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The Status and Administration of Precision Drill Teams in Selected Junior High Schools

Carol Wilson Larsen
Utah State University

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THE STATUS AND ADMINISTRATION OF PRECISION DRILL TEAMS

IN SELECTED UTAH JUNIOR HIGH SCHOOLS

by

Carol Wilson Larsen

A thesis submitted in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

in

Health, Physical Education, and Recreation

Approved:

UTAH STATE UNIVERSITY
Logan, Utah

1975
ACKNOWLEDGEMENTS

I would like to express appreciation to my father, Carl B. Wilson, whose wisdom has inspired me; my mother, Peggy, for supporting my father; and my husband, Greg, for supporting me.

I would also like to extend a special "thank-you" to my committee chairman, Dr. Lincoln McClellan, and my committee members, Professor Pauline Fuller and Dr. Eldon Drake.

Carol Wilson Larsen
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>ii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>v</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>viii</td>
</tr>
<tr>
<td>Chapter</td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>2</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>2</td>
</tr>
<tr>
<td>Justification</td>
<td>3</td>
</tr>
<tr>
<td>Delimitations</td>
<td>3</td>
</tr>
<tr>
<td>Limitations</td>
<td>3</td>
</tr>
<tr>
<td>II. REVIEW OF LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>Background</td>
<td>4</td>
</tr>
<tr>
<td>Organization</td>
<td>6</td>
</tr>
<tr>
<td>Instructor</td>
<td>6</td>
</tr>
<tr>
<td>Costumes</td>
<td>6</td>
</tr>
<tr>
<td>Program</td>
<td>7</td>
</tr>
<tr>
<td>Participation</td>
<td>8</td>
</tr>
<tr>
<td>Opinions Concerning the Value of Drill Teams</td>
<td>8</td>
</tr>
<tr>
<td>Drill Teams as Part of the Physical Education Program</td>
<td>14</td>
</tr>
<tr>
<td>Need for Proper Organization and Instructor Training</td>
<td>16</td>
</tr>
<tr>
<td>III. METHOD OF PROCEDURE</td>
<td>20</td>
</tr>
<tr>
<td>Selection of Subjects</td>
<td>20</td>
</tr>
<tr>
<td>Design of Instrument</td>
<td>21</td>
</tr>
<tr>
<td>Collecting the Data</td>
<td>22</td>
</tr>
<tr>
<td>Analysis of Data</td>
<td>24</td>
</tr>
<tr>
<td>IV. PRESENTATION OF DATA</td>
<td>25</td>
</tr>
<tr>
<td>Responses from Drill Team Directors</td>
<td>26</td>
</tr>
</tbody>
</table>
### TABLE OF CONTENTS (Continued)

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses from Physical Education Department</td>
<td></td>
</tr>
<tr>
<td>Heads at Schools that do not have a Precision</td>
<td></td>
</tr>
<tr>
<td>Drill Team</td>
<td>52</td>
</tr>
<tr>
<td>Responses from Drill Team Members</td>
<td>58</td>
</tr>
<tr>
<td>Responses from Non-Drill Team Members</td>
<td>69</td>
</tr>
<tr>
<td>Comparison of Group Responses on Common Questions</td>
<td>74</td>
</tr>
<tr>
<td>General Comments</td>
<td>85</td>
</tr>
<tr>
<td>Discussion</td>
<td>87</td>
</tr>
<tr>
<td>V. SUMMARY</td>
<td>91</td>
</tr>
<tr>
<td>Findings</td>
<td>92</td>
</tr>
<tr>
<td>Conclusions</td>
<td>98</td>
</tr>
<tr>
<td>Recommendations</td>
<td>98</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>100</td>
</tr>
<tr>
<td>APPENDIXES</td>
<td>102</td>
</tr>
<tr>
<td>Appendix A: List of those Schools Participating in Study</td>
<td>103</td>
</tr>
<tr>
<td>Appendix B: Letter to Physical Educators</td>
<td>104</td>
</tr>
<tr>
<td>Appendix C: Questionnaire--Form A</td>
<td>105</td>
</tr>
<tr>
<td>Appendix D: Questionnaire--Form B</td>
<td>111</td>
</tr>
<tr>
<td>Appendix E: Student Questionnaire--Form A</td>
<td>114</td>
</tr>
<tr>
<td>Appendix F: Student Questionnaire--Form B</td>
<td>118</td>
</tr>
<tr>
<td>Appendix G: Follow-up Post Card</td>
<td>121</td>
</tr>
<tr>
<td>Appendix H: Letter to Principals</td>
<td>122</td>
</tr>
<tr>
<td>VITA</td>
<td>123</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher response to the question &quot;How long has your school had a precision drill team?&quot;</td>
<td>26</td>
</tr>
<tr>
<td>2. Response to the question &quot;From which grades are drill members selected?&quot;</td>
<td>27</td>
</tr>
<tr>
<td>3. Response to the question, &quot;Excluding alternates, how many girls comprise the drill team?&quot;</td>
<td>28</td>
</tr>
<tr>
<td>4. Response to the question &quot;How many alternates are there?&quot;</td>
<td>29</td>
</tr>
<tr>
<td>5. Response to the question &quot;When do alternates march?&quot;</td>
<td>29</td>
</tr>
<tr>
<td>6. Response to the question &quot;When alternates do march, how is it determined which one?&quot;</td>
<td>30</td>
</tr>
<tr>
<td>7. Response to the question &quot;How are the girls on the drill team selected?&quot;</td>
<td>31</td>
</tr>
<tr>
<td>8. Response to the question &quot;Which method of selection do you prefer?&quot;</td>
<td>32</td>
</tr>
<tr>
<td>9. Response to the statement &quot;If girls are selected on the basis of try-outs, rank the following variables as judging factors with 1 (one) representing the most important.&quot;</td>
<td>34</td>
</tr>
<tr>
<td>10. Response to the question &quot;In your opinion, if a girl fails in her efforts to become a member of the drill team, does she experience any of the following feelings?&quot;</td>
<td>35</td>
</tr>
<tr>
<td>11. Response to the question &quot;Who finances the uniforms?&quot;</td>
<td>36</td>
</tr>
<tr>
<td>12. Response to the question, &quot;What is the approximate cost of one girl’s uniform, including footwear?&quot;</td>
<td>37</td>
</tr>
<tr>
<td>13. Response to the question &quot;For what time period is the drill team active?&quot;</td>
<td>39</td>
</tr>
<tr>
<td>Table</td>
<td>Response to the question &quot;If the above answer is yes, how long do the girls practice during the summer?&quot;</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>14.</td>
<td>Response to the question &quot;When does the drill team practice during the regular year?&quot;</td>
</tr>
<tr>
<td>15.</td>
<td>Response to the question &quot;What roles do you play?&quot;</td>
</tr>
<tr>
<td>16.</td>
<td>Response to the question &quot;To what degree do the following support your drill team?&quot;</td>
</tr>
<tr>
<td>17.</td>
<td>Response to the question &quot;What leadership pattern does the drill team have?&quot;</td>
</tr>
<tr>
<td>18.</td>
<td>Response to the question, &quot;To what extent does a drill team develop the following qualities?&quot;</td>
</tr>
<tr>
<td>19.</td>
<td>Response to the question &quot;If the above answer is yes, what grade point average is required?&quot;</td>
</tr>
<tr>
<td>20.</td>
<td>Response to the question &quot;What factors do you feel contribute to the fact that your school does not have a drill team?&quot;</td>
</tr>
<tr>
<td>21.</td>
<td>Response to the question &quot;In your opinion, to what extent would a drill team develop the following qualities in those participating?&quot;</td>
</tr>
<tr>
<td>22.</td>
<td>Response to the question &quot;Prior to becoming a drill team member, how many years of instruction in dance or marching skills did you have?&quot;</td>
</tr>
<tr>
<td>23.</td>
<td>Response to the statement &quot;Rank the following variables as judging factors with 1 (one) representing the most important.&quot;</td>
</tr>
<tr>
<td>24.</td>
<td>Response to the question &quot;In which price range should uniform costs fall?&quot;</td>
</tr>
<tr>
<td>25.</td>
<td>Response to the question &quot;Whom do you think should pay for the uniform?&quot;</td>
</tr>
</tbody>
</table>

LIST OF TABLES (Continued)
<table>
<thead>
<tr>
<th>Table</th>
<th>Response to the question</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.</td>
<td>&quot;When would you prefer to have your drill team practices?&quot;</td>
<td>64</td>
</tr>
<tr>
<td>28.</td>
<td>&quot;To what extent does a drill team develop the following qualities?&quot;</td>
<td>66</td>
</tr>
<tr>
<td>29.</td>
<td>&quot;Why did you want to become a member of the drill team?&quot;</td>
<td>67</td>
</tr>
<tr>
<td>30.</td>
<td>&quot;If the above answer is yes, did you, after failing to become a drill team member, experience any of the following feelings?&quot;</td>
<td>71</td>
</tr>
<tr>
<td>31.</td>
<td>&quot;If the answer to the above #4 is no, what are the reasons for not trying out for the drill team?&quot;</td>
<td>72</td>
</tr>
<tr>
<td>32.</td>
<td>&quot;If girls are selected on the basis of try-outs, rank the following variables as judging factors with 1 (one) representing the most important.&quot;</td>
<td>75</td>
</tr>
<tr>
<td>33.</td>
<td>&quot;In your opinion, if a girl fails in her efforts to become a member of the drill team, does she experience any of the following feelings?&quot;</td>
<td>76</td>
</tr>
<tr>
<td>34.</td>
<td>&quot;To what extent does a drill team develop the following qualities?&quot;</td>
<td>79</td>
</tr>
<tr>
<td>35.</td>
<td>Responses of two groups to two common questions</td>
<td>80</td>
</tr>
<tr>
<td>36.</td>
<td>Responses of two groups to three common questions</td>
<td>82</td>
</tr>
<tr>
<td>37.</td>
<td>Responses to three similar questions from drill team directors, non-drill team members, and drill team members</td>
<td>84</td>
</tr>
</tbody>
</table>
ABSTRACT

The Status and Administration of Precision Drill Teams in Selected Utah Junior High Schools

by

Carol Wilson Larsen, Master of Science

Utah State University, 1975

Major Professor: Dr. Lincoln McClellan
Department: Health, Physical Education, and Recreation

Data for this study was gathered by questionnaires completed by thirteen drill team directors, thirty-eight women physical education department heads at schools not having a drill team, fifty-six girls who were members of the precision drill team at their school and 416 girls who were not members of a precision drill team.

Drill team directors indicated strong feelings of success as to the organization and administration of their groups and also were positive as to the merits of precision drill teams in the junior high schools. The majority of the physical education department heads did not desire that a precision drill team be organized at their school although many indicated that they realized some of the merits of such groups. Administrative philosophy appeared to be the biggest reason why these schools did not include a drill team in the school curriculum. Drill team members believed strongly in the benefits of a junior high school drill team, indicating their feelings of success and personal satisfaction as a result of their participation. The majority of non-drill team
members indicated that they would like to be a drill team member and showed strong support for the drill team at their school.

Findings indicated that all of the respondents were in harmony as to the merits of a drill team and nearly any school desiring a drill team would be able to with the only possible restriction being lack of facilities.
CHAPTER I
INTRODUCTION

One of the school activities that has recently swept the nation is the precision drill team. This particular activity originated in 1936 when a group of young women performed at a Texas football game. By 1940, California had performing drill teams and by 1950 the idea had spread to other states.

Girls' drill teams have won popularity in the state of Utah and approval and interest has been shown by many administrators, teachers, parents, students, and by the general public. However, drill teams have remained primarily at the high school and college level.

Some junior high schools have organized a drill team as part of their curriculum; many junior high school girls have aspired to becoming a drill team member and have desired the opportunity to participate in physical activities just as many junior high school boys participate in athletics. Some physical educators have seen the value of including the precision drill team in the junior high school activity program. However, the movement to include drill teams at the junior high level has not spread rapidly because of differing opinions concerning their value. Some believe that the drill team should remain only in the high schools and colleges; that junior high school drill teams encourage selectivity at too young an age, encourages premature activity, and expects girls to perform certain techniques that requires skill and coordination that junior high school girls have not yet developed. Others believe that the drill team can
benefit the students both physically and emotionally at the junior high level as well as at the higher educational levels.

Statement of the Problem

The purpose of this study was to determine the status, administration, purposes, and nature of girls' precision drill teams in junior high schools in Utah. Specifically, the study attempted to: (1) determine the opinions of drill team directors relative to various aspects of drill teams, (2) determine the opinions of physical education department heads at those junior high schools not having a drill team, (3) determine the opinions of drill team members relative to various aspects of drill teams, and (4) determine the opinions of non-drill team members concerning the desirability and status of the drill team at their school.

Definition of Terms

Girls' precision drill team. A group of girls organized to perform precise and regular movement related to marching techniques at sports events and other activities.

Drill team directors. Those who advise or are in charge of precision drill teams.

Physical education department heads. Those physical education department heads or chairmen who completed and returned questionnaires from schools without a drill team.
Justification

From these findings, knowledge was gained which provides up-to-date information for administrators, teachers, and parents as to the status of drill teams at the junior high level in the state of Utah and which may serve as guidelines to those schools which do not currently have a drill team but may establish one in the future. The findings may also be of assistance to those who already have a drill team at their school and will provide desired information to the investigator who is vitally interested in this activity.

Delimitations

1. This study was delimited to those junior high schools in Utah that include seventh, eighth, and ninth grades.

2. Student responses were limited to three selected schools.

Limitations

This study had the usual limitations of a survey type study conducted by a questionnaire: (1) the ability of the respondents to interpret the questions asked, and (2) the honesty of the respondents in answering the questions. In addition, some of the respondents failed to answer all of the questions asked.
CHAPTER II
REVIEW OF LITERATURE

When considering that drill teams originated only 38 years ago, it is not surprising that the amount of information available concerning their organization, development, and administration is quite limited. No information has been found that directly relates to drill teams in the junior high school per se, although many junior high schools include a drill team in their school curriculum.

Background

The first drill team appeared in Texas in 1936 and in 1956 California organized the National Association for Drill Teams (NADT) where members could attend regular workshops and clinics to share their drill team experiences. In 1972, the NADT began their official publications, Let's Cheer, which features drill teams and other related activities. These two events have helped to promote the rising recognition of drill teams. They combat the belief held by many, even after nearly 4 decades, that drill teams are a "fad."

One of the first set of guidelines established for drill teams appeared in the literature in 1956. McGowan, in discussing the need for such guidelines, stated:

Problems have been building in recent years regarding the handling of drill teams at the secondary level. Some fine professional work
has been done to try and establish guidelines for working with drill teams. This portion is devoted to a report of some of this work.¹

Specifically, McGowan indicated that personnel who thought it wise to include drill teams and other related activities as part of the school curriculum should meet the following: (1) Drill team should be organized primarily for the benefit of the student, (2) decisions made which concern the structure of the program should be based upon educational rather than showmanship principles, (3) opportunities should be provided for students to acquire and practice acceptable behavior patterns and (4) the activity should be frequently evaluated to determine whether or not the program is educationally sound and to determine whether or not the students are exploited.²

McGowan further recommended that the drill team be included as a short elective unit for the duration of the football season only and should include only juniors and seniors in high school. Furthermore, he urged that the organization, planning, direction, and execution of drill team activities should provide opportunities for girls to contribute to the creativity of drill formations, rhythms, songs, and dramatics under the direction of the advisor.³

In 1972, Let's Cheer magazine updated some of the accepted drill team guidelines with the desire to make it possible to conduct drill team activity in

²Ibid.
³Ibid., p. 430.
line with educational objectives. Some of these guidelines were:

**Organization**

1. The drill team should be governed by a constitution, or a set of by-laws, composed by the drill team members and approved by the director and administration.

2. Two sets of officers should be set up; business officers and the performing officers.

3. Each girl should be able to contribute in the creation of drill team patterns and routines under the direction of a qualified director.

4. Most discipline problems should be handled by a governing board composed of students and instructor.

**Instructor**

1. Drill teams should be taught and advised by women instructors who are interested and trained in drill team or physical education activities.

3. Directors should have some form of compensation for extra time spent on drill team activities.

3. Rotation of directors is not adviseable.

**Costumes**

1. Uniform should be furnished by the school or drill team on a rental basis.
2. Uniforms should be appropriate and inexpensive.

3. Uniforms should not be worn outside of drill team activities.

4. More elaborate uniforms for leaders is not generally recommended.

Program

1. Drill team programs should include activities which are common in a professional career or community life.

2. Drill teams should be established mainly for the benefit of the students.

3. Drill team activities should be included in the instructional program and should be given the same consideration as other classes.

4. If there is a conflict between performance and sound educational principles, the educational principles should take precedence.

5. Frequent evaluations of the activity by those involved should be made to determine if the objectives of education are being met.

6. Whenever drill team activity is included in the instructional program, it is up to the instructor to see that a variety of other physical education activities are offered.

7. The establishment of drill teams at the junior high level is generally discouraged unless regularly evaluated for its effectiveness.
Participation

1. The basis for selection of drill team members should include physical education skills, health habits, posture, coordination, rhythmic attitude, cooperation, reliability, dependability and scholastic standing.

2. Practice sessions which interfere with the regular school program should be discouraged.

3. Prospective members should be average or above academically and physically.

4. Each participant should be observed and counseled concerning their health, work schedule, school load, responsibilities at home, and drill team assignments to see that each area is getting the proper attention.  

Opinions Concerning the Value of Drill Teams

Many specialists in physical education have made claims as to the benefits of including drill teams in the school curriculum. Kay Crawford, professor of physical education at Santa Monica, California, who directs the annual Miss Drill Team U.S.A. Pageant, believes that a drill team motivates a girl just as athletics provide incentive for a boy. She stated:

Drill team has often been found to be an incentive to a good student to do better and to a potential drop-out to "do" at all. Just as their counterparts on the football squad, the girls are required to maintain

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4 "Recommended Guide Lines for Drill Teams and Drill Team Instructors," Let's Cheer (September-October, 1972), pp. 18-19.
certain grades and discipline requirements. Many who might be otherwise uninterested in remaining in school will work to maintain their eligibility for the fun and rewards of drill team. Consequently, they learn to budget their time for the team, studies, and home obligations.  

Crawford tells that little boys have Pop Warner football, Little League, and numerous junior teams. When they reach high school they dream of being the quarterback or center on some team. So, too, do girls dream of being a "Cougarette" and they have the right to be as prepared and trained as the boys.  

She added:

We hear so much of the importance of teaching young men life-long values in competitive sports—developing physical capabilities, sportsmanship, and teamwork. Girls also need these things and drill team is one place to learn them.

Girls who perform in drill team must have special talents and skills and at the same time, many talents and skills are developed. Lyon and Peterson summarize these qualities by asserting that a drill team, when properly conducted, can be one of the most significant experiences in a girl's school career. If leadership is good, drill team activity can provide a living laboratory where girls can develop qualities such as leadership, cooperation, self-discipline, initiative, regard for others, responsibility, recognition, service to others, identification with the school, self-confidence, and personal enjoyment. In


6 Ibid.

7 Ibid.
addition to these personal-social qualities, the drill team provides opportunity for developing physical capacities and developing and improving movement skills such as physical vigor, body mechanics, personal health, and rhythmic skills. 8

Fullmer claimed that many personal challenges and advantages can be gained from belonging to a drill team. She stated:

Drill teams can prove to be one of the most outstanding and rewarding organizations in the educational system. The carry-over values are numerous. The ability to get along with others and to recognize and develop abilities are extremely worthwhile preparation for later life. Drill team can be a close unit with pride and love for the team and each other. Drill team years can be filled with fun, happiness, and warm memories. 9

Fullmer also stated:

In a smoothly managed group members must cooperate, appreciate each other, accept responsibility, leadership, discipline, and be able to control their feelings, temper, and attitudes. If care for one another does not exist or if jealousy arises because of ability or for personal reasons, contentment and happiness within the group will be difficult. 10

Calcagno answered the question asked by many: why spend all the money, effort and enthusiasm for a few minutes of entertainment? She stated:

Only after the girls have spent hours practicing, have shed tears with combined laughter, perspired and frozen do they find that a change has occurred in their innermost feelings and attitudes. Even if they have some minor failures during their performances it is a learning experience for the girls. They find that each must depend upon the other to


10 Ibid.
do their best and that they must cooperate before they can truly perform as a unit. They learn that spirit and enthusiasm still have value. As the student body applauds, the girls realize that they are admired and respected as a group and have an obligation as individuals to be at their peak at all times. The approval of the local townspeople for a job well-done is evident in their applause and compliments. This is most heartening to the young girls especially today when so many young people are looked down upon for different reasons.  

Humburg stated many of the qualities seen in drill team members:

A drill team girl is poised, coherent, amiable, and above all, always a lady. She is part of a unit and functions as a polished, highly calibrated mechanism in an extremely intricate machine. There is no place on a drill team for a girl who considers herself a solo performer . . . Physical fitness is a part of the drill team. Through the exercises that the members of the group do daily, the girls maintain a high degree of physical fitness. A drill team girl's physical condition is as important as that of an athlete.  

Humburg added that a drill team gave girls who did not become a cheerleader or majorette an opportunity to participate and perform. She claimed that "A drill team gives the girls a feeling of 'belonging,' and fills a need for 'status' that has become a part of the American way of life."  

Workman, in a thesis study, stated:

Because of the precise technical movements of these groups, it takes much more than merely a desire to become a member--it takes good appearance, certain skills, a sense of time or rhythm, the ability to belong to a group, cooperation, leadership, etc. There are many

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11 Carol Cass Calcagno, "Can a Drill Team Benefit Your School?" Let's Cheer (September-October, 1973), p. 20.


qualities of a girl must possess in order to become a member of a precision drill team. 14

Myers, an assistant professor at Florida Atlantic University, believed that:

Girls' performing groups require a degree of dedication and personal responsibility that other activities may not. In order to stage performances of high quality, student members must be unusually cooperative and self-disciplined. They must coordinate or even subordinate their individual wishes and ideas to those of the group; this requirement may be viewed as an advantage offered by membership in such groups. Another important advantage is the opportunity provided for building a stronger physique. This factor is of considerable importance, when one thinks of our present way of life with its tendency to eliminate almost all physical exertion. 15

Cassavant reaffirmed the fact that work alone is not enough for a drill team and that a drill team must be selected carefully. 16 Broer and Wilson believe that in order to be a successful participant in a drill team, one must be able to execute a physical and mental response almost instantaneously. This is a challenge to one's ability to react and act quickly. When responding to marching commands, a girl can easily measure her success in relation to others because the results are immediately obvious. 17


Girls who belong to a drill team have the opportunity to develop a genuine feeling of self-worth, an essential quality for happiness and success.

Myers stated:

Still another benefit of membership of this type of organization is the student's whole-hearted feeling of a job well done. Since the activity culminates in a definite performance at several points during the year, the student receives a tangible sense of accomplishment and personal recognition. 18

When girls are involved in the promotion of the drill team, additional qualities are developed. Crawford has said:

Drill team has also been a supplement to academic areas. Girls frequently help with the programming, planning, and promotion, using history, English, and mathematics. They also learn clothes design, fabric quality, and other related areas of home economics. 19

Muilenburg supported Crawford's belief that a drill team has been a supplement to academic areas. She claimed:

In analyzing the role of a drill team in the curriculum most who really criticize it constructively find that it makes a very positive contribution to a girl's total education. In our school, in order to maintain a 2.75 grade point average as a member of drill team, a girl must learn to organize her time and discipline herself to complete required assignments. 20

Workman supports the aforementioned by saying:

The organizing and governing of the drill team, if done by the girls, also lends opportunity to develop leadership, making up drills,

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18 Myers, pp. 8-9.
19 Crawford, p. 48.
teaching the drills to the team, making certain that standards and policies of the group are carried out, etc. The drill mistress, president, leader, or whatever the one in charge is called, must know a variety of drill formations and movements as well as the ability to teach the group as to keep up the public's interest when the drill team performs. 21

Drill Teams as Part of the Physical Education Program

Many schools have established an extracurricular drill team after having integrated the drill team into the physical education class program. McGowan claims that if drill teams and related activities are considered as part of the physical education program, the objectives of physical education should always be kept in mind. He stated:

Physical education is a way of education through physical activities which are selected and carried on with full regard to values in human growth, development and behavior. Physical education, an integral phase of the total educational program, contributes abundantly toward the well-rounded development of all children and youth as responsible citizens. 22

That drill teams can be meaningful to students is reflected upon by Broer and Wilson when they claim:

Successful units dealing with marching tactics can be an integral part of a superior program of physical education activity instruction in any situation in which students and teachers share interests in, and knowledges of, the outcomes sought. Well-designed units in marching tactics which are planned and taught as part of the total curricular plan in physical education should make appropriate constructive contributions to the education of the individual. 23

21 Workman, p. 5.

22 McGowan, p. 430.

23 Broer and Wilson, p. 3.
Drill team activities are different from other student activities in that they are conducted with more formality and with more student leadership. Broer and Wilson claim that many who favor marching as a physical education class activity feel that the opportunity for promoting good discipline is important. However, many teachers may use the problem-solving technique so that students may be motivated to attack problems dealing with locomotion and correct body movement.

Many teachers will want to employ marching maneuvers as a unit in the physical education curriculum. Some may also use marching as a "warm-up" or preliminary activity at the beginning of such classes as gymnastics, dance, tumbling, body conditioning, or body mechanics.

Takaya commented on the results of a drill team unit taught in a physical education class:

As the days went on, and we both became more familiar with the commands and movements, it became very satisfying and enjoyable to be able to accomplish simple formations with ease. Indeed, the benefits of teamwork, discipline, coordination, quick thinking, and self-control were felt and seen as the unit progressed. In fact, many of the students were disappointed to see the unit come to an end, and asked if they couldn't continue, if not in class, then after school, and thus form a drill team to march for school assemblies and the various ninth grade games held at our school.

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24 Myers, p. 8.
25 Ibid., p. 4.
26 Ibid., p. 6.
Whether or not students should receive physical education credit for drill team participation may depend upon the drill team instructor's training and preparation. Susan Ondo claimed, "Many physical educators completely reject the idea of giving physical education credit for drill team."  She added that physical educators should realize that drill teams are a specialized part of physical education, but that many educators will not recognize this unless the drill team directors are trained to teach drill team. She claimed, "Let us do something to build this field within our profession which the administrators enjoy, the parents want, the students love and the audience insists upon."  

**Need for Proper Organization and Instructor Training**

The success of a drill team is dependent upon how well the drill team is organized and conducted and what objectives the drill team is trying to accomplish. Workman stated:

If the objectives of the drill team are basically the same as those of general education, there should be no question as to whether or not the drill team is satisfying a particular need in the total school program. The proper adult and student leadership is very necessary in maintaining the standards of the drill team so that the precision drill team can remain an important part of the high school curriculum.

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29 Ibid.

30 Workman, p. 6.
Lack of instructor training and knowledge of drill teams can prove to be threatening to the drill team. According to Crawford:

Many teachers are thrust into the job with no former training and find themselves leading girls up and down a field "diagnolling and flanking" and hating the whole thing. And, as in any subject, the instructor's displeasure is communicated to the students . . . Occasionally a teacher will allow evils to creep into the organization, hoping drill team will somehow evaporate in the confusion. It seldom does. Rather, the students hang on and the drill team goes marching sloppily along. The teacher is frustrated, the school is disappointed, and the students form somewhat warped opinions of group experiences in general . . . Despite many unqualified leaders, drill teams have continued and grown. 31

Hilgendorf, past president of the Drill Team Instructor Association, claimed that many times the drill team directors are less knowledgeable than the students who are participating. She further stated:

There is a critical need for preparatory classes for teachers who will be coordinating drill teams. The lack of instructional opportunities for a drill team advisor is a problem which needs to be rectified . . . To date, most information is passed on from teacher to teacher, from Band Director to Drill Team Instructor, and through brief clinics and workshops. 32

Hilgendorf believed that high school drill team participation was not enough for drill team directors but that an intense lecture-laboratory class which covered all aspects of drill team was needed. However, she claimed that few colleges and universities provided this type of class usually because no one on the physical education department staff was trained sufficiently in

31 Crawford, p. 48.

this area. Another reason why a class of this nature has not been offered frequently is because the curriculum planners are uncertain as to the appropriateness of a drill team being classified as a physical education activity.

Medeiros claims that there are many ways one can learn to be a competent drill team instructor. Some of these are: (1) Arrange to visit and observe good drill teams in your area, (2) attend as many drill team performances and parades as possible and study them for showmanship, style, routines, maneuvers, and uniform, (3) visit libraries and obtain all available books, magazines, and films on drill teams, (4) enroll in a drill team camp, clinic, or workshop, (5) invite an expert to visit your school to evaluate your drill team, (6) join a professional Drill Team Association.

Greenwood stressed the need of the drill team director to attend a drill team camp with the drill team members, not only to gain needed knowledge but to get to know the girls better and to let them know that they are cared for and supported. Greenwood added some advice to drill team directors by stating:

I truly feel that in obtaining the respect from your girls which you must have in order to be a successful sponsor, you must honestly try and live by three important words which I learned from Jean Shewey of the University of Santa Barbara: "Firm, Fair, and Consistent." You must be firm in your demands, and fair and consistent in the handling of the

33 Hilgendorf, p. 13.
drill team members. These three elements can make the difference between years of success or a first year of failure as a drill team advisor.\textsuperscript{35}

\textsuperscript{35} ibid.
CHAPTER III

METHOD OF PROCEDURE

The questionnaire technique was used to gather data relative to the status of, and opinions related to, precision drill teams in the junior high schools in Utah.

The procedure used in this study required four steps: (1) selection of subjects, (2) design of instrument, (3) collection of data, (4) analysis of data.

Selection of Subjects

The investigator wished to include all of the junior high schools in Utah that included seventh, eighth, and ninth grades. The names and addresses of these schools were obtained from the 1972-73 Utah Public School Directory. A total of eighty-two schools was found that appeared to fit the criterion.

Because student's opinions are essential when discussing activities in which they are involved, it was the investigator's desire to include their opinions in this study and to also determine whether or not opinions of students and teachers were "in tune" with each other. In order to sample the opinions of both drill team participants and non-drill team participants, it was necessary to obtain students' opinions at those schools where a drill team was part of the school program. Therefore, students from three of the thirteen schools which had a drill team were included in this study. These schools were selected from three different school districts in the state.
Design of Instrument

In designing the instrument to be used, two factors were taken into consideration. First of all, the questionnaire was designed to be answered by respondents in as short a time as possible; therefore, questions were brief and "check mark" answers were provided. Secondly, the content of the questionnaire was composed in such a manner that the respondents and the investigator would desirably have a common interpretation as to the information sought. In selecting the questions to be asked, the investigator considered her experience with drill teams and the issues that had arisen during this time as to the organization, purposes, nature of, and administration of precision drill teams. Literature reviewed provided other desirable questions.

Because the investigator had prior knowledge that some schools had a drill team and others did not, it was necessary to construct two different questionnaires to send to each school. Form A was designed to be answered by drill team directors and form B, by physical education department heads at those schools not having a precision drill team. Included were 41 questions in form A and 11 questions in form B.

A first draft of each of the questionnaires were submitted to the committee chairman for corrections and revision. A copy of each questionnaire was then submitted to a professional woman physical educator at a junior high school for her evaluation and to help clear up problems relative to interpretation as to the length of time needed in completing each questionnaire.
Two student questionnaires were constructed to be used at three selected junior high schools having a drill team included in the school curriculum. Form A was designed to be answered by those girls who were presently a member of the precision drill team, and form B, to be answered by those girls who were not a member of the precision drill team at their school. The investigator conducted a pilot study with some of her own students. At this time, changes were made on the basis of feedback from the students concerning ambiguities. This step helped insure clarity in interpretation. Form A was comprised of 18 questions; form B, 11 questions.

Collecting the Data

The following procedures were taken in gathering data:

1. Questionnaires, form A and form B, with an accompanying letter, were mailed to the head of the girls' physical education department at junior high schools in Utah that apparently included seventh, eighth, and ninth grades. The letter requested their cooperation in completing the proper form, explained the importance of the study, and stressed the crucial role they, as physical educators, played in making the study a success. A stamped, self-addressed envelope was included for each teacher.

2. A follow-up letter was prepared and mailed to those teachers who had not returned their answered questionnaire within 2 weeks. Again, their cooperation was urged.
Sixty-two of the questionnaires were returned of which 11 were eliminated because the schools did not include only seventh, eighth, and ninth grades. The percentage of useable returns was 76 per cent.

3. From the returned questionnaires, three schools were selected for student surveys. These schools were among those that had a precision drill team included in their school curriculum. A letter was prepared and sent to the principals of these schools, requesting permission to sample the opinions of girls presently enrolled in eighth and ninth grade physical education.

4. A letter stating the investigator's objectives for the study was prepared for superintendents where principals replied and indicated the need for their permission.

5. The investigator visited three schools, meeting the principal first and then the head of the girls' physical education department. Student questionnaires, form A and form B, were left with the physical education teacher along with pencils and a covered slotted box for students to deposit their answered questionnaires. Instructions given at this time were that the girls were not to write their names on the questionnaires to insure anonymity and the importance of honest answers was stressed. The questionnaire, form B, was answered only by eighth and ninth grade girls presently enrolled in physical education who were not members of the school drill team. All of the girls who were a member of the drill team answered form A, regardless of whether or not they were presently enrolled in physical education.
6. A week later the investigator returned to the schools to obtain the completed questionnaires in the deposit boxes. All of the students enrolled in eighth and ninth grade physical education or who were a member of the school precision drill team had an opportunity to answer a questionnaire. These responses totaled 416 and 56, respectively.

**Analysis of Data**

In analyzing the data, the first procedure was to arrange the returned questionnaires into four groups to be treated separately. The groups involved drill team directors, physical education department heads, drill team members, and non-drill team members.

Responses from the returned questionnaires were tabulated on separate master sheets for each of the four groups. For the majority of the questions, the number and per cent of the respondents selecting each possible answer were used in reporting the data. Data was also subjected to a comparison of responses to questions asked of more than one group. Comparisons were made on the basis of the same type of analysis as used in treating the question within each group.
CHAPTER IV
PRESENTATION OF DATA

The extent to which drill team programs are being included in the junior high schools of the state of Utah and the purposes and administrative procedures related to these programs are discussed in this chapter. Data was collected from four populations: (1) Drill team directors in those Utah junior high schools having a drill team; (2) Physical education teachers in those Utah junior high schools not having a drill team as part of their program; (3) Girls in three selected Utah junior high schools who belonged to their school drill team; and (4) Girls in the same three schools who did not belong to their school drill team.

The data received from each of these four groups are treated separately in sections of this chapter. An additional section is devoted to a comparison of teacher and student opinion on selected questions. Another section presents general comments made by drill team directors. The number and per cent of the respondents selecting each of the possible responses to various questions were used in reporting the data in nearly all cases. For two questions where the response was a choice of degrees, mean scores were used to interpret the data. These means were determined on the basis of the following point scale:

- a great deal - 3 points
- some - 2 points
- a little - 1 point
- none - 0 points
Responses from Drill Team Directors

Data in this section is comprised of responses from the drill team directors at the 13 junior high schools having a drill team.

How long has your school had a precision drill team?

The number of years that the schools have had a precision drill team included in their school curriculum is presented in Table 1.

<table>
<thead>
<tr>
<th>No. years</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>3-4</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>46</td>
</tr>
</tbody>
</table>

As shown in the above table, one (8 per cent) school had had a drill team at their school for 1 year. Three (23 per cent) schools indicated that their drill team had been organized for 2 years and three (23 per cent) indicated that their drill team had been organized either 3 or 4 years. Six other schools (46 per cent) have had a drill team included in their program for more than 4 years with single schools indicating 6, 7, 8, 9, and 10 years. One teacher
commented that she had directed the school drill team for "more years," meaning more than 4.

From which grades are drill members selected?

Table 2 shows the grade level required as a prerequisite to becoming a drill team member.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td>9</td>
<td>13</td>
<td>100</td>
</tr>
</tbody>
</table>

Seventh graders were not permitted to be a drill team member in any of the schools. Four (31 per cent) schools allowed eighth graders to be members while all 13 schools included ninth graders in their drill team.

Excluding alternates, how many girls comprise the drill team?

The size of a drill team may have considerable effect on aspects of its function, such as the type of drill to be presented. The number of girls that comprise the individual drill teams at the schools participating in this study is shown in Table 3.
TABLE 3.—Response to the question, "Excluding alternates, how many girls comprise the drill team?"

<table>
<thead>
<tr>
<th>No. Girls</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>16</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>20</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>54</td>
</tr>
</tbody>
</table>

Data gathered in response to this question indicated a great deal of variability in the size of the marching units. One (8 per cent) school had only 12 girls on its drill team while two (15 per cent) schools included 16 girls. Three (23 per cent) of the schools had drill team memberships of 20. However, the majority of the schools, seven (54 per cent), had more than 20 girls on their drill teams. Two schools included 24 members while other individual quotas were: 28, 32, and 44. One of the school's team membership included all of the ninth grade girls, a class of 44.

How many alternates are there?

A certain number of alternates are usually selected to take the place of a "regular" member who is unable to march. The number of alternates on each individual drill team is shown in the following table.

As indicated in Table 4, only one (8 per cent) school selected one alternate. Two (15 per cent) schools had two alternates and two schools had
four alternates. None of the schools had three alternates. The respondent took the opportunity of listing other numbers of alternates. One indicated that an indefinite number of alternates were selected from the eighth grade class while seven (54 per cent) commented that they did not have any alternates.

When do alternates march?

Factors determining when the alternates march in place of a "regular" member are shown in Table 5.

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rotation system with rest of drill team</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>When a regular drill member is unable to perform</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
As can be seen in the above table, drill team alternates march either by rotation with the rest of the drill team or when a "regular" is unable to perform. Both are used by an equal number of drill teams that employ the use of alternates.

Factors determining which alternates march in place of "regulars" are shown in Table 6.

**TABLE 6.**—Response to the question "When alternates do march, how is it determined which one?"

<table>
<thead>
<tr>
<th>Factors</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rotation among alternates</td>
<td>2</td>
<td>33</td>
</tr>
<tr>
<td>Height corresponding to &quot;regular&quot; who is unable to march</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Individual ability</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>17</td>
</tr>
</tbody>
</table>

Table 6 shows that half of the six schools which have alternates to replace "regulars" select the alternates based on individual ability. Two (33 per cent) of the schools prefer a rotation system among the alternates, giving them equal opportunity to perform. Another method of alternate selection listed by one (17 per cent) of the schools was drawing alternate's names out of a hat.
Various methods are used to select drill team members. The methods used by schools participating in this study are reported in Table 7.

**TABLE 7.**—Response to the question "How are the girls on the drill team selected?"

<table>
<thead>
<tr>
<th>Methods</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Try-outs</td>
<td>9</td>
<td>69</td>
</tr>
<tr>
<td>Sign-up to fill drill team quota</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>From offered class in drill team where girls enroll or sign up</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>15</td>
</tr>
</tbody>
</table>

More than half of the schools use "try-outs" to select their members. Nine (69 per cent) of the schools preferred this method above all others. One (8 per cent) school required that girls sign up to fill the drill team quota. Another sign up method where girls enrolled in an offered drill team class was used by one (8 per cent) school.

Two (15 per cent) directors listed other procedures used for drill team membership. One method, closely related to girls enrolling in an offered class, was to select girls from a unit taught in physical education. Another school automatically included all 44 ninth grade girls as members.
Which method of selection do you prefer?

Respondents in the study were not only asked what method they were using to select drill team members but what method of selection did each prefer. The responses to the latter question are shown in Table 8.

TABLE 8.—Response to the question "Which method of selection do you prefer?"

<table>
<thead>
<tr>
<th>Method</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Try-outs</td>
<td>12</td>
<td>92</td>
</tr>
<tr>
<td>Sign up to fill drill team quota</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>From offered class in drill team where girls enroll or sign up</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>

Try-outs are nearly unanimously preferred above all other methods of selection. Twelve (92 per cent) of the directors desire try-outs as the criteria for drill team selection. Only one (8 per cent) other method was listed and that was to include all ninth graders if this number was small enough.

Is there a workshop or clinic prior to try-outs?

In response to the above question, directors indicated whether or not their school held a workshop or clinic prior to try-outs. Of these responses, more than half, eight (61 per cent), showed that a clinic or workshop was scheduled so that girls could learn and practice drill team techniques prior to
try-outs. Five (38 per cent) of the schools did not provide pre-training opportunities.

If the above answer is yes, is this workshop or clinic a prerequisite to becoming a drill team member?

Those directors who indicated that a workshop or clinic was held prior to try-outs were asked if this was a prerequisite to becoming a drill team member. Of the eight schools involved, two (25 per cent) required that a girl enroll in the workshop or clinic as a prerequisite. The other six (75 per cent) schools offer the training opportunity but do not make it mandatory to become a drill team member.

If girls are selected on the basis of try-outs, rank the following variables as judging factors with 1 (one) representing the most important

Variables used as judging factors in selecting drill team members are shown in Table 9. As indicated in the table, respondents were of the opinion that the most important variable in the selection of drill team members was rhythm. Personal appearance was the next most important item although timing rated a very close third. Dancing ability was ranked as the fourth most important item, followed closely by splits. The least important item used as a judging factor was high kicks.

Respondents also had the opportunity to list other variables they felt important as judging criteria. One director believed that the most important
TABLE 9. --Response to the statement"If girls are selected on the basis of tryouts, rank the following variables as judging factors with 1 (one) representing the most important."

<table>
<thead>
<tr>
<th>Variables</th>
<th>Average Rating</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Splits</td>
<td>4.6</td>
<td>5</td>
</tr>
<tr>
<td>High kicks</td>
<td>5.0</td>
<td>6</td>
</tr>
<tr>
<td>Personal appearance (height, weight, grooming, etc.)</td>
<td>2.5</td>
<td>2</td>
</tr>
<tr>
<td>Rhythm</td>
<td>1.6</td>
<td>1</td>
</tr>
<tr>
<td>Timing</td>
<td>2.6</td>
<td>3</td>
</tr>
<tr>
<td>Dancing ability</td>
<td>4.2</td>
<td>4</td>
</tr>
</tbody>
</table>

Another factor to consider was the girl's willingness to work outside of practice. Another listing was "general marching techniques," receiving a rating of 3 from the director listing this criterion. "Audience personality, being able to put on an entertaining march," was believed to be important to one director but no rating was given.

In your opinion, if a girl fails in her efforts to become a member of the drill team, does she experience any of the following feelings?

The feelings a girl may experience if she fails in her efforts to become a member of the drill team are shown in Table 10.

As can be seen in the table, more than half, seven (54 per cent), of the directors believe that a girl experiences a feeling of inadequacy if she fails to
TABLE 10.--Response to the question "In your opinion, if a girl fails in her efforts to become a member of the drill team, does she experience any of the following feelings?"

<table>
<thead>
<tr>
<th>Feelings</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A feeling of inadequacy</td>
<td>7</td>
<td>54</td>
</tr>
<tr>
<td>Loss of self-worth</td>
<td>5</td>
<td>38</td>
</tr>
<tr>
<td>Loss of self-confidence</td>
<td>6</td>
<td>46</td>
</tr>
<tr>
<td>No apparent emotional set-back</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td>Realizes the necessity of group selectivity</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>

become a member of the drill team. Closely related to this is a loss of self-confidence which six (46 per cent) directors believed was evident in girls who were not selected. Five (38 per cent) directors believed that the girls experienced loss of self-worth.

On the other hand, four (31 per cent) directors were of the opinion that the girls experienced no emotional setback while an equal number reported that the necessity of group selectivity was realized by the girls. One other comment made was that the reaction of a girl depended upon the individual's personality and values.

Do the regulars have uniforms?

Uniforms are an essential factor in establishing a desirable presentation and performance of the drill team. In response to the question of whether
or not "regulars" had uniforms, all 13 directors indicated that their school included these uniforms.

Do alternates have uniforms?

Some schools specify that the alternates have uniforms, while others do not. Six directors from those schools that include alternates in their drill team responded to the above question.

Four (67 per cent) of the schools do have alternates' uniforms. Only two (33 per cent) schools do not include this specification.

Who finances the uniforms?

The question as to who is responsible for financing the cost of uniforms is seen in Table 11. As illustrated, the girls and parents pay for the cost of the uniforms at eleven (85 per cent) of the schools. Only one (8 per cent) school completely financed the uniforms while one other school indicated that the school paid up to $10.00 per girl and the girls paid the balance of the cost.

TABLE 11.--Response to the question "Who finances the uniforms?"

<table>
<thead>
<tr>
<th>Financer</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls (parents)</td>
<td>11</td>
<td>85</td>
</tr>
<tr>
<td>School</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>
What is the approximate cost of one girl's uniform, including footwear?

Uniform costs may vary a great deal depending upon the appearance and effect desired by the director and drill team members. The approximate cost of each girl's uniform at the various schools is shown in Table 12.

TABLE 12.--Response to the question, "What is the approximate cost of one girl's uniform, including footwear?"

<table>
<thead>
<tr>
<th>Cost</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under $10</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>$10-$20</td>
<td>6</td>
<td>46</td>
</tr>
<tr>
<td>$21-$30</td>
<td>5</td>
<td>38</td>
</tr>
<tr>
<td>More than $30</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

As shown in the table, the majority of the schools have uniforms that cost between $10 and $30. Six (46 per cent) of the schools have a uniform cost of $10-$20 and five (38 per cent) have a uniform cost of $21-$30. Only two (15 per cent) schools have uniforms that cost under $10, indicating that a large majority of directors are of the opinion that more than $10 is needed for a suitable uniform.

None of the uniforms cost more than $30, showing it to be unnecessary for drill team attire to exceed that price.
Does the drill team perform at
school activities off campus?

Drill teams are often invited to perform at school activities off campus. Directors were asked to respond as to whether or not their school participated at school activities off campus.

Responses were almost evenly distributed between those drill teams that do participate at off-campus events and those that do not. Six (46 per cent) of the drill teams do perform away from the school while seven (54 per cent) do not.

If the above answer is yes, does the school provide for the transportation to and from these activities?

Many times, transportation to and from off-campus activities is difficult to arrange and may decrease opportunities for school drill teams to travel. From those six schools that have drill teams perform at "away" events, directors were asked to indicate whether or not the school provided for the transportation.

The majority of the schools, five (83 per cent), provide transportation to and from activities for their drill teams. Only one (17 per cent) school did not provide transportation.

For what time period is the drill team active?

The duration of time that the drill team is active during a school year may vary from school to school. Table 13 shows the period of activity for the
TABLE 13. --Response to the question "For what time period is the drill team active?"

<table>
<thead>
<tr>
<th>Time period</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>All year</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Football and basketball season only</td>
<td>7</td>
<td>54</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>31</td>
</tr>
</tbody>
</table>

As suspected from empirical evidence, most drill teams are active only during football and basketball seasons when most opportunities arise for performance. The number of schools participating during this time period only was seven (54 per cent).

Two (15 per cent) of the schools manage to keep their drill team active all year, participating at events other than half-time shows. Four directors took the opportunity to list other time periods that the drill team performed. Two stated that the time period included only basketball season. Another director indicated that the drill team practiced only for a big review held at the end of the school year but that the team marched in summer parades. One other additional comment made by a director was that her drill team was active only from December-March.
Are official practices held during the summer?

Many drill team members and directors believe that practices during the summer are necessary although the time varies according to the desires of each individual group. Directors from each of the 13 schools indicated whether or not practices were held during this time. From these responses, only four (31 per cent) of the schools include summer practices while nine (69 per cent) do not.

One director commented that summer practices are not held due to the fact that the drill team members are not selected until the beginning of the school year.

If the above answer is yes, how long do the girls practice during the summer?

The practice schedules for the four schools in this study that held summer practices are reported in Table 14.

<table>
<thead>
<tr>
<th>Time</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>All summer</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>One to four weeks before school starts</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>50</td>
</tr>
</tbody>
</table>
As shown in Table 14, only one (25 per cent) drill team deems it necessary to practice all summer while another practices for a shorter period, 1 to 4 weeks before school begins. Two (50 per cent) directors took the opportunity of indicating other time periods in which the drill team practiced during the summer. One stated that practice began 2 months before school started. The other director gave no specific time period that the team met but commented that the girls had uniform meetings and a few practices during the summer months.

When does the drill team practice during the regular year?

Drill teams practice during the school year when it is most convenient for those involved and when needed facilities are available. Table 15 shows the various times that drill teams meet.

<table>
<thead>
<tr>
<th>Time</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before school</td>
<td>6</td>
<td>46</td>
</tr>
<tr>
<td>After school</td>
<td>7</td>
<td>54</td>
</tr>
<tr>
<td>Noon</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>Saturdays</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Designated class period</td>
<td>8</td>
<td>62</td>
</tr>
</tbody>
</table>
As shown in Table 15, more than half of the drill teams have a designated class period during the day whereby they may meet regularly without having to schedule practice sessions. Eight (62 per cent) schools found this time to be the most convenient. One of these schools met during a designated class period for the entire student body, a study period.

Another meeting time nearly as popular as a designated class period was meeting after school. This involved seven (54 per cent) of the schools. Nearly as many of the drill teams, six (46 per cent), met before school.

The school noon hour was used by two (15 per cent) of the drill teams. Outside of the school week, Saturdays were used as times to practices by only two (15 per cent) of the schools. The data would indicate that some of the schools use more than one practice session since 26 time periods were listed from 13 drill teams.

Does participation as a member of the drill team fill a girl's physical education requirement for the year?

Drill team directors were asked to respond to the question as to whether or not drill team participation filled a girl's physical education requirement for the year. From these responses it was clearly shown that most of the schools, ten (77 per cent), do not allow this substitution. Three (23 per cent) of the schools accept such an arrangement for those girls who were physically active in the drill team.
Does the drill team require more of your time than you'd like?

All of the directors responding to the above question indicated that the drill team did not take more of their time than they would like.

What roles do you play?

Those in charge of the drill team may have various roles which requires different responsibilities. The extent to which these respondents participated in these various roles is shown in Table 16.

TABLE 16. -- Response to the question "What roles do you play?"

<table>
<thead>
<tr>
<th>Roles</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor, director</td>
<td>11</td>
<td>85</td>
</tr>
<tr>
<td>Instructor in techniques</td>
<td>10</td>
<td>77</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Teachers in charge of drill teams usually play the role of advisor and director. As seen in the above table, eleven (85 per cent) indicated that their responsibilities fell in this category. Ten (77 per cent) of the teachers instruct in techniques. This is contrary to many high school and college drill teams that leave the responsibility of instruction with individual drill team members, particularly those who hold leadership positions, such as president, drill mistress, sargeant, captain, etc.
In your opinion, do the girls receive unnecessary pressure to belong to a drill team?

Directors were asked to indicate whether or not they felt that the girls received unnecessary pressure from others to belong to a drill team. All 13 responses illustrated the belief that the girls tried out and joined the team for their individual desires rather than because of outside pressures.

Do you have difficulty getting appropriate facilities where your drill team can practice?

Because some drill teams have difficulty arranging for facilities where they may practice, directors were asked to indicate the extent to which this is true. Eight (62 per cent) of the teams do not have difficulty arranging for these facilities while five (38 per cent) find this to be a problem which can interfere with the overall drill team program.

To what degree do the following support your drill team?

The extent to which the drill team is supported by various individuals and groups is shown in Table 17.

The mean rating above was determined from a scale of three points, two points, and one point for responses of "a great deal," "some," "a little," respectively. As indicated, directors were of the opinion that the school principal supported the drill team more than any other group, as shown by the mean rating of 2.54. The faculty and students gave about the same degree of
TABLE 17. --Response to the question "To what degree do the following support your drill team?"

<table>
<thead>
<tr>
<th>Groups</th>
<th>Mean rating</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration at District Level</td>
<td>1.15</td>
<td>5</td>
</tr>
<tr>
<td>Principal</td>
<td>2.54</td>
<td>1</td>
</tr>
<tr>
<td>Faculty</td>
<td>2.38</td>
<td>2</td>
</tr>
<tr>
<td>Men's physical education staff</td>
<td>2.0</td>
<td>4</td>
</tr>
<tr>
<td>Students, excluding drill team members</td>
<td>2.31</td>
<td>3</td>
</tr>
</tbody>
</table>

support, with mean ratings of 2.38 and 2.31. Surprisingly, in the opinion of the drill team directors, students showed less support as a group than the principal and faculty.

The directors indicated that the men's physical education staff didn't give the drill team nearly as much support as the principal, faculty, students, and women's physical education staff. The administration at the district level gave the least amount of support in the opinion of drill team directors, indicated by a mean rating of only 1.15.

What leadership pattern does the drill team have?

A drill team generally has an organizational pattern where girls can assume leadership positions. These patterns and the extent to which they are used are shown in Table 18.
TABLE 18. Response to the question "What leadership pattern does the drill team have?"

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Pres., vice-pres., etc.</td>
<td>7</td>
<td>54</td>
</tr>
<tr>
<td>Military style: captain, sargeant, etc.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Squad leaders</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>23</td>
</tr>
</tbody>
</table>

The most common type of leadership pattern, used by seven (54 per cent) of the schools is president, vice-president, etc. Two schools (15 per cent) make use of squad leaders while a like number had no type of leadership positions. Three (23 per cent) directors took the opportunity of listing the method they included in their drill teams. One indicated that a captain and co-captain were selected while another selected a drill mistress and four assistants. One director chose different girls periodically to compose marches.

Do you have a constitution?

Directors were asked to respond to the above question to illustrate the extent to which they find the need of a constitution. Although a constitution is generally used for organizational purposes and as a reference for questions arising in regards to procedure, most of the schools, eight (62 per cent), do
not find the need or desire to establish one. Some schools, five (38 per cent),
did include a constitution in its drill team organization.

Who was responsible for designing the constitution?

The content of a constitution may depend upon who is responsible for its composition. Directors were asked to indicate whether the advisor only, girls only, or the advisor and girls comprised those involved in designing the constitution. Of the five schools that have a constitution, all of them had the constitution composed by both the advisor and girls.

Do you believe that a drill team adds to school spirit?

The opinion of the respondents as to whether or not drill teams are accomplishing the purpose of adding to school spirit showed that all 13 believed that the teams did promote school spirit. This unanimous opinion certainly illustrates one of the attributes that a drill team has to offer a school.

Do you believe that a drill team contributes to the objectives of general education and physical education?

Drill team directors were asked to indicate whether or not they believed that the objectives of general education and physical education were in harmony with the objectives of their drill teams. The majority of them, by far, believed that a drill team met the objectives of general education and physical education which adds merit to the program as to its foundation and outcomes.
Only three (23 per cent) of the respondents felt that a drill team did not meet the objectives of general education and only one (8 per cent) did not believe it met the objectives of physical education.

To what extent does a drill team develop the following qualities?

Personal qualities, and the extent to which directors feel they are developed in participants, are shown in Table 19.

<table>
<thead>
<tr>
<th>Qualities</th>
<th>Mean rating</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>2.61</td>
<td>2</td>
</tr>
<tr>
<td>Self-confidence</td>
<td>2.69</td>
<td>1</td>
</tr>
<tr>
<td>Skill</td>
<td>2.00</td>
<td>5</td>
</tr>
<tr>
<td>Physical fitness</td>
<td>1.92</td>
<td>6</td>
</tr>
<tr>
<td>Poise and grace</td>
<td>2.30</td>
<td>4</td>
</tr>
<tr>
<td>Group loyalty</td>
<td>2.38</td>
<td>3</td>
</tr>
<tr>
<td>Social characteristics</td>
<td>2.30</td>
<td>4</td>
</tr>
</tbody>
</table>

The mean rating above was determined from a scale of three points, two points, and one point for responses of "a great deal," "some," "a little," respectively.
According to directors who have watched girls progress and develop, self-confidence is the quality developed the most in drill team members, shown by a mean rating of 2.69. Leadership qualities were believed to be developed nearly as much as self-confidence and received a mean rating of 2.61. Social characteristics and poise and grace both received a mean rating of 2.30. More important than these two qualities was group loyalty, which showed a rating of 2.38.

On the other hand, the physical qualities of skill and physical fitness were not believed to be developed to the extent that the social factors were. Skill received only a mean rating of 2.0 and physical fitness, 1.92.

_Do the girls on the drill team form cliques, not associating with other girls?_

The data received in response to the above question refutes the claims by many that girls on drill teams form cliques, not associating with other students, and thus creating feelings of jealousy and disunity. Respondents agreed, 100 per cent, that the drill team members did not become "cliquish" or unassociated with other students.

_Do you believe that a junior high school drill team encourages girls to "grow up too fast"?_

Director almost unanimously (92 per cent) believe that drill teams do not encourage girls to "grow up too fast." Only one respondent felt that this type of program encouraged premature "growing up." This evidence does not support
the claim by many that a drill team program should not be offered too soon to girls and that participation of this nature should be postponed until high school.

Are drill teams desirable so that girls with talent in this area can express and develop this talent?

Directors were asked to indicate whether or not drill teams were desirable so that talented girls could express and develop this talent. In response, twelve (92 per cent) believed that drill teams were desirable for this reason. Only one (8 per cent) respondent disagreed that this expression and development was favorable.

Would you recommend that drill teams be organized at the junior high level?

Twelve out of the thirteen directors reported that a drill team is recommended at the junior high level. One comment made was that this program is recommended if it is wanted and can be worked into the school curriculum. Only one (8 per cent) director believed that the organization of a junior high drill team was not advisable.

Are the drill team members required to obtain and maintain a certain grade point average?

Girls who participate on a drill team are usually required to maintain a certain grade point average to insure that the activity does not interfere with their academic standing. Directors were asked to indicate whether or not their drill teams had such a requirement. Ten (77 per cent) of the schools did
What grade point average is required?

In compliance with a grade point average requirement, each school sets the minimum grade point average a girl may earn in order to become and remain a member of the drill team. Table 36 lists some common requirements and the director's responses.

TABLE 20. --Response to question "If the above answer is yes, what grade point average is required?"

<table>
<thead>
<tr>
<th>Grade point average</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>3</td>
<td>33</td>
</tr>
<tr>
<td>2.5</td>
<td>3</td>
<td>33</td>
</tr>
<tr>
<td>2.0</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>22</td>
</tr>
</tbody>
</table>

Of the ten schools that require a certain grade point average, only nine directors gave its numerical grade point average requirement. Three (33 per cent) of the schools required a 3.0 while the same number required a 2.5. Only one (8 per cent) school required a 2.0. Two directors listed other requirements other than those mentioned. One commented that the school did not have grades but that the girls must be passing in all areas. Another indicated a 2.7 requirement with a passing grade in all areas and no U's in citizenship. A citizenship
requirement was listed by one other director who stated that a girl must not have any U's in citizenship and no more than two N's.

Responses from Physical Education Department Heads at Schools that do not have a Precision Drill Team

The data in this section is comprised of responses from thirty-eight physical education department heads at those junior high schools that do not include a precision drill team in the school curriculum.

Would you like to see a drill team organized at your school?

Physical education department heads were asked whether or not they would like to see a drill team organized at their school. The findings indicated that twenty-nine (76 per cent) of the teachers would not like to see a drill team organized at their school. By the same token, eight (21 per cent) of the teachers would like to organize a drill team despite the reasons why they have not.

What factors do you feel contribute to the fact that your school does not have a drill team?

Respondents were asked to indicate whether or not various factors contributed to the fact that their schools did not have drill teams, as shown in Table 21.
TABLE 21.--Response to the question "What factors do you feel contribute to the fact that your school does not have a drill team?"

<table>
<thead>
<tr>
<th>Factors</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>District policy</td>
<td>29</td>
<td>76</td>
</tr>
<tr>
<td>Principal's philosophy</td>
<td>19</td>
<td>50</td>
</tr>
<tr>
<td>Opposition of faculty</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>Opposition of parents</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Lack of interest on part of girl's physical education staff</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>Lack of athletic program</td>
<td>10</td>
<td>26</td>
</tr>
</tbody>
</table>

As can be seen in the table, district policy was the major factor contributing to the fact that the schools did not have a drill team. One teacher commented that the district was experiencing financial difficulties while another said that disapproval was mainly based on the fact that all students were bussed and extracurricular activities of any nature created transportation problems. An additional comment was that the district policy discouraging drill teams was not a written law but just a "word of mouth" assumption. An interesting point was that two of the schools had a "marching group" but would not call it a precision drill team because of district policy. The second most contributing factor from any group was the principal's philosophy. Nineteen (50 per cent) of the respondents believed the principals supported the fact that the school did not have an organized drill team.
The third ranking factor which contributed to the school not having a drill team was the lack of an athletic program. The drill team would not have games where they could perform at half time. In addition, one teacher claimed that the girls would have no place to practice.

Nine (26 per cent) teachers claimed that the girl's physical education staff lacked interest in promoting a drill team and indicated reasons for this lack of interest. One teacher indicated that she handled the girl's intramural and extramural sports and would not have the time to direct a drill team. Another claimed that she would have no time because she advised the cheerleaders and pep club and did all the coaching for sports. Another stated that she lacked interest because she had no experience and training in this area and would feel very inadequate.

The fifth most important factor listed in the table was voiced by seven (18 per cent) schools—faculty opposition. Parents showed the least amount of opposition, such opposition being indicated in five (13 per cent) of the schools.

One teacher made an additional comment, claiming there were no reasons why her school did not have a precision drill team.

Have girls expressed a desire to organize a drill team at your school?

Respondents were asked to indicate whether or not girls at their school had expressed a desire to organize a drill team. Their responses indicated that twenty (53 per cent) had had girls show this desire while nearly as many, eighteen (47 per cent), had not received this interest from students.
Are there adequate facilities at your school for a drill team to practice?

In response to the question above, nineteen (50 per cent) schools do have adequate facilities for a drill team to practice while the same number of schools do not.

Would you be willing to advise a drill team?

Physical education teachers were asked whether or not they would be willing to advise a drill team. Of the group, twenty-one (55 per cent) indicated they would. One teacher commented, however, that this advisement would have to be done during the school day only.

Sixteen (42 per cent) teachers would not be willing to advise a drill team. One commented that she would not have the time.

Have you had any experience or training with drill teams?

Because training in drill team techniques is often unavailable to those who desire instruction, respondents were asked to indicate whether or not they had had any training or experience related to this activity. Data showed that the majority of the respondents, thirty (79 per cent), had a background of training or experience. Only eight (21 per cent) were unexperienced.

In your opinion, does a drill team contribute to the objectives of general education and physical education?

Physical education department heads were asked to give their opinion as to whether or not a drill team met the objectives of general education and
physical education. Twenty-six (68 per cent) of the teachers believed that a
drill team met the objectives of general education and only twelve (32 per cent)
were of the opinion that it did not.

That a drill team contributes to the objectives of physical education was
believed by thirty-one (82 per cent) of the respondents. Only seven (18 per cent)
indicated that a drill team did not contribute to these objectives.

In your opinion, to what extent would a
drill team develop the following qualities
in those participating?

An integral part of analyzing a program is to evaluate the qualities it
could develop in those participating. Table 22 lists some of these qualities and
the extent to which they are developed in the opinion of the respondents.

TABLE 22.--Response to the question "In your opinion, to what extent would a
drill team develop the following qualities in those participating?"

<table>
<thead>
<tr>
<th>Qualities</th>
<th>Mean rating</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>2.05</td>
<td>4</td>
</tr>
<tr>
<td>Self-confidence</td>
<td>2.31</td>
<td>1</td>
</tr>
<tr>
<td>Skill</td>
<td>1.94</td>
<td>7</td>
</tr>
<tr>
<td>Physical fitness</td>
<td>2.05</td>
<td>4</td>
</tr>
<tr>
<td>Poise and grade</td>
<td>2.26</td>
<td>2</td>
</tr>
<tr>
<td>Group loyalty</td>
<td>2.05</td>
<td>4</td>
</tr>
<tr>
<td>Social characteristics</td>
<td>2.02</td>
<td>6</td>
</tr>
</tbody>
</table>
The mean rating above was determined from a scale of three points, two points, and one point for responses of "a great deal," "some," "a little," respectively.

Six of the above seven qualities were believed to be developed "a great deal" by at least 45 per cent of the respondents. Rated number one as being the quality developed the most in participants was self-confidence. Poise and grace rated a close second to this.

The qualities rated closely together as the third most important were physical fitness, leadership, and group loyalty. Social characteristics was ranked sixth and skill, seventh.

Would a drill team add to school spirit?

Respondents were asked to indicate whether or not they believed a drill team added to school spirit. More than half, twenty-two (58 per cent), were of the opinion that a drill team would add to school spirit. Ten (26 per cent) teachers believed it would not.

Does a drill team at the junior high level encourage girls to "grow up too fast?"

Physical education department heads were asked to respond to the above question and indicate the extent to which they believed it true. Twenty-three (61 per cent) teachers were of the opinion that a drill team did encourage girls to "grow up too fast" while nine (24 per cent) believed it did not.
Are drill teams desirable so that girls with talent in this area can express and develop this talent?

Many school activities are considered desirable so that students with talent in an area can express and develop their talent and receive some recognition for their efforts. Because of this, teachers were asked to express their opinion as to whether or not a drill team is desirable for this reason.

The majority of the teachers, twenty-one (55 per cent), indicated that a drill team was desirable so that girls could express and develop their talent. Eleven (29 per cent) teachers did not believe that a drill team was desirable for these reasons and six (16 per cent) gave no opinion.

Responses from Drill Team Members

The data treated in this section is comprised of responses from 56 drill team members in three selected junior high schools. Because some girls did not answer all of the questions in the questionnaire, response percentages are based upon the number of girls that answered each question.

Prior to becoming a drill team member, how many years of instruction in dance or marching skills did you have?

Before becoming a drill team member, a girl may have had a background of experience in dance or marching skills which could influence her attitude and drill performance ability. Each girl's response as to her years of experience is shown in Table 23.
TABLE 23. --Response to the question "Prior to becoming a drill team member, how many years of instruction in dance or marching skills did you have?"

<table>
<thead>
<tr>
<th>Number of years</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>1</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>2-3</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>4 or more</td>
<td>14</td>
<td>25</td>
</tr>
</tbody>
</table>

Fourteen (25 per cent) of the girls have had 4 or more years of instruction in dance or marching skills while the same number of girls have had no years of instruction. The category including the greatest percentage of girls is 2–3 years of instruction where seventeen (30 per cent) responded. Eleven (20 per cent) of the girls had experienced 1 year of dance or marching instruction.

Should a workshop or clinic in learning skills of precision drill be held so that girls have an opportunity to learn and practice these skills prior to the selection of drill team members?

Girls may desire that a workshop or clinic in learning skills of precision drill be held so that they may learn and practice drill team techniques. Fifty-five (98 per cent) girls indicated that this pre-training was desirable while only one (2 per cent) believed otherwise.
Rank the following variables as judging factors with 1 (one) representing the most important.

Several factors are usually used as criteria for selecting drill team members. Girls were asked to rank selected factors as to the extent of their importance, as shown in Table 24.

TABLE 24.--Response to the statement "Rank the following variables as judging factors with 1 (one) representing the most important."

<table>
<thead>
<tr>
<th>Variables</th>
<th>Average Ranking</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Splits</td>
<td>5.0</td>
<td>5.5</td>
</tr>
<tr>
<td>High kicks</td>
<td>3.9</td>
<td>4</td>
</tr>
<tr>
<td>Personal appearance (height, weight, grooming, etc.)</td>
<td>2.5</td>
<td>3</td>
</tr>
<tr>
<td>Rhythm</td>
<td>2.2</td>
<td>1</td>
</tr>
<tr>
<td>Timing</td>
<td>2.3</td>
<td>2</td>
</tr>
<tr>
<td>Dancing ability</td>
<td>5.0</td>
<td>5.5</td>
</tr>
</tbody>
</table>

The most important variable, rhythm, received an average ranking of 2.2. Timing was believed to be almost as important as shown by its average ranking of 2.3. The third most important variable, receiving an average ranking of 2.5, was personal appearance. The fourth ranking variable was high kicks followed by two variables that both had an average ranking of 5.0--splits and dancing ability.
Several girls took the opportunity to indicate other judging factors believed to be important. Five girls listed marching techniques with an average ranking of 3.2. Other individual factors listed along with the believed ranks of importance are as follows: ability to get along with others, 2; performance, 2; precision, 4; smile, 4; attitude, 4; how well the girl works and looks with others, 4; dependability and responsibility, 5; sharpness, 7.

**In which price range should uniform costs fall?**

The purchase of uniforms often promotes the question of their expense. Table 25 shows the girls' responses as to which price range uniform costs should fall.

<table>
<thead>
<tr>
<th>Price</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under $10</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>$10-$20</td>
<td>26</td>
<td>46</td>
</tr>
<tr>
<td>$21-$30</td>
<td>19</td>
<td>34</td>
</tr>
<tr>
<td>More than $30</td>
<td>6</td>
<td>11</td>
</tr>
</tbody>
</table>

As indicated, the largest percentages of girls, twenty-six (46 per cent), believed that a $10-$20 price range was desirable for the cost of a uniform. Nearly as many girls, nineteen (34 per cent), thought a $21-$30 range was
more desirable. Only six (11 per cent) girls were of the opinion that more
than $30 was needed for a uniform while nearly as many girls, five (9 per cent),
believed that under $10 was sufficient.

Whom do you think should pay for the
uniform?

Girls were asked to respond as to whom they though should be responsi-
ble for the expense of the uniforms. These responses are shown in Table 26.

TABLE 26. --Response to the question "Whom do you think should pay for the
uniform?"

<table>
<thead>
<tr>
<th>Variables</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>Girls</td>
<td>46</td>
<td>82</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

As shown, the majority of the respondents, forty-six (82 per cent),
believed that the girls or parents should pay for the uniforms. Nine (16 per cent)
indicated that the school should be responsible for the expense. One girl listed
another alternative, that the source of uniform cost should come partly from the
girls and partly from a school fund.
Do the drill team practices and performances demand too much of your time?

Drill team members were asked to indicate whether or not their practices and performances demanded too much of their time. Fifty-three (95 per cent) of the girls believed that the practices and performances were not too demanding while three (5 per cent) indicated otherwise.

If the above answer is yes, does this interfere with your school work and academic standing?

The three girls who indicated that the drill team practices and performances demanded too much of their time were asked whether or not this interfered with their school work or academic standing. One (33 per cent) girl claimed that the drill team did interfere with her academic standing while two (67 per cent) girls indicated that it did not.

When would you prefer to have your drill team practice?

Table 27 illustrates when the drill team members would prefer to practice.

The majority of the girls, forty (71 per cent), prefer to practice during the school day in a designated class period. Not nearly as many prefer to practice before school, thirteen (23 per cent), or after school, eleven (20 per cent). Only four (7 per cent) girls desire practices on Saturdays while none like to practice during the school noon hour.
TABLE 27. —Response to the question "When would you prefer to have your drill team practices?"

<table>
<thead>
<tr>
<th>Time</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before school</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>After school</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>Noon</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Saturdays</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Designated class period during the school day</td>
<td>40</td>
<td>71</td>
</tr>
</tbody>
</table>

Have you received pressure from anyone to belong to the precision drill team?

In response to the above question, sixteen (29 per cent) of the girls had received pressure from others to belong to the drill team. The majority of the girls, thirty-six (64 per cent), had not experienced any pressure. Four (7 per cent) girls failed to respond to the question.

If the above answer is yes, from whom did you receive this pressure?

The sixteen girls who received pressure to belong to the drill team were asked to indicate from whom they received this pressure. Five (31 per cent) were pressured by parents and fourteen (88 per cent), by friends. The latter percentage strongly suggests the influence of peers.
If the above #9 is yes, was this the only reason why you tried out for the drill team?

The same sixteen girls were asked to indicate whether or not this pressure was the only reason why they tried out for the team. The majority, fifteen (94 per cent) of the girls, stated that this was not the only reason for trying out. One (6 per cent) girl claimed that she tried out for the drill team only because of this pressure from others.

Do you believe that the drill team adds to school spirit?

In response to the above question, all fifty-six of the girls believed that a drill team added to school spirit.

Do the girls on the drill team form cliques, not associating with other girls?

Respondents were asked whether or not drill team members formed cliques, not associating with other girls. A majority, forty-nine (87 per cent), of the girls believed that this did not occur while seven (13 per cent) believed that cliques did form.

To what extent does a drill team develop the following qualities?

Drill team programs are often expected to develop certain qualities in the girls. Drill team members were asked to indicate the extent to which this is true, as shown in Table 28.
TABLE 28. --Response to the question "To what extent does a drill team develop the following qualities?"

<table>
<thead>
<tr>
<th>Qualities</th>
<th>Mean rating</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>2.10</td>
<td>7</td>
</tr>
<tr>
<td>Self-confidence</td>
<td>2.60</td>
<td>2</td>
</tr>
<tr>
<td>Skill</td>
<td>2.66</td>
<td>1</td>
</tr>
<tr>
<td>Physical fitness</td>
<td>2.37</td>
<td>3</td>
</tr>
<tr>
<td>Poise and grace</td>
<td>2.35</td>
<td>4</td>
</tr>
<tr>
<td>Group loyalty</td>
<td>2.29</td>
<td>5</td>
</tr>
<tr>
<td>Social characteristics</td>
<td>2.27</td>
<td>6</td>
</tr>
</tbody>
</table>

The mean rating above was determined from a scale of three points, two points, and one point for responses of "a great deal," "some," "a little," respectively.

As shown above, drill team members believed the quality developed to the greatest extent was skill which received a mean rating of 2.66. A close second 2.50 mean rating for self-confidence showed it to be the next most important quality. The third ranking quality developed was physical fitness, shown by its mean rating of 2.37, followed by a 2.29 mean rating for group loyalty. Social characteristics was thought to be the sixth most important quality and leadership was believed to be the quality developed to the least extent.
Why did you want to become a member of the drill team?

Girls may be motivated to become a drill team member for various reasons. Some of these reasons and the extent to which the girls joined the drill team because of these motives are shown in Table 29.

TABLE 29. --Response to the question "Why did you want to become a member of the drill team?"

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Popularity</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Service to school</td>
<td>21</td>
<td>38</td>
</tr>
<tr>
<td>Desire to perform</td>
<td>29</td>
<td>52</td>
</tr>
<tr>
<td>Interest in the activity</td>
<td>46</td>
<td>82</td>
</tr>
<tr>
<td>Involvement with friends</td>
<td>32</td>
<td>57</td>
</tr>
<tr>
<td>Develop talent</td>
<td>26</td>
<td>46</td>
</tr>
</tbody>
</table>

Table 29 indicates that the greatest majority of the girls, forty-six (82 per cent), desired membership in the drill team because of interest in the activity. Thirty-two (57 per cent) believed that involvement with friends was a major reason.

The desire to perform was indicated by twenty-nine (52 per cent) of the girls to be an important factor that motivated them to become a drill team member. Twenty-six (46 per cent) believed the opportunity to develop talent
was one of their reasons. Fewer girls, twenty-one (34 per cent), wanted to be a drill team member so that they could be of service to the school while only two (4 per cent) indicated that popularity was a motive.

Have feelings of jealousy been shown toward drill team members from those who are not members of the drill team?

Drill team members were asked to indicate whether or not feelings of jealousy were shown from non-drill team members. More than half of the girls, thirty-one (55 per cent), believed that feelings of jealousy were shown. Nearly as many girls, twenty-five (45 per cent), believed that these feelings were not apparent.

If the above answer is yes, does this create disunity within the school?

Those thirty-one girls who believed that non-drill team members showed feelings of jealousy toward drill team members were asked to indicate whether or not this created disunity within the school. In response, the majority of the girls, twenty-six (84 per cent), believed that disunity within the school was not created as a result of these feelings. Only five (16 per cent) believed that disunity was a result of these feelings.

On the basis of your experience as a member of the drill team, do you feel it is good to have drill teams in the junior high schools?

The response to the above question was 100 per cent in favor of having drill teams at the junior high school level. This unanimous belief, based on the
girls' experience as a drill team member, indicated positive feelings toward their drill team experiences.

Responses from Non-Drill Team Members

The data treated in this section is composed of responses of 416 girls in three selected junior high schools who are not members of the school drill team. Due to the fact that some girls did not answer every question, response percentages were based upon the number of responses rather than the entire group of 416.

Would you like to be a member of the girls' precision drill team?

Non-drill team members were asked to indicate whether or not they would like to be a member of the girls' precision drill team. The majority of the girls, 290 (70 per cent), claimed that they would desire membership. Nearly one-third of the girls, 126 (30 per cent), would not.

Have you received pressure from any one to belong to the precision drill team?

In response to the above question, the majority of the girls, 303 (73 per cent), had not received pressure from any one to belong to the drill team. Some girls, 113 (27 per cent), indicated that they were pressured by others.
If the above answer is yes, from whom did you receive this pressure?

Girls who had received pressure from others to join the drill team were asked to indicate from whom. The majority of the girls, ninety-six (85 per cent), received pressure from friends. Forty-two (37 per cent) girls received pressure from parents. Thirteen (12 per cent) listed others whom they received pressure from. Six girls were pressured by a sister and two, by a teacher. Single comments made were: everyone, grandparents, cousins, brothers and relatives, and myself.

Did you try out for the drill team?

Girls were asked to indicate whether or not they had tried out for the drill team. The majority of the girls, 340 (82 per cent), did not. Only sixty-nine (17 per cent) girls did try out. An interesting observation is that 70 per cent of the girls indicated that they would like to be a member of the drill team but only 17 per cent tried out.

If the above answer is yes, did you, after failing to become a drill team member, experience any of the following feelings?

The belief is held by many that try-outs of any nature are undesirable because students who fail in their efforts may experience feelings detrimental to their self-concept. Girls who tried out for the drill team, but who were not selected, were asked to indicate the extent of their feelings as a result of this. The responses are illustrated in Table 30.
TABLE 30. — Response to the question "If the above answer is yes, did you, after failing to become a drill team member, experience any of the following feelings?"

<table>
<thead>
<tr>
<th>Feelings</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A feeling of inadequacy</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>Loss of self-worth</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Loss of self-confidence</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>No apparent emotional setback</td>
<td>28</td>
<td>41</td>
</tr>
<tr>
<td>Realize the necessity of group selectivity</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>Other</td>
<td>18</td>
<td>26</td>
</tr>
</tbody>
</table>

As shown in Table 30, nearly half, twenty-eight (41 per cent), of the girls experienced no emotional set-back after failing to become a drill team member. Fourteen (20 per cent) realized the necessity of group selectivity. On the other hand, thirteen (19 per cent) girls indicated that they experienced a feeling of inadequacy while the same number felt a loss of self-confidence. Only eight (12 per cent) girls experienced a loss of self-worth.

Eighteen girls (26 per cent) took the opportunity to list other feelings they experienced. Nine girls indicated that they had no real feelings at all. Three girls believed that they weren't selected to be a drill team member because they weren't popular enough. Other feelings listed were as follows: "didn't really matter," "didn't practice enough," "happy because friends made it," "realized I should have worked harder," and "now had a choice to be a
cheerleader." One girl commented that she dropped out of the try-outs when she thought she would not be selected.

If the answer to the above #4 is no, what are the reasons for not trying out for the drill team?

Those 340 girls that did not try out for the drill team were asked to indicate reasons for this decision, with their responses being shown in Table 31.

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of interest</td>
<td>87</td>
<td>26</td>
</tr>
<tr>
<td>Lack of ability</td>
<td>70</td>
<td>21</td>
</tr>
<tr>
<td>Fear of not becoming a drill team member</td>
<td>49</td>
<td>14</td>
</tr>
<tr>
<td>Incompatibility with other girls on drill team</td>
<td>22</td>
<td>6</td>
</tr>
<tr>
<td>Incompatibility with advisor of drill team</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Lack of time</td>
<td>67</td>
<td>20</td>
</tr>
<tr>
<td>Fear of unfair judging</td>
<td>19</td>
<td>6</td>
</tr>
</tbody>
</table>

The table illustrates that the greatest reason why girls did not try out for the drill team was lack of interest. Eighty-seven (26 per cent) indicated this feeling. Nearly as many girls, seventy (21 per cent), believed that they
had a lack of ability while sixty-seven (20 per cent) indicated that they didn't have the time.

Approximately one-seventh of the girls, forty-nine (14 per cent), did not try out for the drill team because they had a fear of not being selected. Only nineteen (6 per cent) girls feared unfair judging.

Some girls, twenty two (6 per cent), believed that they were incompatible with other girls on the drill team. Only eight (2 per cent) were incompatible with the drill team advisor.

*Do the girls on the drill team form cliques, not associating with other students?*

In response to the above question, the majority of the non-drill team members, 260 (66 per cent), were of the opinion that the girls on the drill team did not form cliques. Approximately half of that number of girls, 133 (34 per cent) believed that cliques were formed.

*Do you believe that the drill team adds to school spirit?*

The majority of the girls, 369 (92 per cent), believed that a drill team added to school spirit. Only thirty-four (8 per cent) believed it did not.

*Have feelings of jealousy been shown toward drill team members from those who are not members of the drill team?*

Girls were asked to indicate whether or not feelings of jealousy had been shown toward drill team members from those who were not members of
the drill team. In response, the majority of the girls, 283 (71 per cent), believed that these feelings had not been shown while 114 (29 per cent) were of the opinion that they had.

If the above answer is yes, does this create disunity within the school?

Those 114 girls who believed that feelings of jealousy had been shown from non-drill team members towards drill team members were asked to indicate whether or not these feelings created disunity within the school. More than half of the girls, seventy-five (66 per cent) believed that disunity was not created. Thirty-nine (34 per cent) girls believed otherwise.

Do you feel there should be a girls' precision drill team in the junior high schools?

In response to the above question, nearly all of the girls, 370 (92 per cent) believed that there should be a drill team in the junior high schools. Only thirty-four (8 per cent) were of the opinion that junior high schools should not have a drill team. One girl commented that she believed a drill team should be in the junior high schools only if the members are selected fairly, rather than selecting only the popular girls.

Comparison of Group Responses on Common Questions

Data in this section is comprised of comparisons of group responses on common questions.
Drill team directors and drill team members

The statement "If girls are selected on the basis of try-outs, rank the following variables as judging factors with 1 (one) representing the most important," was directed at two groups, drill team directors and drill team members, for ranking. The results of these findings are shown in Table 32.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Drill team directors</th>
<th>Drill team members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average ranking</td>
<td>Rank</td>
</tr>
<tr>
<td>Splits</td>
<td>4.6</td>
<td>5</td>
</tr>
<tr>
<td>High kicks</td>
<td>5.0</td>
<td>6</td>
</tr>
<tr>
<td>Personal appearance</td>
<td>2.5</td>
<td>2</td>
</tr>
<tr>
<td>Rhythm</td>
<td>1.5</td>
<td>1</td>
</tr>
<tr>
<td>Timing</td>
<td>2.6</td>
<td>3</td>
</tr>
<tr>
<td>Dancing ability</td>
<td>4.2</td>
<td>4</td>
</tr>
</tbody>
</table>

As shown in the above table, the variable ranked as being the most important in both groups was rhythm. The second and third most important factor, according to drill team directors, was personal appearance and timing. Drill team members agreed that personal appearance and timing were the second and third most important factors, but in reverse order.
Drill team directors believed that dancing ability was the fourth most important judging factor while drill team members believed high kicks to be fourth in importance. Drill team directors indicated that high kicks were the least important judging factor.

Splits were the fifth most important factor, according to drill team directors. Members gave splits and dancing ability a ranking of 5.5. Based on the item rankings determined for the two groups, a correlation coefficient of .76 was found to exist between the two.

Drill team directors and non-drill team members

The question "In your opinion, if a girl fails in her efforts to become a member of the drill team, does she experience any of the following feelings?" was asked of two groups. These findings are illustrated in Table 33.

TABLE 33.--Response to the question "In your opinion, if a girl fails in her efforts to become a member of the drill team, does she experience any of the following feelings?"

<table>
<thead>
<tr>
<th>Feelings</th>
<th>Drill team directors</th>
<th>Non-drill team members</th>
</tr>
</thead>
<tbody>
<tr>
<td>A feeling of inadequacy</td>
<td>No. 7 Per cent 54</td>
<td>No. 13 Per cent 19</td>
</tr>
<tr>
<td>Loss of self-worth</td>
<td>No. 5 Per cent 38</td>
<td>No. 8 Per cent 12</td>
</tr>
<tr>
<td>Loss of self-confidence</td>
<td>No. 6 Per cent 46</td>
<td>No. 13 Per cent 19</td>
</tr>
<tr>
<td>No apparent emotional set-back</td>
<td>No. 4 Per cent 31</td>
<td>No. 28 Per cent 41</td>
</tr>
<tr>
<td>Realizes the necessity of group selectivity</td>
<td>No. 4 Per cent 31</td>
<td>No. 14 Per cent 20</td>
</tr>
<tr>
<td>Other</td>
<td>No. 1 Per cent 8</td>
<td>No. 18 Per cent 26</td>
</tr>
</tbody>
</table>
As shown in the above table, the drill team directors and non-drill team members differed in their opinions as to the feelings a girl experienced when she failed to become a drill team member.

The greatest percentage of drill team directors, seven (54 per cent), believed that a girl experienced feelings of inadequacy while only thirteen (19 per cent) non-drill team members indicated that they had these feelings. Six (46 per cent) directors believed that a loss of self-confidence was a result of a girl failing in her efforts. Only thirteen (19 per cent) girls believed that they experienced a loss of self-confidence.

A loss of self-worth was believed to be a feeling experienced by the girls according to five (38 per cent) directors. However, only eight (12 per cent) girls indicated that these feelings were experienced.

On the other hand, more girls, twenty-eight (41 per cent), indicated that girls suffered no apparent emotional set-back. Relatively fewer directors, four (31 per cent), indicated that girls suffered no apparent emotional set-back. The same number of directors indicated that girls realized the necessity of group selectivity while fourteen (20 per cent) girls indicated this realization.

Drill team directors, drill team members, non-drill team members, and physical education department heads

One question, "Do you believe that the drill team adds to school spirit?" was asked of all four participating groups. The findings indicated that all of the drill team directors and all of the drill team members believed that a drill team
added to school spirit. Nearly as great a percentage of non-drill team members, 369 (92 per cent), believed that a drill team added to school spirit. Fewer physical education department heads indicated that a drill team added to school spirit with twenty-two (58 per cent) believing it did and ten (26 per cent) believing it did not. Six (16 per cent) physical education department heads had no opinion.

Drill team directors, physical education department heads, and drill team members

The question "To what extent does a drill team develop the following qualities" was asked of three groups. The extent to which these groups believed that various qualities were developed from a drill team experience is shown in Table 34.

As shown in Table 34, both differences and similarities in opinion exist between the groups. The quality believed to be developed to the greatest extent as a result of drill team activity by drill team directors and physical education department heads was self-confidence. This same quality was ranked second by drill team members. The drill team members believed that skill was the most important quality. This differed a great deal from the belief of directors and physical education department heads who both gave skill a ranking of 6, indicating that skill, in their opinion, was one of the qualities developed the least.
<table>
<thead>
<tr>
<th>Qualities</th>
<th>Drill team directors</th>
<th>Physical education department heads</th>
<th>Drill team members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average rating</td>
<td>Rank</td>
<td>Average rating</td>
</tr>
<tr>
<td>Leadership</td>
<td>2.61</td>
<td>2</td>
<td>2.05</td>
</tr>
<tr>
<td>Self-confidence</td>
<td>2.69</td>
<td>1</td>
<td>2.31</td>
</tr>
<tr>
<td>Skill</td>
<td>2.00</td>
<td>6</td>
<td>1.94</td>
</tr>
<tr>
<td>Physical fitness</td>
<td>1.92</td>
<td>7</td>
<td>2.05</td>
</tr>
<tr>
<td>Poise and grace</td>
<td>2.30</td>
<td>4.5</td>
<td>2.26</td>
</tr>
<tr>
<td>Group loyalty</td>
<td>2.38</td>
<td>3</td>
<td>2.05</td>
</tr>
<tr>
<td>Social characteristics</td>
<td>2.30</td>
<td>4.5</td>
<td>2.02</td>
</tr>
</tbody>
</table>
While leadership received a ranking of 2 and 3 from directors and physical education department heads, respectively, drill team members believed that leadership was developed less than any other quality and ranked it number 7. The correlations between the rankings determined for the groups were as follows: drill team directors and physical education department heads, .53; physical education department heads and drill team members, .25; drill team directors and drill team members, .31.

**Drill team members and non-drill team members**

Two common questions were asked of drill team members and non-drill team members. The data from these responses are shown in Table 35.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Drill team members</th>
<th>Non-drill team members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Have feelings of jealousy been shown toward drill team members from those who are not members of the drill team?</td>
<td>31</td>
<td>55</td>
</tr>
<tr>
<td>If the above answer is yes, does this create disunity within the school?</td>
<td>5</td>
<td>16</td>
</tr>
</tbody>
</table>

TABLE 35.--Responses of two groups to two common questions
In response to the question "Have feelings of jealousy been shown toward drill team members from those who are not members of the drill team" more than half of the drill team members, thirty-one (55 per cent), believed these feelings were shown. Less than one-third, 114 (29 per cent), of the non-drill team members believed this.

Those drill team members and non-drill team members who believed that feelings of jealousy were shown, were asked if these feelings created disunity within the school. Twenty-six (84 per cent) drill team members believed that disunity within the school was not a result of feelings of jealousy. Not nearly as many non-drill team members, seventy-five (66 per cent), believed that jealousy did not create disunity.

Drill team directors and physical education department heads

Three identical questions were asked of drill team directors and physical education department heads. These questions and their findings are shown in Table 36.

As shown in the table, ten (77 per cent) directors believed that a drill team contributed to the objectives of general education while a similar percentage of physical education department heads, twenty-six (68 per cent), agreed.

A high percentage of both groups of respondents believed that a drill team contributed to the objectives of physical education. Twelve (92 per cent)
### TABLE 36. --Responses of two groups to three common questions

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<tr>
<td></td>
<td>Yes No. %</td>
<td>No. %</td>
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<td>Do you believe that a drill team contributes to the objectives of general education?</td>
<td>10 77</td>
<td>3 23</td>
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<td>Physical education?</td>
<td>12 92</td>
<td>1 8</td>
</tr>
<tr>
<td>Are drill teams desirable so that girls with talent in this area can express and develop this talent?</td>
<td>12 92</td>
<td>1 8</td>
</tr>
<tr>
<td>Do you believe that a junior high school drill team encourages girls &quot;to grow up too fast?&quot;</td>
<td>1 8</td>
<td>12 92</td>
</tr>
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</table>

Of the directors and thirty-one (82 per cent) of the physical education department heads believed the preceding statement to be true.

In response to the question of whether or not drill teams were desirable so that girls with talent in this area could express and develop this talent, the findings varied a great deal. Nearly all of the drill team directors, twelve (92 per cent), believed that a drill team was desirable so that girls with talent could express and develop this talent. A little more than half of the department heads, believed that drill teams were desirable for these reasons.
As to whether or not a junior high school drill team encouraged girls to "grow up too fast," nearly all of the drill team directors believed it did not. This response differed a great deal from the opinion of the physical education department heads where only nine (24 per cent) believed that a drill team did not encourage girls to "grow up too fast." Six (15 per cent) department heads had no opinion.

Drill team directors, non-drill team members, and drill team members

Three similar questions were asked of three groups, drill team directors, non-drill team members, and drill team members. Data illustrating the responses to these questions are shown in Table 37.

In response to the question "Do the girls on the drill team form cliques, not associating with other students," differences of opinion existed between the groups. All of the directors believed that cliques did not form. However, some non-drill team members, 133 (34 per cent), believed that cliques were formed. A small percentage, seven (13 per cent) of the drill team members agreed that cliques were formed by drill team members.

The majority of the non-drill team members and drill team members, 260 (66 per cent) and forty-nine (87 per cent) were of the opinion that the drill team members did not form cliques, dissociating themselves from other students.

The question "In your opinion, do the girls receive unnecessary pressure to belong to a drill team," showed differences of opinions among the
TABLE 37.--Responses to three similar questions from drill team directors, non-drill team members, and drill team members

<table>
<thead>
<tr>
<th>Questions</th>
<th>Drill team directors</th>
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<td></td>
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<td>No</td>
<td>Yes</td>
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<td>No.  %</td>
<td>No.  %</td>
<td>No.  %</td>
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<tr>
<td>Do the girls on the drill team form uncliques, not associating with other students?</td>
<td>0 0 13 100</td>
<td>133 34</td>
<td>260 66</td>
</tr>
<tr>
<td>In your opinion, do the girls receive unnecessary pressure to belong to a drill team?</td>
<td>0 0 13 100</td>
<td>113 27</td>
<td>303 73</td>
</tr>
<tr>
<td>Would you recommend that drill teams be organized at the junior high level?</td>
<td>12 92 1 9</td>
<td>370 92</td>
<td>56 100</td>
</tr>
</tbody>
</table>
responses received. All of the drill team directors believed that girls did not receive unnecessary pressure. However, some girls did indicate that they were pressured to belong to the drill team. This number of girls included 113 (27 per cent) non-drill team members and sixteen (29 per cent) drill team members.

The responses to the question of whether or not drill teams should be organized at the junior high level were nearly unanimous that drill teams should be organized at this level. Only one (8 per cent) drill team director and thirty-four (8 per cent) non-drill team members would not recommend that drill teams be organized in the junior high schools.

**General Comments**

This section is comprised of general comments made by physical education department heads. Although all of the four groups involved in this study were invited to offer comments, only physical education department heads took the opportunity.

Several department heads indicated that their schools included some type of marching group not classified as a precision drill team. Their comments were:

"We presently have a marching group that does some marching at halftime entertainment. However, we cannot call it a 'drill team' because of district policy."
"We have a marching group of ninth grade girls who perform once at a gym demonstration night for parents. I don't consider this a precision drill team because we only meet once a week for about three months to practice."

"Our pep club marches."

"At our school we have a group that we call our 'spirit club.' This group of 58 girls are used as ushers, they help in school projects, and we also sit together at our school games. They also do dancing and singing on school assemblies. Once each year we do a march."

Two of the physical education department heads listed reasons why a drill team was not included in their school curriculum:

"We are not completely against a drill team program but feel on this level it isn't completely necessary."

"For us to have a drill team would not be too good of an idea--mainly cost and peer jealousy. It would be better for our school to have dance classes along with our physical education classes to develop qualities that are developed in a drill team."

Several physical education department heads expressed reasons for not desiring a drill team at their school:

"Junior high school is too early for girls to be participating in drill team activities. Drill teams in junior high schools only add to the social conflicts, parental conflicts and expense, increases mores,
and nine-tenths of the girls aren't coordinated enough to do a good job."

"Usually girls this age are not skilled enough to participate--very few are skilled (not enough for a whole drill team.)"

"A drill team would add dissention and unhappiness. Girls of junior high level are not ready to accept the responsibility and precision of a drill team."

One physical education department head indicated the interest that some girls had shown in drill teams by stating, "Girls have already expressed an interest and some are practicing with the high school group in preparation for trying out for drill team."

**Discussion**

A well-known characteristic of the junior high school student is his eagerness and need for participation in activities with peers; therefore, the school has the responsibility of providing activities to help fulfill these needs. Most schools do offer activities outside of the classroom where students may participate in areas of interest. Some of these include drama productions, musicals, and athletics, although athletics has usually included boys only. Girls need and want physical activity as much as the boys and drill teams provide an avenue where girls have an opportunity to participate with their peers and excel in their talents.
All four groups involved in this study, drill team directors, physical education department heads, drill team members, and non-drill team members, were strong in their opinion that many merits were involved with a junior high school drill team. Respondents were positive as to the belief that a drill team added espirit de corps, contributed to the objectives of general education and physical education, and was desirable so that talented girls could express and develop their potential. They also believed that drill team activity developed many fine qualities in the participants.

It was interesting to note that although physical education department heads did feel that the advantages of a junior high school drill team outweighed the disadvantages, 76 per cent of them did not desire that a drill team be organized at their school. Indications were made that many of these department heads were not willing to sacrifice their time for an additional activity that would only increase their already heavy load. Our physical education department head who had directed a high school drill team for many years made the comment that she no longer felt the "thrill" of a drill team and that her past drill team had monopolized all of her time. Several others mentioned that they would not have time for such an activity. To organize and maintain a drill team, a great deal of leadership, dedication, and enthusiasm is required from the drill team director. She must constantly evaluate her program as to the objectives the drill team meets and the benefits it provides for the students.

The majority of both groups of students, drill team members and non-drill team members alike, recommended that drill teams be organized at the
junior high level. Even those girls who were not members of the drill team supported the team and strongly believed that drill team members were not cliquish nor was disunity created within the school as a result of this elite organization. These girls also indicated that failing to become a drill team member was not the traumatic experience that many adults claim. These adults need to realize that junior high school girls can meet challenges and cope with defeat which only expose them to the reality of life rather than forcing them to "grow up too fast." Many of the reasons often given in opposition to an activity of this nature for this age group appears to be refuted by the findings of this study.

It would appear to the investigator that the junior high school drill teams in Utah are operating very much in harmony with the drill team guidelines published in 1972 in Let's Cheer magazine regarding their organization, instruction, costumes, program, and participation. The only conflicting guidelines were (1) "Uniforms should be furnished by the school or drill team" where nearly all of the junior high school drill teams required that the girls or parents furnish the uniforms and (2) "The drill team should be governed by a constitution or a set of by-laws," where the majority of the drill teams did not have a constitution or by-laws.

The organization and administration of the junior high school drill teams in Utah are operating under similar conditions. Nearly all of the drill team members are selected by try-outs based on similar criterion from the ninth grade class following a workshop or clinic. All of the drill team participants
have uniforms and most of the uniforms are paid for by the girls and parents and in somewhat the same price range. More than half of the drill teams are active during football and basketball season only and have a designated class period during the day in which to practice. The leadership pattern of more than half of the drill teams is president, vice-president, etc. Ten out of thirteen of the schools required that a drill team member obtain and maintain above satisfactory grades.

Evidence has supported the investigator's belief that drill team participation, with its sense of "belongingness" and recognition, with its power to develop talent and abilities, can be one of the most rewarding and memorable experiences a junior high school girl can hope to have—or achieve.
CHAPTER V

SUMMARY

The purpose of this study was to determine the status, administration, purposes, and nature of girls' precision drill teams in junior high schools in Utah. Specifically, the study attempted to: (1) determine the opinions of drill team directors relative to various aspects of drill teams, (2) determine the opinions of physical education department heads at those junior high schools not having a drill team, (3) determine the opinions of drill team members relative to various aspects of drill teams, (4) determine the opinions of non-drill team members concerning the desirability and status of the drill team at their school.

Two questionnaires, form A and form B, were mailed to eighty-two junior high schools that included only seventh, eighth, and ninth grades. Form A was completed and returned by 13 drill team directors at those schools having a precision drill team. Form B was completed and returned by 38 physical education teachers at those schools not having a drill team. Three schools having a drill team were selected for a study of student opinions. Two additional questionnaires were compiled. One was answered by 56 drill team members and the other, by 416 non-drill team members.
Findings

From drill team directors

1. Twenty-five per cent of the junior high schools in Utah that include seventh, eighth, and ninth grades, have a precision drill team.

2. Sixty-nine per cent of the schools restrict drill team membership to ninth graders.

3. Alternates march either when a regular drill team member is unable to perform or by a rotation system with the rest of the drill team.

4. Factors which determine which alternates march are rotation at half of the schools and individual ability at the other half.

5. Sixty-nine per cent of the schools select girls by holding try-outs.

6. Ninety-two per cent of the directors prefer try-outs as the method to select drill team members.

7. More than half of the schools schedule a workshop or clinic prior to try-outs.

8. Three-fourths of the directors do not require that a girl participate in a workshop of clinic prior to try-outs or drill team selection.

9. Directors believed that the two most important judging factors were rhythm and personal appearance.

10. Directors believed that girls experienced "a feeling of inadequacy" more than any other feeling if they failed in their efforts to become a drill team member.

11. All of the drill teams have uniforms for the members.
12. Approximately two-thirds of the schools that have alternates, require that alternates have their own uniform.

13. Eighty-five per cent of the schools expect the girls and parents to pay for uniform expenses.

14. Eighty-five per cent of the drill teams have uniform costs between $10-$30.

15. Approximately half of the drill teams perform at off-campus events.

16. Eighty-three per cent of the schools that have drill teams traveling to and from off campus events, provide transportation.

17. More than half of the drill teams are active only during football and basketball seasons.

18. Nearly a third of the schools practice during the summer.

19. The most common time for drill team members to practice is during a designated class period in the school day.

20. Seventy-seven per cent of the schools do not allow drill team participation to fill a physical education requirement for the school year.

21. All of the directors indicated that the drill team did not take more of their time than they would like.

22. Seventy-seven per cent of the directors instruct in drill team techniques.

23. All of the directors believed that girls did not receive pressure from others to belong to the drill team.
24. Directors believed that the school principal supported the drill team to the greatest extent and the administration at the district level, the least.

25. Fifty-four per cent of the drill teams have the leadership pattern of president, vice-president, secretary.

26. Sixty-two per cent of the drill teams do not have a written constitution.

27. Those schools that do have a constitution had it compiled by both the drill team members and their advisor.

28. Sixty-two per cent of the directors do not have difficulty arranging for facilities where the drill team can practice.

29. All of the directors believed that a drill team added to school spirit.

30. An overwhelming majority of the directors believed that a drill team contributed to the objectives of physical education.

31. Seventy-seven per cent of the directors believed that a drill team contributed to the objectives of general education.

32. Directors believed that self-confidence was the quality developed to the greatest extent in the drill team members as a result of drill team participation.

33. All of the directors believed that drill team members did not form "cliques."

34. Nearly all of the directors believed that a junior high drill team did not encourage girls to "grow up too fast."

35. Nearly all of the drill team directors believed that a drill team was desirable so that talented girls could express and develop this talent.
36. Ninety-two per cent of the directors recommended that drill teams be organized at the junior high school level.

37. Seventy-seven per cent of the directors require the drill team members to obtain and maintain a certain grade point average.

38. Seventy per cent of the directors require a minimum grade point average of 2.5 on a 4.0 scale.

From physical education department heads

1. Seventy-six per cent of the physical education department heads would not like to see a drill team organized at their school.

2. The biggest contributing factors as to why many schools did not have a drill team are district policy and the principal's philosophy.

3. Fifty-three per cent of the department heads have had girls express a desire to organize a drill team.

4. Half of the department heads indicated that there were not adequate facilities at their school for a drill team to practice.

5. Seventy-nine per cent of the department heads have had experience or training with drill teams.

6. More than half of the department heads would be willing to advise a drill team.

7. Physical education department heads believed that self-confidence was the quality developed to the greatest extent in drill team members.
8. The majority of the department heads believed that a drill team contributed to the objectives of physical education.

9. Sixty-eight per cent of the department heads believed that a drill team contributed to the objectives of general education.

10. Sixty-one per cent of the department heads believed that a junior high school drill team encouraged girls to "grow up too fast."

11. More than half of the department heads believed that a drill team was desirable so that talented girls could express and develop this talent.

From drill team members

1. Seventy-five per cent of the drill team members have had one or more years of instruction in dance or marching skills.

2. Nearly all of the drill team members indicated that drill team practices and performances did not demand too much of their time.

3. The majority of the girls wanted to be a member of the drill team because they were interested in the activity.

4. More than half of the members believed that feelings of jealousy were shown towards them from non-drill team members.

5. The majority of the drill team member believed that members did not form "cliques."

6. Nearly all of the members prefer that a workshop or clinic be held prior to the selection of drill team members.

7. Drill team members indicated that skill was the quality developed to the greatest extent as a result of drill team participation.
8. The majority of the members indicated that they did not receive pressure to belong to the drill team.

9. All of the drill team members believed that a drill team added to school spirit.

10. Drill team members believed that the most important judging factors in the selection of members were rhythm and timing.

11. The majority of the drill team members prefer to practice during a designated class period during the school day.

12. All of the members recommended that drill teams at the junior high school level be organized.

From non-drill team members

1. Seventy per cent of the non-drill team members would like to be a drill team member.

2. Only 13 per cent of the non-drill team members tried out for the drill team.

3. The three main reasons why girls did not try out for the drill team were lack of interest, lack of ability, and lack of time.

4. The majority of the non-drill team members believed that feelings of jealousy were not shown toward drill team members.

5. Non-drill team members indicated that they experienced, more than any other feeling, "no apparent emotional setback" when they failed in their efforts to become a member of the drill team.
6. The majority of the non-drill team members believed that drill team members did not form "cliques."

7. Ninety-two per cent of the non-drill team members recommended that drill teams be organized at the junior high level.

**Conclusions**

1. Drill team directors have had successful results with the organization and administration of their drill team program and have strong favorable feelings as to its merits in the junior high school.

2. Physical education department heads do not have a desire to organize a drill team at their school but do see some of the merits involved with such groups.

3. Drill team members indicated strong feelings of success and personal satisfaction as a result of their drill team membership.

4. Non-drill team members would like to be a drill team member and strongly support the drill team at their school.

**Recommendations**

1. It is recommended that a study be made of the problems in many junior high schools and in school districts which prevent the organization of drill teams.
2. It is recommended that a study be made of the opinions of girls in schools without a drill team as to the desirability of including a precision drill team in the school curriculum.

3. It is recommended that a study be made of the opinions of parents, administrators, and teachers as to the desirability of including a precision drill team in the junior high school curriculum.

4. It is recommended that a study be made as to the status and administration of junior high school drill teams in states other than Utah.
BIBLIOGRAPHY


Calcagno, Carol Cass. "Can a Drill Team Benefit Your School?" Let's Cheer (September-October, 1972), p. 20.


"Recommended Guide Lines for Drill Teams and Drill Team Instructors." Let's Cheer (September-October, 1972), pp. 18-19.


### Appendix A: List of those Schools Participating in Study

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<th>District</th>
<th>School</th>
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Appendix B: Letter to Physical Educators

November 19, 1973

Dear Physical Educator:

In your position as a professional physical educator, I am sure that you are interested and concerned about the progress and status of girls' physical education and related activities in the State of Utah. Because of this, I am seeking your assistance in carrying out a study as part of the requirement for a Master's Degree in Physical Education. I plan to determine the status of precision drill teams in the Junior High Schools of Utah and to sample the opinions of women physical educators and junior high school girls as to some of the merits and problems related to such groups.

Your cooperation in completing the enclosed questionnaire will be greatly appreciated. There are two forms enclosed. Form A should be completed by those schools having a precision drill team. Form B should be completed by those schools that DO NOT have a precision drill team. A pilot study has shown that probably less than ten minutes of your time will be needed to complete either form. For your convenience in returning the completed questionnaire, a self-addressed stamped envelope has been enclosed.

Again, may I thank you for your cooperation. I will be happy to provide you with the findings of this study if you would like to have them.

Sincerely,

Carol Wilson Larsen
Appendix C: Questionnaire--Form A
QUESTIONNAIRE--FORM A

(Note: This form is to be answered only if your school has a precision drill team.)

School __________________________ Grades (circle) 7, 8, 9

Size of school (check) ___ under 250 ___ 751-1,000
    ___ 251-500 ___ over 1,000
    ___ 501-750

DIRECTIONS: Please check the appropriate responses to the questions that follow. Notice that some call for several answers.

1. How long has your school had a precision drill team?
   ___ 1 year
   ___ 2 years
   ___ 3-4 years
   ___ Other (indicate) ____________________________

2. From which grades are drill members selected? (Check all that apply.)
   ___ Seventh grade
   ___ Eighth grade
   ___ Ninth grade

3. Excluding alternates, how many girls comprise the drill team?
   ___ 12
   ___ 16
   ___ 20
   ___ Other (indicate) ____________________________

4. How many alternates are there?
   ___ 1
   ___ 2
   ___ 3
   ___ 4
   ___ other (indicate) ____________________________

5. When do alternates march?
   ___ Rotation system with rest of drill team
   ___ When a regular drill team member is unable to perform
   ___ Other (indicate) ____________________________
6. When alternates do march, how is it determined which one?
   - Rotation among alternates
   - Height corresponding to "regular" who is unable to march
   - Individual ability
   - Other (indicate)

7. How are the girls on the drill team selected?
   - Try-outs
   - Sign-up to fill drill team quota
   - From offered class in drill team where girls enroll or sign up
   - Other (indicate)

8. Which method of selection do you prefer?
   - Try-outs
   - Sign-up to fill drill team quota
   - From offered class in drill team where girls enroll or sign up
   - Other (indicate)

9. Is there a workshop or clinic prior to try-outs?
   - Yes
   - No

10. If the above answer is yes, is this workshop or clinic a prerequisite to becoming a drill team member?
    - Yes
    - No

11. If girls are selected on the basis of try-outs, rank the following variables as judging factors with 1 (one) representing the most important.
    - Splits
    - High kicks
    - Personal appearance (height, weight, grooming, etc.)
    - Rhythm
    - Timing
    - Dancing ability
    - Other (indicate and include in rating)

12. In your opinion, if a girl fails in her efforts to become a member of the drill team, does she experience any of the following feelings? (check all that apply)
    - A feeling of inadequacy
    - Loss of self-worth
    - Loss of self-confidence
    - No apparent emotional set-back
    - Realizes the necessity of group selectivity
    - Other (indicate)

13. Do the "regulars" have uniforms?
    - Yes
    - No
14. Do "alternates" have uniforms?
   ___ Yes
   ___ No

15. Who finances the uniforms?
   ___ Girls (parents)
   ___ School
   ___ Other (indicate) _________________________________

16. What is the approximate cost of one girl's uniform, including footwear?
   ___ Under $10
   ___ $10-$20
   ___ $21-$30
   ___ More than $30

17. Does the drill team perform at school activities off campus?
   ___ Yes
   ___ No

18. If the above answer is yes, does the school provide for the transportation to and from these activities?
   ___ Yes
   ___ No

19. For what time period is the drill team active?
   ___ All school year
   ___ Football and basketball seasons only
   ___ Other (indicate) _________________________________

20. Are official practices held during the summer?
   ___ Yes
   ___ No

21. If the above answer is yes, how long do the girls practice during the summer?
   ___ All summer
   ___ One to four weeks before school starts
   ___ Other (indicate) _________________________________

22. When does the drill team practice during the regular year? (check all that apply)
   ___ Before school
   ___ After school
   ___ Noon
   ___ Saturdays
   ___ Designated class period

23. Does participation as a member of the drill team fill a girl's physical education requirement for the year?
   ___ Yes
   ___ No
24. Does the drill team require more of your time than you'd like?
   ___ Yes
   ___ No

25. What roles do you play? (check all that apply)
   ___ Advisor, director
   ___ Instructor in techniques
   ___ Other (indicate) ____________________________________________

26. In your opinion, do the girls receive unnecessary pressure to belong to a drill team?
   ___ Yes
   ___ No

27. If the above answer is yes, from whom do the girls receive pressure?
   (Check all that apply)
   ___ Parents
   ___ Peers
   ___ Other (indicate) ____________________________________________

28. Do you have difficulty getting appropriate facilities where your drill team can practice?
   ___ Yes
   ___ No

29. To what degree do the following support your drill team?

   Administration at District Level
   Principal
   Faculty
   Men's physical education staff
   Students, excluding drill team members

   a great deal  some  a little  none

30. What leadership pattern does the drill team have?
   ___ None
   ___ Pres., vice-pres., etc.
   ___ Military style: captain, sergeant, etc.
   ___ Squad leaders
   ___ Other (indicate) ____________________________________________

31. Do you have a constitution?
   ___ Yes
   ___ No

32. Who was responsible for designing the constitution?
   ___ Advisor only
   ___ Girls only
   ___ Advisor and girls
   ___ Other (indicate) ____________________________________________
33. Do you believe that a drill team adds to school spirit?
   ___ Yes
   ___ No

34. Do you believe that a drill team contributes to the objectives of:
   ___ Yes ___ No General Education
   ___ Yes ___ No Physical Education

35. To what extent does a drill team develop the following qualities:
   a great deal some a little none
   Leadership
   Self-confidence
   Skill
   Physical fitness
   Poise and grace
   Group loyalty
   Social characteristics

36. Do the girls on the drill team form cliques, not associating with other students?
   ___ Yes
   ___ No

37. Do you believe that a junior high school drill team encourages girls to "grow up too fast"?
   ___ Yes
   ___ No

38. Are drill teams desirable so that girls with talent in this area can express and develop this talent?
   ___ Yes
   ___ No

39. Would you recommend that drill teams be organized at the junior high level?
   ___ Yes
   ___ No

40. Are the drill team members required to obtain and maintain a certain grade point average?
   ___ Yes
   ___ No

41. If the above answer is yes, what grade point average is required?
   ___ 3.0
   ___ 2.5
   ___ 2.0
   ___ Other (indicate)

If you are interested in the findings of this study, please check. _____
Appendix D: Questionnaire--Form B
QUESTIONNAIRE--FORM B

(Note: This form is to be answered if your school does not have a precision drill team.)

School ___________________________ Grades (circle) 7, 8, 9

Size of school (check) ___ under 250 ___ 751-1,000

___ 251-500 ___ over 1,000

___ 501-750

DIRECTIONS: Please check the appropriate responses to the questions that follow. Notice that some call for several answers.

1. Would you like to see a drill team organized at your school?
   ___ Yes
   ___ No

2. What factors do you feel contribute to the fact that your school does not have a drill team? (check all that apply)
   ___ District policy
   ___ Principal's philosophy
   ___ Opposition of faculty
   ___ Opposition of parents
   ___ Lack of interest on part of girls' physical education staff
   ___ Lack of athletic program

3. Have girls expressed a desire to organize a drill team at your school?
   ___ Yes
   ___ No

4. Are there adequate facilities at your school for a drill team to practice?
   ___ Yes
   ___ No

5. Would you be willing to advise a drill team?
   ___ Yes
   ___ No

6. Have you had any experience or training with drill teams?
   ___ Yes
   ___ No

7. In your opinion, does a drill team contribute to the objectives of:
   ___ Yes ___ No General Education
   ___ Yes ___ No Physical Education
8. In your opinion, to what extent would a drill team develop the following qualities in those participating?

<table>
<thead>
<tr>
<th>Quality</th>
<th>A great deal</th>
<th>Some</th>
<th>A little</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
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<tr>
<td>Self-confidence</td>
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<tr>
<td>Skill</td>
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<td>Physical fitness</td>
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<td>Poise and grace</td>
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<td>Group loyalty</td>
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<tr>
<td>Social characteristics</td>
<td></td>
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</tr>
</tbody>
</table>

9. Would a drill team add to school spirit?

- Yes
- No

10. Does a drill team at the junior high level encourage girls to "grow up too fast?"

- Yes
- No

11. Are drill teams desirable so that girls with talent in this area can express and develop this talent?

- Yes
- No

If you are interested in the findings of this study, please check. _____
(Note: This form is to be answered only if you are a member of the school precision drill team.)

DIRECTIONS: Please check the appropriate responses to the questions that follow. Notice that some call for several answers.

1. Prior to becoming a drill team member, how many years of instruction in dance or marching skills did you have?
   - ___ 0 years
   - ___ 1 year
   - ___ 2-3 years
   - ___ 4 or more years

2. Should a workshop or clinic in learning skills of precision drill be held so that girls have an opportunity to learn and practice these skills prior to the selection of drill team members?
   - ___ Yes
   - ___ No

3. Rank the following variables as judging factors with 1 (one) representing the most important.
   - ___ Splits
   - ___ High kicks
   - ___ Personal appearance (height, weight, grooming, etc.)
   - ___ Rhythm
   - ___ Timing
   - ___ Dancing ability
   - ___ Other (indicate and include in rating) ________________________________

4. In which price range should uniform costs fall?
   - ___ Under $10
   - ___ $10-$20
   - ___ $21-$30
   - ___ More than $30

5. Whom do you think should pay for the uniforms?
   - ___ School
   - ___ Girls or parents
   - ___ Other (indicate) ________________________________

6. Do the drill team practices and performances demand too much of your time?
   - ___ Yes
   - ___ No

(over)
7. If the above answer is yes, does this interfere with your school work and academic standing?
   ___ Yes
   ___ No

8. When would you prefer to have your drill team practices?
   ___ Before school
   ___ After school
   ___ Noon
   ___ Saturdays
   ___ Designated class period during the school day

9. Have you received pressure from anyone to belong to the precision drill team?
   ___ Yes
   ___ No

10. If the above answer is yes, from whom did you receive this pressure?
    (Check all that apply.)
    ___ Parents
    ___ Friends
    ___ Other (indicate)

11. If the answer to the above #8 is yes, was this the only reason why you tried out for the drill team?
    ___ Yes
    ___ No

12. Do you believe that the drill team adds to school spirit?
    ___ Yes
    ___ No

13. Do the girls on the drill team form cliques, not associating with other girls?
    ___ Yes
    ___ No

14. To what extent does a drill team develop the following qualities:
    (Please check appropriate column.)
    Leadership __ a great deal __ some __ a little __ none
    Self-confidence __ __ __ __
    Skill __ __ __ __
    Physical fitness __ __ __ __
    Poise and grace __ __ __ __
    Group loyalty __ __ __ __
    Social characteristics __ __ __ __

(over)
15. Why did you want to become a member of the drill team? (Check all that apply.)

- Popularity
- Service to school
- Desire to perform
- Interest in the activity
- Involvement with friends
- Develop talent

16. Have feelings of jealousy been shown toward drill team members from those who are not members of the drill team?

- Yes
- No

17. If the above answer is yes, does this create disunity within the school?

- Yes
- No

18. On the basis of your experience as a member of the drill team, do you feel it is good to have drill teams in the junior high schools?

- Yes
- No
QUESTIONNAIRE--FORM B

(Note: This form is to be answered if you are not a member of the school precision drill team.)

DIRECTIONS: Please check the appropriate responses to the questions that follow. Notice that some call for several answers.

1. Would you like to be a member of the girls' precision drill team?
   ____Yes
   ____No

2. Have you received pressure from anyone to belong to the precision drill team?
   ____Yes
   ____No

3. If the above answer is yes, from whom did you receive this pressure?
   (Check all that apply.)
   ____Parents
   ____Friends
   ____Other (indicate) _______________________

4. Did you try out for the drill team?
   ____Yes
   ____No

5. If the above answer is yes, did you, after failing to become a drill team member, experience any of the following feelings? (Check all that apply.)
   ____A feeling of inadequacy
   ____Loss of self-worth
   ____Loss of self-confidence
   ____No apparent emotional set-back
   ____Realize the necessity of group selectivity
   ____Other (indicate) _______________________

6. If the answer to the above #4 is no, what are the reasons for not trying out for the drill team?
   ____Lack of interest
   ____Lack of ability
   ____Fear of not becoming a drill team member
   ____Incompatibility with other girls on drill team
   ____Incompatibility with advisor of drill team
   ____Lack of time
   ____Fear of unfair judging

(over)
7. Do the girls on the drill team form cliques, not associating with other students?
   ____ Yes
   ____ No

8. Do you believe that the drill team adds to school spirit?
   ____ Yes
   ____ No

9. Have feelings of jealousy been shown toward drill team members from those who are not members of the drill team?
   ____ Yes
   ____ No

10. If the above answer is yes, does this create disunity within the school?
    ____ Yes
    ____ No

11. Do you feel there should be a girls' precision drill team in the junior high schools?
    ____ Yes
    ____ No
Dear Physical Educator:

Recently I mailed to you a questionnaire concerning the status of junior high school precision drill teams in the state of Utah. As of this date, I have not yet received your response.

Because a high percentage of returns is desirable for the completion of my study, may I again seek your cooperation in completing and returning the form to me if you have not already done so. In case you have lost or misplaced the questionnaire, I would be happy to send you another.

Thank you again for your time and assistance.

Sincerely,
Carol Wilson Larsen
February 21, 1974

Dear Principal:

As part of my graduate program, I am making a study of girls' drill teams in the junior high schools of Utah. For one phase of my study, I need to obtain the opinions of students in schools where a drill team is in operation.

I would like your permission to work through the women physical education teachers and have the girls of your school complete a questionnaire pertaining to drill teams. No more than five minutes of a girl's time would be needed.

Your permission will be greatly appreciated. Hopefully I will hear from you in the near future.

Sincerely,

Carol W. Larsen
818 East 1st North #4
Logan, Utah 84321
VITA

Carol Wilson Larsen

Candidate for the Degree of

Master of Science

Thesis: The Status of and Administration of Precision Drill Teams in Selected Utah Junior High Schools

Major Field: Physical Education

Biographical Information:


Education: Attended elementary and junior high school in Mayo, Maryland; Garden Grove, California; Hawthorne, Nevada; Norfolk, Virginia; Monterey, California; attended high school in Agana, Guam, and graduated from high school in Las Vegas, Nevada, 1968; attended the University of Nevada, Las Vegas, 1968-69; received Bachelor of Science Degree from Utah State University with a major in Physical Education and minor in English in 1972; graduate work in Physical Education at Utah State University 1972-74, completing requirements for Master of Science Degree, 1974.

CREDITS

(This sheet to be completed and inserted as last page of thesis or dissertation, following Vita, not paginated.)

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