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AN INVESTIGATION OF THE IMPACT OF THE
IMPLEMENTATION OF TITLE IX UPON ATTITUDES,
METHODS, AND PROGRAMS AS PERCEIVED BY MALE
AND FEMALE PHYSICAL EDUCATORS IN PUBLIC HIGH
SCHOOLS IN UNION, SOMERSET, AND HUNTERDON
COUNTIES IN NEW JERSEY.

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AS PERCEIVED BY MALE AND FEMALE PHYSICAL
EDUCATORS IN PUBLIC HIGH SCHOOLS IN
UNION, SOMERSET, AND HUNTERDON
COUNTIES IN NEW JERSEY

John J. Gich


A dissertation presented to the
Graduate Faculty of Middle Tennessee State University
in partial fulfillment of the requirements
for the degree Doctor of Arts

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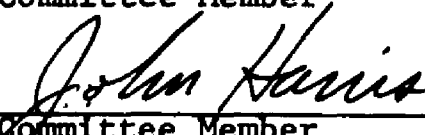
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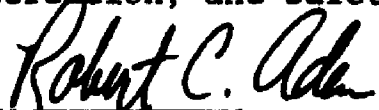
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ABSTRACT

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COUNTIES IN NEW JERSEY

by John J. Gich

This study was undertaken to determine the impact of the implementation of Title IX upon attitudes, methods, and programs as perceived by physical education teachers in selected high schools in Union, Somerset, and Hunterdon counties in New Jersey.

A questionnaire was used to investigate the impact from five areas: (1) sex of the instructor, (2) county, (3) school group, (4) years of teaching experience, and (5) total compilation. Two hundred eighteen secondary physical education teachers (127 males and 91 females) participated in this study. These teachers represented three counties and the four school group classifications. These counties are geographically located in the central portion of New Jersey extending to the metropolitan area of New York City on the east and the state of Pennsylvania on the west.

The results of the study were as follow:

1. A thorough knowledge of the law would have been beneficial in implementing Title IX successfully.

2. The respondents strongly felt that there were activities in the coeducational physical education program that should be excluded; specifically mentioned were contact sports, i.e., flag-football, basketball, softball, wrestling, and field hockey.

3. A majority of the teachers indicated a preference to return to the traditional (non-coed) program if it were to become optional.

4. The respondents were in close agreement that methods were not greatly affected.

5. The respondents stated that programs that included contact activities required modification.

ACKNOWLEDGEMENTS

This investigator is grateful to Dr. Guy Penny, his major professor, for his patience, encouragement, and scholarly advice.

This investigator is also grateful to Dr. Amiel Solomon and Dr. John Harris for their direction and advice while serving on his committee.

Finally, this investigator is especially grateful to his peers and friends for their encouragement, understanding, and prayers.

DEDICATION

In loving memory of my parents

George Michael Gich
Katherine Teresa Gich

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Chapter 1

INTRODUCTION

The educational process in the United States has enjoyed an outstanding reputation. Particularly in the twentieth century this reputation has also included great educational opportunities. The 92nd Congress, in its second session, passed the Educational Amendment Act of 1972.¹ Title IX of the Educational Amendments of 1972 assures that

No person in the United States shall on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving Federal assistance.²

One can assume that Congress passed this law with good intention and with particular concern for all students. This legislation, nevertheless, has caused much turmoil,

¹Congressional Quarterly Weekly Report, Vol. 30, No. 30, July 22, 1972 (Washington: Congressional Quarterly, 1972), p. 1837.

²Peter E. Holmes, Final Title IX Regulation Implementing Education Amendments of 1972: Prohibiting Sex Discrimination in Education (Washington, D.C.: U.S. Department of Health, Education, and Welfare/Office for Civil Rights, June, 1975), cover letter, n.p.

consternation, and debate among physical educators who must implement the law. This law directly affects the students in the program and indirectly the parents, who ultimately supply the funds, through taxation, for these programs. Many educators feel it has created many problems in the physical education and athletic programs.

Change in education occurs in two ways--internally and externally. Educators prefer internal change as it offers a choice of approval or disapproval. When change originates outside the educational community choice may not be an option. This has been evidenced by the last three major changes that have affected education. The use of busing to achieve racial balance, the elimination of prayer, and the elimination of sex discrimination in educational institutions originated outside the educational community and were mandated by the federal government.

Education is in a constant state of change. Vander Zanden states that "no socio-cultural system remains in a constant or static state; it is in a continuous state of change."³ Change is inevitable, but Title IX brought about an immediate change in education that offered no choice--just compliance. The discipline of physical education was expected to eliminate the traditional all-male

³James W. Vander Zanden, Sociology: A Systematic Approach (2d ed.; New York: Ronald Press Co., 1970), p. 351.

and all-female classes and to begin coeducational programs. In effect, the federal government legislated change through Title IX.

The first external change that has greatly affected the educational process in the past fifteen years is busing of students from one school to another to achieve racial balance. The busing of students emerged from the desegregation issue dating back to 1954. In order to bring desegregation of public schools to fruition, the courts ordered many school systems to utilize busing as a means of overcoming the racial imbalance that existed in their schools. Busing became an enormous and volatile problem; it was no longer merely an educational issue. It has engulfed economics, morality, and politics.⁴

New York City in its effort to achieve integrated, quality education spent more money on more transportation of more pupils than any other city in the world. Millions of dollars were spent on planning and transporting approximately one-half million students daily.⁵ Hill, who was in charge of the educational statistics and research of the New York City busing program, concluded honestly and

⁴Howard Ozman and Sam Craver. Busing: A Moral Issue (Bloomington: Phi Delta Kappa Educational Foundation, 1972), p. 6.

⁵Fred W. Hill, "Long Range Building: Do We Need Yardsticks," American School and Universities, 44 (May, 1972), 79.

regretfully that the children involved in the mass busing received no lasting educational benefit from this venture.⁶ Evidently, Hill is not alone in this conclusion concerning busing. Some school districts that are having difficulties acquiring enough funds to continue their regular programs are faced with this additional problem of busing. Further, Hill suggests that the President spend the monies on enrichment programs rather than on a "futile busing" program.⁷ One would assume that during this period of rapidly rising inflation coupled with an energy crisis the monies expended on busing and urgently needed fuel for those buses could be more wisely spent. This useless drain on desperately needed funds has not been resolved; yet another problem of enormous proportions has arisen--Title IX.

The second external influence that has affected the educational process has been the elimination of prayer in the public schools. Although the constitution prohibits religious education in the public schools, the constitution did not ban the traditional prayer in school exercises. However, the parents of several pupils brought suit against the Board of Regents over the use of the Regent prayer said daily in the schools of New York. This now famous case, *Engel vs. Vitale*, was heard in New York. The court ruled

⁶Hill, p. 79.

⁷Hill, p. 79.

in favor of the Board of Regents so long as the schools did not coerce pupils into participating in the prayer. In 1962 the United States Supreme Court reversed the New York decision on the grounds that the Board of Regents violated the First Amendment.⁸ Atheist Madalyn Murray O'Hair was the guiding force behind the Supreme Court case which brought about the removal of prayer from the public schools.⁹

Probably the most pronounced of the three external influences upon education in the past fifteen years has been the passage of the Educational Amendments Act of 1972. This legislation has already had a tremendous effect upon the students and faculties in the nation's 2,697 institutions of higher learning and 16,000 public school systems which receive some type of federal assistance.¹⁰

Title IX of the Educational Amendments Act of 1972 is limited to education programs, activities, and employment

⁸David Fellman, ed., The Supreme Court and Education (3rd ed.; New York: Teachers College Press, 1976), p. 74.

⁹The Nashville Banner, April 8, 1978, p. 6, cols. 1 and 2.

¹⁰Caspar W. Weinberger, Final Title IX Regulation Implementing Education Amendments of 1972: Prohibiting Sex Discrimination in Education (Washington, D.C.: U.S. Department of Health, Education, and Welfare/Office for Civil Rights, June, 1975), p. 1.

and is similar to Title VI of the Civil Rights Act of 1964.¹¹

Although many of the provisions of Title IX deal with institutions of higher learning, the law greatly affects physical education and athletic programs in the secondary schools. Changes in these programs often take place quickly and without choice. Long-standing traditions disappear rapidly and new ones begin. Coeducational physical education with perhaps female athletes competing on male athletic teams will no longer be fantasy but a reality. Attitudes, methods, and programs are three areas that would definitely be affected by Title IX's implementation. Physical educators have fears and apprehension concerning the law. Secretary Weinberger requested that the physical educators work within the spirit and purpose of the law to eliminate sex discrimination in our schools. If coeducational physical education met with the students' disapproval, they would be affected only for the period until their commencement. The instructors, however, would be a part of the affected program until retirement. If coeducational physical education met with students' and instructors' approval, it would be new and rewarding,

¹¹U.S., Federal Register, Part II, Vol. 40, No. 108 (Washington, D.C.: U.S. Government Printing Office, June 4, 1975), p. 24128.

probably the best thing that has happened to the physical education discipline.

STATEMENT OF THE PROBLEM

This study is an investigation of the impact of the implementation of Title IX upon attitudes, methods, and programs as perceived by male and female physical educators in public high schools in Union, Somerset, and Hunterdon counties in New Jersey.

PURPOSE OF THE STUDY

The implementation of Title IX did not allow for choice--but compliance. An investigation, therefore, of the impact upon the teachers of secondary physical education is imperative because the teachers are one of the two groups most affected by this legislation.

Further, this investigation is being conducted to create an awareness of the impact of Title IX for the physical education teachers coming into the field, so they may be better prepared to meet the problems of teaching in coeducational physical education programs. In addition, this study should benefit the discipline of physical education, state departments of education, and universities that offer physical education as a major or minor field of study.

DELIMITATIONS OF THE STUDY

This study will be confined to:

1. The state of New Jersey.
2. Union, Somerset, and Hunterdon counties.
3. Thirty-one public high schools in four group classifications (I, II, III, IV).
4. The perceptions of the secondary physical education teachers.

DEFINITIONS OF TERMS

AAHPER--American Alliance of Health, Physical Education and Recreation. Prior to 1975 AAHPER was known as the American Association of Health, Physical Education and Recreation.

Affirmative action--positive programs to correct present conditions resulting from discrimination.

Attitude--a generalized, emotionalized feeling about anything.

Civil Rights Act--law prohibiting discrimination on the basis of race, color, creed, and national origin.

Coeducation--male and female students being taught in the same class.

Compliance--an act of completing what is required.

Discrimination--differential treatment of different groups which may or may not be the result of discrimination.

Educational Amendments Act of 1972--the law that deals with discrimination in education and educational institutions.

HEW--Department of Health, Education, and Welfare in the President's Cabinet.

High school--any public secondary school that grants diplomas to its graduates, generally composed of grades 9-12 or 10-12.

Implementation--to put into operation.

O.C.R.--Office of Civil Rights.

Physical educator--any person who has had professional preparation in physical education and is actively practicing his craft.

PEER--the Project on Equal Education Rights, sponsored by the National Organization of Women.

Respondents--secondary physical education teachers who have participated in this study by answering the questionnaire.

Supervisor--an individual who is in charge of the department of physical education in a school and/or district.

BASIC ASSUMPTIONS

This study will reveal from the perceptions of the respondents the impact of the implementation of Title IX

upon attitudes, methods, and programs of physical educators in the three counties in New Jersey.

This investigator assumes that the teachers will respond honestly to the instrument.

QUESTIONS TO BE ANSWERED

1. What effect did Title IX have upon the attitudes of the respondents?
2. What effect did Title IX have upon the teaching methods of the respondents?
3. What effect did Title IX have upon physical education programs in the schools of the respondents?
4. How did the respondents in the three counties differ in their reaction to the implementation of Title IX?
5. How did the respondents in the various school classifications differ in their reaction to the implementation of Title IX?
6. How did the experience level of the respondents differ in their reaction to the implementation of Title IX?

Chapter 2

REVIEW OF RELATED LITERATURE

During the late 1950's and early 1960's the educational systems throughout the country were experiencing the effects of World War II and the post-World War II baby boom. Perhaps the reasonably stable economy gave impetus to a college education being a highly desirable commodity. Both secondary schools and institutions of higher learning were bursting at the seams with soaring enrollments. A large number of these institutions were not equipped to handle the great influx of students because time was needed to accumulate funds for either planning, expanding or constructing new facilities. When most of the construction was completed soaring enrollments had peaked and had even begun to decline.

During the 1960's the Civil Rights movement was very active and Congress passed the Civil Rights Act of 1964 which was signed into law by President Johnson. Title VI of this law

. . . requires each federal department or agency extending financial assistance to any program or activity through grants, loans or most kinds of contracts to take steps to prevent any program from

excluding persons from benefits because of race, color, or national origin. Agencies must first seek voluntary compliance, but if it is not forthcoming, may cut off federal funds to discriminatory programs. Such action shall be subject to judicial review on applications of persons, state, or local governments whose funds were cut off.¹

For the American people this law provided a basis for solving problems of discrimination.

It has been recognized that Congress can not legislate attitudes or morals, but Congress can pass legislation dealing with federally funded programs which can affect attitudes. Title VII, of the Civil Rights Act of 1964, was amended by the Equal Employment Opportunity Act of 1972 which

. . . prohibits discrimination in employment on the basis of race, color, religion, national origin, or sex and covers all institutions with 15 or more employees. Discrimination based on these factors is unlawful in hiring and firing; wages, fringe benefits, classifying, referring, assigning or promoting employees, extending or assigning use of facilities, training, or apprenticeships; or any other terms, conditions or privilege of employment.²

From the Civil Rights Act of 1964 and the Equal Employment Opportunity Act of 1972 emerged the Educational Amendments Act of 1972. This law was passed by the second session of the 92nd Congress. Title IX of the Educational Amendments

¹Congressional Quarterly Weekly Report, Vol. 22, No. 27, July 3, 1964 (Washington: Congressional Quarterly 1964), p. 1331.

²Congressional Quarterly Weekly Report, Vol. 30, No. 24, June 10, 1972 (Washington: Congressional Quarterly, 1972), p. 1355.

Act of 1972 stated:

No person in the United States, on the basis of sex, shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.³

Although this law dealt specifically with the elimination of sex discrimination in educational institutions, its coverage included any organizations and persons who received federal assistance in connection with their activities and programs.

Many felt that this law was a modern-day version of Section 1 of the 14th Amendment to the Constitution of the United States that was ratified on July 9, 1968, which states:

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.⁴

Title IX forbade discrimination in any institution receiving federal assistance. Its coverage included 2,697 institutions of higher learning and approximately 16,000

³Rosemary Selby, "What's Wrong (and Right)! with Coed Physical Education Classes: Secondary School Physical Educator's Views on Title IX Implementation," Physical Educator, 34 (December, 1977), 188.

⁴U.S. Constitution, Amendment 14, §1.

public school districts.⁵ In essence, this law was similar to Title VI of the Civil Rights Act of 1964 except that this law specifically applied to discrimination based on sex and was limited to educational activities, programs, and employment in these institutions. Title IX covered both students and employees and insisted that every effort must be made to treat the sexes equitably.

Caspar Weinberger, Secretary of Health, Education, and Welfare in the Ford administration was given the tremendous task of implementing the law. When Title IX became law, some female educators viewed this as a giant step forward while others disagreed. Female physical educators, along with their male colleagues, pondered over the merits of this legislation because students, faculty, and education in general would be affected in some way.

This legislation divided physical educators, coaches, and administrators into three categories: (1) those who supported the law, (2) those who opposed the law, and (3) those who were undecided but would conform because it was the law.

Title IX would have a tremendous effect upon educational programs. Although a few issues, such as

⁵Caspar W. Weinberger, Final Title IX Regulation Implementing Education Amendments of 1972: Prohibiting Sex Discrimination in Education (Washington, D.C.: U.S. Department of Health, Education, and Welfare/Office for Civil Rights, June, 1975), p. 1.

coeducational physical education and competitive athletics, have generated wide interest and publicity, Title IX has had significant implications for a variety of less publicized issues. Largely due to budgetary considerations, athletic coaches and administrators were vocal in their opposition to the law. Both male and female physical educators were less vocal; they prepared to abide by the spirit of the law. Title IX dealt solely with discrimination based on sex. It appears that this law would present more problems for colleges and universities since the law mandated the elimination of sex discrimination in admissions, services to students, course offerings, educational programs, activities, housing, athletic programs, financial aid awards, employment assistance, recruitment, and use of facilities.⁶ All institutions had to appoint an affirmative action officer to coordinate Title IX compliance.

Although the Educational Amendments Act was passed in 1972, the regulations were not released by HEW until June 4, 1974. The Act called for self evaluation in three specific areas: (1) appraisal and evaluation of current policies, procedures, and policies of possible discrimination with respect to student programs and

⁶National Association of Colleges and Universities Business Officers, Special Report 74-8, Sex Discrimination: HEW Releases Proposed Title IX Regulations, June, 1974, p. 1.

employment; (2) modification of discriminatory practices and policies that did not meet Title IX requirements; and (3) development and implementation of steps to eliminate any discriminatory practices and policies. To be completed within one year, these evaluations were to include a description of any remediation or modification and were to be kept on file for three years.

When institutions filed applications for federal financial assistance for their programs, an assurance of compliance with this law had to accompany the application.⁷ The regulations also called for elementary physical education programs to be coeducational no later than July 21, 1976. Primary grades (1, 2, 3) were almost all coeducational, and it was expected they would not pose any problem, but many intermediate schools (grades 4, 5, 6) had separate programs; therefore, the initial implementation fell upon the majority of elementary intermediate teachers.

Secretary Weinberger felt the law was based on a solid premise that equal opportunity in education is just as important as the issues spelled out in Title VI of the Civil Rights Act and Equal Employment Opportunities Act of 1972. Further, the secretary also felt "that much of the discrimination against women exists unconsciously and

⁷Update [Washington], January, 1976, p. 6, cols. 1-3.

through practices long enshrined in tradition."⁸ The law should motivate responsible educators to search for and identify policies and practices that existed in their institutions and to take whatever action was necessary to correct inequities in the spirit of the law. It must be noted that HEW received over 10,000 written comments concerning the regulations during a four-month period from June, 1974, to October, 1974, most of which were unfavorable.

From the time Title IX was passed by the Congress and until the regulations were finally approved, much of the publicity generated by this bill centered around athletics. When publicity concerning this topic subsided, the effect the law would have on the physical education programs became of great concern to those who would be involved in implementing the law. Those affected sought guidelines and accurate interpretations. Secretary Weinberger encouraged the dedicated teacher/coach to abide by the intent and spirit of the law. Blaufarb revealed some of those fears and concerns and offered some explanations. Of major concern in coeducational classes was tort liability. The teacher had the same responsibility whether it was a class of one sex or a coeducational class. Blaufarb emphasized,

⁸Weinberger, p. 1.

"unfortunately perhaps, liability is like pregnancy--you are or you are not."⁹ In essence, Title IX did not affect liability.

Also high on the list of concerns was locker-room supervision. Blaufarb insisted that, in schools where coeducation programs existed, the locker rooms receive adequate supervision before and after class. In larger schools supervision of locker rooms would not be a problem with several teachers of different sex teaching in the gym at one time. In smaller schools, locker-room supervision might be inadequate. A teacher working alone with a coeducational class in the gymnasium would have difficulty trying to supervise both locker rooms before class, teach the class, and supervise both locker rooms after class. The mere fact that a male teacher would be restricted from entering a female locker room (and vice-versa) if there were a disturbance posed a serious problem!

Money for enlarging programs was another concern. This may not be a major concern in physical education programs but very well could be a major concern in athletics. Injury prevention must be taken under consideration when implementing Title IX. Coeducational classes will be subject to a greater risk of injury because

⁹Update [Washington], February, 1975, p. 1, cols. 1-2.

of the wide range of abilities, particularly where collision is a possibility.

After the Educational Amendments Act became law and the regulations associated with its implementation were publicized, many physical educators and athletic coaches expressed their uncertainty by inferring that the law lacked clarity. Miller says that critics were in agreement that the proposed guidelines were vague because they did not clearly distinguish between secondary schools or post-secondary schools.¹⁰ Solomon expresses the view that Title IX lacked clarity because professional physical educators and HEW personnel charged with the responsibility of implementing this law had difficulty understanding it completely.¹¹ When the regulations and guidelines were passed to state authorities for implementation and interpretation, it was hoped the law would be implemented with little confusion. It could easily follow that there could be fifty different interpretations in addition to the interpretation of each individual institution of higher education. Chaos could have reigned; but instead only confusion.

¹⁰Judith Miller, "Collegiate Sports and Other Title IX Controversies," Change, 6 (December/January, 1974), 23.

¹¹Amiel Solomon, letter to President M. G. Scarlett, September 18, 1974.

Because the lack-of-clarity issue was increasing in intensity, Secretary Weinberger released a newsletter in June, 1975, addressing this issue. He explained that Title IX was that portion of the Educational Amendments Act of 1972 which forbade discrimination on the basis of sex in educational activities and programs that received federal monies. The law covered pre-school, elementary, secondary, colleges, universities, and many organizations and clubs that have educational programs. Military schools and religious schools, to the extent that the provisions of Title IX would be inconsistent with the basic religious tenet of the school, were exempt from Title IX.¹² Schools or programs that did not receive federal funds were also exempt; however, there were very few schools in the country that were not receiving some kind of federal financial support for their programs. Elementary schools had to comply with Title IX by July 21, 1975; secondary schools were to comply as soon as possible but no later than July 21, 1978. When physical education classes competed in sports involving bodily contact (wrestling, boxing, football, basketball), the classes would be permitted to separate, otherwise all physical education classes were to be taught on a coeducational basis.

¹²U.S., Federal Register, July 19, 1974 (Washington: Government Printing Office, 1974), p. 22234.

A typical example of the plight with which physical educators are faced is Section 86.37 of Title IX regulations. This section should be of particular interest to physical educators and school administrators as it concerns itself with the protection of pregnant students. No longer are these students subject to suspension. They can not be excluded from the regular program unless they request such separation.¹³ In addition to training in first aid, cardio-pulmonary resuscitation, and care and treatment of athletic injuries, does this infer that physical educators may be required to include child delivery in their undergraduate curriculum?

It is obvious, however, that there is no alternative, as those institutions receiving federal financial assistance must comply with the law by the designated dates or lose necessary federal aid. With spiraling costs and tight budgets, no administrator wishes to lose funds; therefore, he has but one choice--to comply. As a result, Title IX should have little difficulty being implemented.

Skepticism usually accompanies change. Title IX was new and ready to be implemented even though expected skepticism and indecisiveness were present. This would be

¹³Harold Webb, "Those Sex Discrimination Regulations Look Different the Second Time Around," National School Boards Associations, 162 (January, 1975), 2.

a giant step forward for women's programs. The spirit and intent of the law must be uppermost if the legislation is to work. Physical education curriculums are always being revised. As a result of Title IX these revisions will increase as Title IX mandates coeducational classes in physical education.

Title IX insists that physical education scheduling receive better attention. Those who are responsible for scheduling must be cognizant of the age of students, hour the class is taught, electives, student requirements and variety of offerings, and schedule to meet student needs. Scheduling, planning, and staff training are areas that need continual updating as mandated by Title IX.

Kelly suggests that teaching staffs may have to become more skillful in teaching a greater number of activities and, thus, they must become more flexible. New Hampshire, Delaware, and Florida developed materials to aid physical educators in the implementation process.¹⁴ These three states have not only implemented this legislation but have also assumed leadership roles. Most of the literature that has been written has discussed what to do since most schools have yet to comply with the law. Cheyney State College, Pennsylvania, however, did not wrangle over the

¹⁴Barbara J. Kelly, "Implementing Title IX," Journal of Physical Education and Recreation, 48 (February, 1977), 27.

lack of clarity in Title IX and its regulations, nor did it utilize the grace period before implementation became a reality. Following Secretary Weinberger's suggestion of complying with the spirit of the law, Cheyney immediately put Title IX into effect successfully and has been satisfied with its operation. When Title IX became law, Cheyney was in the process of changing its curriculum in physical education. To achieve both tasks at the same time, it decided to change its specific required courses to an emphasis on lifetime sports activities that were to be strictly coeducational.¹⁵ The Cheyney staff felt that women could compete with men in lifetime sports activities on an equal basis. It was felt that students had the advantage of being taught by an instructor chosen for the knowledge of that particular activity rather than by sex. Coeducational competition in contact sports activities was not a preference for the students.

Hult does not accept Title IX as the ultimate solution to women's programs, but she does agree that the purpose of Title IX is to promote positive change in discrimination policies and practices in women's programs in athletics. She claims that, as it stands, the law has the potential for making discrimination worse and producing

¹⁵David T. Wirth, "Cheyney's Phys Ed Goes Co-ed," Journal of Physical Education and Recreation, 46 (January, 1975), 29.

negative effects. Hult reasons that if women are forced to follow the same route men's intercollegiate athletics have taken--where victory is all that counts--then women can expect the same type of corruption and conflict that has permeated men's athletics.¹⁶

Neal feels that the more financial support the girls' programs receive, then pressure will also increase on coaches; therefore, it is inevitable that the more highly organized and commercialized the women's programs become, the greater the probability of inheriting the same problems as men's programs.¹⁷

The struggle for athletes, scholarships, and national recognition necessitates increased monies to carry out such programs. Whereas the support of collegiate athletics is dependent upon student fees and the general public, athletic programs in secondary schools are supported by taxes. The high school female athlete is beginning to feel the pressure to excel and advance to the collegiate level just as the male athlete. If the female programs pursue this course, they will be carbon copies of the male programs. The colleges have an answer to Hult's query.

¹⁶Joan Hult, "Equal Programs or Carbon Copies?", Journal of Physical Education and Recreation, 47 (May, 1976), 24-25.

¹⁷Patsy Neal, "Woman Athlete and Coach in our Society," Interscholastic Athletic Administrations, Special Supplement: Title IX, Vol. 2, No. 1 (Winter, 1975), 6.

Athletic scholarships in excess of \$7 million were made available by 464 colleges and universities in the United States for the 1977-78 academic school year. Twenty-six institutions granted full scholarships to talented female athletes. Just a few years ago athletic scholarships for women were practically nonexistent. Financial aid is now available in the following sports: archery, badminton, basketball, bowling, fencing, cross-country, field hockey, golf, gymnastics, lacrosse, riflery, sailing, skiing, softball, swimming, tennis, track and field, and volleyball at one or more of the 464 institutions already offering these scholarships. The grants range from \$100 to full tuition.¹⁸

Blaufarb says that "Title IX is a serious undertaking, and it can be the greatest impetus for helpful, healthy changes that we have witnessed for a long time."¹⁹ Klappholtz feels that there is nothing contrary to good physical education nor anything to fear in Title IX and its regulations. Because of Title IX's positive nature, it should provide equal opportunities for both sexes in physical education activities and programs if properly

¹⁸Sunday Star Ledger [Newark], August 21, 1977, Sec. 5, p. 8, cols. 6-7.

¹⁹Marjorie Blaufarb, Complying with Title IX of the Educational Amendments Act of 1972 in Physical Education and High School Sports Programs (Washington: AAHPER), p. 2.

implemented. Title IX should motivate teachers and coaches to do a more effective job, especially with the girls' programs.²⁰ Anderson feels that Title IX is forcing educators to do now what schools should have done a long time ago, that is, provide equal opportunities in sports and physical education.²¹ This is a two-way street; therefore, women can also contribute to the male programs. Since all physical education classes are to be offered on a coeducational basis, no school may offer separate sections by sex; however, there are some exceptions:

1. Students may be separated within classes when competing in contact sports.

2. Within classes ability grouping is permitted, even if such grouping results in a single sex or a predominately single sex group--that is, provided sex is not the criteria for such groupings.

3. Schools may use a different evaluation standard if the single evaluation standard they have been using has an adverse effect upon students of one sex. In effect, girls are not held to the same performance levels as boys to

²⁰Lowell Klappholtz, "Physical Education Newsletter: There is Nothing to Fear in Title IX Regulations," Physical Education Publications (October 1, 1975), 1.

²¹Marjorie Blaufarb, Complying with Title IX of the Education Amendments of 1972 in Physical Education and High School Sports Programs, foreword by George Anderson (Washington: AAHPER, n.d.), p. 2.

receive a satisfactory grade, depending upon the activity involved.

Students and instructors should be able to utilize every available resource: (1) coaching and academics, (2) equal use of facilities, supplies, and equipment, and (3) equal use of medical and health services. Because the funds for conducting programs are acquired through taxation of the citizenry, their children should have equal opportunities and access to utilize these facilities and programs.

In spite of the intent of Title IX to improve the lot of women athletes, Ley feels Title IX poses a threat to professional physical educators and coaches. Many colleges and universities had two separate chairpersons in the physical education department; as a result, Title IX may cause a merger into one chairperson. Ley says that, if departments are merged, women will lose their influence in decision making. She fears that men, because of their greater experience in officiating, coaching, and administration, would receive job preference over the females since the attitude of many women differs with men in the area of athletics.²²

Razor and Grebner conducted a survey in the fall of 1974 of 208 four-year coeducational institutions to

²²Katherine Ley, "Women in Sports: Where Do We Go from Here Boys?", Phi Delta Kappan, 55 (October, 1974), 131.

determine the effect of merging departmental leadership. Merged departments were administered by men in 82 percent of the responding institutions.²³ Razor and Grebner's research study supports Ley's fears of the impending loss of leadership roles of women.

The possibility of two department chairpersons in physical education on the collegiate level is understandable, but very remote on the secondary level. New Jersey, however, already has women as physical education department chairpersons on the secondary level. Whereas, in athletics the implementation of Title IX and the rapid expansion of girls' sports, there is much support in many school districts for a woman director of women's athletics.

Colleges and universities are once again setting the example by hiring female athletic directors. Secondary schools will follow the same pattern as they have so often in the past. Should this become a reality, many interesting situations may arise. When a school has two athletic directors (one male and one female), who will handle the problems of a girl, playing on a boy's team, who complains against the coach for not playing her more?

Hult adheres to the long accepted professional view that sports programs in high school and college should be an

²³Jack Razor and Florence Grebner, "People's Physical Education: A Status Report on Merging of Departments," Journal of Physical Education and Recreation, 47 (May, 1976), 32-34.

outgrowth of the physical education programs. These programs should provide competition for all students, both male and female. Funds, facilities, equipment, and staff should be made available for girls' and women's programs on the basic parity with boys' and men's programs. Hult strongly feels that girls and women should have athletic programs equal to but separate from those provided for boys and men.²⁴

Whereas Title IX was adopted to eliminate sex discrimination in educational programs and athletics receiving federal funds, Riley declares that we now need or will need a Title X to guarantee the same equal opportunities for the non-athlete as we did for the athlete in Title IX.²⁵ Non-athletes may be classified as students, male and female, who are not as highly skilled or talented as those on athletic or varsity teams. Some of the students who comprise this group have tried out for the varsity teams but were not selected; they want to play for the love of playing rather than for fan entertainment. It is obvious these students desire not only a degree of competition but also freedom from the demands involved in varsity

²⁴Joan Hult, "A Position Paper: Girls' and Women's Sports," Journal of Physical Education and Recreation, 45 (April, 1974), 12.

²⁵Marie Riley, "Title X?", Journal of Physical Education and Recreation, 46 (June, 1975), 31.

competition. After all, they are in educational institutions supported by federal funds that declare discrimination totally unacceptable.

While secondary physical education teachers were attending an alumni conference at the University of Illinois in 1975, Selby conducted a survey of those in attendance to determine their views on Title IX. The results indicated both advantages and disadvantages. Physical contact-sexuality problems, motor skills difference, and instructors' lack of knowledge were the three categories that were designated as disadvantages. Socialization, better interaction between sexes, sharing of equipment and facilities, and merging departments were classified as advantages. Despite the many problems indicated, more than 50 percent of the males and 80 percent of the females favored coed classes.²⁶

Most of the notoriety surrounding Title IX has arisen from litigation with reference to sex discrimination in athletics. Recently in Dayton, Ohio, U.S. District Judge Carl Rubin ruled favorably for a suit brought by two high school female athletes. These students sued the Ohio High School Athletic Association for barring them from joining the all-boys' basketball team. It was Judge Rubin's interpretation that the opportunity for girls to compete

²⁶Selby, "What's Wrong (and Right)! with Coed Physical Education Classes: . . .," pp. 188-191.

with boys is a matter of "choice" not "sex."²⁷ This decision has serious implications, for, indirectly, it allows girls to compete in all sports, including contact sports.

Neal attributes the inclusion of athletics in Title IX for providing increased monies and expanded women's programs. These increases have created more athletic opportunities, and also more controversies, for women than ever before.²⁸ Fourteen different sports were offered in our nation's high schools for girls in 1970. This has increased to twenty-six different sports. In the past eight years, girls' interscholastic programs have quadrupled, and participation has increased three and one-half times.²⁹ Athletic programs for collegiate levels show a great disparity of funding between men's and women's programs. Miller agrees that women's programs have been mistreated when athletic funds were allocated.³⁰

Ever since Title IX has been implemented, budgets for women's athletic programs have increased tremendously.

²⁷Tennessean [Nashville], January 11, 1978, p. 10, cols. 3-7.

²⁸Patsy Neal, Coaching Methods for Women (Reading: Addison-Wesley, 1978), p. 99.

²⁹John E. Roberts, "Expanding Opportunities for Girls in Athletics," Interscholastic Athletic Administration, Special Supplement, Title IX, 21, No. 1 (Winter, 1975), 5.

³⁰Miller, "Collegiate Sports and Other Title IX Controversies," p. 23.

This has been exemplified by a few of the larger universities. In two years, the University of Washington's budget for women's athletics has been increased over ten times the original amount of \$18,000 to \$200,000. UCLA increased its women's budget three times, from \$60,000 to \$180,000.³¹ This will set a pattern for the smaller schools and the secondary schools. This increase of monies reinforces Hult's feelings that women's programs should be equal but separate. If the trend of increased budgets also generates increased pressure on coaches to produce winning programs, the women's programs will be carbon copies of the men's.

Boys and girls are not the same but they are equal. Congress has made this clear by its Title IX legislation; therefore, educational institutions are required to accommodate these differences and equalities in all activities and programs. Over twenty years ago, McIntyre reasoned that if boys and girls work and study together they should also play together. Social dancing, archery, golf, softball, volleyball, and badminton proved to be appropriate coeducational activities. A feeling of belonging, self-control, manners, and good sportsmanship resulted from these activities and contributed to good life adjustment,

³¹Neal, Coaching Methods for Women, p. 98.

according to McIntyre.³² Little did McIntyre realize that approximately two decades later Congress would feel much the same way and pass Title IX as law.

When they were first published, Title IX regulations were a mystery to many administrators and teachers. Arnold asserts that resistance to change within schools, ignorance, and enormous misinformation have tainted the positive potential contributions that could be realized by this legislation.³³

Almost three years after implementation, one must ask: Is Title IX working? Surely it must be working since there has been no indication of anyone's federal funds being rescinded. Although not all schools have implemented Title IX yet, all schools must comply by July 21, 1978. Blaufarb, accompanied by AAHPER personnel, has been visiting schools and reports that implementation is progressing successfully. New Jersey school districts began implementation in September, 1975. With three years of experiencing coeducational physical education classes, it is expected that some progress has been made toward success. Can sex integration of classes and the non-curtailement of federal

³²John McIntyre, "Coeducation--Key to Good Life Adjustment," Journal of Health, Physical Education and Recreation, 28 (December, 1957), 31.

³³Don E. Arnold, "Compliance with Title IX in Secondary School Physical Education," Journal of Health, Physical Education and Recreation, 48 (January, 1977), 19.

funds be used as a yardstick for measuring the success of Title IX?

In many school districts throughout the country this next academic year will be the first time physical educators will experience the coeducational program. It will be interesting to note their reactions and compare them with schools that implemented the law three years ago.

PEER, a project on equal education rights by the National Organization of Women, conducted a year-long study that concluded sex discrimination is still widespread. The federal government is having difficulty keeping up with discrimination complaints. Only 7 percent of the reported 900 complaints were resolved within the first six months. This would clearly indicate that a bona fide registered complaint probably would not be heard within an academic year, let alone resolved. How much longer will a complaint take to be heard when all schools are in compliance? The PEER study signifies that indecision, confusion, red tape, and the fact that male administrators determine the compliance complaints are contributing factors in discrimination remaining prevalent.³⁴

Three years after its initial implementation, it can be ascertained that Title IX has not yet resolved sex

³⁴Pittsburgh Press, January 4, 1978, Sec. A, p. 14, cols. 1-2.

discrimination in our schools. Eliminating sex discrimination is not an easy task regardless who is in charge of HEW. Perhaps President Carter understands this problem as he recently indicated he would divorce education from the Health, Education and Welfare Department and create a separate Department of Education. This thirteenth cabinet department would supervise the 130 education programs now under the HEW Department and 34 programs of other federal agencies including: the Agriculture Department's school lunch program and its graduate school in Washington; the Interior Department's Bureau of Indian Affairs schools; and the Defense Department's overseas dependents' schools. This department with its 23,325 employees would require a \$17.5 billion budget to supervise these 164 programs.³⁵

Because Title IX is relatively new, as yet no one can be considered an authority on the subject as this law and its implementation are still at the infancy stage. Only a few of the supporters of Title IX were instructors. Perhaps the others supported this legislation because it would be of benefit to them and their appointed and administrative positions. All the problems that have arisen as a result of Title IX will not be resolved in a short period of time. Hopefully, understanding, patience, and

³⁵Tennessean [Nashville], April 15, 1978, p. 5, cols. 1-3.

program revision can contribute to the progress and ultimate success of Title IX. Only after it has withstood the test of a period of time can we evaluate Title IX's success or failure with some degree of reliability.

Chapter 3

METHODS AND PROCEDURES

A survey questionnaire was selected to be used in this study to gather and record responses of 218 physical education teachers (127 males and 91 females). These teachers were from selected high schools in the four school group classifications in Union, Somerset, and Hunterdon counties in New Jersey. The questionnaire was used to reveal the impact Title IX has had upon attitudes, methods, and programs as perceived by these instructors.

SURVEY SAMPLE

The population sample was 218 physical education teachers (127 males and 91 females) in selected high schools in Union, Somerset, and Hunterdon counties in New Jersey.

Union County is located in the eastern section of New Jersey that borders the metropolitan area of New York City. Union County encompasses 102 square miles and the county seat is located in Elizabeth. Within this county there are 21 municipalities with a population of 553,800. Although Union County is the smallest in area of the three

counties, it contains the highest density of population. There are 17 public high schools, 3 in Group I, 3 in Group II, 4 in Group III, and 7 in Group IV.

Somerset County is located in the heart of central New Jersey. Somerset County embraces 305 square miles and its county seat is located in Somerville. With a population of over 220,000 in its 21 municipalities, it is one of the most rapidly developing counties in the state. This may be evidenced by the enormous increase in the construction of public high schools. Twenty years ago with only 4 high schools, it has swelled to 13 at the present time. These 13 high schools include: 4 in Group I, 2 in Group II, 5 in Group III, and 2 in Group IV.

Hunterdon County is located in the western portion of the state and borders the state of Pennsylvania. The county seat is located in Flemington. With 437 square miles Hunterdon County has the largest land mass. However, Hunterdon County's 26 municipalities contain only 80,000 people. Thus, its population density is the smallest of the three counties. Hunterdon County has 5 high schools: 1 in Group I, 2 in Group II, 1 in Group III, and 1 in Group IV.

INSTRUMENT

The instrument used in the study has been developed by this investigator and critiqued by his peers in the Doctor of Arts program at Middle Tennessee State University.

A pilot study of seven high schools in three counties in New Jersey was conducted during the month of April, 1978, for the purpose of determining clarity of questions, data responses, and general reaction to the survey.

This investigator, with the help of his major professor and his advisory committee, further refined the instrument before presenting it to a panel of professionals for final approval. The panel consisted of Dr. Francis Riel, for twenty-two years chairman of the Health, Physical Education, Recreation and Safety Department at Middle Tennessee State University and now retired; Dr. Stanley Hall, a graduate faculty member in the Health, Physical Education, Recreation and Safety Department at Middle Tennessee State University and former department chairman of Health, Physical Education, Recreation and Safety at Earlham College and Middle Tennessee State University; Dr. Ralph Ballou, former department chairman of Health, Physical Education, Recreation and Safety at Belmont College and presently graduate coordinator of Health, Physical Education, Recreation and Safety at Middle Tennessee State University; and Dr. Linnell Gentry, Director of Institutional Research Projects and Equal Opportunities at Middle Tennessee State University.

ADMINISTRATION OF THE QUESTIONNAIRE

On May 15, 1978, telephone communication was established with Ms. Nida Thomas, Director of the Office of Equal Educational Opportunity in Trenton, New Jersey, to seek permission and support for the study. On the same day a directive from the Director's office was forwarded to the county superintendents in Union, Somerset, and Hunterdon counties that they grant permission and support for the study. In addition, the superintendents were to inform all high school principals under their supervision that the study would be conducted and to assist this investigator in whatever way possible.

On May 23, 1978, this investigator contacted the county superintendents to request permission to begin the study. With their permission this investigator began making telephone contact with the high school principals. Arrangements were made to visit the schools, meet the principals and department chairpersons, explain the purpose of the study, and to deliver the questionnaires. At a scheduled department meeting, the purpose of the study was explained to the teachers at each high school. The questionnaires were distributed and a request was made for their cooperative participation. A pre-addressed, stamped envelope was attached to each questionnaire for easy return.

Three weeks after delivering the questionnaires, this investigator telephoned the principals of the schools where the non-responding teachers were located and asked them to encourage their instructors to return the questionnaires. On June 15, 1978, a second and final call was made to the principals of the few non-responding schools to remind them that June 21 would be the deadline for the returns.

ANALYSIS OF DATA

For the purpose of analysis, the questionnaire was divided into three categories: attitudes, methods, and programs. Responses to the questionnaire allowed for yes or no. In addition to the yes-no response, two questions allowed for additional information through a written response. The Data Processing Center at Middle Tennessee State University was utilized to compute the frequencies and percentages. The questionnaire responses were processed for each item by sex of the instructor, county, school group classification, years of teaching experience, and total compilation. Tables were constructed for each of the questions with special attention in reporting the impact of the implementation of Title IX upon attitudes, methods, and programs.

Chapter 4

ANALYSIS OF DATA

The data presented and analyzed in this chapter were the result of a survey of 218 secondary physical education teachers (127 males and 91 females) in selected high schools in Union, Somerset, and Hunterdon counties in New Jersey during the spring of 1978. Thirty-one of the thirty-five (88.5%) high schools located in these three counties participated in this study. Of the 264 secondary physical education teachers employed in these three counties, 218 (82.5%) responded to the survey.

The survey instrument was divided into three categories: attitudes, methods, and programs. The responses were analyzed and reported in five areas: sex of the instructor, county, school group classification, years of teaching experience, and total compilation.

The data obtained from the respondents were analyzed and presented according to the frequency of responses and in percentages. Data not presented in the tables are included in the text of the study in the appropriate areas. Percentages were rounded off to the nearest tenth of one

percent. No response (NR) indicates that the respondents failed to answer the question.

The state of New Jersey is divided into four areas--north (Section I and Section II) and south (Section I and Section II). All high schools are classified into one of four groups according to enrollment. Twenty-five percent of the schools with the highest enrollment in each of the four areas are designated as Group IV; the next 25 percent in enrollment are Group III; the next 25 percent are Group II; and the remaining 25 percent, or those with the smallest enrollment, are Group I.

In the study the teaching experience of the respondents was also classified into four groups as follow: teachers with 1-5 years, Experience Group I; 6-10 years, Experience Group II; 11-15 years, Experience Group III, and over 15 years, Experience Group IV.

ANALYSIS OF CATEGORY 1--ATTITUDES

The data for Table 1 reveal that 80 of 127 (63%) of the males felt that their supervisors adequately prepared them to make the change to coeducational physical education; whereas, 53 of 91 (58.8%) of the females disagreed and reported that they were not adequately prepared.

In Union County, 68 of 105 (64.8%) of the respondents and 16 of 30 (53.3%) in Hunterdon County reported that their supervisors adequately prepared them to

Table 1

Responses to Question 1 of Category 1, Attitudes, by Male, Female,
County, School Group, Teaching Experience,
and Total Compilation

1. Do you feel your supervisors adequately prepared you to make the change to coeducational physical education?							
Areas of Investigation	N	Yes	%	No	%	NR	%
Male	127	80	63	43	33.9	4	3.1
Female	91	34	37.4	53	58.2	4	4.4
County 1--Union	105	68	64.8	35	33.3	2	1.9
County 2--Somerset	83	30	36.1	50	60.2	3	3.6
County 3--Hunterdon	30	16	53.3	11	36.7	3	10
School Group I	36	22	61.1	10	27.8	4	11.1
School Group II	37	18	48.6	19	51.4	--	--
School Group III	69	32	46.4	37	52.6	--	--
School Group IV	76	42	55.3	30	39.5	4	5.3
Teaching Experience Group I (1-5 Yrs.)	40	21	52.5	17	42.5	2	5
Teaching Experience Group II (6-10 Yrs.)	70	34	48.6	32	45.7	4	5.7
Teaching Experience Group III (11-15 Yrs.)	42	20	47.6	21	50	1	2.4
Teaching Experience Group IV (Over 15 Yrs.)	66	39	59.1	26	39.4	1	1.5
Total Compilation	218	114	52.3	96	44	8	3.7

make the change to coeducational physical education; however, 50 of 83 (60.2%) in Somerset County felt that their supervisors did not adequately prepare them to make the change.

In School Group I, 22 of 36 (61.1%) of the respondents and 42 of 76 (55.3%) in School Group IV reported that their supervisors adequately prepared them to make the change to coeducational physical education. In School Group II, 19 of 37 (51.4%) and 37 of 69 (52.6%) in School Group III did not feel that their supervisors adequately prepared them for the change. Thus, the largest and the smallest school groups felt that they had been adequately prepared and the other two groups felt that they had not.

In Table 1, the data verify that 21 of 40 (52.5%) of the respondents in Experience Group I, 30 of 70 (48.6%) in Experience Group II, and 39 of 66 (59.1%) in Experience Group IV indicated that they were adequately prepared for the change to coeducational physical education. However, 21 of 42 (50%) of Experience Group III did not feel that they were adequately prepared. This 50 percent in Group III represents a majority because 2.4 percent of the respondents did not answer this question.

The total compilation indicates that a majority, 114 of 218 (52.3%), of the respondents reported that their supervisors adequately prepared them to make the change to coeducational physical education.

The data in Table 2 reveal that 90 of 127 (70.9%) of the males and 58 of 91 (63.1%) of the females indicated that Title IX should have been implemented in stages by grade levels.

In Union County, 79 of 105 (75.2%) of the respondents, 51 of 83 (61.4%) in Somerset County, and 18 of 30 (60%) in Hunterdon County felt that Title IX should have been implemented in stages by grade levels.

In Table 2, the data reveal that 25 of 36 (69.4%) of the respondents in School Group I, 24 of 37 (64.9%) in School Group II, 48 of 69 (69.6%) in School Group III, and 51 of 76 (67.1%) in School Group IV responded by a two-thirds majority that they felt Title IX should have been implemented in stages by grade levels.

Of the respondents, 29 of 40 (52.5%) in Experience Group I, 46 of 70 (65.7%) in Experience Group II, 28 of 42 (66.7%) in Experience Group III, and 45 of 66 (68.2%) in Experience Group IV agreed that Title IX should have been implemented in stages by grade levels.

The data in the total compilation confirm that by a two-thirds majority 148 of 218 (67.9%) of the respondents reported that Title IX should have been implemented in stages by grade levels.

Table 2

Responses to Question 2 of Category 1, Attitudes, by Male, Female,
County, School Group, Teaching Experience,
and Total Compilation

2. Do you feel Title IX should have been implemented in stages by grade levels?							
Areas of Investigation	N	Yes	%	No	%	NR	%
Male	127	90	70.9	36	28.3	1	0.8
Female	91	58	63.7	30	33	3	3.3
County 1--Union	105	79	75.2	24	22.9	2	1.9
County 2--Somerset	83	51	61.4	30	36.1	2	2.4
County 3--Hunterdon	30	18	60	12	40	--	--
School Group I	36	25	69.4	11	30.6	--	--
School Group II	37	24	64.9	12	32.4	1	2.7
School Group III	69	48	69.6	21	30.4	--	--
School Group IV	76	51	67.1	22	28.9	3	3.9
Teaching Experience Group I (1-5 Yrs.)	40	29	72.5	11	27.5	--	--
Teaching Experience Group II (6-10 Yrs.)	70	46	65.7	22	31.4	2	2.9
Teaching Experience Group III (11-15 Yrs.)	42	28	66.7	13	31	1	2.4
Teaching Experience Group IV (Over 15 Yrs.)	66	45	68.2	20	30.3	1	1.5
Total Compilation	218	148	67.9	66	30.3	4	1.8

The data in Table 3 reveal that 98 of 127 (77.2%) of the males and 68 of 91 (74.7%) of the females agreed that the quality of student skills has not improved since the implementation of Title IX.

Of the respondents, 79 of 105 (75.2%) in Union County, 67 of 83 (80.7%) in Somerset County, and 20 of 30 (66.7%) in Hunterdon County stated that the quality of student skills has not improved since the implementation of Title IX.

Of the secondary physical education teachers in the four school groups, 27 of 36 (75%) in School Group I, 30 of 37 (81%) in School Group II, 57 of 69 (82.6%) in School Group III, and 52 of 76 (68.4%) in School Group IV confirmed that the quality of student skills has not improved since the implementation of Title IX.

Of the respondents, 24 of 40 (60%) in Experience Group I, 57 of 70 (81.4%) in Experience Group II, 31 of 42 (73.8%) in Experience Group III, and 54 of 66 (81.8%) in Experience Group IV reported that there has been no improvement since the implementation of Title IX.

The data in the total compilation confirm that a majority, 166 of 218 (76.1%), of the secondary physical education teachers felt that the quality of student skills has not improved since the implementation of Title IX.

Table 3

Responses to Question 3 of Category 1, Attitudes, by Male, Female,
County, School Group, Teaching Experience,
and Total Compilation

3. Since the implementation of Title IX began, do you feel the quality of student skills has improved?							
Areas of Investigation	N	Yes	%	No	%	NR	%
Male	127	21	16.5	98	77.2	8	6.3
Female	91	22	22.4	68	74.7	1	1.1
County 1--Union	105	23	21.9	79	75.2	3	2.9
County 2--Somerset	83	15	18.1	67	80.7	1	1.2
County 3--Hunterdon	30	5	16.7	20	66.7	5	16.7
School Group I	36	7	19.4	27	75	2	5.6
School Group II	37	6	16.2	30	81.1	1	2.7
School Group III	69	10	14.5	57	82.6	2	2.9
School Group IV	76	20	26.3	52	68.4	4	5.3
Teaching Experience Group I (1-5 Yrs.)	40	13	32.5	24	60	3	7.5
Teaching Experience Group II (6-10 Yrs.)	70	11	15.7	57	81.4	2	2.9
Teaching Experience Group III (11-15 Yrs.)	42	10	23.8	31	73.8	1	2.4
Teaching Experience Group IV (Over 15 Yrs.)	66	9	13.6	54	81.8	3	4.5
Total Compilation	218	43	19.7	166	76.1	9	4.1

The data in Table 4 indicated that 105 of 127 (82.7%) of the males and 68 of 91 (74.7%) of the females reported that there were activities in physical education that should not be included in the coeducational physical education program.

By a huge majority, the respondents in the three counties, 83 of 105 (79%) in Union County, 65 of 83 (78.3%) in Somerset County, and 25 of 30 (83.3%) in Hunterdon County, believed that there were activities in physical education that should not be included in the coeducational physical education program.

The data reveal that 28 of 36 (77.8%) of the respondents in School Group I, 31 of 37 (83.8%) in School Group II, 54 of 69 (78.3%) in School Group III, and 60 of 76 (78.9%) in School Group IV agreed that there were activities in physical education that should not be included in the coeducational physical education program.

Of the respondents, 33 of 40 (82.5%) in Experience Group I, 57 of 70 (81.4%) in Experience Group II, 32 of 42 (76.2%) in Experience Group III, and 51 of 66 (77.3%) in Experience Group IV stated that there were activities in physical education that should not be included in the coeducational physical education program.

The total compilation indicates that a large majority, 173 of 218 (79.4%), of the respondents felt that there were activities in physical education that should

Table 4

Responses to Question 4 of Category 1, Attitudes, by Male, Female,
County, School Group, Teaching Experience,
and Total Compilation

4. Do you feel there are activities in physical education that should not be included in the coeducational program?							
Areas of Investigation	N	Yes	%	No	%	NR	%
Male	127	105	82.7	20	15.7	2	1.6
Female	91	68	74.7	21	23.1	2	2.2
County 1--Union	105	83	79	20	19	2	1.9
County 2--Somerset	83	65	78.3	18	21.7	--	--
County 3--Hunterdon	30	25	83.3	3	10	2	6.7
School Group I	36	28	77.8	8	22	--	--
School Group II	37	31	83.8	6	16.2	--	--
School Group III	69	54	78.3	3	18.8	2	2.9
School Group IV	76	60	78.9	14	18.4	2	2.6
Teaching Experience Group I (1-5 Yrs.)	40	33	82.5	6	15	1	2.5
Teaching Experience Group II (6-10 Yrs.)	70	57	81.4	12	17.1	1	1.4
Teaching Experience Group III (11-15 Yrs.)	42	32	76.2	10	23.8	--	--
Teaching Experience Group IV (Over 15 Yrs.)	66	51	77.3	13	19.7	2	3.0
Total Compilation	218	173	79.4	41	18.8	4	1.8

not be included in the coeducational physical education program.

The data in Table 5 reveal that 79 of 127 (62.8%) of the males and 66 of 91 (72.5%) of the females responded that they have not experienced an increase of complaints concerning physical contact since Title IX has been implemented.

Although 83 of 105 (79%) of the secondary physical education teachers in Union County and 19 of 30 (63.3%) in Hunterdon County reported an increase of physical complaints, in Somerset County 54 of 83 (65.1%) of the secondary physical education teachers reported that they did not have an increase of complaints concerning physical contact since Title IX has been implemented.

The data indicate that 23 of 36 (63.9%) of the secondary physical education teachers in School Group I, 31 of 37 (83.8%) in School Group II, 45 of 69 (65.2%) in School Group III, and 46 of 76 (60.5%) in School Group IV confirmed that they have not experienced an increase of complaints concerning physical contact since Title IX has been implemented.

By a large majority, 26 of 40 (65%) of the secondary physical education teachers in Experience Group I, 49 of 70 (70%) in Experience Group II, 26 of 42 (61.9%) in Experience Group III, and 44 of 66 (66.7%) in Experience Group IV indicated that they have not experienced an increase of

Table 5

Responses to Question 5 of Category 1, Attitudes, by Male, Female,
County, School Group, Teaching Experience,
and Total Compilation

5. Since coeducational physical education has begun, do you feel that you have experienced an increase of complaints concerning physical contact (i.e., instructor, in spotting students of opposite sex in gymnastics)?							
Areas of Investigation	N	Yes	%	No	%	NR	%
Male	127	45	35.4	79	62.2	3	2.4
Female	91	23	25.3	66	72.5	2	2.2
County 1--Union	105	32	30.5	72	68.6	1	1.0
County 2--Somerset	83	26	31.3	54	65.1	3	3.6
County 3--Hunterdon	30	10	33.3	19	63.3	1	3.3
School Group I	36	13	36.1	23	63.9	--	--
School Group II	37	6	16.2	31	83.8	--	--
School Group III	69	23	33.3	45	65.2	1	1.4
School Group IV	76	26	34.2	46	60.5	4	5.3
Teaching Experience Group I (1-5 Yrs.)	40	14	35	26	66	--	--
Teaching Experience Group II (6-10 Yrs.)	70	20	28.6	49	70	1	1.4
Teaching Experience Group III (11-15 Yrs.)	42	14	33.3	26	61.9	2	4.8
Teaching Experience Group IV (Over 15 Yrs.)	66	20	30.3	44	66.7	2	3
Total Compilation	218	68	31.2	145	66.5	5	2.3

complaints concerning physical contact since Title IX has been implemented.

The total compilation verifies that a majority, 145 of 218 (66.5%), of the secondary physical education teachers felt that they have not experienced an increase of complaints concerning physical contact since Title IX has been implemented.

The data in Table 6 reveal that 65 of 127 (51.2%) of the males and 54 of 91 (59.3%) of the females indicated that there has not been an increase in disciplinary problems since Title IX has been implemented.

In Union County, 53 of 105 (50.5%) of the respondents and 51 of 83 (61.4%) in Somerset County agreed there has not been an increase in disciplinary problems since Title IX has been implemented. Whereas, Hunterdon County reported that 50 percent, or one-half, of the respondents felt there has been an increase, and 50 percent, or one-half, of the respondents felt that there has not been an increase in disciplinary problems since Title IX has been implemented.

A majority of the respondents, 25 of 36 (52.5%) in School Group I, 23 of 37 (62.2%) in School Group II, 38 of 69 (55.1%) in School Group III, and 38 of 76 in School Group IV agreed that there has not been an increase in disciplinary problems since Title IX has been implemented.

Table 6

Responses to Question 6 of Category 1, Attitudes, by Male, Female,
County, School Group, Teaching Experience,
and Total Compilation

6. Do you feel there has been an increase in discipline problems since Title IX has been implemented?							
Areas of Investigation	N	Yes	%	No	%	NR	%
Male	127	59	46.5	65	51.2	3	2.4
Female	91	35	38.5	54	59.3	2	2.2
County 1--Union	105	52	49.5	53	50.5	--	--
County 2--Somerset	83	27	32.5	51	61.4	5	6
County 3--Hunterdon	30	15	50	15	50	--	--
School Group I	36	15	41.7	20	55.6	1	2.8
School Group II	37	13	35.1	23	62.2	1	2.7
School Group III	69	30	43.5	38	55.1	1	1.4
School Group IV	76	36	47.4	38	50	2	2.6
Teaching Experience Group I (1-5 Yrs.)	40	18	45	21	52.5	1	2.5
Teaching Experience Group II (6-10 Yrs.)	70	25	35.7	45	64.3	--	--
Teaching Experience Group III (11-15 Yrs.)	42	13	31	27	64.3	2	4.8
Teaching Experience Group IV (Over 15 Yrs.)	66	38	57.6	26	39.4	2	3
Total Compilation	218	94	43.1	119	54.6	5	2.3

The data reveal that 21 of 40 (52.5%) of the respondents in Experience Group I, 45 of 70 (64.3%) in Experience Group II, and 27 of 42 (64.3%) in Experience Group III stated that there has not been an increase in disciplinary problems since Title IX has been implemented. However, 38 of 66 (57.6%) of the respondents in Experience Group IV reported that there has been an increase in disciplinary problems since Title IX has been implemented.

The total compilation affirms that a majority, 119 of 218 (54.6%), of the respondents felt that there has not been an increase in disciplinary problems since Title IX has been implemented.

The data in Table 7 prove that 103 of 107 (81.1%) of the males and 61 of 91 (67%) of the females felt that there has not been an increase in student participation since coeducational physical education has begun.

The majority of the respondents in the three counties, 82 of 105 (78.1%) in Union County, 60 of 83 (72.3%) in Somerset County, and 22 of 30 (73.3%) in Hunterdon County, felt that there has been an increase in student participation since coeducational physical education has begun.

The data reveal that 25 of 36 (69.4%) of the respondents in School Group I, 27 of 37 (73%) in School Group II, 55 of 69 (79.7%) in School Group III, and 57 of 76 (75%) in School Group IV reported that there has not been

Table 7

Responses to Question 7 of Category 1, Attitudes, by Male, Female,
County, School Group, Teaching Experience,
and Total Compilation

7. Do you feel there has been an increase in student participation since coeducational physical education has begun?							
Areas of Investigation	N	Yes	%	No	%	NR	%
Male	127	20	15.7	103	81.1	4	3.1
Female	91	27	29.7	61	67	3	3.3
County 1--Union	105	22	21	82	78.1	1	1.0
County 2--Somerset	83	21	25.3	60	72.3	2	2.4
County 3--Hunterdon	30	4	13.3	22	73.3	4	13.3
School Group I	36	11	30.6	25	69.4	--	--
School Group II	37	7	18.9	27	73.0	3	8.1
School Group III	69	13	18.8	55	79.7	1	1.4
School Group IV	76	16	21.1	57	75	3	3.9
Teaching Experience Group I (1-5 Yrs.)	40	9	22.5	28	70	3	7.5
Teaching Experience Group II (6-10 Yrs.)	70	21	30	48	68.6	1	1.4
Teaching Experience Group III (11-15 Yrs.)	42	8	19	34	81	--	--
Teaching Experience Group IV (Over 15 Yrs.)	66	9	13.6	54	81.8	3	4.5
Total Compilation	218	47	21.6	164	75.2	7	3.2

an increase in student participation since coeducational physical education has begun.

In Experience Group I, 28 of 40 (70%) of the respondents, 48 of 70 (68.6%) in Experience Group II, 36 of 42 (85.7%) in Experience Group III, and 54 of 66 (81.8%) in Experience Group IV responded that there has not been an increase in student participation since coeducational physical education has begun.

The total compilation reveals that a three-fourths majority, 168 of 218 (75.2%), of the respondents indicated that there has not been an increase in student participation since coeducational physical education has begun.

The data in Table 8 indicate that 95 of 127 (74.8%) of the males and 72 of 91 (79.1%) of the females agreed that the implementation of Title IX has not contributed to the improvement of their teaching.

The respondents in the three counties, 82 of 105 (78.1%) in Union County, 62 of 83 (74.7%) in Somerset County, and 23 of 30 (76.7%) in Hunterdon County, verified that the implementation of Title IX has not contributed to the improvement of their teaching.

By a three-fourths majority or better, the respondents in the four school groups, 27 of 36 (75%) in School Group I, 30 of 37 (81.1%) in School Group II, 52 of 69 (75.4%) in School Group III, and 58 of 76 (76.3%) in School Group IV, stated that the implementation of

Table 8

Responses to Question 8 of Category 1, Attitudes, by Male, Female,
County, School Group, Teaching Experience,
and Total Compilation

8. Do you feel that the implementation of Title IX contributed to the improvement of your teaching?							
Areas of Investigation	N	Yes	%	No	%	NR	%
Male	127	31	24.4	95	78.4	1	0.8
Female	91	19	20.9	72	79.1	--	--
County 1--Union	105	22	21	82	78.1	1	1.0
County 2--Somerset	83	21	25.3	62	74.7	--	--
County 3--Hunterdon	30	7	23.7	23	76.7	--	--
School Group I	36	9	25	27	75	--	--
School Group II	37	7	18.9	30	81.1	--	--
School Group III	69	16	23.2	52	75.4	1	1.4
School Group IV	76	18	23.7	58	76.3	--	--
Teaching Experience Group I (1-5 Yrs.)	40	8	20	31	77.5	1	2.5
Teaching Experience Group II (6-10 Yrs.)	70	21	30	49	70	--	--
Teaching Experience Group III (11-15 Yrs.)	42	6	14.3	36	85.7	--	--
Teaching Experience Group IV (Over 15 Yrs.)	66	15	22.7	51	77.3	--	--
Total Compilation	218	50	22.9	167	76.7	1	0.5

Title IX has not contributed to the improvement of their teaching.

The data reveal that 31 of 40 (77.5%) of the respondents in Experience Group I, 49 of 70 (70%) in Experience Group II, 34 of 42 (81%) in Experience Group III, and 51 of 66 (77.3%) in Experience Group IV agreed that the implementation of Title IX has not contributed to the improvement of their teaching.

The total compilation reveals by slightly over a three-fourths majority, 167 of 218 (76.6%), the respondents indicated that the implementation of Title IX has not contributed to the improvement of their teaching.

Although the data in Table 9 reveal that 85 of 127 (66.9%) of the males stated they would return to the traditional non-coeducational physical education program if it were to become optional, 48 of 91 (52.7%) of the females indicated that they would not return to the traditional non-coeducational physical education program if it were to become optional.

In Union County, 64 of 105 (61%) of the respondents and 16 of 30 (53.3%) in Hunterdon County reported they would return to the traditional non-coeducational physical education program if it were to become optional. Somerset County differed in that 41 of 83 (49.3%) of the respondents, by a slight majority, reported that they would not return

Table 9

Responses to Question 9 of Category 1, Attitudes, by Male, Female,
County, School Group, Teaching Experience,
and Total Compilation

9. If educational physical education were to become optional, do you feel you would return to the traditional (non-coed) program?							
Areas of Investigation	N	Yes	%	No	%	NR	%
Male	127	85	66.9	34	26.8	8	6.3
Female	91	35	38.5	48	52.7	8	8.8
County 1--Union	105	64	61	32	30.5	9	8.6
County 2--Somerset	83	40	48.2	41	49.4	2	2.4
County 3--Hunterdon	30	16	53.3	9	30	5	16.7
School Group I	36	20	55.6	16	44.4	--	--
School Group II	37	18	48.6	17	45.9	2	5.4
School Group III	69	38	55.1	22	31.9	9	13
School Group IV	76	44	57.9	27	35.5	5	6.6
Teaching Experience Group I (1-5 Yrs.)	40	19	47.5	17	42.5	4	10
Teaching Experience Group II (6-10 Yrs.)	70	37	52.9	32	45.7	1	1.4
Teaching Experience Group III (11-15 Yrs.)	42	22	52.4	15	35.7	5	11.9
Teaching Experience Group IV (Over 15 Yrs.)	66	42	63.6	18	27.3	6	9.1
Total Compilation	218	120	55	82	37.6	16	7.3

to the traditional non-coeducational physical education program if it were to become optional, and 40 of 83 (48.2%) stated they would.

In School Group I, 20 of 36 (55.6%) of the respondents, 38 of 69 (55.1%) in School Group III, and 44 of 76 (57.9%) in School Group IV indicated that they would return to the traditional non-coeducational physical education program if it were to become optional. However, in School Group II, by a slight majority, 18 of 37 (48.6%) of the respondents felt they would return and 17 of 37 (45.9%) stated they would not return to the traditional non-coeducational physical education program if it were to become optional.

The data in Table 9 indicate that 37 of 70 (52.9%) in Experience Group II, 22 of 42 (52.4%) in Experience Group III, and 42 of 66 (66.6%) in Experience Group IV stated that they would return to the traditional non-coeducational physical education program if it were to become optional. Whereas, in Experience Group I, 19 of 40 (47.5%) of the respondents stated they would return, and 17 of 40 (42.5%) stated they would not return to the traditional non-coeducational physical education program if it were to become optional.

The total compilation indicates that a majority, 120 of 218 (55%), of the respondents would return to the

traditional non-coeducational physical education program if it were to become optional.

ANALYSIS OF CATEGORY 2--METHODS

The data in Table 10 reveal that 74 of 127 (58.3%) male instructors and 54 of 91 (59.3%) female instructors felt that physical education class activities have become more diversified because of Title IX.

Although a majority, 62 of 105 (59%), of the respondents in Union County and 53 of 83 (63.9%) in Somerset County agreed that physical education class activities have become more diversified because of Title IX, in Hunterdon County 16 of 30 (53.3%) of the respondents indicated that physical education class activities have not become more diversified because of Title IX.

Of the respondents, 26 of 36 (72.5%) in School Group I, 23 of 37 (62.2%) in School Group II, and 45 of 69 (65.2%) in School Group III agreed that physical education class activities have become more diversified because of Title IX. However, 41 of 76 (53.9%) of the respondents in School Group IV reported that physical education class activities have not become more diversified because of Title IX.

The data reveal that 26 of 40 (65%) of the respondents in Experience Group I, 44 of 70 (62.9%) in Experience Group II, 22 of 42 (52.4%) in Experience Group III, and 36 of 66 (54.5%) in Experience Group IV affirmed

Table 10

Responses to Question 1 of Category 2, Methods, by Male, Female,
County, School Group, Teaching Experience,
and Total Compilation

1. Have physical education class activities become more diversified because of Title IX?							
Areas of Investigation	N	Yes	%	No	%	NR	%
Male	127	74	58.3	53	41.7	--	--
Female	91	54	59.3	35	38.5	2	2.2
County 1--Union	105	62	59	42	40	1	1.0
County 2--Somerset	83	53	63.9	30	36.1	--	--
County 3--Hunterdon	30	13	43.3	16	53.3	1	3.3
School Group I	36	26	72.2	10	27.8	--	--
School Group II	37	23	62.2	13	35.1	1	2.7
School Group III	69	45	65.2	24	34.8	--	--
School Group IV	76	34	44.7	41	53.9	1	1.3
Teaching Experience Group I (1-5 Yrs.)	40	26	65	13	32.5	1	2.5
Teaching Experience Group II (6-10 Yrs.)	70	44	62.9	26	37.1	--	--
Teaching Experience Group III (11-15 Yrs.)	42	22	52.4	19	45.2	1	2.4
Teaching Experience Group IV (Over 15 Yrs.)	66	36	54.5	30	45.5	--	--
Total Compilation	218	128	58.7	88	40.4	2	0.9

that physical education class activities have become more diversified because of Title IX.

The total compilation indicates that a majority, 128 of 218 (58.7%), of the respondents confirmed that physical education class activities have become more diversified because of Title IX.

The data in Table 11 reveal that 82 of 127 (64.6%) of the males and 48 of 91 (52.7%) of the females reported that there has been an increase in safety precautions in their coeducational physical education classes since the implementation of Title IX.

A majority of the respondents in the three counties, 66 of 105 (62.9%) in Union County, 46 of 83 (55.4%) in Somerset County, and 18 of 30 (60%) in Hunterdon County, agreed that there has been an increase in safety precautions in their coeducational physical education classes since the implementation of Title IX.

Of the respondents, 22 of 36 (61.1%) in School Group I, 20 of 37 (54.1%) in School Group II, 37 of 69 (53.6%) in School Group III, and 51 of 76 (67%) in School Group IV confirmed that there has been an increase in safety precautions in their coeducational physical education classes since the implementation of Title IX.

The data reveal that 21 of 40 (52.5%) of the respondents in Experience Group I, 44 of 70 (62.9%) in Experience Group II, 28 of 42 (66.7%) in Experience Group

Table 11

Responses to Question 2 of Category 2, Methods, by Male, Female,
County, School Group, Teaching Experience,
and Total Compilation

2. Has there been an increase in safety precautions in your coeducational physical education classes since the implementation of Title IX?							
Areas of Investigation	N	Yes	%	No	%	NR	%
Male	127	82	64.6	42	33.1	3	2.4
Female	91	48	52.7	41	45.1	2	2.2
County 1--Union	105	66	62.9	37	35.2	2	1.9
County 2--Somerset	83	46	55.4	36	43.4	1	1.2
County 3--Hunterdon	30	18	60	10	33.3	2	6.7
School Group I	36	22	61.1	13	36.1	1	2.8
School Group II	37	20	54.1	16	43.2	1	2.7
School Group III	69	37	53.6	32	46.4	--	--
School Group IV	76	51	67.1	22	28.9	3	3.9
Teaching Experience Group I (1-5 Yrs.)	40	21	52.5	17	42.5	2	5
Teaching Experience Group II (6-10 Yrs.)	70	44	62.9	26	37.1	--	--
Teaching Experience Group III (11-15 Yrs.)	42	28	66.7	14	33.3	--	--
Teaching Experience Group IV (Over 15 Yrs.)	66	37	56.1	26	39.4	3	4.5
Total Compilation	218	130	59.6	83	38.1	5	2.3

III, and 37 of 66 (56.1%) in Experience Group IV indicated that there has been an increase in safety precautions in their coeducational physical education classes since the implementation of Title IX.

The total compilation affirms that a majority, 130 of 218 (59.6%), of the respondents attested that there has been an increase in safety precautions in their coeducational physical education classes since the implementation of Title IX.

The data in Table 12 reveal that 79 of 127 (62.2%) of the males and 60 of 91 (65.9%) of the females, or approximately two-thirds of both males and females, reported that male-female team teaching was used in their coeducational physical education classes.

The respondents, 67 of 105 (63.8%) in Union County, 49 of 83 (59%) in Somerset County, and 23 of 30 (76.7%) in Hunterdon County, confirmed that male-female team teaching was used in their coeducational physical education classes.

The data indicate that 25 of 36 (69.4%) of the respondents in School Group I, 20 of 37 (54.1%) in School Group II, 48 of 69 (69.6%) in School Group III, and 46 of 76 (60.5%) in School Group IV felt that they use male-female team teaching in their coeducational physical education classes.

The respondents, 30 of 40 (75%) in Experience Group I, 43 of 70 (61.4%) in Experience Group II, 24 of 42 (57.1%)

Table 12

Responses to Question 3 of Category 2, Methods, by Male, Female,
County, School Group, Teaching Experience,
and Total Compilation

3. Do you use male-female team teaching in your coeducational physical education classes?							
Areas of Investigation	N	Yes	%	No	%	NR	%
Male	127	79	62.2	44	34.6	4	3.1
Female	91	60	65.9	28	30.8	3	3.3
County 1--Union	105	67	63.8	36	34.3	2	1.9
County 2--Somerset	83	49	59	33	39.8	1	1.2
County 3--Hunterdon	30	23	76.7	3	10	4	13.3
School Group I	36	25	69.4	10	27.8	1	2.8
School Group II	37	20	54.1	14	37.8	3	8.1
School Group III	69	48	69.6	19	27.5	2	2.9
School Group IV	76	46	60.5	29	38.2	1	1.3
Teaching Experience Group I (1-5 Yrs.)	40	30	75	7	17.5	3	7.5
Teaching Experience Group II (6-10 Yrs.)	70	43	61.4	26	37.1	1	1.4
Teaching Experience Group III (11-15 Yrs.)	42	24	57.1	16	38.1	2	4.8
Teaching Experience Group IV (Over 15 Yrs.)	66	42	63.6	23	34.8	1	1.5
Total Compilation	218	139	63.8	72	33	7	3.2

in Experience Group III, and 42 of 66 (63.6%) in Experience Group IV, agreed that male-female team teaching was used in their coeducational physical education classes.

The total compilation revealed that the majority, 139 of 218 (72%) of the respondents indicated that male-female team teaching was used in their coeducational physical education classes.

The data in Table 13 indicate that 69 of 127 (54.3%) of the males and 51 of 91 (56%) of the females felt that course descriptions did not state the criteria for measuring skill when ability grouping was used.

The respondents in the three counties, 53 of 105 (50.5%) in Union County, 48 of 83 (57.8%) in Somerset County, and 19 of 30 (63.3%) in Hunterdon County, agreed that, when ability grouping was used, course descriptions did not state the criteria for measuring skill.

The data indicate that 22 of 36 (61.1%) of the respondents in School Group I, 21 of 37 (56.8%) in School Group II, 40 of 69 (58%) in School Group III, and 37 of 76 (48.7%) in School Group IV confirmed that, when ability grouping was used, course descriptions did not state the criteria for measuring skill.

The respondents, 24 of 40 (60%) in Experience Group I, 37 of 70 (52.9%) in Experience Group II, 22 of 42 (52.4%) in Experience Group III, and 37 of 66 (56.1%) in Experience Group IV, reported that, when ability grouping was used,

Table 13

Responses to Question 4 of Category 2, Methods, by Male, Female,
County, School Group, Teaching Experience,
and Total Compilation

4. If ability grouping is used, do course descriptions state the criteria for measuring skill?							
Areas of Investigation	N	Yes	%	No	%	NR	%
Male	127	38	29.9	69	54.3	20	15.7
Female	91	16	17.6	51	56	24	26.4
County 1--Union	105	32	30.5	53	50.5	20	19
County 2--Somerset	83	16	19.3	48	57.8	19	22.9
County 3--Hunterdon	30	6	20	19	63.3	5	16.7
School Group I	36	10	27.8	22	61.1	4	11.1
School Group II	37	7	18.9	21	56.8	9	24.3
School Group III	69	20	29	40	58	9	13
School Group IV	76	17	22.4	37	48.7	22	28.9
Teaching Experience Group I (1-5 Yrs.)	40	12	30	24	60	4	10
Teaching Experience Group II (6-10 Yrs.)	70	17	24.3	37	52.9	16	22.9
Teaching Experience Group III (11-15 Yrs.)	42	12	28.6	22	52.4	8	19
Teaching Experience Group IV (Over 15 Yrs.)	66	13	19.7	37	56.1	16	24.2
Total Compilation	218	54	24.8	120	55	44	20.2

course descriptions did not state the criteria for measuring skill.

The total compilation reveals that a slight majority, 120 of 218 (55%), of the respondents stated that, when ability grouping was used, course descriptions did not state the criteria for measuring skill.

By an overwhelming majority, the data in Table 14 confirm that 113 of 127 (89%) of the males and 82 of 91 (90.1%) of the females felt that physical education class requirements were the same for both sexes.

The majority of the respondents, 93 of 105 (88.6%) in Union County, 75 of 83 (90.4%) in Somerset County, and 27 of 30 (90%) in Hunterdon County, reported that physical education class requirements were the same for both sexes.

The data reveal that 35 of 36 (97.2%) of the respondents in School Group I, 32 of 37 (86.5%) in School Group II, 62 of 69 (89.9%) in School Group III, and 66 of 76 (86.8%) in School Group IV affirmed that physical education class requirements were the same for both sexes.

The respondents, 39 of 40 (97.5%) in Experience Group I, 65 of 70 (92.9%) in Experience Group II, 35 of 42 (83.3%) in Experience Group III, and 56 of 66 (84.8%) in Experience Group IV, agreed that physical education class requirements were the same for both sexes.

The total compilation reveals that a huge majority, 194 of 218 (89.4%), of the respondents indicated that

Table 14

Responses to Question 5 of Category 2, Methods, by Male, Female,
County, School Group, Teaching Experience,
and Total Compilation

5. Are physical education class requirements the same for both sexes?							
Areas of Investigation	N	Yes	%	No	%	NR	%
Male	127	113	89	12	9.4	2	1.6
Female	91	82	90.1	8	8.8	1	1.1
County 1--Union	105	93	88.6	10	9.5	2	1.9
County 2--Somerset	83	75	90.4	7	8.4	1	1.2
County 3--Hunterdon	30	27	90	3	10	--	--
School Group I	36	35	97.2	1	2.8	--	--
School Group II	37	32	86.5	5	13.5	--	--
School Group III	69	62	89.9	6	8.7	1	1.4
School Group IV	76	66	86.8	8	10.5	2	2.6
Teaching Experience Group I (1-5 Yrs.)	40	39	97.5	1	2.5	--	--
Teaching Experience Group II (6-10 Yrs.)	70	65	92.9	4	5.7	1	1.4
Teaching Experience Group III (11-15 Yrs.)	42	25	83.3	5	11.9	2	4.8
Teaching Experience Group IV (Over 15 Yrs.)	66	56	84.8	10	15.2	--	--
Total Compilation	218	194	89.4	20	9.2	3	1.4

physical education class requirements were the same for both sexes.

The data in Table 15 reveal that 57 of 127 (44.9%) of the males and 42 of 91 (46.2%) of the females felt that, as a result of ability grouping, classes were not void of one sex. However, 27 of 127 (21.3%) of the males and 22 of 91 (24.7%) of the females failed to answer this question.

The data indicate that 47 of 105 (44.8%) of the respondents in Union County and 46 of 83 (55.4%) in Somerset County did not feel that, as a result of ability grouping, classes were void of one sex. In Hunterdon County, 9 of 30 (30%) of the respondents revealed that, as a result of ability grouping, classes were not void of one sex. It must be noted that 15 of 30 (50%), one-half of the total respondents in Hunterdon County, chose not to respond to this question.

In Table 15, the data reveal that 16 of 36 (44.4%) of the respondents in School Group I, 34 of 61 (49.3%) in School Group III, and 39 of 76 (51.3%) in School Group IV reported that, as a result of ability grouping, classes were not void of one sex. Whereas, 12 of 37 (32.4%) in School Group II indicated that classes were void of one sex.

The respondents, 17 of 40 (42.5%) in Experience Group I, 31 of 70 (44.3%) in Experience Group II, 21 of 42 (50%) in Experience Group III, and 30 of 66 (45.5%) in Experience Group IV, agreed that, as a result of ability

Table 15

Responses to Question 6 of Category 2, Methods, by Male, Female,
County, School Group, Teaching Experience,
and Total Compilation

6. As a result of ability grouping, are any classes void of one sex?							
Areas of Investigation	N	Yes	%	No	%	NR	%
Male	127	43	33.9	57	44.9	27	21.3
Female	91	27	29.7	42	46.2	22	24.7
County 1--Union	105	41	39	47	44.8	17	16.2
County 2--Somerset	83	20	24.1	46	55.4	17	20.5
County 3--Hunterdon	30	9	30	6	20	15	50
School Group I	36	13	36.1	16	44.4	7	19.4
School Group II	37	12	32.4	10	27.0	15	40.5
School Group III	69	24	34.8	34	49.3	11	15.9
School Group IV	76	21	27.6	39	51.3	16	21.1
Teaching Experience Group I (1-5 Yrs.)	40	12	30	17	42.5	11	27.5
Teaching Experience Group II (6-10 Yrs.)	70	24	34.3	31	44.3	15	21.4
Teaching Experience Group III (11-15 Yrs.)	42	12	28	21	50	9	21.4
Teaching Experience Group IV (Over 15 Yrs.)	66	22	33.3	30	45.5	14	21.2
Total Compilation	218	70	32.1	99	45.4	49	22.5

grouping, classes were not void of one sex. Over 20 percent in each of the experience groups did not respond to this question.

The total compilation reveals that 99 of 218 (45.4%) of the respondents affirmed that, as a result of ability grouping, classes were not void of one sex. However, 49 of 218 (22.5%) of the respondents failed to answer this question.

The failure of the respondents to reply to this question resulted in less than a 50 percent majority in almost all of the areas of investigation. Therefore, the large percentage of no responses necessitated reporting the areas with the highest percentage as a majority.

The data in Table 16 indicate that 82 of 127 (64.6%) of the males and 60 of 91 (65.9%) of the females agreed that measurement of skills was free from adverse effects on one sex.

The data reveal that 74 of 105 (70.5%) of the respondents in Union County, 54 of 83 (65.1%) in Somerset County, and 14 of 30 (46.7%) in Hunterdon County felt that measurement of skills was free from adverse effects on one sex.

The respondents, 25 of 36 (69.4%) in School Group I, 27 of 37 (73%) in School Group II, 43 of 69 (62.3%) in School Group III, and 47 of 76 (61.8%) in School Group IV, stated that measurement of skills was free from adverse effects on one sex.

Table 16

Responses to Question 7 of Category 2, Methods, by Male, Female,
County, School Group, Teaching Experience,
and Total Compilation

7. Is your measurement of skills free from adverse effects on one sex?							
Areas of Investigation	N	Yes	%	No	%	NR	%
Male	127	82	64.6	32	25.2	13	10.2
Female	91	60	65.9	22	24.2	9	9.9
County 1--Union	105	74	70.5	27	25.7	4	3.8
County 2--Somerset	83	54	65.1	20	24.1	9	10.8
County 3--Hunterdon	30	14	46.7	7	23.3	9	30.3
School Group I	36	25	69.4	10	27.8	1	2.8
School Group II	37	27	73	2	5.4	8	21.6
School Group III	69	43	62.3	23	33.3	3	4.3
School Group IV	76	47	61.8	19	25	10	13.2
Teaching Experience Group I (1-5 Yrs.)	40	26	65	10	25	4	10
Teaching Experience Group II (6-10 Yrs.)	70	45	64.3	18	25.7	7	10
Teaching Experience Group III (11-15 Yrs.)	42	26	61.9	12	28.8	4	9.5
Teaching Experience Group IV (Over 15 Yrs.)	66	45	68.2	14	21.2	7	10.6
Total Compilation	218	142	65.1	54	24.8	22	10.1

By a three-fifths majority, the respondents in the four experience groups, 26 of 40 (65%) in Experience Group I, 45 of 70 (64.3%) in Experience Group II, 26 of 42 (61.9%) in Experience Group III, and 45 of 69 (68.2%) in Experience Group IV, agreed that measurement of skills was free from adverse effects on one sex.

The total compilation indicates that a majority, 142 of 218 (65.1%), of the respondents confirmed that measurement of skills was free from adverse effects on one sex.

The data in Table 17 verify that 75 of 127 (59.1%) of the males and 56 of 91 (61.5%) of the females affirmed that the methods in instruction in coeducational physical education have aided male and female students' social attitudes.

The respondents, 63 of 105 (60%) in Union County, 52 of 83 (62.7%) in Somerset County, and 16 of 30 (53.3%) in Hunterdon County, stated that the methods in instruction in coeducational physical education have aided male and female students' social attitudes.

The majority of the respondents, 26 of 36 (72.2%) in School Group I, 21 of 37 (56.8%) in School Group II, 38 of 69 (55.1%) in School Group III, and 46 of 76 (60.5%) in School Group IV, believed that the methods in instruction in coeducational physical education have aided male and female students' social attitudes.

In Table 17, the data reveal that 22 of 40 (55%) of the respondents in Experience Group I, 45 of 70 (64.3%) in

Table 17

Responses to Question 8 of Category 2, Methods, by Male, Female,
County, School Group, Teaching Experience,
and Total Compilation

8. Have the methods in instruction in coeducational physical education aided male and female students' social attitudes (cooperation, poise, emotional control, fair play)?							
Areas of Investigation	N	Yes	%	No	%	NR	%
Male	127	75	59.1	51	40.2	1	0.8
Female	91	56	61.5	31	34.1	4	4.4
County 1--Union	105	63	60	39	37.1	3	2.9
County 2--Somerset	83	52	62.7	30	36.1	1	1.2
County 3--Hunterdon	30	16	53.3	13	43.3	1	3.3
School Group I	36	26	72.2	10	27.8	--	--
School Group II	37	21	56.8	14	37.8	2	5.4
School Group III	69	38	55.1	31	44.9	--	--
School Group IV	76	46	60.5	27	35.5	3	3.9
Teaching Experience Group I (1-5 Yrs.)	40	22	55	18	45	--	--
Teaching Experience Group II (6-10 Yrs.)	70	45	64.3	23	32.7	2	2.9
Teaching Experience Group III (11-15 Yrs.)	42	25	59.5	16	38.1	1	2.4
Teaching Experience Group IV (Over 15 Yrs.)	66	39	59.1	25	37.9	2	3
Total Compilation	218	131	60.1	82	37.6	5	2.3

Experience Group II, 25 of 42 (59.5%) in Experience Group III, and 39 of 66 (59.1%) in Experience Group IV confirmed that the methods in instruction in coeducational physical education have aided male and female students' social attitudes.

The data in the total compilation reveal that a majority, 131 of 218 (60.1%), of the respondents believed that the methods in instruction in coeducational physical education have aided male and female students' social attitudes.

ANALYSIS OF CATEGORY 3--PROGRAMS

The data in Table 18 indicate that 63 of 127 (49.6%) of the males affirmed that their schools did not offer coeducational physical education activities on a regular basis prior to 1975. This is a slight margin over those males, 57 of 127 (44.9%), who reported that their schools did offer coeducational physical education activities on a regular basis prior to 1975. However, 51 of 91 (56%) of the females stated that their schools did not offer coeducational physical education activities on a regular basis prior to 1975.

The data in Table 18 reveal that 57 of 105 (54.3%) of the respondents in Union County and 45 of 83 (54.2%) in Somerset County verified that their schools did not offer coeducational physical education activities on a regular basis prior to 1975. The respondents, 14 of 30 (46.7%) in

Table 18

Responses to Question 1 of Category 3, Programs, by Male, Female,
County, School Group, Teaching Experience,
and Total Compilation

1. Did your school offer coeducational physical education activities on a regular basis prior to 1975?							
Areas of Investigation	N	Yes	%	No	%	NR	%
Male	127	57	44.9	63	49.6	7	5.5
Female	91	33	36.3	51	56	7	7.7
County 1--Union	105	43	41	57	54.3	5	4.8
County 2--Somerset	83	33	39.8	45	54.2	5	6
County 3--Hunterdon	30	14	46.7	12	40.0	4	13.3
School Group I	36	16	44.4	19	52.8	1	2.8
School Group II	37	19	51.4	13	35.1	5	13.5
School Group III	69	19	27.5	47	68.1	3	4.3
School Group IV	76	36	47.4	35	46.1	5	6.6
Teaching Experience Group I (1-5 Yrs.)	40	11	27.5	23	57.5	6	15
Teaching Experience Group II (6-10 Yrs.)	70	36	51.4	30	42.9	4	5.7
Teaching Experience Group III (11-15 Yrs.)	42	18	42.9	24	57.1	--	--
Teaching Experience Group IV (Over 15 Yrs.)	66	25	37.9	37	56.1	4	6.1
Total Compilation	218	90	41.3	114	52.3	14	6.4

Hunterdon County affirmed that their schools did not offer coeducational physical education activities on a regular basis prior to 1975. Whereas, 12 of 30 (40%) of the respondents reported that their schools did offer coeducational physical education activities on a regular basis prior to 1975.

Although 16 of 36 (52.8%) of the respondents in School Group I and 47 of 69 (68.1%) in School Group III indicated that their schools did not offer coeducational physical education activities on a regular basis prior to 1975, in School Group II 19 of 37 (51.4%), by a slight majority, of the respondents and 36 of 76 (47.4%) in School Group IV reported that their schools did offer coeducational physical education activities on a regular basis prior to 1975. Whereas, 19 of 37 (52.8%) of the respondents in School Group I revealed that their schools did not offer coeducational physical education activities on a regular basis prior to 1975.

The data indicated that 23 of 40 (57.5%) of the respondents in Experience Group I, 24 of 42 (57.1%) in Experience Group III, and 37 of 66 (56.1%) in Experience Group IV agreed that their schools did not offer coeducational physical education activities on a regular basis prior to 1975. Whereas, a slight majority, 36 of 70 (51.4%), of the respondents in Experience Group reported that their schools did offer coeducational physical education activities on a regular basis prior to 1975.

The total compilation reveals that a slight majority, 114 of 218 (52.3%), of the respondents indicated that their schools did not offer coeducational physical education activities on a regular basis prior to 1975.

The data in Table 19 affirm that 92 of 127 (72.4%) of the males and 62 of 91 (68.1%) of the females stated that their schools modified parts of the physical education program to insure compliance with Title IX.

A majority of the respondents, 74 of 105 (70.5%) in Union County, 54 of 83 (65.1%) in Somerset County, and 26 of 30 (86.7%) in Hunterdon County, reported that their schools modified parts of the physical education program to insure compliance with Title IX.

In Table 19 the data confirm that 30 of 36 (83.3%) of the respondents in School Group I, 21 of 37 (56.8%) in School Group II, 46 of 69 (66.7%) in School Group III, and 57 of 76 (75%) in School Group IV stipulated that their schools modified parts of the physical education program to insure compliance with Title IX.

The data in Table 19 reveal that 31 of 40 (77.5%) of the respondents in Experience Group I, 46 of 70 (65.7%) in Experience Group II, 30 of 42 (71.4%) in Experience Group III, and 47 of 66 (71.2%) in Experience Group IV responded that their schools modified parts of the physical education program to insure compliance with Title IX.

Table 19

Responses to Question 2 of Category 3, Programs, by Male, Female,
County, School Group, Teaching Experience,
and Total Compilation

2. Has your school modified any part of the physical education program to insure compliance with Title IX?							
Areas of Investigation	N	Yes	%	No	%	NR	%
Male	127	92	72.4	28	22	7	5.5
Female	91	62	68.1	23	25.3	6	6.6
County 1--Union	105	74	70.5	24	22.9	7	6.7
County 2--Somerset	83	54	65.1	24	28.9	5	6
County 3--Hunterdon	30	26	86.7	3	10	1	3.5
School Group I	36	30	83.3	5	13.9	1	2.8
School Group II	37	21	56.8	15	40.5	1	2.7
School Group III	69	46	66.7	17	24.6	6	8.7
School Group IV	76	57	75	14	18.4	5	6.6
Teaching Experience Group I (1-5 Yrs.)	40	31	77.5	8	20	1	2.5
Teaching Experience Group II (6-10 Yrs.)	70	46	65.7	19	27.1	5	7.1
Teaching Experience Group III (11-15 Yrs.)	42	30	71.4	8	19	4	9.5
Teaching Experience Group IV (Over 15 Yrs.)	66	47	71.2	16	24.2	3	4.5
Total Compilation	218	154	70.6	51	23.4	13	6.0

The total compilation indicates that a large majority, 154 of 218 (70.6%), of the respondents reported that their schools modified parts of the physical education program to insure compliance with Title IX.

In Table 20 the data indicate that 116 of 127 (91.3%) of the males and 74 of 91 (81.3%) of the females reported that boys and girls have equal opportunity to use the weight training machine when only one is present.

The respondents, 91 of 105 (86.7%) in Union County, 71 of 83 (85.5%) in Somerset County, and 28 of 30 (93.3%) in Hunterdon County, agreed that, when only one weight machine is present, both boys and girls have equal opportunity to use it.

By a huge majority the respondents in the four school groups, 30 of 36 (83.3%) in School Group I, 35 of 37 (94.6%) in School Group II, 57 of 69 (82.6%) in School Group III, and 68 of 76 (89.5%) in School Group IV, reported that, when only one weight training machine is present, both boys and girls have equal opportunity to use it.

The data in Table 20 reveal that 35 of 40 (87.5%) of the respondents in Experience Group I, 59 of 70 (84.3%) in Experience Group III, and 61 of 66 (92.4%) in Experience Group IV stated that, when only one weight training machine is present, both boys and girls have equal opportunity to use it.

Table 20

Responses to Question 3 of Category 3, Programs, by Male, Female,
County, School Group, Teaching Experience,
and Total Compilation

3. If your school has only one weight training machine, do the boys and girls have equal opportunity to use it?							
Areas of Investigation	N	Yes	%	No	%	NR	%
Male	127	116	91.3	4	3.1	7	5.5
Female	91	74	81.3	12	13.2	5	5.5
County 1--Union	105	91	86.7	7	6.7	7	6.7
County 2--Somerset	83	71	85.5	8	9.6	4	4.8
County 3--Hunterdon	30	28	93.3	1	3.3	1	3.3
School Group I	36	30	83.3	4	11.1	2	5.6
School Group II	37	35	94.6	2	5.4	--	--
School Group III	69	57	82.6	8	11.6	4	5.8
School Group IV	76	68	89.5	4	5.3	4	5.3
Teaching Experience Group I (1-5 Yrs.)	40	35	87.5	3	7.5	2	5
Teaching Experience Group II (6-10 Yrs.)	70	59	84.3	7	10	4	5.7
Teaching Experience Group III (11-15 Yrs.)	42	35	83.3	6	14.3	1	2.4
Teaching Experience Group IV (Over 15 Yrs.)	66	61	92.4	5	7.6	--	--
Total Compilation	218	190	87.2	16	7.3	12	5.5

The total compilation confirms that a huge majority, 190 of 218 (87.2%), of the respondents agreed that, when only one weight training machine is present, both boys and girls have equal opportunity to use it.

The data in Table 21 affirm that 72 of 127 (56.7%) of the males and 48 of 91 (52.7%) of the females reported that their programs have experienced an increase in activity courses since Title IX has been implemented.

Although 65 of 105 (61.9%) of the respondents in Union County and 42 of 83 (50.6%) in Somerset County indicated that their programs have experienced an increase in activity courses since Title IX has been implemented, 13 of 30 (43.3%) of the respondents in Hunterdon County felt that they have experienced an increase, and another 13 of 30 (43.3%) felt that they have not experienced an increase in activity courses since Title IX has been implemented. The remaining 13.4 percent of the respondents did not answer this question.

The data in Table 21 reveal that 24 of 36 (66.7%) of the respondents in School Group I, 23 of 37 (62.2%) in School Group II, and 40 of 69 (58%) in School Group III indicated that their programs have experienced an increase in activity courses since Title IX has been implemented. A majority, 41 of 76 (53.9%), of the respondents in School Group IV reported that their programs have not experienced

Table 21

Responses to Question 4 of Category 3, Programs, by Male, Female,
County, School Group, Teaching Experience,
and Total Compilation

4. Has your program experienced an increase in activity courses since Title IX has been implemented?							
Areas of Investigation	N	Yes	%	No	%	NR	%
Male	127	72	56.7	50	39.4	5	3.0
Female	91	48	52.7	40	44	3	3.3
County 1--Union	105	65	61.9	37	35.2	3	2.9
County 2--Somerset	83	42	50.6	40	48.2	1	1.2
County 3--Hunterdon	30	13	43.3	13	43.3	4	13.3
School Group I	36	24	66.7	12	33.3	--	--
School Group II	37	23	62.2	11	29.7	3	8.1
School Group III	69	40	58	26	37.7	3	4.3
School Group IV	76	33	43.4	41	53.9	2	2.6
Teaching Experience Group I (1-5 Yrs.)	40	21	52.5	16	40	3	7.5
Teaching Experience Group II (6-10 Yrs.)	70	43	61.4	26	37.1	1	1.4
Teaching Experience Group III (11-15 Yrs.)	42	26	61.9	16	38.1	--	--
Teaching Experience Group IV (Over 15 Yrs.)	66	30	45.5	32	48.5	4	6.1
Total Compilation	218	120	55	90	41.3	8	3.7

an increase in activity courses since Title IX has been implemented.

The data in Table 21 reveal that 21 of 40 (52.5%) of the respondents in Experience Group I, 43 of 70 (61.4%) in Experience Group II, and 26 of 42 (61.9%) in Experience Group III agreed that their programs have experienced an increase in activity courses since Title IX has been implemented. However, 32 of 66 (48.5%) of the respondents in Experience Group IV indicated that their programs have not. Though this is not a majority, it is the largest percentage of respondents.

The total compilation reveals that a majority, 120 of 218 (55%), of the respondents stated that their programs have not experienced an increase in activity courses since Title IX has been implemented.

The data in Table 22 indicate that 90 of 127 (70.9%) of the males and 68 of 91 (74.1%) of the females stated that their academic teaching assignments have not increased since Title IX has been instituted.

In the three counties, 78 of 105 (74.3%) in Union County, 58 of 83 (69.9%) in Somerset County, and 22 of 30 (73.3%) in Hunterdon County, the respondents revealed that their academic teaching assignments have not increased since Title IX has been instituted.

The data in Table 22 reveal that 23 of 36 (63.9%) of the respondents in School Group I, 30 of 37 (81.1%) in

Table 22

Responses to Question 5 of Category 3, Programs, by Male, Female,
County, School Group, Teaching Experience,
and Total Compilation

5. Have your academic teaching assignments increased since Title IX has been instituted?							
Areas of Investigation	N	Yes	%	No	%	NR	%
Male	127	28	22	90	70.9	9	7.3
Female	91	18	19.8	68	74.7	5	5.5
County 1--Union	105	21	20	78	74.3	6	5.7
County 2--Somerset	83	19	22.9	58	69.9	6	7.2
County 3--Hunterdon	30	6	20	22	73.3	2	6.7
School Group I	36	10	27.8	23	63.9	3	8.3
School Group II	37	5	13.5	30	81.1	2	5.4
School Group III	69	14	20.3	49	71	6	8.7
School Group IV	76	17	22.4	56	73.7	3	3.9
Teaching Experience Group I (1-5 Yrs.)	40	8	20	28	70	4	10
Teaching Experience Group II (6-10 Yrs.)	70	15	21.4	52	74.3	3	4.3
Teaching Experience Group III (11-15 Yrs.)	42	10	23.8	30	71.4	2	4.8
Teaching Experience Group IV (Over 15 Yrs.)	66	13	19.7	48	72.7	5	7.6
Total Compilation	218	46	21.1	158	72.5	14	6.4

School Group II, 49 of 69 (71%) in School Group III, and 56 of 76 (73.7%) in School Group IV revealed that their academic teaching assignments have not increased since Title IX has been instituted.

The respondents, 28 of 40 (70%) in Experience Group I, 52 of 70 (74.3%) in Experience Group II, 30 of 42 (71.4%) in Experience Group III, and 48 of 66 (72.7%) in Experience Group IV, stated that their academic teaching assignments have not increased since Title IX has been instituted.

The total compilation reveals that a large majority, 158 of 218 (72.5%), of the respondents indicated that their academic teaching assignments have not increased since Title IX has been instituted.

The data in Table 23 reveal that 105 of 127 (82.7%) of the males and 71 of 91 (78%) of the females indicated that teachers are assigned to teach physical education classes without regard to the instructor's sex.

The respondents, 82 of 105 (78.1%) in Union County, 74 of 83 (89.2%) in Somerset County, and 20 of 30 (66.7%) in Hunterdon County, stated that teachers are assigned to teach physical education classes without regard to the instructor's sex.

By a large majority, the respondents, 30 of 36 (83.3%) in School Group I, 30 of 37 (81.1%) in School Group II, 53 of 69 (76.8%) in School Group III, and 63 of 76 (82.9%) in School Group IV, agreed that teachers are

Table 23

Responses to Question 6 of Category 3, Programs, by Male, Female,
County, School Group, Teaching Experience,
and Total Compilation

6. Are teachers assigned to teach physical education classes without regard to the instructor's sex?							
Areas of Investigation	N	Yes	%	No	%	NR	%
Male	127	105	82.7	16	12.6	6	4.7
Female	91	71	78	15	16.5	5	5.5
County 1--Union	105	82	78.1	19	18.1	4	3.8
County 2--Somerset	83	74	89.2	4	4.8	5	6.0
County 3--Hunterdon	30	20	66.7	8	26.7	2	6.7
School Group I	36	30	83.3	6	16.7	--	--
School Group II	37	30	81.1	5	13.5	2	5.4
School Group III	69	53	76.8	12	17.4	4	5.8
School Group IV	76	63	82.9	8	10.5	5	6.6
Teaching Experience Group I (1-5 Yrs.)	40	30	75	8	20	2	5
Teaching Experience Group II (6-10 Yrs.)	70	55	78.6	12	11.1	3	4.3
Teaching Experience Group III (11-15 Yrs.)	42	37	88.1	5	11.9	--	--
Teaching Experience Group IV (Over 15 Yrs.)	66	54	81.8	6	9.1	6	9.1
Total Compilation	218	176	80.7	31	14.2	11	5.0

assigned to teach physical education classes without regard to the instructor's sex.

The data in Table 23 confirm that 30 of 40 (75%) of the respondents in Experience Group I, 55 of 70 (78.6%) in Experience Group II, 37 of 42 (88.1%) in Experience Group III, and 54 of 66 (81.8%) in Experience Group IV affirmed that teachers are assigned to teach physical education classes without regard to the instructor's sex.

The total compilation verifies that a large majority, 176 of 218 (80.7%), of the respondents felt that teachers are assigned to teach physical education classes without regard to the instructor's sex.

The data in Table 24 confirm that 79 of 127 (62.2%) of the males and 71 of 91 (78%) of the females reported that their physical education programs do not offer skill achievement awards to both boys and girls.

The data indicate that 70 of 105 (66.7%) of the respondents in Union County, 59 of 83 (71.1%) in Somerset County, and 21 of 30 (70%) in Hunterdon County felt that their programs do not offer skill achievement awards to both boys and girls.

A majority of the respondents, 25 of 36 (69.4%) in School Group I, 31 of 37 (83.8%) in School Group II, 51 of 69 (73.9%) in School Group III, and 43 of 76 (56.6%) in School Group IV, stated that their programs do not offer skill achievement awards to both boys and girls.

Table 24

Responses to Question 7 of Category 3, Programs, by Male, Female,
County, School Group, Teaching Experience,
and Total Compilation

7. Does your physical education program offer skill achievement awards to both boys and girls?							
Areas of Investigation	N	Yes	%	No	%	NR	%
Male	127	38	29.9	79	62.2	10	7.9
Female	91	12	13.2	71	78	8	8.8
County 1--Union	105	27	25.7	70	66.7	8	7.6
County 2--Somerset	83	17	20.5	59	71.1	7	8.4
County 3--Hunterdon	30	6	20	21	70	3	10
School Group I	36	9	25	25	69.4	2	5.6
School Group II	37	4	10.8	31	83.8	2	5.4
School Group III	69	14	20.3	51	73.9	4	5.8
School Group IV	76	23	30.3	43	56.6	10	13.2
Teaching Experience Group I (1-5 Yrs.)	40	7	17.5	31	77.5	2	5
Teaching Experience Group II (6-10 Yrs.)	70	14	20	50	71.4	6	8.6
Teaching Experience Group III (11-15 Yrs.)	42	13	31	28	66.7	1	2.4
Teaching Experience Group IV (Over 15 Yrs.)	66	16	24.2	41	62.1	9	13.6
Total Compilation	218	50	22.9	150	68.8	18	8.3

The data in Table 24 reveal that 31 of 40 (77.5%) of the respondents in Experience Group I, 50 of 70 (71.4%) in Experience Group II, 28 of 42 (66.7%) in Experience Group III, and 41 of 66 (62.1%) in Experience Group IV signified that their programs do not offer skill achievement awards to both boys and girls.

The total compilation verified that a large majority, 150 of 218 (68.8%), of the respondents reported that their programs do not offer skill achievement awards to both boys and girls.

The data in Table 25 reveal that 90 of 127 (70.9%) of the males and 62 of 91 (68.1%) of the females reported that their teaching assignments in activity courses have not significantly increased as a result of Title IX.

The respondents, 73 of 105 (69.5%) in Union County, 57 of 83 (68.7%) in Somerset County, and 22 of 30 (73.3%) in Hunterdon County, indicated that their teaching assignments in activity courses have not significantly increased as a result of Title IX.

A majority of the respondents, 27 of 36 (75%) in School Group I, 29 of 37 (78.4%) in School Group II, 43 of 69 (62.3%) in School Group III, and 53 of 76 (69.7%) in School Group IV, affirmed that their teaching assignments in activity courses have not significantly increased as a result of Title IX.

Table 25

Responses to Question 8 of Category 3, Programs, by Male, Female,
County, School Group, Teaching Experience,
and Total Compilation

8. As a result of Title IX, have your teaching assignments in activity courses significantly increased?							
Areas of Investigation	N	Yes	%	No	%	NR	%
Male	127	29	22.8	90	70.9	8	6.3
Female	91	26	28.6	62	68.1	3	3.3
County 1--Union	105	26	24.8	73	69.5	6	5.7
County 2--Somerset	83	24	28.9	57	68.7	2	2.4
County 3--Hunterdon	30	5	16.7	22	73.3	3	10
School Group I	36	9	25	27	75	--	--
School Group II	37	6	16.2	29	78.4	2	5.4
School Group III	69	22	31.9	43	62.3	4	5.8
School Group IV	76	18	23.7	53	69.7	5	6.6
Teaching Experience Group I (1-5 Yrs.)	40	12	20	25	62.5	3	7.5
Teaching Experience Group II (6-10 Yrs.)	70	20	28.6	48	68.6	2	2.9
Teaching Experience Group III (11-15 Yrs.)	42	8	19	31	73.8	3	7.1
Teaching Experience Group IV (Over 15 Yrs.)	66	15	22.7	48	72.7	3	4.5
Total Compilation	218	55	25.2	152	69.7	11	5.0

The data in Table 25 reveal that 25 of 40 (62.5%) of the respondents in Experience Group I, 48 of 70 (68.5%) in Experience Group II, 31 of 42 (73.8%) in Experience Group III, and 48 of 66 (72.7%) in Experience Group IV responded that their teaching assignments in activity courses have not significantly increased as a result of Title IX.

The total compilation reveals that a large majority, 152 of 218 (69.7%), of the respondents stated that their teaching assignments in activity courses have not significantly increased as a result of Title IX.

Although the data in Table 26 indicate that 72 of 127 (56.7%) of the males reported that Title IX necessitated the rewriting of their schools' physical education objectives, only 43 of 91 (47.3%) of the females reported that Title IX necessitated the rewriting of their schools' physical education objectives.

The respondents, 57 of 105 (54.3%) in Union County and 17 of 30 (56.7%) in Hunterdon County, agreed that Title IX necessitated the rewriting of their schools' physical education objectives. In Somerset County, by a smaller percentage of the respondents, 41 of 83 (49.4%), felt that Title IX necessitated the rewriting of their schools' physical education objectives.

The respondents, 22 of 36 (61.1%) in School Group I, 38 of 69 (55.1%) in School Group III, and 41 of 76 (53.9%)

Table 26

Responses to Question 9 of Category 3, Programs, by Male, Female,
County, School Group, Teaching Experience,
and Total Compilation

9. Did Title IX necessitate the rewriting of your school's physical education objectives?							
Areas of Investigation	N	Yes	%	No	%	NR	%
Male	127	72	56.7	49	38.6	6	4.7
Female	91	43	47.3	37	40.7	11	12.1
County 1--Union	105	57	54.3	39	37.1	9	8.6
County 2--Somerset	83	41	49.4	38	45.8	4	4.8
County 3--Hunterdon	30	17	56.7	9	30	4	13.3
School Group I	36	22	61.1	13	36.1	1	2.8
School Group II	37	14	37.8	19	51.4	4	10.8
School Group III	69	38	55.1	26	37.7	5	7.2
School Group IV	76	41	53.9	28	36.8	7	9.2
Teaching Experience Group I (1-5 Yrs.)	40	22	55	12	30	6	15
Teaching Experience Group II (6-10 Yrs.)	70	42	60	24	34.3	4	5.7
Teaching Experience Group III (11-15 Yrs.)	42	22	52.4	17	40.5	3	7.1
Teaching Experience Group IV (Over 15 Yrs.)	66	29	43.9	33	50	4	6.1
Total Compilation	218	115	52.8	86	39.4	17	7.8

in School Group IV, agreed that Title IX necessitated the rewriting of their schools' physical education objectives. However, 19 of 37 (51.4%) of the respondents in School Group II reported that it did not.

The data in Table 26 reveal that 22 of 40 (55%) of the respondents in Experience Group I, 42 of 70 (60%) in Experience Group II, and 22 of 42 (52.4%) in Experience Group III felt that Title IX necessitated the rewriting of their schools' physical education objectives. Whereas, 33 of 66 (50%) of the respondents in Experience Group IV indicated that it did not. Therefore, one-half of the respondents with more than fifteen years of experience felt that Title IX did not affect their programs and it did not necessitate the rewriting of their schools' physical education objectives.

The total compilation reveals that a slight majority, 115 of 218 (52.8%), of the respondents indicated that Title IX necessitated the rewriting of their schools' physical education objectives.

Chapter 5

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

One of the provisions of Title IX that was difficult to implement was the replacement of the traditional all-male and all-female physical education classes in public schools with coeducational physical education classes. This action has necessitated and will continue to cause adjustments to be made by both students and faculty. Therefore, the impact of the implementation of Title IX is going to have a greater and longer effect on the instructor who will remain in the field of education.

Of the 218 physical education teachers who participated in this study, 110 had ten years or less of teaching experience, 108 had more than ten. The range of teaching experience was a minimum of one year to a maximum of thirty-eight. Thus, the sample covers a wide range and a fair representation of teaching experience.

The three counties included in the study are geographically located in the central portion of New Jersey which borders the metropolitan area of New York City on the east and the state of Pennsylvania on the west.

Thirty-one of the thirty-five (88.5%) high schools located in these three counties participated in the study. Of the 264 secondary physical education teachers employed in these thirty-one high schools, 218 (82.5%) participated in the study.

FINDINGS

Although the majority of the respondents felt that they were adequately prepared by their supervisors for the change to coeducational physical education, the data reveal that the quality of student skills has not improved, nor has coeducational physical education stimulated an increase in student participation. The teachers also stated that Title IX has not contributed to the improvement of their teaching skills. Approximately 80 percent of the respondents indicated that activities and contact sports should not be included in the coeducational physical education program. Fifty-five percent of the respondents favored a return to the traditional (non-coed) program if it were to become optional.

The majority of the participants reported that, because of Title IX, class activities became more diversified and showed an increase in male-female team teaching. Further, it was the consensus of 68 percent of the respondents that methods in instruction in coeducational

physical education classes have aided the students' social attitudes. One rewarding influence of Title IX upon methods is the reported increase in safety precautions.

Forty percent of the respondents reported that their schools were offering coeducational physical educational classes before implementation of Title IX took place and they indicated that Title IX was responsible for an increase in activity courses. Seventy percent of the respondents agreed that modifications were made in their programs due to Title IX, particularly in the area of contact sports. Thus, a majority of the physical education teachers revealed that this action necessitated the rewriting of the schools' physical education objectives.

The data reveal very little difference in the three counties in the respondents' reaction to Title IX. A majority of the respondents in Union and Hunterdon counties felt their supervisors adequately prepared them for coeducational physical education, while Somerset County did not. Both Union and Hunterdon counties reported an increase of complaints concerning physical contact since coeducational physical education began, but Somerset County did not. Also, the majority of the respondents in Union and Hunterdon counties preferred returning to the traditional (non-coed) program if it were to become optional; whereas, in Somerset County a high percentage, although not a majority, would also prefer a return to the traditional program.

The respondents in Union and Somerset counties stated that class activities have become more diversified; Hunterdon County respondents felt they have not. Union and Somerset county teachers indicated classes were not void of one sex as a result of ability grouping; Hunterdon county teachers reported that they were. Union and Somerset counties agreed that measurement of skills was free from adverse effects upon one sex; a higher percentage but not a majority agreed in Hunterdon County. Hunterdon County presented coeducational activities on a regular basis before 1975; whereas, Union and Somerset counties did not. Union and Somerset counties reported an increase in activity courses since Title IX has been implemented; the Hunterdon county respondents were evenly divided. Union and Hunterdon counties confirmed that the schools' physical education objectives had to be rewritten as a result of Title IX. In Somerset County a higher percentage but not a majority agreed that physical education objectives had to be rewritten as a result of Title IX.

School groups also evidenced very little difference in their reaction to Title IX. Groups I and IV (the largest school group and the smallest) felt their supervisors did an adequate job of preparation for the change to coeducational physical education. School Groups II and III disagreed. A majority of Groups I, III, and IV and Group II by a higher percentage preferred returning to the

traditional program if it were to become optional. Groups I, II, and III indicated that their physical education activities became more diversified because of Title IX, but Group IV reported the opposite.

School Groups I, II, and III stated that their classes were not void of one sex because of ability grouping. Group IV reported that theirs were. Groups I and III presented coeducational physical education activities on a regular basis prior to implementation of Title IX, but Groups II and IV had not. Groups I, II, and III indicated that their programs have experienced an increase in activity courses since Title IX has been implemented; whereas, Group IV indicated there was no increase in activity courses. Groups I, III, and IV stated that Title IX necessitated rewriting the schools' physical education objectives, but Group II disagreed.

The experience level of the respondents was also in harmony and differed in only two areas in their reaction to Title IX. A majority of Experience Groups I and III, plus Experience Group II by a high percentage but not a majority, felt that their supervisors adequately prepared them for the change to coeducational physical education, but Experience Group IV felt that they were not adequately prepared for the change. Groups I, II, and III reported an increase in activity courses since Title IX was implemented;

Group IV agreed by a high percentage, though not a majority, since some respondents did not answer this question.

CONCLUSIONS

The secondary physical education teachers who participated in this study followed former HEW Secretary Weinberger's request to work within the intent and spirit of the law to bring the implementation of Title IX to fruition. After three years of coeducational physical education, the majority of the respondents indicate that there are activities that should not be included under Title IX. The activities most often mentioned are flag football, wrestling, basketball, softball, and field hockey. In addition, the modifications that were made in the programs centered around these activities.

The data revealed that the respondents differed very little in their answers in the areas of investigation. In the areas of investigation where they were in agreement, it was often by a large majority. Although it is reported that Title IX has been implemented successfully in this geographical location, 55 percent of the respondents reported a preference for the traditional program if it were to become optional. Of particular interest, 55 percent of the secondary physical education teachers with the least amount of experience (Experience Group I, 1-5 years) indicated a preference for the traditional program if it

were to become optional. In essence, the coeducational physical education program is acceptable, but the majority of secondary physical education teachers would prefer the traditional all-male and all-female programs.

RECOMMENDATIONS

Three years have passed since Title IX was implemented in New Jersey. Many schools in other states will be required to implement Title IX for the first time this fall. This investigator would recommend to those responsible for implementing Title IX for the first time that a committee be organized to study and acquire a thorough knowledge of the law. This may be accomplished by inviting individuals who have experienced the implementation process to conduct seminars. This committee would hold a series of meetings to present this knowledge to their staffs. Secondly, a thorough study should be undertaken (either separately or collectively) by physical education teachers' associations, state associations, and the American Alliance of Health, Physical Education, Recreation and Safety, as well as HEW, as to the feasibility of retaining activities that are contact in nature and are of concern to the physical education teachers who have implemented Title IX.

In addition, this investigator recommends that follow-up studies be made concerning activities to be included in physical education programs, ability grouping, and carry-over values.

APPENDIXES

APPENDIX A

MEMORANDUM FROM MS. NIDA THOMAS

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
225 West State Street
P.O. Box 2019
Trenton, New Jersey 08625

OFFICE OF EQUAL EDUCATIONAL OPPORTUNITY

MEMORANDUM

TO: County Superintendents
James J. Clancy, Union
Donald H. Vansant, Somerset
Norman A. Gathany, Hunterdon

FROM: Nida E. Thomas, Director, OEEO 2-4343

DATE: May 15, 1978 /s/ NET

RE: Doctoral Dissertation

Mr. John Gich, a New Jersey resident, is working toward a doctorate in Physical Education. He has requested our assistance in his research project on the effects of Title IX on secondary school teachers, and has chosen to focus on your respective areas of responsibility.

I would deeply appreciate your cooperation in this regard by providing him clearance, and approval to consult with the principals, interview teachers, and whatever else may be required in the interest of his project.

If in accord, a memo to me, and to the principals within your jurisdiction would suffice.

NET:JB:jp

APPENDIX B

MEMORANDUM FROM DR. DONALD VANSANT

NEW JERSEY DEPARTMENT OF EDUCATION
SOMERSET COUNTY OFFICE
32 Grove Street
Somerville, New Jersey 08876

TO: Chief School Administrators - Secondary Schools
FROM: Dr. Donald H. Vansant
County Superintendent of Schools
DATE: May 30, 1978
RE: Doctoral Dissertation - Data Collection

Mr. John Gich, on sabbatical from Bridgewater-Raritan High School West, is pursuing a doctoral degree at Middle Tennessee State University. Ms. Nida Thomas, Director, Office of Equal Educational Opportunity, has asked that we (Somerset, Union and Hunterdon Counties) support this research study, if at all possible, as it relates to physical education--Federal Law Title IX.

Hopefully, you will allow Mr. Gich the opportunity to visit and conduct his study.

Thank you for your cooperation.

APPENDIX C
QUESTIONNAIRE

Please indicate your years of teaching experience_____.

ATTITUDE

	<u>Yes</u>	<u>No</u>
1. Do you feel your supervisors adequately prepared you to make the change to coeducational physical education?	_____	_____
2. Do you feel Title IX should have been implemented in stages by grade levels?	_____	_____
3. Since the implementation of Title IX began, do you feel the quality of student skills has improved?	_____	_____
4. Do you feel there are activities in physical education that should not be included in the coeducational program?	_____	_____
<p style="padding-left: 40px;">If your answer to #4 is <u>Yes</u>, would you list those activities? _____</p> <p>_____</p>		
5. Since coeducational physical education has begun, do you feel that you have experienced an increase of complaints concerning physical contact (i.e., instructor, in spotting students of opposite sex in gymnastics)?	_____	_____
6. Do you feel there has been an increase in discipline problems since Title IX has been implemented?	_____	_____
7. Do you feel there has been an increase in student participation since coeducational physical education has begun?	_____	_____
8. Do you feel that the implementation of Title IX contributed to the improvement of your teaching?	_____	_____
9. If coeducational physical education were to become optional, do you feel you would return to the traditional (non-coed) program?	_____	_____

METHODS

	<u>Yes</u>	<u>No</u>
1. Have physical education class activities become more diversified because of Title IX?	_____	_____
2. Has there been an increase in safety precautions in your coeducational physical education classes since the implementation of Title IX?	_____	_____
3. Do you use male-female team teaching in your coeducational physical education classes?	_____	_____
4. If ability grouping is used, do course descriptions state the criteria for measuring skill?	_____	_____
5. Are physical education class requirements the same for both sexes?	_____	_____
6. As a result of ability grouping, are any classes void of one sex?	_____	_____
7. Is your measurement of skills free from adverse effects on one sex?	_____	_____
8. Have the methods in instruction in coeducational physical education aided male and female students' social attitudes (cooperation, poise, emotional control, fair play)?	_____	_____

PROGRAMS

	<u>Yes</u>	<u>No</u>
1. Did your school offer coeducational physical education activities on a regular basis prior to 1975?	_____	_____
2. Has your school modified any part of the physical education program to insure compliance with Title IX?	_____	_____
If your answer to #2 is Yes, would you list the modified part(s)?	_____	
3. If your school has only one weight training machine, do the boys and girls have equal opportunity to use it?	_____	_____
4. Has your program experienced an increase in activity courses since Title IX has been implemented?	_____	_____
5. Have your academic teaching assignments increased since Title IX has been instituted?	_____	_____
6. Are teachers assigned to teach physical education classes without regard to the instructor's sex?	_____	_____
7. Does your physical education program offer skill achievement awards to both boys and girls?	_____	_____
8. As a result of Title IX, have your teaching assignments in activity courses significantly increased?	_____	_____
9. Did Title IX necessitate the rewriting of your school's physical education objectives?	_____	_____

APPENDIX D

**LIST OF PRINCIPALS OF THE HIGH SCHOOLS
INCLUDED IN THE STUDY**

<u>High School</u>	<u>Principal</u>	<u>Telephone No.</u>
Cranford	Robert Seyfarth	272-9100
Linden	Herman Mopsick	486-5432
Plainfield	Henry Thompson	753-3182
Scotch Plains	Dr. Terry Rugel	889-4320
Union	Dr. Harry Lawrence	688-1200
Johnathan Dayton (Springfield)	Anthony Fordaliso	376-6300/7188
Art L. Johnson (Clark)	Peter Festante	382-0910
Summit	Dr. Don Geddes	273-1494
New Providence	Michael Corey	464-4700
Hillside	George Gould	352-7662
Roselle	George Shwiak	245-0600
Roselle Park	Dale Springer	241-4550
David Brearly (Kenilworth)	Joseph Malt	272-7500
Watchung Hills	Dr. Joseph Sabo	647-1510
Bridgewater Raritan (East)	James Dececco	722-1500
Bridgewater Raritan (West)	Ron Gardner	722-1500
Franklin	Lee Blaustern	545-9774
Ridge	William Keeler	766-3070
Hillsboro	William Spaeth	874-4200
Somerville	Michael Crisci	722-4600
North Plainfield	George Thompson	754-2200
Bernards	Anthony Froisland	766-3400
Manville	Robert Mendenhall	722-1600
Bound Brook	Joseph Donnelly	356-2500
Green Brook	Frank Zampello	968-1051
North Hunterdon	Robert Kish	735-5191
Voorhees	William Conwell	638-6116
Delaware Valley	Roche Burgio	996-2131

APPENDIX E

**LIST OF TOTAL STAFF AND RESPONDENTS BY
COUNTY, GROUP, AND SCHOOL WHO
PARTICIPATED IN THE STUDY**

Union County

		Total Males	Total Females	Responses	
				Male	Female
Group IV	School				
	Cranford	5	4	4	3
	Linden	6	4	4	2
	Plainfield	11	4	8	2
	Scotch Plains	5	4	5	3
	Union	5	5	3	2
	Elizabeth	11	8	11	5
Group III					
	Clark (Johnson)	5	5	5	5
	Springfield	5	4	3	4
	Summit	4	2	4	2
Group II					
	New Providence	5	2	5	2
	Hillside	3	3	3	3
Group I					
	Kenilworth	4	4	4	4
	Roselle	4	3	3	2
	Roselle Park	4	2	3	1

Somerset County

Group	School	Total Males	Total Females	Responses	
				Male	Female
Group IV	Watchung Hills	5	4	4	3
	Bridgewater Raritan East	6	5	4	5
Group III	Franklin	9	5	5	5
	Bridgewater Raritan West	5	4	5	4
	Ridge	4	3	4	3
	Hillsboro	2	3	2	3
	Somerville	3	3	2	3
Group II	North Plainfield	4	3	4	3
	Bernards	3	3	3	2
Group I	Manville	3	3	3	2
	Bound Brook	3	3	3	3
	Green Brook	3	1	1	1
	Montgomery	3	3	3	3

Hunterdon County

Group	IV	School	Total Males	Total Females	Responses	
					Male	Female
		Hunterdon Central	8	5	5	3
Group	III					
		North Hunterdon	6	4	6	4
Group	II					
		Voorhees	4	3	4	2
		Delaware Valley	4	3	4	2

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