A Survey of the Selecting and Governing of Girls' Precision Drill Teams in Selected High Schools in Utah

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A SURVEY OF THE SELECTING AND GOVERNING OF GIRLS' PRECISION DRILL TEAMS IN SELECTED HIGH SCHOOLS IN UTAH

by

Jean Marie Workman

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

MASTER OF SCIENCE

in

Health, Physical Education, and Recreation

Approved:

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1972
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Jean Marie Workman
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ABSTRACT

A Survey of the Selecting and Governing of Girls' Precision Drill Teams in Selected High Schools in Utah

by

Jean M. Workman, Master of Science

Utah State University, 1971

Major Professor: Miss Pauline Fuller
Department: Health, Physical Education and Recreation

A survey was taken of selected high schools in Utah to determine their methods of selecting girls for a drill team and also how they organize and govern these groups.

There are similarities in the requirements the girls have to meet in order to be selected: age limit, grade average, skill, rhythm, coordination and flexibility. Most schools have tryouts, but not all. Those that do, have some pre-training before tryouts.

Some of the schools just use class time for practice while others include before and after school. Summer practice is held by most of the schools varying from two weeks to six weeks before school starts. A few practice all summer.

Nearly all of the schools organize and govern their drill team with the help of a constitution. However, these are not used as often as they should be in order to be effective. Leadership responsibility is encouraged and developed.

The objectives of education are slightly more evident in being fulfilled than the objectives of physical education in the drill teams.
All except seven of the advisors are physical education majors and most of them thought this is how it should be. There were very few advisors who did not have any training in drill team work before they were assigned a drill team.
INTRODUCTION

Statement of the problem

Webster's Seventh New Collegiate Dictionary defines precision as the quality or state of being precise or exact: The degree of refinement with which an operation is performed. Each group which includes "precision" as a part of its name hopes to come as close to this definition as possible.

Girl's precision drill teams seem to be very popular in high schools at the present time. Some schools even consider the drill teams important enough to set aside a class period during the regular school day for practice. There has been interest shown by students, parents, teachers, administrators, etc., concerning all facets of the precision drill teams, but there has been very little written about them. This study will attempt to offer information concerning the selecting and governing of these drill teams.

Because of the interest and the popularity of the precision drill teams, it is hoped that this survey will indicate that the standards set for selection and the standards which govern these groups are of a high quality and add to rather than detract from the total school program.

Method of procedure

Cover letters were sent to 83 high schools in the state of Utah to determine which ones have a precision drill team and if they would be willing to answer a questionnaire. There were 35 answers received
and of these, 28 were willing to answer a questionnaire pertaining to their drill team. The questionnaire was then mailed to the instructors or advisors. When these were returned, the information was analyzed to determine the outcome of the survey.

The pertinent items considered in the questionnaire were the following:

1. Age
2. Scholastic achievement
3. General appearance (height and weight)
4. Rhythm
5. Coordination
6. Flexibility
7. Skill (splits, high kicks, dancing ability)
8. Leadership ability
9. Constitution
10. Officer pattern
11. Objectives
12. Self confidence
13. Self discipline
14. Initiative
15. Responsibility
16. Finance
17. Pre-training tryouts
18. Tryouts
REVIEW OF LITERATURE

The review of literature is very limited because of the lack of available literature on the subject. Most publications concerning precision drill teams are mainly about the actual drill work, the technical rather than the personal side of this particular kind of group.

The girls' precision drill team has been in the limelight for several years now. It has become the desire of many junior high and high school girls to become a member of the drill team at their particular school. 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 timing or rhythm, the ability to belong to a group, cooperation, leadership, etc. There are many unique qualities a girl must possess in order to become a member of a precision drill team. Also, there has to be an organized government made up of the girls themselves to make certain rules and standards which have to be observed.

Why should any school have a drill team? When properly conducted, a drill team program can be one of the most significant experiences in which a girl participates during her high school career. Assuming that the leadership is good, drill team activities provide a living "laboratory" situation which promotes the development of such personal-social qualities as: leadership, cooperation, initiative, self-discipline, regard for others, responsibility, self-confidence, service, identification with the school, recognition,
personal enjoyment. In addition to these personal-social qualities, the drill team provides experiences which promote desirable physical capacities and develop and improve movement skills: physical vigor, rhythmic skills, body mechanics, and personal health (Lyon and Peterson, 1964).

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 to establish guidelines for working with drill teams. Certain recommendations were submitted by a joint committee from the California Association of Secondary School Administrators and California Association of Health, Physical Education and Recreation. (McGowan, 1959, p. 429)

They first state that there should be no drill teams on the junior high level. Also, that the junior and senior girls should be the only ones allowed to participate. Selection for participation should be determined democratically according to interest and/or ability. Basis for selection should include health, posture, rhythmic aptitude, cooperation, reliability, and dependability. All participants should pass periodic health examinations and should have a previous record of good attendance and be continually observed and counseled.

What is the function of the precision drill team? Is it merely to have a group available to perform for the public, or as the interschool athletic program is designed to satisfy the needs of the highly skilled girl athlete, is the precision drill team organized to satisfy the needs of the girls who are highly skilled in drill team techniques? It would seem that the function of the drill team could be a combination of both performance and developing skill, plus even more.

An adequate program of physical education embraces a wide range of physical activities. Each activity must possess the potential for
making a contribution to the objectives of the total instructional program. No single motor activity meets all the desirable goals; and, therefore, a broad variety of activity experiences at appropriate levels of instruction must be provided (Broer and Wilson, 1965).

If properly conducted by the faculty advisor, participation in drill team activities can provide innumerable opportunities for students to develop and practice leadership skills. The team should be organized in such a way that the students are given much of the responsibility for conducting their own activities. The organizational pattern of the group should provide many positions of student leadership at various levels of responsibility forming a hierarchy of leadership positions throughout the team. (Lyon and Peterson, 1964, p. 29)

The organizing and governing of the drill team, if done by the girls, also lends opportunity to develop leadership, making up drills, 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 so as to keep up the public's interest when the drill team performs.

Casavant (1961) states that if the primary function of the drill team is to produce a good public performance, it is not logical to be tied to a basic drill that was not designed with that objective in mind. A composer would be severely handicapped if he were limited to only one key or a basic system in keeping with the style and tradition of the unit and also as free as possible of limitations to the drill potential.

Therefore, it is apparent that there are many things involved in the selecting and governing of the girls' precision drill teams. 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 team so that the precision drill team can remain an important part of the high school curriculum.

Joan M. Lyon (1964) feels that as is true with any aspect of the school curriculum, the worthiness and educational value of the drill team program is directly related to the quality of leadership which is exercised by the faculty advisor in charge. Drill team activities are neither inherently good nor inherently undesirable. The same thing can be said of many phases of the educational program. The important idea to remember is that when, and only when properly conducted, a drill team program can act as an effective vehicle through which many educationally desirably outcomes can be attained.
PRESENTATION AND ANALYSIS OF DATA

The following questions are the ones which appeared on the questionnaire. Also presented in this section is an analysis of the results of the questionnaire answers.

1. Of what age group does your drill team consist? The age group which makes up the precision drill team might be decided by the number of grades in the high school or by how many years of attending regular physical education class are required. Also, the number of students in the school might influence which age groups could be drawn into the drill team program. A school with a very small student body would more likely open the possibilities of drill team membership to ninth, tenth, eleventh and twelfth grades in order to have enough girls to make up a drill team.

In this study, however, only one school included ninth grade in the drill team and this particular school had a student body in the 101-250 bracket. As shown in Figure 1, the greatest percentage of the drill teams' age group was in the eleventh and twelfth grades (96 percent). Thirteen of those represented at this level also included the tenth grade. The remaining twenty-four were made up of eleventh and twelfth grades only. Therefore, the 46 percent who chose answer #2 are also included in answer #5.

There were 7 percent whose drill team membership was solely made up of twelfth grade girls. One of these had a drill team consisting of eight girls selected from the regular pep club. It is therefore apparent that the most common age group from which
the drill team draws is eleventh and twelfth grades.

![Figure 1](image.png)

Figure 1. Question #1. Of what age group does your drill team consist? (1) 9th grade, (2) 10th grade, (3) 11th grade, (4) 12th grade, (5) 11th and 12th.

2. In order to join and continue to be a part of the drill team, what grade average is required?

Whenever there is a specific school activity or office which a student wishes to become a member, there have to be certain standards set to help select those students whom the school would like to have as representatives. One of the most common of these standards is the grade point average. For most school activities, the grade average required is a "C."

Figure 2 indicates that the most common grade average requirement in this study was a "C" average. Of the total population, 62 percent require a "C." It was interesting to note, however, that 28 percent require a "B" average. Only 7 percent stated that it made no difference and the 3 percent remaining wrote in that the girls have to be in good standing as far as their grades were concerned with no specific grade average required.
3. How much regular physical education is required by the girls belonging to the drill team?

Most high schools in the state of Utah require at least one credit in physical education (tenth, eleventh, and twelfth grades). If a girl was planning to try out and become a member of the drill team, she would naturally want to earn her physical education credit at a time which would leave her free for the drill team class.

One year of physical education is required by 24 percent of the samples (Figure 3). Two years are required by 31 percent and 6 percent requires three years.

Surprisingly, 34 percent of the responses reported that no physical education is required. The only reason attributed to this is that the question was misunderstood. The question means how much physical education does a girl have to have before she is eligible to become a drill team member. This could have been misunderstood to mean how much physical education is required while the girl was an active drill team member.
Figure 3. Question #3. How much regular physical education is required by the girls belonging to the drill team? (1) 1 year, (2) 2 years, (3) 3 years, (4) none is required.

4. Do you have a regular class period time for drill team practice?

Precise drill team work is intricate enough to warrant long hours of practice in order to put on the type of performance that would be pleasing to see. Also, new formations and variations are constantly being tried, and they take a great amount of time to learn and perfect. Because of many schools transporting their students to and from school on buses, it is more difficult to arrange practice time. Therefore, many schools find it essential, if they are to have a good precision drill team, to offer a class period during regular school hours for drill team work.

Figure 4 shows that 62 percent have a drill team class period for the entire school year. Six percent have a special class only when necessary which would be when practicing for a performance or discussing policies and any type of problem that might arise concerning the drill team. There are some, however, who do not have any regular class time set aside for practice. These 28 percent
practice before or/and after school as well as possibly some time during lunch hours and on Saturdays.

![Figure 4. Question #4. Do you have a regular class period time for drill team practice?](image)

5. If the answer to question #4 is "all year," are other activities involved when the drill team is not practicing for a special event?

The height of the drill team season, if it could be classified as a season, is most often placed at fall football games and winter basketball games. These are the events where the precision drill teams are most often performing. Of the 18 who answered that they have a regular class period for the drill team the entire year, only 11 percent devote that class time to drill team alone (Figure 5). Other activities are held in the class time when drill practice is no longer necessary by 39 percent. Exactly half (50 percent) have regular physical education when not using time for drill team work.

6. What height is required of the girls?

7. As far as weight is concerned, how are the girls selected?
Figure 5. Question #5. If the answer to Question #4 is all year, are other activities involved when the drill team is not practicing for a special event? (1) just drill team, (2) other activities, (3) regular physical education.

Height does not seem to play as important a part in the general appearance of the group as a whole as does weight. Girls who are shorter or taller than usual can be placed strategically so that the fact that they are not exactly the same height as the others is not so important. Of course, the girl who is extremely tall or short would create more of a problem. This should be considered during tryouts. On the other hand, when a girl is noticeably overweight, no matter where she is placed, she still looks overweight.

Both questions #6 and #7 were answered the way they were expected to be and actually the most obvious way. However, this study was concerned with all aspects of selecting the girls. Figures 6 and 7 indicate that there is no specific height or weight required of the girls belonging to the precision drill team.

8. Is any action taken if you think that any particular member becomes overweight?

Since the appearance of the group as a whole is of importance and the ability to move about with ease and with the minimum amount
Figure 6. Question #6. What height is required of the girls?
(1) under 5' 6", (2) 5' 6", (3) height depends on total group, (4) no specific height.

Figure 7. Question #7. As far as weight is concerned, how are the girls selected?
(1) 115-120 lbs., (2) 100-115, (3) no specific weight as long as general appearance is satisfactory.

of effort is almost equally important, it would seem necessary for each member to be expected to keep herself in her most efficient and attractive condition both in her own eyes and in the eyes of the people around her.

Figure 8 shows that only one group put the girl on probation for being overweight. The greatest number, 50 percent, gives the girl a warning about her weight problem, so that she can do something about it to retain her position on the drill team.
Figure 8. Question #8. Is any action taken if you think that any particular member becomes overweight? (1) dismissed from the group, (2) probation until satisfactory condition is regained, (3) warning, (4) nothing is done.

There were 39 percent who replied that nothing is done when a girl is gaining too much weight. No one dismissed a girl from the group when her overweight condition was noticed. One commented that a diet was suggested to the overweight girls.

9. How much practice time is used for drills?

As any experienced marching band director will say, the secret to being "precise" in precision marching is for each member of the band to take exactly the same size step. Almost any student can "march" from one yard line to the next in six or eight steps, but are these steps of equal size? So many times they are not, and as a result the correct alignment, which is so necessary for a really effective precision show, is generally poor (White, 1969).

The ability for a drill team to move together as one unit and to consistently look precision comes only through dedicated practice.

The girls' ability to perform is only a part of each performance. If each girl has not learned the drill techniques of each particular drill, the end result is neither satisfactory or worthwhile. It
takes many hours of practice to keep the physical aspect of the performance at a high level as well as the general and the technical intricacies of each drill as perfect as possible.

Just the allotted class time is used by 21 percent for practice (Figure 9). A regular class period for drill team work (Figure 4) is used by 64 percent. Figure 9 shows that 50 percent use class time and before or after school, and 29 percent practice before and after school.

![Figure 9. Question #9. How much practice time is used for drill team? (1) just allotted class time, (2) class time and before or after school, (3) before and after school.](image)

10. Do you have summer practice?

When school begins each fall, the football season is immediately underway. The girls' precision drill team usually performs at a number of the football game halftime shows. Enough practice time may be hard to arrange in order that the drill team can adequately perform. Therefore, some of the schools utilize the summer vacation for learning and practicing drills for the ensuing school year.

There are only 11 percent of the schools that have summer practice for two weeks prior to the beginning of the school year.
About six weeks before school starts, 25 percent indicated that they start practice. Less than this were 21 percent who practice all summer and 43 percent have no summer practice at all.

![Graph showing percent of responses for question 10.](image)

**Figure 10.** Question #10. Do you have summer practice? (1) about 2 weeks before school starts, (2) about 6 weeks before school starts, (3) all summer, (4) none.

11. Do you recommend any pre-training before tryouts?

Usually if an individual is going to try out for an activity, she should be informed as to what is expected of her, so that she can prepare herself in some way. This study was concerned with how much, if any, pre-tryout training was offered to these girls who are the potential drill team members.

More than half or 54 percent of the schools offer some training to the girls who are interested in trying out to become a member (Figure 11). This training is done with the group as a whole. Although each girl is responsible for her own training program, 21 percent let the girls know what is expected of them. However, 18 percent did not specify any kind of pre-training before the tryouts are held. Two of the schools do not have tryouts, so they were not included in Figure 11.
11. Do you recommend any pre-training before tryouts? (1) as a special group for those interested, (2) girls are expected to train on their own after some guidance, (3) none.

12. During the tryouts are any of the following judged? (1) rhythm, (2) coordination, (3) flexibility, (4) all of these.

The ability of a girl to perform well on a precision drill team depends partially on some physical components such as rhythm, coordination and flexibility. All three are important in the overall appearance of the group, but some drill team advisors or judges may think one of the three is more important than the other two. If a girl cannot feel rhythm, she will certainly be noticed when performing with the group. If she has an inability to coordinate her movements, she will detract from the performance; and if a girl does not have good flexibility, she will be restricted in the type of drills of which she would become a part such as high kicks or splits. Therefore, all three of these components seem to be an important quality of any girl who might be interested in becoming part of a precision drill team.

Most of the schools represented in this study agreed on the importance of these three components. Of these, 79 percent
judge the girls on their competency of all three (Figure 12).

Figure 12. Question #12. During the tryouts are any of the following judged? (1) rhythm, (2) coordination, (3) flexibility, (4) all of the above.

There are 14 percent who judge only rhythm and coordination without judging flexibility. It would seem they work out their drills according to the flexibility of the group as a whole. The schools that did not answer this question were those who do not have tryouts.

13. Are the girls required to have some ability in specific skills?

As well as the physical components of rhythm, coordination and flexibility, there are usually some specific skills involved. Two of the most common skills seen in a performance are splits and kicks, although the splits are not used as often as kicks. Whether or not these two skills are used as often as they are because of a requirement in order to become a member of the drill team or if circumstances are such that the whole group was able to perform them was of interest in this study.
Figure 13 shows that there is only one school which requires that a girl be able to perform the splits as the only specific required skill. Only two schools require just the high kicks and four schools require both. Both of these, as well as others, are required by 50 percent and there are 18 percent who do not require the girls to learn any specific skills. Any specific skill requirement would depend on whether or not these skills were used in most of the drills that are learned and performed.

14. In your opinion does your drill team contribute to the objectives of general education?

Whenever a class or activity is offered, the question arises as to whether or not the class or activity satisfies a definite need or helps contribute to the objectives of education. Just what the drill team does contribute is of importance here. This is, however, a matter of the advisor's opinion.

Figure 14 indicates that 54 percent think that their particular drill team contributes completely to the objectives of education.
It also shows that the remaining 46 percent do think it contributed partially to the objectives of education, but not completely.

Figure 14. Question #14. In your opinion does your drill team contribute to the objectives of general education?  
(1) completely, (2) partially, (3) hardly at all, (4) not at all

15. In your opinion does your drill team contribute to the objectives of physical education?

The objectives of physical education should be basically the same as general education, but often are thought of as satisfying a different need. Physical fitness is sometimes thought to be the major objective of physical education. Although there may be some stress on physical fitness, the basic objectives of physical education are the same as those of education. This can change, however, with the particular objectives of each teacher.

Figure 15 shows that 43 percent feel that the drill team contributes completely to the objectives of physical education. One half, or 50 percent, indicate that the drill team partially fulfills the objectives of physical education. Again, the fact that this is the opinion of the teacher or advisor should be mentioned.
Only 4 percent feel that the drill team does not contribute at all to the objectives of physical education. Oddly enough, the one who made this reply feels that the drill team does contribute completely to the objectives of general education.

![Figure 15. Question #15. In your opinion does your drill team contribute to the objectives of physical education? (1) completely, (2) partially, (3) hardly at all, (4) not at all.](image)

16. What kind of officer pattern does your drill team use?

Figure 16 shows that over half of the replies found no suitable choice available in the questionnaire. There were 25 percent who wrote in that their officer pattern included the advisor and a drill mistress. Three others, 11 percent, wrote in that their officer pattern includes a president, vice president, etc.; and one wrote in that theirs includes both drill mistress and president, vice president etc. These responses should have been made available on the questionnaire. The military officer pattern is used by 7 percent, 11 percent use squad leaders, and 11 percent do not have any specific officer pattern.
Figure 16. Question #16. What kind of officer pattern does your drill team use? (1) military: captain, sergeant, etc., (2) squad leaders, (3) advisor, (4) none of the above, (5) no specific pattern.

17. Does your drill team have a constitution?

Most organized groups have found that it is necessary to have certain rules or by-laws written to be used as a guideline for running their organization. Without such a written document, the organization would probably not hold together very long. There would be too much unnecessary indecision and/or arguing over points which, with a constitution, would be made very clear. Then if there is a question of the validity of one or more items in the constitution, a change can be made by a vote by the members. This kind of a plan for an organization such as this seems to be most effective. In answer to the questionnaire, only 7 percent do not have a constitution (Figure 17).

A written description of the purposes, organization, and functions of the drill team often is developed by many teams, and can be of much value in serving as a guide for the operation of the team. It can also be of help in orienting new girls regarding their responsibilities as team members, and regarding the general
organizational pattern of the team. Some teams require that new members become thoroughly familiar with the constitution by having these girls demonstrate their knowledge of its contents by means of a short written examination (Lyon and Peterson, 1964).

18. If you do have a constitution, is it periodically reviewed and revised?

In order to have a constitution that is of the most value possible, it must be kept up to date and the members of the group should know what it says. Because all or part of the group is new each year, it is a good practice to review the constitution at the beginning of each year. Not only does this give the new girls an idea of what they can expect as a member of this particular group, but it is also beneficial to the already established members who have undoubtedly forgotten a good part of what is in the constitution. Perhaps it would be a good idea to review the constitution at least twice each year. Sometimes a set of rules are more meaningful after an individual has gained some experiences as part of the group which the rules govern.
Question #18 of this survey perhaps should have been written as two questions. Where a constitution should be reviewed often enough that the members are aware what it states, the revising of it should only be done as is deemed necessary. If it is a good constitution, the revisions should not have to be constant. If there is a point in question, however, that the group votes to change, then revision is necessary.

The constitution is reviewed and revised each year by 39 percent of this survey (Figure 18). This was much lower than expected. It seems that the constitution of any organization would not be a useful tool if it were not referred to very often. The constitution is reviewed and revised by 7 percent every two or three years. It is reviewed and revised only when it seems necessary by 43 percent. This could be often or it could be seldom. The important fact is that the constitution is available when needed. There was one reply which stated that their constitution was never periodically...
reviewed or revised. This being the case, this group would probably work just as well without a constitution or perhaps a new constitution is necessary. If the present one is not well written, the group would have difficulty putting it to use.

19. In your opinion is the constitution one that is well written with clearly stated policies and procedures?

Only 39 percent consider their constitution very good, 36 percent think theirs is good, 11 percent consider theirs to be fair, and 4 percent think theirs is poor (Figure 19).

![Bar chart showing the results of Question #19.](image)

Figure 19. Question #19. In your opinion is the constitution one that is well written with clearly stated policies and procedures? (1) very good, (2) good, (3) fair, (4) poor.

This seems to indicate that most of the constitutions need to be reviewed and revised, so that the group can count on them and classify them as very good.

20. Who was involved with the drawing up of the constitution?

Writing a constitution for a group which is under the auspices of the school administration, it is important that the final document meets with the approval of the administration. The answers to this question (Figure 20) show that there are 50 percent of these
constitutions which did not involve a member of the administration. Two of the groups do not have a constitution, one advisor reported that she does not know who made up the constitution stating that it is obsolete, and one wrote that none of the answers applied to her situation.

Figure 20. Question #20. Who was involved with the drawing up of the constitution? (1) girls belonging to the drill team, (2) girls of the team and the advisor, (3) girls, advisor, and one or more members of the administration of the school.

21. Have you ever had to refer to the constitution to support a difficult decision?

In order for a constitution to serve the purpose for which it was drawn up, it has to be used. This might be as a ruling on a particular point that is questioned, a policy change in school which affects the drill team, an addition to the constitution that seems necessary, or a review of the constitution for those who are not familiar with it (such as new members). Of the questionnaires returned, 18 percent were all that stated that they refer to their constitution often (Figure 21). Fifty percent indicated referral to their constitution sometimes, 14 percent replied that they hardly
ever do, and 11 percent had never referred to their constitution to support a difficult decision. Either they had no difficult decisions to support, or else they handled them in a way other than referring to the constitution.

![Figure 21. Question #21. Have you ever had to refer to the constitution to support a difficult decision? (1) often, (2) sometimes, (3) hardly ever, (4) never.](image)

Again it should be stated that if an organization has a well constructed constitution, it could be of great value in handling any problems that might arise in the group. This takes the responsibility of making decisions off the advisor, president, or whomever is in charge. Therefore, the group should feel that no favoritism is shown to any particular individual when a decision is made.

22. Does each member of the team assume leadership responsibility in one way or another for the activities?

The question always arises in any group or organization as to which person or persons is the responsibility of leadership given. Hopefully, each and every member will be given some of the responsibility at one time or another during her membership in the group. Each officer's duties should be clearly outlined in the constitution.
Other members should be given opportunities for leadership. This could be done by using them on different committees, making up drills or routines, selecting musical accompaniment, money-making projects, uniform maintenance, etc.

Any responsibility a girl might assume will help her better appreciate the group, as well as help her own citizenship development not only while a member of the group, but also in her life after high school. Naturally some girls are more willing to share their talent than others, but that does not mean that each person does not have a talent. It is, therefore, necessary to find out how each girl is best suited to use and develop her talent for leadership.

As shown in Figure 22, 32 percent are all that give each girl some leadership responsibility. Most girls are offered the opportunity by 39 percent, 25 percent offer some girls the chance, and only 3 percent answered that this responsibility is given to very few.

Figure 22. Question #22. Does each member of the team assume leadership responsibility in one way or another for the activities? (1) each girl does, (2) most girls do, (3) some do, (4) very few do.
Not only does this leadership-sharing benefit the members of the group, but also the advisor. In a group of this kind there are a great number of details to be taken care of. Any part of this which can effectively be done by the students is of great value to the advisor.

The advisor who fails to provide the proper balance of faculty authority with student leadership often finds herself at one end of the extreme ends of a continuum, to the misfortune of students and teacher alike. At one end of the scale is the term which is ruled with an iron hand by the faculty advisor. While students may "hold" leadership positions, they are given little, if any, opportunity to exercise leadership roles. The other end of the scale is the advisor who permits her students to assume complete authority for the conduct of the team. Students by no means have the maturity, experience and skill which can be provided only by competent adult leadership. (Lyon and Peterson, 1964, p. 29 and 30)

23. How is this leadership formed?

The purpose of a definite selection of individuals to fill the leadership roles is to find the best person suited for the job at hand. There are some times, however, when girls this age elect someone for a position because of popularity or friendship rather than her ability to handle the job. On the other hand, if all positions or responsibilities are assigned by appointment or selection, the problem of favoritism may arise. Therefore, the solution might be a combination of both: some positions could be decided with an election and others can be appointed.

The results of this survey showed that 36 percent use election to choose their leadership. Eleven percent are all that use the appointment method, and 50 percent indicated a combination of election and appointment (Figure 23).
24. Through their experience with leadership responsibilities, do the girls exercise better initiative and direction in their problems?

General thinking is that if anyone undertakes a responsibility and follows it through, she will be better prepared and more willing, if not eager, to offer her services in that same capacity or a new one when the opportunity arises. This of course is true in some cases but not all. Some people will not take the initiative to pursue anything unless someone else is prodding them, and some people have a difficult time transferring a learning process from one situation to another. There are a few, who after some direction in their experience, can apply what they have learned to other areas in their everyday life both at school and outside of school. So, as each girl is given some leadership responsibility, there is hope that she will gain from the experience and use it for future challenges.

Figure 24 indicates that 25 percent feel that the girls always gain initiative and direction from their experience. That the girls
benefited sometimes is felt by 46 percent, 21 percent answered "often" and only one replied "hardly ever." There was no reply indicating that the experience never helped.

![Figure 24](image_url)

Figure 24. Question #24. Through their experience with leadership responsibilities, do the girls exercise better initiative and direction in their problems? (1) always, (2) sometimes, (3) often, (4) hardly ever, (5) never.

25. In your opinion does the physical activity involved in drill team work maintain a desirable level of physical capacity?

Any kind of dancing, marching, series of high kicks, moving in time to a marching band or drum—all of these take a certain amount of physical capacity. Precision drill teams, if they live up to the name, practice many hours prior to a performance with hopes that the routine will be perfect. Any mistake, no matter how small, is still a mistake and every time the drill team performs, they hope that this will be the one time no mistake will be made.

In order that the concentration during a performance can be on the changing formations and other techniques, the girls should not have to worry about whether or not they have the stamina or endurance to make it through the routine without detracting from their
performance. When a girl does not practice the number of hours necessary to maintain this condition, she can ruin a performance for the whole group as well as doing herself no good. Therefore, if a girl puts in as many hours as she should on practice time, she should be able to maintain a desirable level of physical capacity.

Figure 25 shows that 32 percent feel the drill team activity always maintains a desirable level and 54 percent feel that it does not always, but often. There are only 14 percent who feel it sometimes maintains a desirable level and none think that hardly ever or never is it maintained.

Figure 25. Question #25. In your opinion does the physical activity involved in drill team work maintain a desirable level of physical capacity? (1) always, (2) often, (3) sometimes, (4) hardly ever, (5) never.

26. In your opinion does the general attitude of the individuals after becoming a part of the drill team become better: by setting a good example for others, supporting most school functions, abiding by school constitution, etc.?

Attitudes can be very important as far as the success or failure of the drill team is concerned. Hopefully, there is a
great desire to belong to the drill team or else the girls would not try out. It is understandable, however, that there would be a lack of knowledge as to just how much time and work is involved in a group of this kind. But in order for the group to function as a group and not on an individual basis, there needs to be an attitude of oneness to satisfy the main purpose of the group; that is as a representative of the school.

The attitude (Figure 26) of the individuals in the group is felt to be better always, after being in the group for a time, by 39 percent; 43 percent think it is often better and 18 percent replied that it is sometimes better.

![Figure 26. Question #26. In your opinion does the general attitude of the individuals after becoming a part of the drill team become better: by setting a good example for others, supporting most school functions, abiding by school constitution, etc. (1) always, (2) often, (3) sometimes, (4) hardly ever, (5) never.](image)

There is no doubt that the girls in the drill team are constantly being watched by their peers as well as younger girls who can hardly wait until they are old enough to try out. Because these girls in the group are always in the public eye, it is essential that
they represent their school and the drill team in a positive way. Therefore, the girls have to show a good attitude, not only while they are performing, but also during any school activity as well as when they are not involved in anything to do with the school. This is a good reflection on both the school and the group. The girls have to extend their efforts beyond what they feel is necessary to give this feeling of attitude, and the group's stress on the individuals to make a good impression on others should help.

Although this was another opinion question in the survey, the advisors of the different groups should be in a position to evaluate the attitudes of the individuals in the group.

27. How is your drill team financed for uniforms, trips, equipment, etc.?

Finance always plays an important part in an organization and the precision drill team is no exception. Money is needed for uniforms, costumes, decorations, posters, records and tapes, traveling expenses, etc. In some areas, some of the funds are furnished by the school. This could be just bus transportation to any performance away from the home school. Also, it could be a percentage or a definite amount towards new uniforms when they are needed.

There are a number of money-making projects that the girls can organize to help their finances. These could include car washes, bake sales, baby sitting services; selling different products such as shampoo, nuts and candy, candles, spot remover, dog walking, etc. Also a yearly assessment paid by each member on her own would relieve the pressure of some of the finance.
The answers on the questionnaire indicated that for the most part, 68 percent, the individual girls put up the money for the things they need (Figure 27). There was only one reply stating that the drill team receives financial assistance from the school district. Activities with an admission charge are held by 18 percent and 28 percent use a combination of methods.

![Figure 27. Question #27. How is your drill team financed for uniforms, trips, equipment, etc.? (1) girls individually, (2) school district, (3) activities with admission charge, (4) combination of those previously mentioned.](image)

Another activity can be a program, put on by the drill team which is open to the public as well as relatives and the student body. Specialty numbers by other people or groups within the school offer a little variation to a program of this kind. Even someone from another school or organization would be of interest to an audience. This kind of program could have an admission charge and proper advertisement would assure a satisfactory size audience.

The above mentioned is only a sample of the many methods of getting money to finance the drill team. Only one of these methods
may not be sufficient to supply the needed money. Therefore, a combination of one or more of these might be necessary.

28. Do you find that finance is a major drawback to the development and progress of the drill team?

The limitations of the drill team can be affected by the finance they have to work with. The main function of the drill team is to provide entertainment at school activities such as football and basketball games during the halftime breaks. Some schools permit their drill team to accept a limited number of outside engagements at college football and basketball games. Some schools enter drill team competitions with schools in the state as well as out of state. Marching with the band in holiday parades is another activity some drill teams participate in. The administration of each school regulates the number of outside performances. However, even with the administration's approval, there has to be a definite limit to the activities of the drill team unless finance is no problem. Some administrators are more lenient concerning the number of outside performances, and some drill teams are more inventive and ambitious than others. This more or less regulates the development and progress of the group.

Figure 28 shows that only 3 percent of the samples feel finance is always a drawback to the development and progress of the drill team. That it is often a drawback was stated by 32 percent, 36 percent replied it is sometimes, 18 percent answered hardly ever, and only 11 percent think that finance is never a major drawback.

29. In your opinion does self confidence improve for the girls who have been selected for the drill team?
Self confidence is one thing that everyone wishes he or she had. For some people, self confidence comes easy; for others it is a constant struggle. Self confidence is possible when one particular thing is repeated so many times that self assurance is felt. This applies to the drill team: repeated practices for a length of time should enable even the girl who has a difficult time learning the routine to know it good enough to perform with self confidence. This might be the first time the girl has felt this or it might be one of many times. Either way, each time this happens, not only does the girl strengthen her self confidence in this area, but also in other areas because now she knows it is possible.

This was asked as an opinion question, but nevertheless self confidence is something which can be observed and judged when an advisor has worked with a girl for a year or more. Of the total, 36 percent think that self confidence always improves for the girls who had been selected for the drill team (Figure 29). Over half, 61 percent, feel that it is often improved and only 3 percent answered
that improvement only occurs sometimes. There were no replies that indicated that self confidence was improved in very few; those few would be better off for having been in the group.

Figure 29. Question #29. In your opinion does self confidence improve for the girls who have been selected for the drill team? (1) always, (2) often, (3) sometimes, (4) hardly ever, (5) never.

30. When the girls have been in the drill team for some time, do you find that their self discipline is exercised more?

Self discipline as well as self confidence is another very desirable characteristic and the latter can only be achieved if a certain amount of the former is exercised. There are, however, some people who just develop enough self discipline to get by. Self discipline is important in order to achieve the desired affect. If a girl does not discipline herself to practice a certain length of time each day, eat the right foods to keep herself looking her best, make every effort to use her practice time with the group to best advantage, work on specifics on her own without having to be told to do so by the advisor or other members of the group, be prepared at the specified time with any extra duties assigned to her, etc.,
she will only be standing in her own way of any benefits to her development. Hopefully, the drill team offers each girl a good opportunity to develop self discipline, more than if she did not belong.

The results of this question (Figure 30) show that 18 percent always exercise more self discipline after being in the drill team for some time. More self discipline is felt to be exercised by 53 percent, 21 percent sometimes do and only 7 percent replied that hardly ever do the girls exercise more self discipline. There were no answers indicating that self discipline is never exercised more after the girls belonged to the drill team for some time.

![Figure 30. Question #30. When the girls have been in the drill team for some time, do you find that their self discipline is exercised more? (1) always, (2) often, (3) sometimes, (4) hardly ever, (5) never.

31. Have you had any specific training for drill team activities?

Until recently, there has been very little opportunity to learn how to organize and develop a drill team in the high school, other than straight military drill. Now there are workshops held during the summer which offer all aspects of drill team work from organizing
them to learning complete routines as well as uniform ideas and suggestions. Therefore, anyone who is given the assignment of a drill team can attend one of these summer workshops and get some background material.

However, if the drill team has been established for some time, these workshops are not as great a value. Each drill team has its own particular style: some military and some dance drill as well as pom pom and even a combination of these. There are not any two drill teams using exactly the same style. Even those doing military drill develop movements which make their group unique. Some ideas on formations and routines can be useful to the already organized drill team. Essentially though, the workshops are geared more to the less experienced groups.

In spite of these workshops, there are still some teachers, advisors, leaders, directors, etc., who receive no special instruction for drill team work. Of the samples, 14 percent fit into this category (Figure 31). Most of them, 64 percent, registered for a class or workshop in college. Half, 50 percent, were members of a drill team in high school or college and 25 percent had some experience with a group while doing their student teaching.

32. What is the total number of your student body?

As a matter of interest, this question was asked to help determine if only schools with a large, medium, or small student body sponsored a drill team. Surprisingly, some of the larger schools in Salt Lake City did not answer the questionnaire because they do not have precision drill teams and yet some of the smaller schools in the state do have them. Apparently, the size of the
student body is no indication as to whether or not the school has a drill team.

The results (Figure 32) show that only one school with a drill team has a student body of 50-100, 21 percent have a student body of 101-250, 25 percent have 251-400, and 14 percent have from 401-600. There are more drill teams in the larger schools: 36 percent have more than 600 in their student body.
33. Do you feel that the drill team takes more time than you would like to give from your regular teaching assignment?

The fact that the drill team takes extra time has been mentioned before. This not only applies to the members of the group, but also the advisor. Certain duties can be allocated to the girls, but there are still many responsibilities left to the advisor. This leaves less time to spend on regular teaching assignments and preparations. A teacher must divide her time so that no one area suffers. Therefore, it is important that the time given to drill team class be used as wisely as possible. Some teachers are more willing than others to involve themselves completely with this extra assignment, but it should not take so much time and effort that there is not enough attention given to the major teaching assignment. It is the teacher's responsibility to see that this does not happen.

Figure 33 shows that 39 percent answered that they feel the drill team takes more time than they would like to give from their regular teaching assignment, and the other 61 percent feel it does not take too much time. The percentage who answered that it takes

![Figure 33. Question #33. Do you feel that the drill team takes more time than you would like to give from your regular teaching assignment? (1) yes, (2) no.](image-url)
too much time are possibly the ones who do not have a regular class
time for practice and have to rely on after school, before school
or Saturdays for practice time.

34. In your opinion should the drill team advisor be the physi-
cal education teacher?

For some reason, it is assumed that the most likely person to
be assigned the drill team is the physical education teacher. Unless
she has had special training in drill team work, she might be no better
qualified than any other teacher for the job. For instance, an
English teacher may have been a member of a drill team as well as
having taken some dancing through the years. Because of the rhythm
involved and the drill team experience, she would probably be more
qualified than the physical education teacher who had not had a
similar experience. Also, if the physical education teacher were to
be in charge of the drill team, it might mean the difference between
running or not running an intramural program because of necessary
extra time the drill team demands.

Therefore, the person who is best qualified should be the one
assigned the drill team responsibility. If this is the math teacher,
then she should be the one.

It is interesting to note (Figure 34) that 61 percent feel that
the drill team advisor should be the physical education teacher.
Only 10 percent do not feel it should be the physical education
teacher and 28 percent are undecided.

35. What was your major subject in college?

Out of the 28 who answered the questionnaire, 21 majored in
physical education, two are English majors, two are speech majors,
one business, one home economics and one majored in sociology.

Figure 34. Question #34. In your opinion should the drill team advisor be the physical education teacher? (1) yes, (2) no, (3) undecided.
SUMMARY AND CONCLUSIONS

The objectives of this study were to find out if the standards set for selection and the standards which govern these girls' precision drill teams are of a high quality and add to rather than detract from the total school program.

The questionnaire which was sent in 1968 to drill team advisors in selected high schools in Utah asked a variety of questions pertaining to the total drill team program: age, grade average, pre-training for tryouts, leadership, constitution, objectives, etc.

The results show that there were more drill teams in the larger schools than in the smaller ones. Girls were selected mostly from the eleventh and twelfth grades. They gained self confidence, self discipline, an outlet for developing their skills and physical components, and the opportunity to assert their leadership abilities.

The key to a successful drill team seems to be qualified adult leadership to guide the girls in administering the bulk of the leadership, and also a constitution or a good set of rules to govern the group.

As a result of this study, the following recommendations are made:

1. Drill team membership should be limited to the eleventh and twelfth grades.
2. If at all possible, class time should be provided for the drill team.
3. Overall leadership should be conducted by the advisor,
leaving the specific leadership of teaching the drills, organizing extra practice time, money-making projects, and as many decision-making problems to the girls in the group as much as is possible.

4. Practices outside of class time should be kept to a minimum. If the girls know that they cannot practice whenever they want to, the time in class will be used to better advantage.

5. Girls should not belong to the group if their grades are not good enough to allow for extra practice time which might involve their study time.

6. If the drill team is expected to perform at the fall football games, summer practices are necessary.

7. Some pre-training of what is expected of the girls during tryouts is advisable.

8. Tryouts should include as many aspects of what the girls will have to do in the drill team as there is time for: marching, rhythm, kicks, etc.

9. Judges for the tryouts should be people who do not know the girls personally and would, therefore, not show any favoritism.

10. A written constitution, by-laws, or set of rules is needed to let the girls know what is expected of them and to refer to when necessary.

11. The constitution, when drawn up should involve the school's administration as well as members of the drill team, so that set standards of the school will not be contradicted in the drill team constitution.

12. Leadership responsibility should be given in some respect to each member of the drill team with guidance by the advisor.
13. Warm-up exercises should not only include muscle stretching but also endurance activity so that physical capacity can increase.

14. Dues paid by the girls each year provide a basic fund to operate the drill team.

15. Money-making projects should be planned if finance is a problem, so that there will not be a hardship on the girls.

16. Some prior training or experience in drill team work is recommended when considering an advisor for the group. The person who is best qualified should be selected for the drill team advisor no matter what her major field is.
LITERATURE CITED


Dear Instructor:

I am working towards a Master's Degree in physical education and I need some assistance in my research. Would you please check the following questions:

Do you have a precision drill team in your school?   Yes   No

Would you answer a questionnaire concerning your precision drill team?   Yes   No

Thank you for your consideration.

Sincerely,

Jean M. Workman
QUESTIONNAIRE

I would like to obtain some information about the precision drill team that you are working with. This questionnaire consists of a number of questions concerning several aspects of the precision drill team. Please indicate your answer to each question by drawing a circle around the response which best fits your particular situation.

1. Of what age group does your drill team consist?
   (1) 9th grade (2) 10th grade (3) 11th grade (4) 12th grade (5) 11th and 12th grades

2. In order to join and continue to be a part of the drill team, what grade average is required?
   (1) A (2) B (3) C (4) does not matter

3. How much regular physical education is required by the girls belonging to the drill team?
   (1) 1 year (2) 2 years (3) 3 years (4) none is required

4. Do you have a regular class period time for drill team practice?
   (1) all year (2) half year (3) just when necessary (4) no

5. If the answer to No. 4 is "all year" are other activities involved when the drill team is not practicing for a special event?
   (1) just drill team (2) other activities (3) regular physical education

6. What height is required of the girls?
   (1) under 5' 6" (2) 5' 6" or over (3) height depends on total group (4) no specific height

7. As far as weight is concerned, how are the girls selected?
   (1) 115-120 lbs. (2) 100-115 (3) no specific weight as long as general appearance is satisfactory

8. Is any action taken if you think that any particular member becomes overweight?
   (1) dismissed from group (2) probation until satisfactory condition is regained (3) warning (4) nothing is done

9. How much practice time is used for drill team?
   (1) just allotted class time (2) class time and before or after school (3) before and after school
10. Do you have summer practice?
   (1) about 2 weeks before school starts  (2) about 6 weeks
      before school starts  (3) all summer  (4) none

11. Do you recommend any pre-training before tryouts?
    (1) as a special group for those interested  (2) girls are
        expected to train on their own after some guidance  (3) none

12. During the tryouts are any of the following judged?
    (1) rhythm  (2) coordination  (3) flexibility  (4) all of the
        above

13. Are the girls required to have ability in specific skills?
    (1) splits  (2) high kicks  (3) both  (4) both as well as
        others  (5) none

14. In your opinion does your drill team contribute to the objectives
    of general education?
    (1) completely  (2) partially  (3) hardly at all  (4) not at all

15. In your opinion does your drill team contribute to the objectives
    of physical education?
    (1) completely  (2) partially  (3) hardly at all  (4) not at all

16. What kind of officer pattern does your drill team use?
    (1) military: captain, sergeant, etc.  (2) squad leaders
        (3) advisor  (4) none of the above  (5) no specific pattern

17. Does your drill team have a constitution?
    (1) yes  (2) no

18. If you do have a constitution, is it periodically reviewed and
    revised?
    (1) each year  (2) every 2 or 3 years  (3) only when it seems
        necessary  (4) never

19. In your opinion is the constitution one that is well written
    with clearly stated policies and procedures?
    (1) very good  (2) good  (3) fair  (4) poor

20. Who was involved with the drawing up of the constitution?
    (1) girls belonging to the drill team  (2) girls of the team
        and the advisor  (3) girls, advisor and one or more members of
        the administration of the school

21. Have you ever had to refer to the constitution to support a
    difficult decision?
    (1) often  (2) sometimes  (3) hardly ever  (4) never

22. Does each member of the team assume leadership responsibility
    in one way or another for the activities?
    (1) each girl does  (2) most girls do  (3) some do  (4) very
        few do
23. How is this leadership formed?
   (1) elected  (2) appointed  (3) combination of both

24. Through their experience with leadership responsibilities do the girls exercise better initiative and direction in their problems?
   (1) always  (2) sometimes  (3) often  (4) hardly ever  (5) never

25. In your opinion does the physical activity involved in drill team work maintain a desirable level of physical capacity?
   (1) always  (2) often  (3) sometimes  (4) hardly ever  (5) never

26. In your opinion does the general attitude of the individuals after becoming a part of the drill team become better: by setting a good example for others, supporting most school functions, abiding by school constitution, etc.
   (1) always  (2) often  (3) sometimes  (4) hardly ever  (5) never

27. How is your drill team financed for uniforms, trips, equipment, etc.?
   (1) girls individually  (2) school district  (3) activities with admission charge  (4) combination of those previously mentioned

28. Do you find that finance is a major drawback to the development and progress of the drill team?
   (1) always  (2) often  (3) sometimes  (4) hardly ever  (5) never

29. In your opinion does self confidence improve for the girls who have been selected for the drill team?
   (1) always  (2) often  (3) sometimes  (4) hardly ever  (5) never

30. When the girls have been in the drill team for some time, do you find that their self discipline is exercised more?
   (1) always  (2) often  (3) sometimes  (4) hardly ever  (5) never

31. Have you had any specific training for drill team activities?
   (1) member of drill team in high school or college  (2) class or workshop in college  (30 student teaching  (4) none

32. What is the total number of your student body?
   (1) 50-100  (2) 101-250  (3) 251-400  (4) 401-600  (5) more than 600

33. Do you feel that the drill team takes more time than you would like to give from your regular teaching assignment?
   (1) yes  (2) no

34. In your opinion should the drill team advisor be the physical education teacher?
   (1) yes  (2) no  (3) undecided

35. What was your major subject in college?
VITA
Jean Marie Workman
Candidate for the Degree of
Master of Science

Thesis: A Survey of the Selecting and Governing of Girls' Precision Drill Teams in Selected High Schools in Utah

Major Field: Health, Physical Education and Recreation

Biographical Information:


Education: Attended elementary schools in Lyman and Rock Springs, Wyoming; junior high in Rock Springs; high schools in Rock Springs and Ogden, Utah; graduated from Ogden High School in 1950. Attended Weber College and received Bachelor of Science degree from Utah State University in 1962; completed requirements for Master of Science degree at Utah State University in 1971.

Professional Experience: Taught high school at North Rich, Laketown, Utah; Lyman High School, Lyman, Wyoming; Utah State University Extension Service, Center for Continuing Education at Roosevelt and Vernal, Utah; 1968 to present at Sky View High School at Smithfield, Utah (physical education and drill team advisor).