were some good things about the meet. All but one of the teachers responded to item five by listing four or five outcomes that they felt were beneficial. One teacher did not complete the questionnaire. The advantage that was listed most often was a chance to meet girls from other schools. This was included by fifty per cent of those who responded. Another teacher wrote: "It gives a student a chance to see the ability of students from other schools and makes her want to learn those things." Other comments by the coaches concerning desirable outcomes follow: the chance to develop good sportsmanship under stress was mentioned by four under the classification of sportsmanship. Two teachers felt that this also contributed to the improvement of emotional development. The chance to compete in public helps to develop the competitive attitude so necessary for success today.

Other statements made by the teachers follow in the next paragraphs. The meet gives physically talented pupils a goal to work toward. It gives girls who otherwise might

have little or no recognition a chance to excel in something. It gives better students a chance to improve their individual skills over and beyond the actual work done in large classroom situations. It increases the physical fitness of participants. It improves school spirit.

Participation in the tumbling competition helps to develop self-confidence. It teaches the girls to respect the judges and to be poised in front of them. It motivates some students to improve grades in other classes so that they will be eligible to compete. Girls are encouraged to work harder. There is an overall pattern of watching others and developing the desire to work hard. They can see that hard work brings pleasant rewards.

It is a good public relations project for the girls' physical education department. Parents have a chance to see their youngsters perform. Many times they are amazed at the grace and beauty of their own children displaying their skill at the city meet.

When asked to list some of the faults of the tumbling program, four (thirty-six per cent) did not respond. Three made some objection to the judging. They felt that some judges had a personal interest in and favored girls from

their own school. They felt that some had not had enough experience with tumbling to judge a meet. Women judges would be better for girls' activities. Judging should be done according to national standards.

Two teachers mentioned that there was neither enough time nor mat space for proper warm-ups. Two others felt that having three persons performing at a time was distracting, and possibly hampered the performance of some girls.

The following things were mentioned by one of the eleven coaches: Spectators should be asked to stay in their seats and should be supervised by school personnel. Announcing results which are not definitely proven is very disappointing to children. There is little public interest in the meet. One teacher felt that there should be more dual meets. She supported this with the following statement: "It takes quite a long time to develop the actual skill necessary and the girls tend to lose interest long before the city meet. The dual meet does help change this factor. However, the boys have several meets and this creates interest throughout their program."

These were the suggestions by the teachers for changes

and improvements in the meet:

1. **The scoring should be more organized and defined for all.**
 - a. **Grading standards should be set up by women, not men.**
 - b. **Judging should be done according to national standards.**
 - c. **More time should be spent with teachers as to the proper way of doing each stunt.**
2. **The judges should be:**
 - a. **Impartial.**
 - b. **Women.**
 - c. **Not judging girls by boys' standards.**
 - d. **Provided more carbons for score lists and computers for double checking of scores.**
3. **Time of the meet might be changed to another season so that girls and boys will not compete for time to use the mats.**
4. **The girls' teams should have more dual meets.**
5. **The problem of too much activity for the space available could be solved by:**
 - a. **Move to a bigger building.**
 - b. **Provide an area away from competition for warm-ups.**
 - c. **Have different grades on different days.**
6. **Improve warm-up procedures.**
7. **Supervise student spectators.**

8. Charge an admission fee. (This teacher was not aware that there was a \$.25 admission charged.)
9. There should be more publicity.

Some of the teachers felt that this year's change of having the meet at night should be continued. Also, many people enjoyed this type performance even though they did not have youngsters in the program.

The Questionnaire for Parents. The questionnaire to parents (see Appendix, p. 94) was sent only to the parents of girls who participated in a tumbling meet. The reason a few schools have more returns than they had participants is that parents of girls who competed in the dual meet but not in the city meet were given forms also.

There were 159 participants in the city tumbling meet; 145 (ninety-five per cent) of the parents of participants responded. Only five (three per cent) of the questionnaires were filled out by fathers of the girls. This small number would not make a valid comparison of attitudes held by mothers and fathers separately.

Results of Part I of the Questionnaire for Parents.

The first question, "Do you feel that the junior high tumbling meet was a good activity to offer for girls?"

was answered by 145 parents. Of this number, 143 answered "yes", one marked "no opinion", and one marked "no". This shows that the parents were emphatically in favor of having a tumbling meet.

One-hundred-forty (96.5 per cent) of the parents felt that wearing the school uniform made it a more meaningful experience, four (2.8 per cent) said it did not, and one (0.7 per cent) was undecided.

Question three asked whether the tumbling meet gave the child a chance to show a skill that otherwise would not have been shown. "Definitely yes" was marked by seventy-nine parents and "probably yes" was marked by fifty-five parents. This made ninety-two per cent "yes" answers as compared to four per cent undecided and four per cent "no" answers.

The parents' opinion of whether demonstrating skill improves the girls' self-confidence is shown in the answers to question four. Fifty-three marked "definitely yes" and seventy-four marked "probably yes". This makes eighty-eight per cent "yes" answers, four per cent "no", and eight per cent no opinion. According to this tally, most parents felt that performing in the contest helped to improve self-

confidence.

A great majority of parents felt that preparation for the meet improved the physical fitness of participants. Only five said it did not improve their daughter's fitness. Ten were undecided.

There were those who believed that competition causes emotional upset too great for children. The answers to whether the parents felt undue emotional upset was caused by the tumbling meet shows that parents fail to agree with this. Sixty-seven per cent said it definitely did not cause undue upset and twenty-six per cent said it probably did not. This is a total of ninety-three per cent of the parents questioned. Two had no opinion, while nine felt it caused too much emotional upset.

In rating the amount of physical danger involved, one parent checked "very dangerous", forty-eight checked "slightly dangerous", twelve were undecided, sixty-nine felt it was "fairly safe", and fifteen marked "very safe".

The next question was what effect tumbling in the meet had on the child's interest in other school work. Ten (seven per cent) marked "improves a lot", twenty-two (fifteen per cent) checked "improves slightly", 103 (seventy-one per cent)

said it "has no effect", eight (six per cent) checked "harm temporarily". Only one felt it does real harm.

When asked if they were glad their child participated, fifty-eight parents (forty per cent) were "extremely pleased", eighty-one (fifty-seven per cent) marked "pleased", and six (three and one-half per cent) were "indifferent". None of the parents marked "sorry" or "dissatisfied".

Many of the parents did not actually see the tumbling meet. Sixty per cent attended the meet. Fifty-eight did not attend. There were thirty-four who checked that working was the reason they did not attend. Seven did not attend because of illness of themselves or a family member. Seven said they did not know it was public. Other reasons given for not attending were: babysitting, daughters did not want them to attend, no transportation, attended church, and out of town.

In Part II of the Questionnaire for Parents, space was provided for the parents to say anything they would like. The three statements were meant to guide the parents and to give order for tabulation of the comments.

The first guide statement was for comments mentioning good aspects of the tumbling meet. The parents were all

very thorough in listing things they felt were good about the tumbling competition. Nearly everyone who filled out a questionnaire listed four or more separate items under this heading.

Physical fitness was listed most often. Many parents listed coordination, flexibility, strength, and agility, as well as physical fitness. Pride in physical fitness and better attention to health habits, better appetite, and increased desire for sleep were also mentioned frequently.

Second in the number of times mentioned was the fact that competition itself is a good wholesome experience. It helps to build the competitive spirit one needs. Many people seem to believe that competitive experiences for children help them to adjust to the highly competitive adult world.

Having a goal is considered a good thing by many. Approaching the goal gives the contestant a feeling of accomplishment. This was mentioned several times. Discovering that hard work results in pleasant rewards is important to youth. Some said the gaining of self-confidence was important to their child.

Many social aspects were listed. Pride in repre-

senting the school or a feeling of identity with and loyalty to the school were mentioned. Meeting girls from other schools, having fun, and getting along well with others were often mentioned. Family recognition for girls as well as for boys also ranked high in frequency. Sportsmanship and developing respect for others were desirable outcomes of the tumbling meet.

Showmanship itself is considered a desirable outcome by many parents. One mother said it showed what good instruction and hours of practice will do. Others mentioned that the city meet was well organized and completed quickly. Still others said it was attractive to watch. It was colorful because of the school uniforms.

The second guide statement was to provide a space for people to list things they felt were poor about the city meet. Not many things were listed, in fact 125 (eighty-six per cent) did not respond on this item. The most frequent criticism, teams could be larger, was mentioned only three times. The points that the building was too small for the number of contestants, there was so much to watch that little could be seen, and poor publicity, were each listed twice.

All of the things listed below were mentioned only by

one. Clapping for one mat disturbs girls on other mats. Tumbling is quite tiring for contestants. The meet should be on a Friday so it could last longer and not so much would be going on at once. It is difficult to obtain transportation to the meet in some neighborhoods. There are too many participants. Practices had to be done on the students' time. Spectators could not see or hear the ratings. Girls become too muscle bound. Not enough parents attended. Girls did not understand the scoring well. Not enough interest by other students. Parents should be provided with a roster or program.

The third guide statement was for suggestions for improvement of the tumbling competition. It is significant to note that more of the parents made suggestions than criticisms, but there were ninety-five (sixty-five per cent) blanks on question three.

The need for more practice time and space was listed on five questionnaires. More publicity was listed by five, also these people felt that the results should be published in the newspaper. Some felt that practice should be held in the gym, not in the halls. Three felt that practice should be on school time rather than in the morning before school.

Another wanted transportation home after evening practice.

Three parents felt that the girls on each team should receive the same recognition and the same kind of awards as the other (boys') school athletic teams.

Two mentioned that they should have judges who are not connected with the junior high schools. One felt that more of the rating should be based on the required routines. Another felt there should be a standardized rating on each stunt.

Having the different grades perform on different nights was suggested by two of those questioned. A roster of participants to hand out to the audience was suggested. Another felt the school colors should be posted somewhere so that parents could tell what school girls represented. Spectators, especially peers of the contestants, should be required to sit down and be quiet so others could see.

One person felt that the coaches should be better trained to individualize instruction with the idea of determining the maximum potential of each girl and to realize when that capacity is reached. Another felt that there should be an attending physician at the meet.

While the opinions submitted in response to the last

two statements on the questionnaire were interesting, they do not represent any trend. The one with the most frequent mention represented only 3.4 per cent of the people questioned.

The Questionnaire for Students. In the city tumbling meet, there were 159 contestants. Of these 55 were in seventh grade, 54 in eighth grade and 50 in ninth grade. Each contestant who was still in the school district eight weeks later was asked to fill out a questionnaire. One-hundred and forty-two responded, fifty-one (ninety-one per cent) from seventh grade, fifty-two (ninety-six per cent) from eighth grade, and thirty-nine (seventy-eight per cent) from ninth grade. In all grades combined, eighty-nine and three tenths per cent responded. Lack of response may imply a negative attitude, or at least a neutral attitude not shown in the collected data.

There were also a number of non-participants questioned. Because of some misunderstandings on the part of the teachers requested to help, it was impossible to know the exact number of questionnaires handed out. However, there were 264 returned: ninety-eight from seventh grade, ninety-seven from eighth grade and sixty-nine from ninth

grade.

This made a total of 406 returns from students questioned; 149 in each of the seventh and eighth grades and 108 in the ninth grade.

Part I of the Questionnaire for Students. In Part I of the questionnaire for students, an attempt has been made to find out whether there were any differences between the participants and the non-participants in their background for sports participation and in the activities in which they take part.

It was found, according to the answers checked, that there is no important difference in the background of the two groups. About forty per cent of each group have had training in the dance forms. About ninety-five per cent have had tumbling in grade school. Nearly ten per cent had tumbling training somewhere other than at school. Nearly every person, regardless of participation, claimed to have instruction from someone other than her physical education teacher.

Questions three, four, and five were asked with the intention of getting an idea of whether the participants had more or fewer extra curricular activities than non-

participants. No important difference was found by this survey.

Part II of Questionnaire for Students. This section of the questionnaire for students was arranged so the student selected one of five responses. She could choose: definitely yes, probably yes, no opinion, probably no, or definitely no. A complete chart showing the responses of the students can be found in the Appendix beginning on page 98.

1. Do you believe the tumbling meet should be continued?

TABLE I

STUDENT RESPONSE TO QUESTION ONE

	Per Cent Yes	Per Cent No Opinion	Per Cent No
Total responding	98%	1%	0.1%
Participants	99%		0.7%
Non-participants	96%	2%	0.9%
Seventh grade	99%	0.5%	0.5%
Eighth grade	95%	3%	2%
Ninth grade	99%	0.9%	

The first question was "Do you believe the tumbling meet should be continued?" Of the 406 answers, 359 (88.6 per cent) responded definitely yes, 36 responded probably

yes, 6 drew no conclusion, and only 4 opposed having a tumbling meet. Only one of all of the participants responded against having the tumbling meet in the future. Ninety-six per cent of the participants marked definitely yes, while three and five tenths per cent responded probably yes.

2. Does the tumbling meet increase your interest in physical education?

TABLE II

STUDENT RESPONSE TO QUESTION TWO

	Per Cent Yes	Per Cent No Opinion	Per Cent No
Total responding	85%	9%	6%
Participants	99%	0%	0.7%
Non-participants	78%	14%	8%
Seventh grade	87%	8%	5%
Eighth grade	80%	9%	11%
Ninth grade	86%	11%	3%

Only one of the 142 participants marked a "no" answer. Distribution of the different answers by grade level was approximately the same in all grades.

3. Does it increase your interest in school?

TABLE III

STUDENT RESPONSE TO QUESTION THREE

	Per Cent Yes	Per Cent No Opinion	Per Cent No
Total responding	56%	22%	22%
Participants	61%	22%	17%
Non-participants	53%	20%	25%
Seventh grade	61%	20%	19%
Eighth grade	56%	22%	22%
Ninth grade	52%	19%	29%

In a breakdown by grade level, more of the younger students believed that the tumbling most increased their interest and more of the older students thought it did not add to their interest in school.

4. Is it the most exciting school activity for you?

TABLE IV

STUDENT RESPONSE TO QUESTION FOUR

	Per Cent Yes	Per Cent No Opinion	Per Cent No
Total responding	37%	19%	46%
Participants	64%	10%	26%
Non-participants	22%	19%	59%
Seventh grade			
Participants	76%	12%	12%
Non-participants	27%	16%	57%

TABLE IV (continued)

	Per Cent Yes	Per Cent No Opinion	Per Cent No
Eight grade			
Participants	58%	2%	40%
Non-participants	20%	23%	57%
Ninth grade			
Participants	54%	25%	21%
Non-participants	19%	22%	59%

The participants have a large majority who think the tumbling meet is their most exciting school activity. One would expect that this was not true for the non-participants and the response shows that this assumption is correct.

According to the data, this competition is considerably more exciting to the younger girls.

5. Would you like to be in the tumbling meet next year?

TABLE V

STUDENT RESPONSE TO QUESTION FIVE

	Per Cent Yes	Per Cent No Opinion	Per Cent No
Total responding	73%	5%	22%
Participants	91%	4%	5%
Non-participants	64%	6%	30%
Seventh grade	82%	5%	13%
Eighth grade	76%	9%	19%
Ninth grade	62%	10%	28%

The majority answered they would like to be in the

tumbling meet next year. There was decreasing interest by grade level.

6. Does tumbling interfere with your classwork?

TABLE VI

STUDENT RESPONSE TO QUESTION SIX

	Per Cent Yes	Per Cent No Opinion	Per Cent No
Total responding	5%	10%	85%
Participants	6%	6%	88%
Non-participants	4%	13%	83%
Seventh grade	4%	13%	83%
Eighth grade	6%	9%	85%
Ninth grade	3%	9%	88%

Most students felt that tumbling did not interfere with their classwork.

7. Does tumbling interfere with other activities?

TABLE VII

STUDENT RESPONSE TO QUESTION SEVEN

	Per Cent Yes	Per Cent No Opinion	Per Cent No
Total responding	14%	13%	73%
Participants	19%	8%	73%
Non-participants	11%	16%	73%
Seventh grade	11%	14%	75%
Eighth grade	17%	9%	74%
Ninth grade	13%	16%	71%

The extent to which tumbling interferes with other activities seems to depend on the time of the practice. Therefore, response varies greatly from school to school. More students found that it interfered with other activities than with classwork. Even so, three-fourths of the total number feel that it does not interfere with other activities.

8. Should the required routine be omitted?

TABLE VIII

STUDENT RESPONSE TO QUESTION EIGHT

	Per Cent Yes	Per Cent No Opinion	Per Cent No
Total responding	10%	11%	76%
Participants	9%	7%	84%
Non-participants	7%	19%	70%
Seventh grade	16%	10%	74%
Eighth grade	15%	13%	72%
Ninth grade	6%	19%	75%

A majority of the students felt that the required routine should not be omitted.

9. Should the optional routine be omitted?

TABLE IX

STUDENT RESPONSE TO QUESTION NINE

	Per Cent Yes	Per Cent No Opinion	Per Cent No
Total responding	10%	15%	75%

TABLE IX (continued)

	Per Cent Yes	Per Cent No Opinion	Per Cent No
Participants	9%	6%	85%
Non-participants	11%	20%	69%
Seventh grade	22%	13%	65%
Eighth grade	9%	13%	78%
Ninth grade	6%	20%	74%

Most of the students felt that the optional routine should remain a part of the competition. More non-participants than participants wanted to change this part of the competition. The more important difference was between responses of ninth grade students compared to those of seventh grade students.

10. Does the uniform help you perform better? Non-participants were asked to omit this question.

TABLE X

STUDENT RESPONSE TO QUESTION TEN

	Per Cent Yes	Per Cent No Opinion	Per Cent No
Participants	39%	20%	41%
Seventh grade	31%	23%	46%
Eighth grade	34%	23%	43%
Ninth grade	53%	15%	32%

The percentage of girls who marked that the uniform helped them perform better was surprising since they are simply two-piece gym suits in school colors. They have no attributes which should make tumblers any freer in their movement than the bloomer style gym suit they wear in class. If, however, they can actually do better in the uniform it must be related to the feeling of personal pride in being selected to wear the school colors.

11. Do you think that having a uniform makes more girls interested in being on the team?

TABLE XI

STUDENT RESPONSE TO QUESTION ELEVEN

	Per Cent Yes	Per Cent No Opinion	Per Cent No
Total responding	52%	15%	33%
Participants	47%	12%	41%
Non-participants	54%	17%	29%
Seventh grade	52%	14%	34%
Eighth grade	52%	17%	31%
Ninth grade	51%	14%	35%

Slightly more than half the girls felt that having a uniform makes the girls more interested in being on the team. Fifteen per cent were undecided, while thirty-three per cent did not think it made more girls interested in being on the

team.

Fewer of the participants than of the non-participants felt that it caused more girls to be interested in the meet. There were forty-seven per cent of participants who answered this way compared to fifty-four per cent of other students who answered yes. There were twelve per cent fewer of non-participants than participants who answered no to this question.

There was very little difference in the answers by grade level.

12. Would you be as interested in the meet if you did not have uniforms?

TABLE XII

STUDENT RESPONSE TO QUESTION TWELVE

	Per Cent Yes	Per Cent No Opinion	Per Cent No
Total responding	71%	12%	17%
Participants	83%	4%	13%
Non-participants	65%	17%	18%
Seventh grade	70%	10%	20%
Eighth grade	72%	11%	17%
Ninth grade	71%	15%	14%

A large majority of the girls said they would be just as interested in the meet if there were no uniforms. There

is quite a difference in the responses of the participants with eighty-three per cent "yes" answers and those of the non-participants with sixty-five per cent "yes" answers.

13. Was the selection of girls to be on the team from your school fair?

TABLE XIII

STUDENT RESPONSE TO QUESTION THIRTEEN

	Per Cent Yes	Per Cent No Opinion	Per Cent No
Total responding	84%	10%	6%
Participants	86%	10%	4%
Non-participants	82%	10%	8%
Seventh grade	80%	15%	5%
Eighth grade	84%	9%	7%
Ninth grade	90%	5%	5%

The response to this question shows that very few doubted the fairness of the selection of participants from their school. The most noticeable factor here is that the students become more mature as they progress from grade to grade. With this increased maturity and with increased knowledge of tumbling, they are better able to judge for themselves which tumblers are the best from their school.

14. Were girls who were not selected to be on the team dissatisfied?

TABLE XIV

STUDENT RESPONSE TO QUESTION FOURTEEN

	Per Cent Yes	Per Cent No Opinion	Per Cent No
Total responding	34%	34%	32%
Participants	33%	31%	36%
Non-participants	34%	34%	32%
Seventh grade	38%	38%	24%
Eighth grade	28%	38%	34%
Ninth grade	29%	27%	49%

The wide distribution of answers to this question shows a great difference of opinion. It is possible that they were dissatisfied with their achievement.

15. Did team members get special attention or privileges during class that were unfair to the other class members?

TABLE XV

STUDENT RESPONSE TO QUESTION FIFTEEN

	Per Cent Yes	Per Cent No Opinion	Per Cent No
Total responding	21%	17%	62%
Participants	17%	15%	68%
Non-participants	23%	18%	41%

TABLE XV (continued)

	Per Cent Yes	Per Cent No Opinion	Per Cent No
Seventh grade	15%	14%	71%
Eighth grade	22%	19%	59%
Ninth grade	27%	19%	54%

Most of the respondents felt there were no special recognitions of the participants. It appears that the girls on the eighth and ninth grade level were coached, or at least allowed to practice, during class time. However, since student leaders and cage girls are usually chosen from the best athletes, it is possible that at this level they might seem to some of their peers to be chosen just because they are on the tumbling team.

16. Did team members become "pets" so that special privileges carried over into other activities?

TABLE XVI

STUDENT RESPONSE TO QUESTION SIXTEEN

	Per Cent Yes	Per Cent No Opinion	Per Cent No
Total responding	17%	16%	67%
Participants	10%	12%	78%
Non-participants	22%	18%	60%

TABLE XVI (continued)

	Per Cent Yes	Per Cent No Opinion	Per Cent No
Seventh grade	10%	13%	77%
Eighth grade	20%	18%	62%
Ninth grade	22%	17%	61%

The answers to this question correspond to those of question fifteen in that there was a higher percentage of "yes" answers in eighth and ninth grade. On this question, it was also interesting that there was a twelve per cent difference in the "yes" answers of participants and non-participants as well as an eighteen per cent difference in the number answering "no". There may be some jealousy of the girls who were on the tumbling teams, perhaps this is justifiable.

17. Is there enough publicity about the tumbling meet?

TABLE XVII

STUDENT RESPONSE TO QUESTION SEVENTEEN

	Per Cent Yes	Per Cent No Opinion	Per Cent No
Total responding	37%	13%	50%
Participants	32%	12%	56%
Non-participants	40%	13%	47%

TABLE XVII (continued)

	Per Cent Yes	Per Cent No Opinion	Per Cent No
Seventh grade	44%	15%	43%
Eight grade	35%	11%	54%
Ninth grade	30%	16%	54%

Half of the total number of students questioned felt there was not enough publicity for the meet. Non-participants were more apt to believe the publicity was adequate.

18. Do your friends and neighbors know that there is a tumbling meet?

TABLE XVIII

STUDENT RESPONSE TO QUESTION EIGHTEEN

	Per Cent Yes	Per Cent No Opinion	Per Cent No
Total responding	48%	8%	44%
Participants	50%	7%	43%
Non-participants	47%	9%	44%
Seventh grade	57%	12%	31%
Eighth grade	48%	5%	49%
Ninth grade	38%	10%	52%

"Yes" and "no" answers are divided nearly equally on this question. Nearly half of the people felt that their friends and neighbors did not know that there was a tumbling meet.

19. Do your parents approve of the tumbling competition?

TABLE XIX

STUDENT RESPONSE TO QUESTION NINETEEN

	Per Cent Yes	Per Cent No Opinion	Per Cent No
Total responding	86%	9%	5%
Participants	96%	0	4%
Non-participants	81%	13%	6%
Seventh grade	88%	8%	4%
Eighth grade	85%	8%	7%
Ninth grade	85%	12%	3%

The results of this question indicate the large majority of students felt that their parents did approve of the tumbling competition. There was no important difference in the per cent of girls answering "no". A difference was that none of the participants were in doubt as to how their parents felt about the competition while thirteen per cent of the non-participants had no opinion.

20. Do most of your teachers, other than physical education teachers, show any interest?

TABLE XX
STUDENT RESPONSE TO QUESTION TWENTY

	Per Cent Yes	Per Cent No Opinion	Per Cent No
Total responding	68%	17%	15%
Participants	74%	13%	12%
Non-participants	74%	19%	17%
Seventh grade	65%	21%	14%
Eighth grade	76%	12%	12%
Ninth grade	66%	15%	29%

The tabulation shows most of the teachers in the school were interested in the activities of their students. The higher percentage of ninth grade girls responding in the negative may reflect the gap in communications with the teachers as the older girls develop more independence.

21. Do most other girls in school show any interest, such as asking how well you did?

TABLE XXI
STUDENT RESPONSE TO QUESTION TWENTY-ONE

	Per Cent Yes	Per Cent No Opinion	Per Cent No
Total responding	83%	11%	6%
Participants	87%	5%	8%
Non-participants	80%	14%	6%

TABLE XXI (continued)

	Per Cent Yes	Per Cent No Opinion	Per Cent No
Seventh grade	78%	13%	9%
Eighth grade	86%	6%	8%
Ninth grade	85%	9%	6%

More participants than non-participants felt that most other girls showed an interest in the tumbling meet.

22. Do the boys in school show any interest?

TABLE XXII

STUDENT RESPONSE TO QUESTION TWENTY-TWO

	Per Cent Yes	Per Cent No Opinion	Per Cent No
Total responding	69%	16%	15%
Participants	72%	12%	16%
Non-participants	68%	18%	14%
Seventh grade	60%	21%	19%
Eighth grade	70%	13%	17%
Ninth grade	81%	10%	9%

The older girls in the study had a higher percentage of "yes" answers and correspondingly lower percentage of "no opinion" and "no" answers.

However, nearly three-fourths of the girls felt that the boys in school were interested in the tumbling team.

23. Did you have to spend too much time in practice sessions scheduled by your teachers? Non-participants were requested to omit this question.

TABLE XXIII

STUDENT RESPONSE TO QUESTION TWENTY-THREE

	Per Cent Yes	Per Cent No Opinion	Per Cent No
Participants	10%	12%	78%
Seventh grade	10%	16%	74%
Eighth grade	12%	10%	78%
Ninth grade	8%	15%	77%

Only ten per cent of the participants felt they had to spend too much time in practice. There was no important difference in opinion of the different age groups.

24. Was there too little practice time scheduled by your teacher? Non-participants were requested to omit this question.

TABLE XXIV

STUDENT RESPONSE TO QUESTION TWENTY-FOUR

	Per Cent Yes	Per Cent No Opinion	Per Cent No
Participants	25%	15%	63%
Seventh grade	10%	12%	78%

TABLE XXIV (continued)

	Per Cent Yes	Per Cent No Opinion	Per Cent No
Eighth grade	35%	19%	46%
Ninth grade	28%	8%	64%

Although the majority felt that there was enough practice time, twenty-four per cent of the respondents felt there was too little practice time scheduled by the teacher.

25. Did the competition ever make you unable to eat or sleep?

TABLE XXV

STUDENT RESPONSE TO QUESTION TWENTY-FIVE

	Per Cent Yes	Per Cent No Opinion	Per Cent No
Participants	13%	3%	84%
Seventh grade	15%	2%	83%
Eighth grade	13%	2%	85%
Ninth grade	10%	3%	87%

This question was for the purpose of trying to get some idea of how much extreme emotional stress might be related to the competition. Only thirteen per cent answered "yes" to this question.

Part III of Questionnaire for Students. Question one in Part Three was to determine if the students knew how the team was chosen for their school. It also provided a way to check on the validity of the answer to this item in the teachers' questionnaire. It was found that ninety-four per cent of the participants wrote answers that corresponded to the answer of the teacher. Only eighty-one per cent of non-participants had answers corresponding to their teacher's answer.

Nearly all students wrote the experience of trying out for the team helped them develop some good trait. Those who did not answer this way either did not answer at all or said that they were not trying out for the tumbling team.

Most of the students answered that tumbling is a good way to develop physical fitness. Some had learned that proper diet and rest would help an athlete reach peak efficiency. Several said it taught them nothing about health and fitness. Almost ten per cent did not answer.

Item five was designed to learn the reasons the students felt the tumbling meet was good. All participants gave at least one item in response to this item. The ideas most often made are listed below in the order of frequency

of mention.

1. It provides a chance to meet girls from other schools and develop new friendships.
2. It gives a feeling of belonging to a group.
3. It helps develop or maintain physical fitness.
4. Competition provides situations which require good sportsmanship.
5. Self-confidence is developed.
6. The excitement and fun of the activity are liked by girls of this age.
7. It helps to develop responsibility, both in getting to practice and in working as spotters for others.
8. It brings satisfaction from setting and attaining a goal.
9. The competitive spirit is brought out by the fact that the honor of getting to perform in the city tumbling meet is just reward for the hard work.

The non-participants had similar responses. About one-fourth of the non-participants did not respond to this item. In the order they were mentioned, they are:

1. Physical fitness.

2. Opportunity for meeting girls from other schools and making more friends.
3. School loyalty and the honor of representing their school are beneficial outcomes of the program.
4. Teaches good sportsmanship.
5. The student learns to respect the judgment of others.
6. It provides a goal to work toward.
7. It is fun and exciting.
8. The competitive spirit is looked upon as a desirable trait by non-participants.
9. It helps the participants develop self-confidence and poise.

The purpose of item six was to investigate the opinions of the students concerning the negative aspects of the tumbling competition. Many of the students did not respond. In fact, 95 of the 142 participants and 204 of the 264 non-participants did not answer.

The things that were mentioned by four or five participants follow:

1. There isn't enough publicity.

2. One could be hurt because there are no spotters.
3. Having so much going on at once and getting a slow start made it seem disorganized.

Items listed by four or more non-participants were:

1. There isn't enough publicity.
2. Not enough people can be in it.
3. One might be injured because there are no spotters.
4. There was too much going on at the same time.
5. There was too little space for spectators and participants alike.

Item number seven asked the respondent how she felt the tumbling meet could be improved. The thing that was mentioned most often by the participants was a desire for more publicity. Moving to a larger building was mentioned nearly as often. Having more practice and having more dual meets were also mentioned. Inviting judges that do not know the participants was a frequent suggestion. Eighty-six of the participants had no remarks.

Of the non-participants responses, letting more girls compete was listed most often. Having more publicity was mentioned by the second largest number of respondents.

Longer practice time and more dual meets were listed next.

The need for more space at the meet was also cited by several of these girls.

CHAPTER V

SUMMARY AND CONCLUSIONS

Upon seeing the third city tumbling meet for junior high girls the writer began to wonder how people really felt about such an activity. The problem and hypotheses were stated. Then it was decided that in order to see how the people involved would feel it would be necessary to make three separate questionnaires. One would be for teachers, another for parents, and the third for students. They were constructed and distributed as explained in chapter three. A limited follow-up was conducted to obtain a higher percentage of response.

The data of this study show that those who were questioned felt that this was a worthwhile program. No questionnaires were returned that could be interpreted to show disapproval of this activity.

Investigation of related literature shows that there is a surge of national interest in girls' sports which includes gymnastics and tumbling. Other studies of attitudes toward organized competition for children made it possible to predict that this study would find favorable attitudes

toward tumbling competition for junior high school girls.

The investigation of the tumbling meets shows that they do fulfill their purpose as stated by Dr. Quentin D. Groves. They do provide an enrichment for the girls who are talented and interested in achieving higher performance levels than is possible in regular physical education classes, and they provide an opportunity for those who have worked to improve their skills to demonstrate their achievement.

The data collected by means of a questionnaire for teachers indicates that the teachers feel this is a worthwhile program. It is particularly interesting that all of the teachers who had taught before there was a city tumbling meet felt that the level of skill of all students, especially that of participants, was raised by the motivation of preparing for the city meet. These same teachers also felt that it contributed to the emotional growth of the students. Many of the teachers who had taught only during the years that they did have tumbling meets felt that these things were probably true. The teachers felt that safety precautions were adequate. They did not think that this enrichment program detracted from regular class work but that it

added to and expanded the regular work for those students who were interested.

The judging should be further standardized and clarified so that all teachers would thoroughly understand it and be more satisfied with it.

In the tabulation of parents' response to the questions concerning the tumbling competition, it was found that the majority marked answers favorable on every item listed. However, only sixty per cent of the parents attended the meet. Since the data was collected and tabulated by schools, then combined for city totals, it was possible to note the general type of neighborhood the response came from by the school attended. It is interesting to note that in the neighborhoods that are slightly below middle income very few parents attended while in the neighborhoods where the majority of families are middle income or above, nearly all had at least one parent attending.

Space was provided for parents to list things they felt were good about the meet. The parents seemed to find no difficulty in singing praises of the meet. This could be a projection of the parents' desire for success. Through the child's accomplishments, the parent can gain self-esteem and

pride in the family.

Eighty-six per cent did not respond to the item what was poor about the meet. Nothing was listed frequently as being poor. In the space for suggestions, items pertaining to judging were listed most often.

The information obtained from the questionnaire for students reflected a great interest on the part of the students. Answers to all items found the majority of student response favorable to the tumbling meet. Enthusiasm for the meet is somewhat greater for the younger girls than for the older ones. This may be accounted for by the fact that there are fewer activities for seventh grade students than for ninth grade students, or it may be that by ninth grade the girls are more realistic about assessing their own skill and ability and only those who are highly skilled are so enthusiastic. The girls were able to list many things they felt were good about the meet. Their responses to the item concerning things they felt were poor about the meet showed that they do not have an understanding of the judging.

In conclusion the data collected for this study answers the questions of the problem stated in chapter one. The city tumbling meet for junior high girls was enjoyed and

approved by the people directly involved. It was an educational experience. It was felt to be a truly worthwhile activity in terms of physical improvement, emotional growth, and home-school relationship. It added interest to the total physical education program. The data also showed that it created a good public relations image and was well received by the public. It encouraged girls to strive for a higher degree of physical skill and it stimulated social and emotional growth of the individual.

Recommendations for improvement of the tumbling meet.

Better provisions for warm-ups should be provided. This might be accomplished by having two members from each team warm-up and perform, then take a break and have the last three members warm-up and perform.

Spectators should be provided with a program or roster of the performers. More space should be provided for both spectators and performance.

There should be a minimum of one session in which teachers and judges meet to clarify the method of judging. Highly skilled students should be present to demonstrate parts of the required routine. Judging should be done on a

basis of 10 points as prescribed in the Gymnastics Guide²⁴ on the same standards that apply to international and national competitions. This should be done before the season starts so that all coaches and competitors will have a more clear understanding of movements and form to work toward.

Recommendations for Further Study. It would be interesting to study the sociological and economic differences in the respondents to see whether there is any factor that predetermines the attitudes of the parents or students according to social or economic status. Another study might be made to determine the physiological effects on the participants. The determination of the nature and extent of controls necessary if the program were extended to state or regional competition would also make an interesting study.

²⁴MacLean, Dorothy, Ed. Gymnastics Guide June 1963-June 1965. (Washington, D.C., American Association for Health, Physical Education, and Recreation 1963). pp. 87-91.

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A P P E N D I X

QUESTIONNAIRE FOR TEACHERS

The competitive tumbling on a junior high level is a rather new program in Topeka. I am making an opinion survey to study the effect of this program on the people involved. It is hoped that you will be willing to take your time to fill in this questionnaire. Your response will be held in the strictest confidence. Thank you in advance for your cooperation.

PERSONAL INFORMATION

Number of years of teaching physical education. _____

Other subjects you are now teaching. _____

Is physical education your major? yes no

Did you have any experience with competitive tumbling prior to your work in the program in Topeka?

yes no

PART I

ANSWER THE QUESTIONS BY USING THE FOLLOWING CODE:

(1)	(2)	(3)	(4)	(5)
definitely yes	probably yes	no opinion (undecided)	probably no	definitely no

PLACE THE NUMBER THAT BEST FITS YOUR OPINION IN THE BLANK BEFORE THE QUESTION.

1. ___ Do you believe the tumbling competition is worthwhile enough to warrant its continuation?

2. ___ Is it an effective program of public relations for promoting girls' physical education?

CODE:

(1)	(2)	(3)	(4)	(5)
definitely	probably	no	probably	definitely
yes	yes	opinion	no	no
		(undecided)		

3. ___ Is it an effective program for emotional development of contestants?
4. ___ Is it an effective program for the emotional development of the other girls who tried out for the team?
5. ___ Does it raise the level of skill of your very highly skilled students? (As compared to other students before the meets were started three years ago.)
6. ___ Does it raise the level of skill of most other girls in physical education class?
7. ___ Does it add interest to the entire physical education program?
8. ___ Does it make any difference in the total enrollment in elective classes?
9. ___ Do you select participants who are not enrolled in physical education?
10. ___ Does the public seem to accept the meet well?
11. ___ Have any parents expressed disapproval to you?
12. ___ Does the tumbling take too much of your outside time?
13. ___ Do you feel it warrants pay for coaching?
14. ___ Do you consider it an enrichment program for your better students?
15. ___ Does it cause you to spend less time than you otherwise would with the poor tumblers?

CODE:

(1)	(2)	(3)	(4)	(5)
definitely	probably	no	probably	definitely
yes	yes	opinion	no	no
		(undecided)		

16. ___ Do you devote any class time to preparation of the team?
17. ___ Does it reduce your effectiveness in regular class-work by taking too much of your planning time?
18. ___ Does it give recognition to girls who would not otherwise be credited for excelling in something?
19. ___ Do the uniforms add to the prestige of the competition?
20. ___ Are the uniforms designed to improve performance?
21. ___ Is a physical examination required of each girl who participated?
22. ___ Is a physical examination required of each girl who tries out?
23. ___ Is a physical examination required of each girl who regularly practices with the team?
24. ___ Is there a doctor on hand at the city meet?
25. ___ Do you get written consent from the parents before you allow a girl to compete?
26. ___ Do you feel that safety precautions are adequate?
27. ___ Do you feel that the judging is fair?
28. ___ Is the judging done according to state or national standards?
29. ___ Are the judges qualified?

CODE:

(1)	(2)	(3)	(4)	(5)
definitely	probably	no	probably	definitely
yes	yes	opinion	no	no
		(undecided)		

30. ___ Are there too many girls on each team?
31. ___ Should the required routine be eliminated?
32. ___ Should the optional routine be eliminated?
33. ___ Do you have a satisfactory time for practice?
34. ___ Do you have a satisfactory place for practice?
35. ___ Would it be better to have several small meets rather than one large city meet?

PART II

PLEASE ANSWER THE FOLLOWING QUESTIONS WITH A SHORT STATEMENT.

1. Do you have the time and opportunity to teach emotional control, sportsmanship, and other desirable traits to your team?
2. How are the participants selected?
3. What arrangements do you make for getting the physical examination?

4. **What is the purpose of the meet? Why was it started?**

5. **What are some of the good points of the meet?**

6. **What are some of the faults?**

7. **How should it be changed or improved?**

TEACHERS' RESPONSE TO PART I

Question	Definitely Yes	Probably Yes	No Opinion	Probably No	Definitely No
1	10	1	0	0	0
2	8	3	0	0	0
3	4	7	0	0	0
4	3	8	0	0	0
5	8	3	0	0	0
6	4	4	1	2	0
7	3	3	1	0	0
8	1	3	4	2	0
9	7	1	0	1	2
10	9	2	0	0	0
11	2	0	0	2	7
*12	1	1	1	4	4
13	9	1	1	0	0
*14	11	0	0	0	0
*15	0	4	0	2	5
16	1	7	0	0	3
*17	0	0	1	5	5
18	6	3	0	0	0
19	10	0	1	0	0
20	3	2	4	0	2
21	11	0	0	0	0
22	3	2	0	3	3
23	6	0	1	2	2
24	0	1	0	3	0
25	10	0	0	1	0
26	4	7	0	0	0
27	0	7	4	0	0
28	0	4	0	3	4
29	0	3	3	2	1
*30	0	0	0	5	6
*31	0	0	0	2	9
*32	0	0	0	1	10
33	2	2	1	4	2
34	2	2	1	1	5
35	0	0	2	5	4

*A negative answer to the questions marked with an asterisk would be favorable, on all others a positive answer would be in favor of some aspect of the tumbling mast.

May, 1964

Dear Parents,

Three years ago a program of competitive tumbling for junior high school girls was started in Topeka. In an attempt to judge the effect of these tumbling meets, I would like to secure the opinion of the people most interested in the girls-- the parents. Would you please answer these few questions?

You will notice a number at the top of the questionnaire. This is a coding system to identify your response with your daughter's response. This system is used to eliminate duplication of questions in order to save your time.

When you have completed the questionnaire place it in the envelope, seal it, and ask your daughter to return it to her physical education teacher. Your response will be held in the strictest confidence.

Thank you in advance for your cooperation.

Sincerely,

Donna S. Shell
Graduate Student
Kansas State Teachers College
Emporia, Kansas

STUDY OF COMPETITIVE TUMBLING FOR GIRLS

QUESTIONNAIRE FOR PARENTS

Your relationship to the child _____
(Mother, Father, etc.)

PART I

ANSWER THE QUESTIONS BY USING THE FOLLOWING CODE:

(1)	(2)	(3)	(4)	(5)
definitely	probably	no	probably	definitely
yes	yes	opinion	no	no
		(undecided)		

PLACE THE NUMBER THAT BEST FITS YOUR OPINION IN THE BLANK BEFORE THE QUESTION.

1. ___ Do you feel that the junior high tumbling meet was a good activity to offer for girls?
2. ___ Do you believe that wearing the school uniform made it a more meaningful experience?
3. ___ Did the tumbling meet give your girl a chance to show a skill that otherwise would not have been shown?
4. ___ Did this chance to demonstrate her skill improve her self confidence?
5. ___ Is her physical fitness improved by preparation for the meet?
6. ___ Did the competition cause undue emotional upset for your child?

CHECK THE ANSWER THAT BEST FITS YOUR OPINION:

7. How would you rate the amount of physical danger involved?
 _____ very dangerous _____ slightly dangerous _____ undecided
 _____ fairly safe _____ very safe
8. What affect does tumbling in the meet have on your child's interest in her other school work?
 _____ improves a lot _____ improves slightly _____ no effect
 _____ harms temporarily _____ does real harm

9. Are you glad your child participated?
____ extremely pleased ____ pleased ____ indifferent
____ sorry ____ very dissatisfied

10. Did you attend the tumbling meet? ____ yes ____ no

If not please check the reason.

- | | |
|-----------------|--------------------------------------|
| ____ working | ____ not interested |
| ____ illness | ____ didn't know it was public |
| ____ disapprove | ____ other _____
(kindly specify) |

PART II

PLEASE PLACE YOUR OPINION IN THE SPACE PROVIDED BELOW THESE STATEMENTS.

1. I think the tumbling meet was good for the following reasons.
2. I think the tumbling meet was poor for the following reasons.
3. I feel the tumbling meet could be improved by following these suggestions.

DATA FROM PART II QUESTIONNAIRE FOR PARENTS

	Definitely Yes 1	Probably Yes 2	No Opinion 3	Probably No 4	Definitely No 5
1.	109	34	1	1	0
2.	110	30	1	2	2
3.	79	55	6	5	0
4.	53	74	12	5	1
5.	72	58	10	3	2
6.	5	5	2	35	98
7.	1	48	12	69	15
8.	10	22	103	8	1
9.	58	81	6	0	0

TUMBLING MEET
QUESTIONNAIRE FOR STUDENTS

School _____ Grade _____

Did you compete in the tumbling meet this year? _____ yes _____ no

If you checked "no" please omit questions marked by a star (*).

* Was this your _____ first, _____ second, _____ third year to compete?

** If you placed in the top ten for your grade in the city meet write the number of the place you took in the proper blank.

_____ place in the required routine

_____ place in the optional routine

_____ place in both events

PART I

*1. Did you have previous training in any of the following?
Please check all that apply.

_____ tumbling in grade school
 _____ tumbling elsewhere
 _____ acrobatics
 _____ interpretive (modern) dance
 _____ ballet
 _____ tap
 _____ trampoline
 _____ free exercise
 _____ other _____

(please name)

*2. Did you get instruction or coaching from someone other than your physical education teacher during preparation for the meet?

_____ yes _____ no If yes, from whom?

_____ family member
 _____ YWCA
 _____ recreation center
 _____ boys' gym teacher
 _____ other _____

(please name)

3. Do you compete in any other contests in or out of school?

_____ yes _____ no If yes, please check below.

_____ track at school
 _____ junior olympic track
 _____ tennis
 _____ swimming
 _____ twirling
 _____ horseback riding
 _____ other _____

(please name)

4. In what other school activities do you participate?

- Y-Teens
- dramatics
- intramurals
- cheerleader
- music activities
- newspaper
- science fair
- Junior leader
- other _____
(please name)

5. If you are an officer in any club or organization (whether or not it is school related), please fill in the blanks below.

Name of Organization	Office Held
_____	_____
_____	_____
_____	_____
_____	_____

PART II

ANSWER THESE QUESTIONS BY USING THE FOLLOWING CODE.

(1)	(2)	(3)	(4)	(5)
definitely	probably	no	probably	definitely
yes	yes	opinion	no	no

PLACE THE NUMBER THAT BEST FITS YOUR OPINION IN THE BLANK BEFORE THE QUESTION.

1. ____ Do you believe the tumbling meet should be continued?
2. ____ Does the tumbling meet increase your interest in physical education?
3. ____ Does it increase your interest in school?
4. ____ Is it the most exciting school activity for you?
5. ____ Would you like to be in the tumbling meet next year?
6. ____ Does tumbling interfere with your classwork?
7. ____ Does tumbling interfere with other activities?
8. ____ Should the required routine be omitted?
9. ____ Should the optional routine be omitted?
- *10. ____ Does the uniform help you perform better?

ANSWER THESE QUESTIONS BY USING THE FOLLOWING CODE.

(1)	(2)	(3)	(4)	(5)
definitely	probably	no	probably	definitely
yes	yes	opinion	no	no

11. _____ Do you think that having a uniform makes more girls interested in being on the team?
12. _____ Would you be as interested in the meet if you did not have uniforms?
13. _____ Was the selection of girls to be on the team from your school fair?
14. _____ Were the girls who were not selected to participate dissatisfied?
15. _____ Did team members get special attention or privileges during class that was unfair to other class members?
16. _____ Did team members become "pets" so that special privileges carried over into other activities?
17. _____ Is there enough publicity about the tumbling meet?
18. _____ Do your friends and neighbors know that there is a tumbling meet?
19. _____ Do your parents approve of the tumbling competition?
20. _____ Do most of your teachers, other than physical education teachers, show any interest?
21. _____ Do most other girls in school show any interest, such as asking how well you did?
22. _____ Do the boys in school show any interest?
- *23. _____ Did you have to spend too much time in practice sessions scheduled by your teacher?
- *24. _____ Was there too little practice time scheduled by your teacher?
- *25. _____ Did the competition ever make you unable to eat or sleep?

5. I think the tumbling meet is good for the following reasons:

6. I think the tumbling meet is poor for the following reasons:

7. I think the tumbling meet could be improved by:

THE FOLLOW UP LETTER**June 3, 1963****Dear Student,**

I am studying the tumbling competition for girls in Topeka. In order to complete a part of my study I need the opinions of a large number of girls, both those who were in the meet and those who were not.

In May your physical education teacher handed out some questionnaires to you. Some of these were for you to fill out and some were for you to have your parents complete. Because of the rush of activities at the end of school many of these were not returned to me. Would you please see that the enclosed form is filled out and mailed to me this week so that your school will have 100% representation?

Thank you very much.**Sincerely,****Donna Shell**

TALLY SHEET FOR STUDENT QUESTIONNAIRE

1

		1	2	3	4	5
Seventh Grade	Participants	48	3			
	Other Students	85	11	1	1	
Eighth Grade	Participants	50	1			1
	Other Students	85	5	4	1	1
Ninth Grade	Participants	38	1			
	Other Students	53	15	1		

2

		1	2	3	4	5
Seventh Grade	Participants	37	13	1		
	Other Students	49	33	8	4	4
Eighth Grade	Participants	36	12	2		3
	Other Students	42	29	13	8	5
Ninth Grade	Participants	29	9	1		
	Other Students	29	26	11	2	1

3.

		1	2	3	4	5
Seventh Grade	Participants	12	17	11	4	7
	Other Students	29	32	20	6	11
Eighth Grade	Participants	13	18	11	7	3
	Other Students	19	32	22	13	11
Ninth Grade	Participants	17	10	8	1	3
	Other Students	13	17	13	12	14

4.

		1	2	3	4	5
Seventh Grade	Participants	25	14	6	4	2
	Other Students	11	16	15	26	30
Eighth Grade	Participants	14	16	1	15	6
	Other Students	8	12	20	22	34
Ninth Grade	Participants	10	11	8	3	7
	Other Students	7	6	15	13	28

5

		1	2	3	4	5
Seventh Grade	Participants	50	1			
	Other Students	51	23	5	9	10
Eighth Grade	Participants	42	0		4	
	Other Students	34	25	12	14	12
Ninth Grade	Participants	21	10	5	2	1
	Other Students	15	21	6	12	15

6

		1	2	3	4	5
Seventh Grade	Participants		1	4	15	31
	Other Students	4	1	15	17	61
Eighth Grade	Participants	1	3	4	13	31
	Other Students	1	4	11	15	66
Ninth Grade	Participants		3		6	30
	Other Students			10	13	46

7

		1	2	3	4	5
Seventh Grade	Participants	2	6	3	18	22
	Other Students	5	3	18	25	47
Eighth Grade	Participants	5	8	3	15	21
	Other Students	6	7	14	23	47
Ninth Grade	Participants	1	5	5	13	15
	Other Students		8	12	10	39

8

		1	2	3	4	5
Seventh Grade	Participants	5	1	3	7	35
	Other Students	8	10	13	22	45
Eighth Grade	Participants	4	2	5	3	38
	Other Students	6	10	17	10	54
Ninth Grade	Participants	3		2	2	32
	Other Students	1	3	19	11	35

9.

		1	2	3	4	5
Seventh Grade	Participants	5	1	2	5	33
	Other Students	10	7	18	17	46
Eighth Grade	Participants	4	1	5	4	39
	Other Students	7	1	14	19	56
Ninth Grade	Participants	2		1	3	33
	Other Students	2	2	21	5	39

10

		1	2	3	4	5
Seventh Grade	Participants	4	12	12	13	10
	Other Students					
Eighth Grade	Participants	6	12	12	5	17
	Other Students					
Ninth Grade	Participants	10	11	6	6	6
	Other Students					

11

		1	2	3	4	5
Seventh Grade	Participants	6	16	7	14	8
	Other Students	17	39	16	15	1
Eighth Grade	Participants	8	17	8	9	10
	Other Students	14	39	20	15	9
Ninth Grade	Participants	5	15	3	8	8
	Other Students	10	25	12	16	6

12

		1	2	3	4	5
Seventh Grade	Participants	30	8	3	6	4
	Other Students	36	31	12	11	3
Eighth Grade	Participants	34	11	1	6	
	Other Students	33	30	17	11	6
Ninth Grade	Participants	22	13	2	2	
	Other Students	17	25	14	12	1

13

		1	2	3	4	5
Seventh Grade	Participants	23	22	4	2	
	Other Students	45	29	21	1	2
Eighth Grade	Participants	25	18	7	2	
	Other Students	60	22	9	3	3
Ninth Grade	Participants	25	9	3	1	1
	Other Students	33	30	3	2	1

14

		1	2	3	4	5
Seventh Grade	Participants	3	12	20	8	8
	Other Students	10	31	36	20	1
Eighth Grade	Participants	6	12	13	11	5
	Other Students	9	15	38	21	14
Ninth Grade	Participants	4	10	9	14	2
	Other Students	5	22	24	14	4

15

		1	2	3	4	5
Seventh Grade	Participants		7	5	14	25
	Other Students	7	9	17	17	48
Eighth Grade	Participants	3	5	8	13	23
	Other Students	9	17	21	13	37
Ninth Grade	Participants	5	5	9	8	11
	Other Students	9	11	13	15	21

16

		1	2	3	4	5
Seventh Grade	Participants	1	3	4	8	35
	Other Students	3	8	16	21	50
Eighth Grade	Participants	2	2	10	9	29
	Other Students	10	16	19	13	39
Ninth Grade	Participants	4	2	4	6	23
	Other Students	8	10	15	13	23

17

		1	2	3	4	5
Seventh Grade	Participants	8	12	9	10	12
	Other Students	15	31	10	14	26
Eighth Grade	Participants	7	9	3	9	24
	Other Students	13	23	15	18	28
Ninth Grade	Participants	4	5	6	11	13
	Other Students	11	13	11	15	19

18

		1	2	3	4	5
Seventh Grade	Participants	3	24	4	14	1
	Other Students	18	35	14	23	9
Eighth Grade	Participants	10	13	2	22	5
	Other Students	13	36	5	27	16
Ninth Grade	Participants	7	10	4	11	7
	Other Students	7	17	7	29	9

19

		1	2	3	4	5
Seventh Grade	Participants	38	10			3
	Other Students	50	33	11	4	
Eighth Grade	Participants	36	14		2	
	Other Students	46	31	14	5	1
Ninth Grade	Participants	31	8			
	Other Students	30	23	13	1	2

20

		1	2	3	4	5
Seventh Grade	Participants	10	21	12	7	1
	Other Students	30	36	20	10	2
Eighth Grade	Participants	12	26	4	7	3
	Other Students	24	42	17	8	6
Ninth Grade	Participants	7	20	3	6	3
	Other Students	19	26	14	8	2

21

		1	2	3	4	5
Seventh Grade	Participants	24	16	5	4	2
	Other Students	38	39	14	2	5
Eighth Grade	Participants	32	16	1	2	1
	Other Students	44	36	14	1	2
Ninth Grade	Participants	23	13	2	1	
	Other Students	28	28	9	2	2

22

		1	2	3	4	5
Seventh Grade	Participants	11	21	7	6	6
	Other Students	29	29	25	10	5
Eighth Grade	Participants	22	17	6	5	2
	Other Students	24	42	16	8	7
Ninth Grade	Participants	17	14	4	3	1
	Other Students	29	28	7	4	1

23

		1	2	3	4	5
Seventh Grade	Participants	3	2	8	13	25
	Other Students					
Eighth Grade	Participants	3	3	3	17	24
	Other Students					
Ninth Grade	Participants	1	2	6	9	21
	Other Students					

24

		1	2	3	4	5
Seventh Grade	Participants	4	1	6	10	30
	Other Students					
Eighth Grade	Participants	6	12	12	9	13
	Other Students					
Ninth Grade	Participants	4	7	3	10	15
	Other Students					

25.

		1	2	3	4	5
Seventh Grade	Participants	5	3	1	10	32
	Other Students					
Eighth Grade	Participants	5	2	3	15	27
	Other Students					
Ninth Grade	Participants	3	1	2	7	26
	Other Students					

		1	2	3	4	5
Seventh Grade	Participants					
	Other Students					
Eighth Grade	Participants					
	Other Students					
Ninth Grade	Participants					
	Other Students					

		1	2	3	4	5
Seventh Grade	Participants					
	Other Students					
Eighth Grade	Participants					
	Other Students					
Ninth Grade	Participants					
	Other Students					

		1	2	3	4	5
Seventh Grade	Participants					
	Other Students					
Eighth Grade	Participants					
	Other Students					
Ninth Grade	Participants					
	Other Students					

TOPEKA PUBLIC SCHOOLS

Junior High School Girls' Tumbling Meet A

March 10, 1966

<u>Grade 7</u>			<u>Grade 8</u>			<u>Grade 9</u>		
<u>Place</u>	<u>School</u>	<u>Points</u>	<u>Place</u>	<u>School</u>	<u>Points</u>	<u>Place</u>	<u>School</u>	<u>Points</u>
1	Capper	1457	1	Curtis	1485	1	Capper	2028
2	Eisenhower	1185	2	London	1420	2	Curtis	1999
3	Jardine	1138	3	Jardine	1209	3	Eisenhower	1633
4	London	1107	4	Highland Park	1097	4	East Topeka	1394
5	Curtis	1101	5	Roosevelt	1034	5	Highland Park	1373
6	Highland Park	1087	6	East Topeka	1017	6	Jardine	1360
7	Boswell	957	7	Capper	1003	7	Roosevelt	1149
8	East Topeka	952	8	Boswell	976	8	Boswell	1098
9	Holliday	940	9	Holliday	928	9	Holliday	1082
10	Roosevelt	828	10	Eisenhower*	876	10	London*	888
11	Crane	651	11	Crane	782	11	Crane**	473
				*4 tumblers			**3 tumblers	
							**2 tumblers	

TOP TEN

Grade 7

<u>Girl</u>	<u>School</u>	<u>Points</u>
1. Jill Brubaker	Capper	362
2. Alice Reinking	Capper	328
3. Renee Calvert	Highland P.	315
4. Jill Henderson	Jardine	313
5. Faulette McGovern	Eisenhower	303
6. Smokey Schroeder	Capper	281
7. Lynn Llewellyn	Landon	279
8. Debby Gilchrist	Curtis	276
9. Barbie Murrow	Jardine	269
10. Tammy McClellan	Capper	260

Grade 8

<u>Girl</u>	<u>School</u>	<u>Points</u>
1. Mary Rivera	Curtis	385
2. Sandra Thomas	Curtis	351
3. Marilyn Boon	Landon	346
4. Kathy O'Tools	Jardine	326
5. Becky Maddux	Landon	322
6. Diana Meyer	Curtis	313
7. Diana Dalke	Highland P.	294
8. Amy Groeb	Landon	283
9. Becky Habiger	Eisenhower	278
10. Lolly Adkins	East Topeka	266

Grade 9

<u>Girl</u>	<u>School</u>	<u>Points</u>
1. Elaine Scott	Capper	493
2. Judy Weikel	Eisenhower	474
3. Billy Jo Myer	Curtis	469
4. Connie Wagner	Curtis	445
5. Kathy Biaga	Capper	429
6. Cindy Schmidt	Capper	413
7. Margaret Moses	Curtis	404
8. Terri Fox	East Topeka	371
9. Jane Blanton	Capper	370
10. Sara Shelton	Roosevelt	353

<u>Place</u>	<u>School</u>	<u>Points</u>
1	Curtis	4585
2	Capper	4488
3	Jardine	3707
4	Eisenhower	3694
5	Highland Park	3557
6	Landon	3415
7	East Topeka	3363
8	Boswell	3031
9	Roosevelt	3011
10	Holiday	2950
11	Crane	1906

JUNIOR HIGH GYMNASTICS SCORES

7th GRADE GIRLS

Gymnast	School	Total	Rank
1. Jill Krubaker	Copper	362	1
2. Alice Reinking	Copper	328	2
3. Renee Galvert	Highland Park	315	3
4. Jill Henderson	Jardine	313	4
5. Banietta McGovern	Kieschauer	303	5
6. Smokey Schroeder	Copper	281	6
7. Lynn Llewellyn	London	279	7
8. Bobby Gilchrist	Curtis	276	8
9. Barbie Murren	Jardine	269	9
10. Tony McLellan	Copper	260	10
11. Dana Clark	London	258	11
12. Sharon Rutter	Kieschauer	253	12
13. Gail Smith	East Topoka	252	13
14. Yvonne Curtis	Curtis	248	14
15. Terry Jones	Kieschauer	246	15
16. Connie Bruner	Holliday	245	16
17. Marvona Bradley	Bozwell	240	17
18. Sharon Miller	Curtis	233	18
19. Maria Finestone	Copper	231	19
20. Sheryl Cline	Kieschauer	219	20
21. Cora Dea	East Topoka	214	21
22. Paula Denny	Highland Park	211	22
23. Sara Thompson	London	205	23
24. Bernice Mader	Roosevelt	203	24
25. Marilyn Church	Copper	202	25
26. Becky Denny	Bozwell	198	26 (tie)
27. Claudene Cochran	Highland Park	198	26 (tie)
28. Elaine Champney	Holliday	196	28
29. Abby McLellan	Roosevelt	192	29
30. Bobette Webster	Bozwell	190	30
31. Betty Garrett	Jardine	188	31
32. Diane Egler	Jardine	185	32 (three)
33. Christy Souler	London	185	32 (two)
34. Jeanette Rice	Curtis	185	32 (one)
35. Vanetta Schaffer	Jardine	183	35
36. Leana Maggi	Cross	180	36 (tie)
37. Laurie Dalanotte	London	180	36 (tie)
38. Gretchen Mosher	Holliday	175	38
39. Susan Patterson	Holliday	171	39

JUNIOR HIGH GYMNASTICS SCORES

7th GRADE GIRLS (continued)

Gymnast	School	Total	Rank
40. Cynthia Burnett	Roswell	170	40
41. Kessia Benedict	Kilgusborer	169	41
42. Debbie Marfield	Roosevelt	168	42
43. Gloria Brock	Highland Park	161	43
44. Judy Lemon	East Tonka	159	44 (tie)
45. LeAnn Myers	Roswell	159	44 (tie)
46. Rita Snodgrass	Curtis	156	46
47. Linda Lane	Holliday	153	47 (tie)
48. Gloria Henderson	East Tonka	153	47 (tie)
49. Boris Carson	Crane	150	49
50. Jody Egan	Roosevelt	142	50
51. Rosina Hall	East Tonka	134	51
52. Connie Charles	Crane	126	52
53. Sally Switzer	Roosevelt	123	53
54. Marsha Ford	Crane	105	54
55. Beverly Fleming	Crane	90	55

JUNIOR HIGH GYMNASTICS SCORE

8th GRADE GIRLS

Gymnast	School	Total	Rank
1. Mary Rivers	Curtis	285	1
2. Sandra Thomas	Curtis	251	2
3. Marilyn Bean	Landon	246	3
4. Kathy O'Toole	Jardine	226	4
5. Becky Madden	Landon	222	5
6. Diana Meyer	Curtis	213	6
7. Diana Dalber	Highland Park	204	7
8. Amy Greeb	Landon	203	8
9. Becky Labiner	Eisenhower	198	9
10. Lolly Achins	East Topoka	205	10
11. Debbie Cole	Jardine	203	11
12. Jan Nieman	Roswell	202	12
13. Ellyia Lewis	East Topoka	200	13 (tie)
14. Linda Fite	Roosevelt	200	13 (tie)
15. Carolyn Roberts	Curtis	200	15
16. Peggy Keller	Casper	200	16
17. Rosemary Anderson	Roswell	207	17
18. Jelene Burton	Grass	204	18
19. Michele Jones	Landon	202	19
20. Marcia Hisey	Holliday	201	20
21. Ginger Mease	Eisenhower	207	21
22. Anita Sudduth	Roosevelt	203	22
23. Claudia Tappen	Jardine	202	23
24. Sue Wright	Casper	200	24
25. Sandy Singer	Highland Park	204	25 (three)
26. Lynette Scarborough	Highland Park	204	25 (two)
27. Debbie Brown	Landon	204	25 (tie)
28. Rhonda Douglas	Grass	215	28
29. Bonna Martin	Holliday	214	29
30. Tottie Ruppert	Jardine	211	30
31. Ethyl Foxe	Roosevelt	205	31
32. Juanita Mitchell	Eisenhower	191	32 (tie)
33. Betty Morris	Roswell	191	32 (tie)
34. Marie Smith	East Topoka	187	34
35. Glen Blackwell	Curtis	186	35
36. Barbara Blaylock	Casper	183	36
37. Mary McCoy	Casper	181	37
38. Malva Grepper	Highland Park	180	38

JUNIOR HIGH GYMNASTICS SCORE

8th GRADE GIRLS (continued)

Gymnast	School	Total	Rank
39. Linda Mallory	Roosevelt	179	39
40. Sarah Gilman	Jardine	177	40
41. Jean Burgess	Highland Park	175	41
42. Kathy Dunigan	Highmore	170	42
43. Brenda Holmes	East Torcha	168	43
44. Cindy Taylor	Holliday	165	44
45. Brenda Wells	Holliday	164	45
46. Joana Morris	Roosevelt	159	46
47. Janet Zimmerman	Casper	152	47
48. Nancy Heath	Roswell	149	48
49. Diane Brown	Holliday	148	49
50. Sholley Douglas	East Torcha	143	50
51. Mottor Foxman	Roswell	127	51
52. Karla Hama	Grass	118	52
53. Carolyn Porter	Grass	115	53
54. Juanita White	Grass	90	54

JUNIOR HIGH GYMNASTICS SCORE

9th GRADE GIRLS

Gymnast	School	Total	Rank
1. Elaine Scott	Cannon	493	1
2. Judy Weikel	Kingshaver	474	2
3. Billy Jo Myer	Curtis	469	3
4. Connie Wagner	Curtis	445	4
5. Kathy Biene	Cannon	429	5
6. Cindy Schmidt	Cannon	413	6
7. Margaret Moses	Curtis	404	7
8. Terri Fox	East Tonoka	371	8
9. Jane Blanton	Cannon	370	9
10. Sara Shelton	Reesevelt	353	10
11. Diane Nichols	London	349	11
12. Deborah Wells	East Tonoka	343	12 (tie)
13. Edna Lake	Curtis	343	12 (tie)
14. Terri McFlelland	Curtis	338	14
15. Kathy Urban	Kingshaver	337	13
16. Mary Shepard	Highland Park	336	16
17. Jane Welch	Kingshaver	328	17
18. Phyllis Alay	Jardine	324	18
19. Shirley Handrich	Cannon	323	19
20. Jenny Thrasher	Jardine	312	20
21. Brenda Anderson	Grass	303	21
22. Rosina Matsen	Kingshaver	292	22
23. Wanda Cushberry	Highland Park	287	23 (tie)
24. Myrtle Pearson	East Tonoka	287	23 (tie)
25. Bobby Solis	Jardine	286	25
26. Wanda Cushberry	Highland Park	285	26
27. Beth Pratt	London	283	27 (tie)
28. Gena Lincoett	Rowell	283	27 (tie)
29. Toni Nichols	Holliday	280	29
30. Sally Sandmeyer	Reesevelt	272	30
31. Patty Spoden	Reesevelt	260	31
32. Mary Thompson	London	258	32
33. Karen Rowman	Highland Park	243	33
34. Nancy Crites	Rowell	229	34
35. Cathy Stone	Highland Park	222	35
36. Dorothy Flatin	Holliday	220	36 (tie)
37. Linda Nelson	Rowell	220	36 (tie)
38. Pat Asheson	Jardine	219	38 (tie)
39. Paula Brittain	Jardine	219	38 (tie)

JUNIOR HIGH GYMNASTICS SCORE

9th GRADE GIRLS (continued)

Gymnast	School	Total	Rank
40. Lucina Strumina	Holliday	215	40
41. Doris DeLong	Russell	213	41
42. Ellen Blackwell	East Tonka	206	42
43. Rita Munschild	Kieschauer	202	43
44. Jerrye Hayes	East Tonka	197	44
45. Mattie Alfrey	Holliday	186	45
46. Ruth Hessel	Holliday	181	46
47. Emma Cozza	Crane	170	47
48. Cindy Smith	Russell	154	48
49. Robbie Talmadge	Russell	133	49
50. Kathy Rose	Russell	110	50